

Year 7 History	
Term 1: Anglo-Saxon England	
Learning Objectives	
<p><i>What was responsible for the rise and fall of the Anglo-Saxon 'Kingdom of Kent'?</i></p> <ul style="list-style-type: none"> Who were the Anglo-Saxons that became Kings from the 6th century? Why was King Aethelbert of Kent so powerful? What was life like within the 'Kingdom of Kent'? What impact did the Viking invasion have on the 'Kingdom of Kent'? 	
What previous knowledge is required?	
It is helpful for students to understand periods of History and their chronology. For example, a base understanding that the Roman era chronologically preceded the Anglo-Saxon.	
How will this term's content help with future learning?	
<p>This topic prepares students for a study on the Norman period providing contextual information on continuity and changes in attitudes and society from the Anglo-Saxon period into the Norman and Later Middle Age period. This topic also prepares students for some content in GCSE History</p> <ul style="list-style-type: none"> Links to Edexcel GCSE Crime and Punishment Paper 1 – Key Topic 2, Crime, punishment, and law enforcement in early modern England, c1000-c1500 – Continuity and Change (studied in Term 2 of Year 10) 	
Common Misconceptions	
Sometimes difficult for students to grasp that during this period there was no defined Kingdom of 'England' and that individual kingdoms (such as Kent) operated within the British Isles, this is often commonly misconceived because it does not fit with a student's contemporary understanding of 'England' within the modern-day United Kingdom.	
National Curriculum / Specification	
<ul style="list-style-type: none"> the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 	
Term 2: Norman England	
Learning Objectives	
<p><i>Did the Normans bring a 'truckload of trouble' to England?</i></p> <ul style="list-style-type: none"> Run up to the Battle of Hastings Consequences of 1066 Changes to the Church Methods of control: Domesday, castles, terror. Laws, state, and society 	
What previous knowledge is required?	
Understanding of the position of Anglo-Saxon England and the way in which England prospered under their rule, as well as the establishment of law, methods of crime and punishment, civil society.	
How will this term's content help with future learning?	
The Norman Conquest is the foundational event of the English state, without understanding how the Normans controlled England with systems of feudalism, new law, and military prowess the additional developments of Medieval kingship cannot be understood. English 'culture' largely finds itself rooted in the conquest including language and literature and Norman attempts at conquest in areas such as Wales set a pattern for latter English expansionism.	
Common Misconceptions	

The biggest challenge presented within this SOW is often students being able to take the knowledge that they have gained from the story of the Norman Conquest and applying it to a wider analysis of whether the Normans can be considered to have caused a 'truckload of trouble.'

National Curriculum / Specification

- the development of Church, state, and society in Medieval Britain 1066-1509

Term 3: Medieval Religion

Learning Objectives

- What was Medieval England like?
- What was the role of Medieval Kings?
- Why was religion so important to Medieval English people?
- How important was religion in the Middle Ages?
- How far did Henry II change England?
- Why was Thomas Becket killed?

What previous knowledge is required?

It is helpful for students to understand periods of History and their chronology. For example – Anglo-Saxon, Norman, Middle Ages, and in particular some understanding of the Battle of Hastings and Normans. Contextual knowledge from previous learning in Term 2 regarding changes the Normans made to Britain will be beneficial.

How will this term's content help with future learning?

This topic ensures that students understand the unrivalled dominance of the Church within political, legal, and religious elements of the English state. This provides the foundation for learning about the latter challenges to this status quo by dynasties such as the Tudors and the eventual English reformation, thus leading to their understanding of the eventual creation of Church of England.

This topic also prepares students for some content in GCSE History:

- Links to Edexcel GCSE Crime and Punishment Paper 1 – Key Topic 2, Crime, punishment, and law enforcement in early modern England, c1000-c1500 – Continuity and Change (studied in Term 2 of Year 10)

Common Misconceptions

Students sometimes struggle with the vast array of key terms required within the religious element of the topic. For example, complex words such as tithe, clergy, monastic as well as the concept of the Church being a local building as well as an international institution.

