



Year 7 History Medium Term Plan

Autumn Term

Learning Overview (Contents)	Key Content: • The arrival and settlement of the Anglo-Saxons, including their influence on governance, society, and culture. • Viking invasions and the establishment of areas under their control. • Leadership and achievements of key figures such as Alfred the Great. • The role of Edward the Confessor and the issue of royal succession in 1066. • A detailed study of the claimants to the throne and their motivations. • Key military events including the Battle of Stamford Bridge and the Battle of Hastings. • A study of the Harrying of the North and its consequences. • A deep dive into the construction of Motte & Bailey Castles Historical Skills: • Building a chronological understanding of early English history. • Using and interpreting historical sources with accuracy and respect. • Exploring causes and effects of major historical events. • Comparing different perspectives and drawing balanced conclusions. • Strengthening reasoning and debate skills through evidence-based arguments. Curriculum Focus: • Exploring early leadership and systems of rule in a historical context. • Understanding how migration, conflict, and competition shaped society. • Recognising how key individuals influenced the direction of history. Wider Learning: • Links to geography (migration, settlement, terrain and conflict). • Development of literacy and critical thinking. • Opportunities for respectful discussion and collaborative learning. <u>Note: As each week of study contained 2 lessons, there will be two lesson objectives (LO) per week.</u>
Assessment Opportunities	Assessment Opportunities: • Source-based tasks (e.g. chronicles and visual evidence). • Written work exploring key historical questions (e.g. Who was the strongest leader in 1066?). • Motte & Bailey Design and Creation Task

Textbooks Published Lesson Resources	Please include ISBN numbers of all published textbooks and other published resources if available
---	---

Home Learning Resources	Specific Links to Oak Academy
Knowledge organisers	Link to knowledge Organisers

Week Number	Learning Overview / objective (outlined above)	What should pupils know, understand and be able to do by the end of the week? (Use clear Success criteria)
1	LO: To learn about life in Anglo-Saxon England LO: To decide who was the first “King of England”	• What was England before 1066? Knowledge of key ethnic groups vying for power and control: Saxons. Vikings. • Understanding the powers struggles to control this Island are linked to resources/wealth • Define what makes a King, who can claim to be the first King of England?
2	LO: To learn about the life of Edward the Confessor. LO: To learn about the death of Edward the Confessor in 1066.	• Who Edward was. • Who were his connections? Why is the Godwinson Family of Wessex so important to him? Why are the Vikings and the Normans both connected to his story? • Family Tree of Edward. • His death in January 1066
3	LO: To learn about the Three Contenders to the throne in 1066. LO: To learn about the strength and weakness of each claim to the throne in 1066	• Who the Four were. Their strengths and weaknesses. • Who they were: strength of each claim. Strength and weaknesses of those respective claims • Evaluation and Judgment: who do pupils think should be King after Edward.

4	LO: To learn about the key events of 1066. LO: To learn about the Battle of Stamford Bridge	• What were the key events that occurred in 1066? • Why did Harald Hardrada invade the north of England? • What were the key events of the Battle? • What was the outcome of the Battle – who was killed, who was victorious?
5	LO: To learn about the Battle of Hastings LO: To reenact the Battle of Hastings.	• What was the context behind the Battle of Hastings • Make sure the students understand the distance covered by Harold Godwinson's men • Discuss the battle – who was fighting on each side? • What weapons were used, what tactics were used? • Why was Norman cavalry so successful – link to later changes in military tactics. • Who was victorious? Who was defeated? • Can the students recreate the tactics used in the battle?
6	LO: To learn about the Bayeux Tapestry LO: To solve the mystery of the Harold Godwinson's death	• What was the Bayeux Tapestry? • Who commissioned it, and who created it? • <i>Why</i> was the tapestry made? • Discuss the students' knowledge of propaganda • Can the students analyse different parts of the tapestry to tell a story? • Can the students use the Bayeux Tapestry to help solve the mystery behind the death of Harold Godwinson? • What other theories surrounding his death are there? • Summative Assessment Opportunities
7	LO: To learn about the Norman Conquest LO: To discuss the Feudal System	• What do we mean by "Conquest" • How was society restructured? What did Anglo-Saxon life look like compared to the Norman Feudal System?

