

KS3 HISTORY (Year 7)

{life in the Middle Ages}

YEAR 7 HISTORY	
TOPIC/UNIT	Life in the Middle Ages
Unit aims from NC Programme of Study (where applicable)	<ul style="list-style-type: none"> • know and understand the history of the UK as coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped the nation and how Britain has influenced and been influenced by the wider world • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘realms’, ‘parliament’ and ‘peasantry’ • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
Cross Curricular links (where applicable)	Applicable to KS3 History: Make links between history and other subjects, such as ICT, Social Studies, English, Sciences and Geography.
How will it be taught?	In classroom; once a week for 60 minutes; based on, but not solely, “Invasion Plague & Murder” textbook; a variety of resources (i.e. worksheets and video clips), tasks (i.e. group work, pair work, individual work, presentations, discussions, written work etc) and differentiation methods will be implemented (see individual weeks); homework will be given weekly (homework is varied, research tasks, answering questions, essays/short stories, story boards, etc)
How will it be assessed?	Formal end of unit assessments (a variety: knowledge, essay and sources); AFL throughout the lessons; weekly homework; class work; project work; end of year exam

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Topic	Learning Objective
Skills in History 1	ALL: Understand what a timeline is MOST: Know how we count years in chronological order SOME: Identify what century a year is from
Health and Safety	<ul style="list-style-type: none"> ✓ I can define the terms health and safety and VDU ✓ I can identify the key responsibilities of an employer/employee ✓ I can apply my knowledge to a case study to advise on good practice
Skills in History 2	ALL: understand the difference between a primary source and a secondary source MOST: Explain what an anachronism is
Global Citizenship	What is a Global Citizen? Oxfam sees the global citizen as someone who: <ul style="list-style-type: none"> • is aware of the wider world and has a sense of their own role as a world citizen • respects and values diversity • has an understanding of how the world works • is passionately committed to social justice • participates in the community at a range of levels, from the local to the global • works with others to make the world a more equitable and sustainable place • takes responsibility for their actions.
Battle of Hastings England before 1066	ALL: Be able to arrange events in chronological order MOST: describe 11 th Century England
Battle of Hastings Who will be the next King of England?	ALL: Create a table analysing arguments for and against candidates for king in 1066 MOST: decide on a suitable monarch and explain your choice
Battle of Hastings The Battle of Stamford Bridge	ALL: describe what happened at Stamford Bridge MOST: be able to explain the strengths and weaknesses of each army SOME: explain what is the most reason for Harold’s victory
Battle of Hastings	ALL: be able to retell what happened at the Battle of Hastings MOST: give an example of bias in the story of “The Battle of Hastings” MOST: create a biased version of the Battle of Hastings

