



YEAR 7 CURRICULUM SUMMARY



When?	Understanding	Knowledge	Assessment
Autumn Half Term 1	<p><u>Roman Britain: Boudicca's Rebellion</u></p> <p>Enquiry Question: Why did Boudicca's rebellion fail? (Causation/ judgment)</p>	<ul style="list-style-type: none"> • What was life like in Rome • How was Boudicca's army formed • What was the nature of Boudicca's army • How were the army victorious • What changes were made to Britain after victory 	<ul style="list-style-type: none"> • Students are assessed through homework task, every three weeks one piece of homework is to be deep marked by subject teacher • Students classwork is also marked every two weeks • Students are required to self and peer assess and then improve on the work that they have completed • They are required to complete a formal assessment once every six weeks, which will assess the content and the skills which have been covered within the lessons from that half term. This will assess what the main reason for the failure of Boudicca's rebellion was.
Autumn Half Term 2	<p><u>The Battle of Hastings</u></p> <p>Enquiry Question: Why did William win the Battle of Hastings? (Causation)</p>	<ul style="list-style-type: none"> • Who were the contenders to the throne • Events of the Battle of Stamford Bridge • The two armies formations and tactics in the battle of Hastings • How was William the conqueror able to win the battle of Hastings • Changes made by the Normans on society after victory 	<ul style="list-style-type: none"> • Students are assessed through homework task, every three weeks one piece of homework is to be deep marked by subject teacher • Students classwork is also marked every two weeks • Students are required to self and peer assess and then improve on the work that they have completed • They are required to complete a formal assessment once every six weeks, which will assess the content and the skills which have been covered within the lessons from that half term. This will assess how did William win the battle of Hastings?
Spring Half Term 1	<p><u>Religion and Medieval society</u></p> <p>Why was the death of Thomas Becket historically significant?</p> <p>The impact of religion on medieval society</p>	<ul style="list-style-type: none"> • Why was religion so important in medieval England • How did religion impact on the lives of the general public • Monks and Nuns • The murder of Thomas Beckett and its impact on society 	<ul style="list-style-type: none"> • Students are assessed through homework task, every three weeks one piece of homework is to be deep marked by subject teacher • Students classwork is also marked every two weeks • Students are required to self and peer assess and then improve on the work that they have completed • Students are required to assess the significance of



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			<p>Becket's death using the GREAT format. This will also allow them to analyse the power of the medieval church on society.</p> <ul style="list-style-type: none">
<p>Spring Half Term 2</p>	<p><u>Medieval Life</u></p> <p>What was the significance of the Black Death on Medieval Society?</p> <p>What were the short and long term consequences for the population and were there any positive effects?</p>	<ul style="list-style-type: none"> • Causes of the Black death • Symptoms of the black death • Possible cures for the Black Death and the role of plague doctors • The impact of the black death on society 	<ul style="list-style-type: none"> • Students are assessed through homework task, every three weeks one piece of homework is to be deep marked by subject teacher • Students classwork is also marked every two weeks • Students are required to self and peer assess and then improve on the work that they have completed <p>What was the Black Death and why is it historically significant?</p> <p>Students need to look at:</p> <ul style="list-style-type: none"> - causes (real and imagined) - symptoms - 'cures' - broader significance. <p>They should also include pictures to help illustrate their ideas.</p>
<p>Summer Half Term 1</p>	<p><u>The monarchy in Medieval Life .</u></p> <p>When did the people become more powerful than the King? (Change and continuity)</p>	<ul style="list-style-type: none"> • The Magna Carter • The doomsday Book • The impact of the feudal system • Peoples roles in medieval society 	<ul style="list-style-type: none"> • Students are assessed through homework task, every three weeks one piece of homework is to be deep marked by subject teacher • Students classwork is also marked every two weeks • Students are required to self and peer assess and then improve on the work that they have completed • Mini Assessment point- students to create either a three minuet documentary / freeze frame/ information sheet about key factors of life for various areas of medieval society
<p>Summer Half Term 2</p>	<p><u>Introduction to the Tudors</u></p> <p>Who were the Tudors and why were they so prolific to changing</p>	<ul style="list-style-type: none"> • Tudor portraits • Symbolism in Tudor artwork • An overview of the 	<ul style="list-style-type: none"> • Students are assessed through homework task, every three weeks one piece of homework is to be deep marked by subject teacher



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	the English monarchy		<ul style="list-style-type: none">• Students classwork is also marked every two weeks• Students are required to self and peer assess and then improve on the work that they have completed• Students have to create their own Tudor portrait, this means they must consider the symbolism and characters of each of the monarchs in order to create one which would be accurate for them