		• How did the Feudal System work? • Why was the Feudal System unfair for peasants? • Can students create their own graphics to represent this? • Do students understand the relationship between each layer? Lord and Vassal?
8	HALF TERM	
9	LO: To learn about the Domesday Book LO: To learn about taxation in medieval England	• What was the Domesday book? What was its purpose? • How was the Domesday book organized? Who collected the information? • How did people react to the Domesday Book? • Can students analyse data relating to the Domesday book? • Do students understand taxation. • Why is taxation so unpopular with medieval peasants?
10	LO: To learn about why English peasants were unhappy with Norman rule. LO: To learn about the “Harrying of the North”	• Why were peasants so dissatisfied with the Feudal System? • Can the students use acronyms to remember factors relating to a theme • FLEM (Feudal System, Land redistribution, Economics, Motte & Baileys) • What caused the Harrying of the North? • What does Harrying mean? • Why did William react so harshly? • What were the short-, medium- and long-term consequences of the Harrying of the North? • What did people think about the Harrying?
11	LO: To learn about Motte and Bailey Castles LO: To identify the key features of Motte and Bailey Castles	• What do students know about castles? • What did Motte and Bailey castles look like? • How were they constructed? • Why were they effective? • What are the key features?

		• Can students label and identify the key features, whilst also assessing their strengths and limitations. • Can students begin planning their Motte and Bailey design for the task next week?
12	LO: To construct our own Motte & Bailey Castle	• This was previously set as a homework task, but I feel it would be better done in class. This feedback was given by parents also. • Students bring in trash from home that can be constructed into a Motte and Bailey castle. • The castle must be no more than A4 size, and must have the correct features, labels and strengths and weaknesses for each.
13	Finishing Motte & Bailey Task D&D Creative Activity	• Students finish their castle project • If finished, students complete the D&D sheet to design their own Feudal England character. • Then, as a whole class, create a scenario in teams where the students work together. Roll dice and see what happens. Teacher acts as the dungeon master to narrate the story. • Last year, I had one team trying to capture a Motte and Bailey that the other team was holding. The students used their characters and had a skill tree. • Each turn, the group rolls a dice to see how successful they were (1=fail, 20=success). The teacher decides how to narrate the story.
14	End of Unit Assessment	Summative Assessment Opportunities Swap week 13 with 14



Scheme of Work – Medium Term Plan

SUBJECT	History	YEAR GROUP	7
TOPIC TITLE	Medieval England (Britain 1066 – 1558)		
TERM	Spring	LENGTH	13 Weeks
Learning Overview	The students will explore the key events, themes and people of the middle to late medieval period in England. We will also have a firm eye on the global context, exploring the Silk Road, and the effect of plague and disease worldwide.		
Resources			

Week	Learning Overview	Learning Objectives: Students will...	Assessment opportunities. Homework
1	The Silk Road Students will learn about the Silk Road: what it was, and what was traded. A special focus will be made to the spread of religion, culture and trade.	- Understand how the world was connected through trade during early medieval times - Understand the connection between East and West - Learn what was traded, both tangible and intangible	Formative assessment through class-based activities, peer assessment and oral feedback.
2			

	The Black Death & Medicine Students will first learn about the Black Death, and how it spread along the Silk Roads. Students will also learn about medicine in medieval Europe, and why it was so ineffective in combatting the plague.	- Understand what the black death is, and the effects on the human body. - Understand how and why medicine at the time was ineffective at treating the plague - Practice our analysis of different sources	Formative assessment through class-based activities, peer assessment and oral feedback.
3	The Black Death – PEEL answer & the consequences of the Black Death Students will practice their PEEL writing skills, and will then peer assess their work. Students will then learn about the consequences of the Black Death, and compare it to the recent Covid-19 outbreak.	- Practice PEEL writing, based on a question relating to the Black Death - Peer assess our answers, and identifying key areas for improvement - Understand the legacy of the Black Death and make comparisons to recent pandemics	Formative assessment through class-based activities, peer assessment and oral feedback. Specific feedback relating to PEEL answers, through the form of pupil voice, can be used here.
4	Medieval Town Life / The Peasants' Revolt Students will learn about life in medieval towns, from the layout of the settlements to the jobs and professions of the people living there. Students will also learn about	- Understand how people lived in towns during the medieval era - Understand the different jobs and roles people in the community had - Understand the causes of the Peasants' Revolt	Formative assessment through class-based activities, peer assessment and oral feedback.

	the causes of the Peasants' Revolt, and why an uprising occurred.		
5	(Assessment) The Peasants' Revolt / Fun in Medieval England Students will continue learning about the Peasants' Revolt, but focus on the outcomes of the uprising. Students will also begin to look at how medieval people amused themselves.	- Understand the results of the Peasants' Revolt, and look at how uprisings were treated. - Learn about how medieval people had fun in the community. - Be assessed on prior knowledge through a short summative assessment.	Formative assessment through class-based activities, peer assessment and oral feedback. Summative assessment in the form of a short quiz / test, designed to recall prior knowledge.
6	Fun in Medieval England / Women in the Medieval World Students will continue to learn about how medieval people spent their leisure time during this period. Students will then learn about the iconic women that impacted the medieval world.	- Understand how people living in medieval England spent their limited leisure time. - Learn about the remarkable women that helped shape the medieval world. - Have a good knowledge of the powerful women that lived in England during this period	Formative assessment through class-based activities, peer assessment and oral feedback.
7	English Language	- Understand the changes that underwent the English language during the medieval period - Look at some interesting words and how they changed over time	Formative assessment through class-based activities, peer assessment and oral feedback.