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Motte and Bailey Castles How William kept control over England	ALL: Describe a Motte & Bailey Castle MOST: Be able to give advantages and disadvantages about Motte & Bailey Castle SOME: Create an empathetic piece of writing
How William Kept Control	ALL: To understand how King William used Castles, Barons and a book to control his new kingdom.
Medieval England The Feudal System	ALL: say what the Feudal System was ALL: draw a diagram showing the structure of the Feudal System
Castles How castles have evolved	ALL: describe how castles changed after 1066 MOST: write a plan of attack or defence for a castle SOME: analyse the position of a castle
Castles The Siege of the Rochester Castle	ALL: To remember at least Five weapons used to get into the Castle. ALL: To describe why it was difficult to get into the Castle SOME: To explain the other method used to eventually break though the Castle Walls
Castles Where have all our castles gone?	ALL: To understand where and why Castles have been built in other places over the world. MOST: How Castles have changed over time SOME: To understand why Castles are not used today anymore.
Medieval England Religion in Medieval England	ALL: be to know the church structure MOST: be able to give reasons why religion was important MOST: to be familiar with monastery life
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Medieval England A day in a life of a monk and nuns	ALL: To understand why people became monks and nuns. SOME: To understand how Monks and nuns contributed to society.
Medieval England How did Pilgrims progress	ALL: To know what a Pilgrimage is MOST: To know why people went on pilgrims MOST: To know how pilgrims survived on their journey.
Medieval England What was life like in a medieval Village	ALL: To understand how most ordinary people lived during the middle ages. ALL: To know how a medieval village might have looked.
Medieval England What was life like in a medieval Town?	ALL: To understand how life in a Medieval town might look like. MOST: To understand why towns grew. MOST: To understand why buying and selling was organized.
Health and Safety	<ul style="list-style-type: none"> ✓ I can define the terms <i>health and safety</i> and <i>VDU</i> ✓ I can identify the key responsibilities of an employer/employee ✓ I can apply my knowledge to a case study to advise on good practice
Medieval England Hygiene	ALL: say how hygienic people lived in the Middle Ages MOST: compare modern and medieval hygiene
Medieval England Leisure	ALL: know ways how medieval people spent their spare time ALL: compare modern and medieval football MOST: give reasons why things changed
Medieval England What was Music and Fashion like?	Task: How was music cooking and Fashion like during the Middle Ages and where does English come from?
Medieval England Where does the English come from?	ALL: To understand where the English language come from?
Medieval England Knights	ALL: be able to say what a Medieval Knight was MOST: be able to describe the life of a Medieval knight SOME: be able to write a diary entry of a young medieval knight with accurate detail
Medieval England Her story	ALL: be able to explain the role of women in medieval society MOST: be able to compare women today and then
Medieval England England's forgotten queen	ALL: To understand why Matilda thought she should have been crowned MOST: To understand the reasons she wasn't SOME: To decide on who won the struggle
Medieval England	ALL: To understand why people were interested in the Middle East

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What was the wars of the cross?	MOST: To know why Jerusalem is important to THREE religions SOME: To understand why the Pope ordered the Crusades. (PEEL)
Medieval England Crown v Church	ALL: explain why the king and church are in conflict MOST: know how the murder happened SOME: summarise the consequences of the event
Medieval England What was the Magna Carta the freedom charter	ALL: To understand what mistakes King John made that upset the barons. MOST: To know what the Magna Carta is and how it affects us today.
Medieval England The Crown vs the state: Henry 3rd	ALL: To understand why Henry 3 rd became as unpopular as his father MOST: To know how the barons reacted to Henry's rule SOME: To understand how this led to the first Parliament.
Medieval England The start of the Peasants' Revolt	ALL: analyse the causes of the peasants revolt MOST: create a pictorial chronology of events SOME: decide on and advise Tyler on his best options
Medieval England The end of the Peasants' Revolt	ALL: recount why the Peasants did revolt MOST: analyse a source for similarities and differences MOST: write an alternative version of the story
Medieval England The Plague	ALL: explain what the plague was MOST: explain how the plague spread : analyze supposed cures and causes of the plague SOME: analyze positive and negative effects of the plague
Medieval England Health & Medicine in the Middle Ages	ALL: know supposed causes and cures of illness in the Middle Ages MOST: compare a medieval and modern day doctor SOME: understand people's attitude to disease in medieval times
Medieval England What was Edwards I "Ring of Iron"?	ALL: understand how and why Edward I tried to control Wales MOST: know what was special about the castles of the "Ring of Iron"
Medieval England Braveheart	ALL: understand why Edward I invaded Scotland MOST: decide whether Edward I deserved the name 'the Hammer of the Scots'
Medieval England Why was there a war of the Roses?	ALL: To understand why England went to war with itself MOST: To know who fought in the war of the roses and which side ended up with the English Crown.
Medieval England A Royal Murder	ALL: To understand why Edward V was never crowned king Most: To decide what happened to Edward and his brother and to explain the decision you have made
Medieval England Why was there a Hundred year war?	ALL: To know why England and France went to war with each other in the 1300's. MOST: To understand where the name comes from SOME: To know the chronological order of the Battles.
Medieval England How did Joan of Arc help the French during the Hundred year war?	ALL: To understand who Joan of Arc was. MOST: To understand how she affected the hundred year war. SOME: To explain why she is a national Hero today
Medieval England How did Henry v help England during the Battle of Agincourt?	ALL: To explain why Henry V started the war with France MOST: To explain how and why the English won the battle of Agincourt SOME: To decide why it was such an important and famous English battle.