

Key Stage 3 Subject Timeline Year 7

Subject: history

KS3 HISTORY YEAR 7					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Saxon England and Norman Conquest</p> <p>-The Anglo-Saxons and England before 1066</p> <p>-Why did William invade</p> <p>-Why did William win</p> <p>-Heritage Club (lunchtimes)</p> <p>-History debate club (lunchtimes)</p>	<p>Saxon England and Norman Conquest</p> <p>-Bayeux tapestry</p> <p>-How William controlled the Saxons: feudalism and castles</p> <p>-How castles developed</p> <p>Challenges to the King and feudalism</p> <p>-Thomas Becket 1173</p> <p>-The Magna Carta 1215 significance</p> <p>-Heritage Club (lunchtimes)</p> <p>-History debate club (lunchtimes)</p>	<p>Challenges to the King and feudalism</p> <p>-Medieval religion,</p> <p>-The Black Death 1348</p> <p>-The Peasants' revolt 1381</p> <p>The Tudors</p> <p>-The Battle of Bosworth and Henry VII</p> <p>-Heritage Club (lunchtimes)</p> <p>-History debate club (lunchtimes)</p>	<p>The Tudors</p> <p>-Henry VIII and the break from Rome</p> <p>-Dissolution of the monasteries</p> <p>- Edward and Mary</p> <p>-Elizabeth</p> <p>-Heritage Club (lunchtimes)</p> <p>-History debate club (lunchtimes)</p>	<p>Stuarts and the English Civil War</p> <p>- James I and the gunpowder plot</p> <p>-Causes of the English Civil War</p> <p>-Battles of the civil war</p> <p>-Why Parliament won and the execution of Charles I</p> <p>-The Restoration</p> <p>-Oliver Cromwell</p> <p>-The Restoration</p> <p>-The Glorious Revolution</p> <p>-Heritage Club (lunchtimes)</p> <p>-History debate club (lunchtimes)</p>	<p>Industrialisation and the Victorians</p> <p>-How Britain changed between 1750 and 1900</p> <p>-Empathising with Victorian workhouse inmates</p> <p>-Significance of coal and factories</p> <p>-The Suffragettes and their struggle for equal voting rights</p> <p>-Heritage Club (lunchtimes)</p> <p>-History debate club (lunchtimes)</p>
<p>Key Concepts and skills</p> <p>- Source utility and provenance</p> <p>- Change and continuity</p> <p>- Comparing and contrasting</p> <p>- Significance of events and people</p> <p>-Cause and consequence</p> <p>-Linking and evaluating factors</p>		<p>Key Concepts and skills</p> <p>- Source utility and provenance</p> <p>- Change and continuity</p> <p>- Comparing and contrasting</p> <p>- Significance of events and people</p> <p>-Cause and consequence</p> <p>-Linking and evaluating factors</p> <p>-Evaluating interpretations</p>		<p>Key Concepts and skills</p> <p>- Source utility and provenance</p> <p>- Change and continuity</p> <p>- Comparing and contrasting</p> <p>- Significance of events and people</p> <p>-Cause and consequence</p> <p>-Linking and evaluating factors</p> <p>-Evaluating interpretations</p>	
<p>Endpoint</p> <ul style="list-style-type: none"> To understand how to measure time. To understand what different historical concepts mean; like causation, significance and interpretation. 	<p>Endpoint</p> <ul style="list-style-type: none"> To understand what England was like before and after 1066 To have explained why and how the Normans conquered England To have understood how feudalism worked and explain its importance 	<p>Endpoint</p> <ul style="list-style-type: none"> To explain how significant events challenged the feudal system Be able to describe these events and link them together. (cause and consequence) To be able to explain the significance of events like the Battle of Bosworth and the Act of Supremacy. 	<p>Endpoint</p> <ul style="list-style-type: none"> To be able to explain the significance of events like the Battle of Bosworth and the Act of Supremacy. A clear understanding of the causes and consequences in the 1530s. To have described, in detail, the Tudor family tree. 	<p>Endpoint</p> <ul style="list-style-type: none"> To explain why the reign of Edward was significant to the English reformation. To explain why Mary is known as 'Bloody Mary' To understand the persecution of Catholics and the threat they posed in the 17th C. 	<p>Endpoint</p> <ul style="list-style-type: none"> To understand what life was like in Victorian times, especially for the working class The explain population growth in the 19th Century To have explained the importance of coal and factories in the 19th Century.

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				<ul style="list-style-type: none"> • <i>To explain, and for some to evaluate, the causes of the ECW.</i> • <i>To explain why Parliament won. To understand how England became a republic and then a constitutional monarchy.</i> • <i>To have understood why England failed to succeed as a republic.</i> 	
Class assessment on Romans	Class assessment on Normans	Class assessment on feudalism	Class assessment on the Tudors	Class assessment on the ECW	

Key

Diversity and inclusion

Careers

Cultural Capital