

History

Year 7

Scheme of Learning 2025 - 2026

M Labrou – Acting Head of History

Topics by Term	Topic Overview for Year Group					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics Taught Overarching Big Questions	0 Introduction- What is history? 1 Who were the Romans? 2 What impact did the Romans have upon Britain?	-Middle Ages – Political 1 What happened when the Normans invaded England? 2 What happened when Becket was murdered?	Middle Ages – Social 1 What was life like for Medieval Women? 2 How did people survive the Black Death? 3 What was the impact of the peasants’ revolt?	-The Tudors 1 Who were the Tudors? 2 How powerful was Henry VIII? 3 How did religion change under Mary and Elizabeth?	-The Stuarts 1 Why was there a religious crisis in the Stuart Period? 2 How did England try and solve the religious crisis?	-The Renaissance 1 What changes were made during the Renaissance? 2 How significant was the Renaissance?
Week Times	6.5 Weeks	7.5 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
	Vital Prerequisites <ul style="list-style-type: none"> Understanding of chronology (timelines; ordering; BC & AD) & causation 	Vital Prerequisites <ul style="list-style-type: none"> Understanding of chronology & causation (long-term vs. short-term causes) 	Vital Prerequisites <ul style="list-style-type: none"> Understanding of chronology & causation (long-term vs. short-term causes) 	Vital Prerequisites <ul style="list-style-type: none"> Understanding of chronology & causation (long-term vs. short-term causes) 	Vital Prerequisites <ul style="list-style-type: none"> Understanding of chronology & causation (long-term vs. short-term causes) 	Vital Prerequisites <ul style="list-style-type: none"> Written communication Understanding of change over time