		- Explore the 'Great Vowel Shift'	
8	100 Years War	- Explore the causes of the 100 Years war, and explore who was fighting	Formative assessment through class-based activities, peer assessment and oral feedback.
9	Heraldry (Assessment)	- Explore the use of heraldry throughout English history - Look at what makes a good coat of arms – and why each design was used. - Discuss the design task to be completed in class.	Summative assessment of the heraldry task. Formative assessment through class-based activities, peer assessment and oral feedback.
10	Heraldry / Robin Hood	- Continue looking at heraldry - Explore the legend of Robin Hood, and compare it to myths and legends around the world.	Formative assessment through class-based activities, peer assessment and oral feedback.
11	War of the Roses	- Explore the Wars of the Roses, the key players involved and the rivalry between them - Look at the ordinary people involved in both the fighting, and the day to day living during this period.	Formative assessment through class-based activities, peer assessment and oral feedback.

12	War of the Roses (Assessment)	- Continue exploring the Wars of the Roses, the key players involved and the rivalry between them - Look at the ordinary people involved in both the fighting, and the day to day living during this period. - Look at the Battle of Bosworth, and reassess our understanding of what happened during this time. - Summative assessment on prior knowledge.	Formative assessment through class-based activities, peer assessment and oral feedback.
13	The Princes in the Tower	- Reappraise the common narrative of the princes in the tower. - Present the students with new evidence, only recently uncovered in the past year, to see whether their perspective changed. - Conclude the unit with a brief summary of how England had changed over the period we have studied.	Formative assessment through class-based activities, peer assessment and oral feedback.



Scheme of Work – Medium Term Plan

SUBJECT	History	YEAR GROUP	7
TOPIC TITLE	The Tudors		
TERM	Summer Term	LENGTH	9
Learning Overview	How did the Tudors come to the throne? What were the lives like of each of the Tudor monarchs? Impacts of Tudor policies to with authority, religion, wars, wealth and inheritance traced across Henry VIII and his children's lives. Cultural impact: art, music, literature and plays.		
Resources	School/teacher produced materials.		

Week	Learning Overview	Learning Objectives	Assessment opportunities. Homework
1	Was Henry VII a good King?	Using criteria to judge the success or not of a King	For and against Henry VII being a good King. Both sides known before exercising judgement.
2	Henry VIII before 1520	Why did prince Henry become King? How did Henry Reign? Who was his wife?	Research two key figures from Henry's life: Cardinal Wolsey and Sir Thomas More

		What was England like to Govern?	
3	Henry VIII after 1520s	Creating a mind map of the problems and pressures of Henry VIII. (This then to be turned into essay assessment)	The Mind Map process. Creating a mind map and its point and purpose. Using mind maps to write paragraphs. Henry VIII Assessment: <u>What was the primary reason for the break with Rome?</u>
4	Edward VI	What were Edward's aims? Similar or Different to his Father? Sisters? Did they succeed?	Homework: Read/watch The Prince and the Pauper by Mark Twain.
5	Lady Jane Grey and Queen Mary Tudor	Evaluation and Judgement: Does Mary deserve to be known as Bloody Mary?	What was the effect of Mary's persecution? Creating a Speech: to either defend or prosecute Mary?
6	Elizabeth 1 st : The Reign	How to establish peace in her Kingdom? Threats from outside. Killing her Cousin. Exploration. Armada. Last of the Tudors.	Spanish Armada 1588 Homework
7	Elisabeth 1 st ; Portraits	The Ditchley Portrait. The Armada Portrait. The Rainbow Portrait	How to use symbolism in today's world? What has changed since 1580 till now?

		How to decipher the messages contained in the portrait. Who was it for? Who would have seen these?	How would we give messages in images today?
8	Revision week	How to revise. What to create.	Revision
9	Exam Week	Exams Year 7/8/9/10	
10	James 1 st and the Gunpowder Plot	Evidences about the plot. What actually did happen? Why is Guy Fawkes the main person remembered?	Who benefitted from the plot most?
11	History Concepts retrospective. Linking them to the topics of the year.	Causality Change and continuity Sources and evidences	End of School Year