National Curriculum / Specification

- the development of Church, state, and society in Medieval Britain 1066-1509

Term 4: Black Death

Learning Objectives

- How terrible was the Black Death?
- What were the causes and consequences of the Black Death?
- How did people treat the Black Death?
- Was the Black Death really the "end of the world"?

What previous knowledge is required?

The understanding of the religious basis of England's society will enable students to fully understand some of the attempts to find reasoning for causes of disease as well as explain why medieval people believed in certain cures.

How will this term's content help with future learning?

The Black Death had significant impacts on population for preceding centuries up until the Early Modern period, the topic therefore helps to explain the medieval tendency of rural populations over urban. An examination of medical history also means that students are aware of the impact of infectious diseases on history prior to the examination of the Industrial Revolution and water borne diseases such as Cholera.

Common Misconceptions

Students sometimes mix up methods of prevention and cure, meaning that their explanations can sometimes feel slightly confused when detailing how the disease impacted England.

National Curriculum / Specification

- the development of Church, state, and society in Medieval Britain 1066-1509

Term 5: The Princes in the Tower Investigation

Learning Objectives

The Princes in the Tower enquiry allows students to become the historian and immerse themselves in the world of detecting history through source analysis, interpretation comparison and making their own judgements. Students should begin to understand how History as a discipline outside of the classroom works, and that should feed into helping them think about enquiry related questions.

- Who were the Princes in the Tower?
- What happened to them?
- Who do historians think was responsible for their disappearance?
- What do sources say about the events of 1483?

What previous knowledge is required?

Concepts of monarchy, such as heir, succession and power, are needed to fully access the content in Term 5. This base knowledge is taught in Terms 2-4.

How will this term's content help with future learning?

Foundational story for the rise of the Tudor dynasty, this provides links to the T6 examination of Henry VIII as well as linking to GCSE topic on Early Elizabethan England and explaining the constant fears around succession, legitimacy, and rebellion.

Common Misconceptions

Students do sometimes get confused between some of the main characters involved, with a heavy amount of repetition of names such as Richard and Edward.

National Curriculum / Specification

- the development of Church, state, and society in Medieval Britain 1066-1509

Term 6: Interpretations of Henry VIII

Learning Objectives

Enquiry – why do historians differ in their interpretations of Henry VIII?

- Who were the Tudors?
- What are historian's interpretations of Henry VIII?
- What was Henry VIII like as a king?
- How successful was Henry VIII's foreign policy?
- What happened during the Reformation?
- Why was there a 'Second King' in England during Henry VIII's reign?

Students will be presented with a range of academic historians' interpretations regarding the reign of King Henry VIII. After analysing the opinions, students will learn about the key areas of Henry VIII's reign, using primary source material to gain knowledge, eventually using it to evaluate the views of the historians in question.

What previous knowledge is required?

Concepts of monarchy, such as heir, succession and power, are needed to fully access the content in Term 6. This base knowledge is taught in Terms 2-4. The Term 5 investigation into the Princes in the Tower provides context to the Tudor dynasty and introduces the skill of using sources to inform opinions.

How will this term's content help with future learning?

This will help students' contextual knowledge about the late Middle Ages, and the start of the Tudor dynasty. The investigation also helps students to understand different historians' interpretations and linking opinions to historical source evidence.

This topic also prepares students for some content in GCSE History

- Links to Edexcel GCSE Crime and Punishment Paper 2 – Early Elizabethan England

Common Misconceptions

Ability to apply the knowledge that they learn from studying Henry VIII to an effective evaluation of interpretations is often quite tough, sometimes this is part of a student belief that historians cannot be challenged because they have written substantial historical works.

National Curriculum / Specification

- the development of Church, state, and society in Britain 1509-1745