

Year: 7

Subject: History

Autumn Term		
<p>Overarching Topic: How did early settlement and migration shape the kingdom of England before 1066? How far did the Normans bring trouble to England? How turbulent was the Middle Ages?</p>		
What has come before and what comes later:	<p>Students will have some knowledge of settlement and migration in England prior to 1066 (e.g. Romans, the Anglo-Saxons, the Scots, the Vikings etc) as it is a prescriptive element of the key stage two history curriculum. The development of church, state and society will permeate into the Year 8 curriculum. Furthermore, the medieval period features in the study of medicine in Britain from 1250 to present day in our GCSE specification.</p>	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> What is history? <p>ENQUIRY QUESTION: How did early settlement and migration shape the kingdom of England before 1066?</p> <ul style="list-style-type: none"> Who are the Britons? What did the Romans contribute to Britain? How did the Anglo-Saxons change Britain? How devastating was the Viking invasion of Britain in 793? <p>ENQUIRY QUESTION: How far did the Normans bring trouble to England?</p> <ul style="list-style-type: none"> Who were the claimants to the throne in 1066? What happened at the Battle of Fulford and the Battle of Stamford Bridge? Why did William I win the Battle of Hastings? How did William I organise and control the people of England? Was William I unnecessarily cruel to the people of England? 	<ul style="list-style-type: none"> How did society in Britain develop from 1066? How did the relationship between the Church and state develop from 1066? To what extent was the Magna Carta a catalyst for monarchical change?

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	ENQUIRY QUESTION: How turbulent was the Middle Ages? <ul style="list-style-type: none">• Why did people go on crusade?• Does King Richard deserve to be remembered as a great crusader?• How powerful was Eleanor of Aquitaine?	
	Skill/Technique	How students will develop and demonstrate this
Key skills	Using direct evidence from a historical source Making inferences from historical sources Evaluating and drawing a conclusion from a wide range of historical data	<ul style="list-style-type: none">• In the analysis of historical evidence, they will make good use of quotations and other direct references to the text that develop precise points with detailed explanation.• In the analysis of historical sources, they will make good use of quotations and other direct references to the text to support inferences.• In the evaluation of historical data, they will make judgements on the importance and significance of causation and consequence.