	<ul style="list-style-type: none"> • Written communication • Understanding of change over time • Geographical understanding of Europe & the British Isles • Some knowledge of key aspects of Roman life, pre-Roman Britain & Roman Britain 	<ul style="list-style-type: none"> • Written communication • Understanding of change over time • Geographical understanding of Europe & the British Isles • Understanding of cause & consequence • Understanding of significance of factors • Source inference • Some knowledge of the Kingdoms and monarchs of England 1060-1400 	<ul style="list-style-type: none"> • Written communication • Understanding of change over time • Geographical understanding of Europe & the British Isles • Understanding of cause & consequence • Understanding of significance of factors • Source inference • Source usefulness • Analysis and evaluation of the differences in causation (long-term vs. short-term factors) • Build upon prior knowledge of Medieval Europe & British Isles • Understanding of social components of society such as hierarchies, social mobility, protest & revolt, and the role of women in history 	<ul style="list-style-type: none"> • Written communication • Understanding of change over time • Geographical understanding of Europe & the British Isles • Understanding of cause & consequence • Understanding of significance of factors • Source inference • Source usefulness • Analysis and evaluation of the differences in causation (long-term vs. short-term factors) • Comparison of consequences to assess positive and negative outcomes • Knowledge of 'tyranny' and power • Understanding of the nature of Christianity and differences between Catholics & Protestants 	<ul style="list-style-type: none"> • Written communication • Understanding of change over time • Geographical understanding of Europe & the British Isles • Understanding of cause & consequence • Understanding of significance of factors • Source inference • Source usefulness • Analysis and evaluation of the differences in causation (long-term vs. short-term factors) • Comparison of consequences to assess positive and negative outcomes • Understanding of lineage and Royal Family Trees • Knowledge of 'tyranny' and power • Understanding of the nature of Christianity and differences between Catholics & Protestants • Consequences of religious division for society and those in power 	<ul style="list-style-type: none"> • Geographical understanding of Europe; the British Isles and the Eastern and Western Hemispheres (Asia & Americas) • Develop a thematic approach to history by investigating the core aspects of a specific time period • Understanding of cause & consequence • Understanding of significance of factors • Source inference • Source usefulness • Analysis and evaluation of the differences in causation (long-term vs. short-term factors) • Comparison of consequences to assess positive and negative outcomes
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Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?
<ul style="list-style-type: none"> • Facilitate a comprehensive narrative of the chronology and history of Britain & Europe across over 2000 years • Develop reading and understanding via primary and secondary sources • Introduce the fundamental aspects of the nature of evidence and support the scrutiny and analysis of primary sources through inference (Key components of GCSE Paper 1 & 3) • Develop an understanding of the changing nature of life in Roman Britain and our local community through studies of Richborough Roman Fort • Understand the theme of similarity and difference by comparing and contrasting the modern era with the Roman Empire 	<ul style="list-style-type: none"> • Facilitate a comprehensive narrative of the chronology and history of Britain & Europe across over 2000 years • Embed reading and understanding via primary and secondary sources • Develop the fundamental skills of evidence and support the scrutiny and analysis of primary sources through inference and analysis of usefulness (Key components of GCSE Paper 1 & 3) • To understand the key historical theme of power and tyranny (Key component of GCSE Paper 2 & 3) 	<ul style="list-style-type: none"> • Facilitate a comprehensive narrative of the chronology and history of Britain & Europe across over 2000 years • Students will build upon their understanding of the medieval realms of England and Europe to analyse in greater detail the social patterns and changes that occurred in this time, moving from a top-down to a bottom-up approach of history focusing on the lived experiences of individuals • Key aspects such as the Black Death 1348 enable students to understand the history of medicine and disease – foregrounding their future study of GCSE Paper 1 – Medicine Through Time • The Peasants’ Revolt introduces the idea of rebellion as a result of social changes – a theme covered in GCSE Paper 2 and 3. 	<ul style="list-style-type: none"> • Facilitate a comprehensive narrative of the chronology and history of Britain & Europe across over 2000 years • Having analysed the key features of monarchy and power in previous terms, students now approach the power of dynasties. • Students utilise their skills and understanding of power to assess the impact of religious conflict on monarchy and the rise and fall of the Tudor dynasty • Students will use this knowledge to approach key historiographical questions, and areas of debate to formulate their own opinion to historical controversies, or interpretations - a key feature of GCSE Paper 1, 2 and 3. 	<ul style="list-style-type: none"> • Facilitate a comprehensive narrative of the chronology and history of Britain & Europe across over 2000 years • The study of the Stuarts as another dynasty sees the combination of prior learning since the start of Year 7 in themes such as tyranny; religious conflict; lineage; change and continuity and similarity and difference. • The study of the English Civil War and the Glorious Revolution facilitates students’ wider understanding of the making of modern Britain and British Values in the context of constitutional monarchy, rule of law, and democracy. • Students synthesise their knowledge and understanding of key events, through the creation of a narrative account – seen in GCSE Paper 2. 	<ul style="list-style-type: none"> • Facilitate a comprehensive narrative of the chronology and history of Britain & Europe across over 2000 years • The study of the Renaissance sees the combination in understanding of classical civilization (Ancient Rome, Term 1); Medieval England & Europe (Terms 2 & 3); Early Modern England & Europe (Terms 4 & 5). • The ability to draw upon these areas of prior knowledge allows for a deeper thematic study of Europe in the Renaissance and to analyse the extent to which there was change, or continuity. • Change and continuity is a theme across GCSE Paper 1,2&3, and the Renaissance is also a distinct and coherent unit of study in GCSE Paper 1 Medicine Through Time.

Term 1 – The Romans

Key words / concepts for this term: Empire, cavalry, testudo, aqueduct, magistrates, plebians, slaves, cavalry, myth, nobles, patricians, tribunes, citizen

Overarching Big Question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
0.1 Introduction – what is history Who were the Romans?	0.1 - What is history?	To understand the key features of the discipline of history	To understand what history is To analyse the central components of history To evaluate why the study of history is important To develop an understanding of chronology and causation	Extension tasks available on all activities	1) 10 mark peer assessed knowledge quiz 2) One formal written assessment 3) PIT lesson on Written Assessment (reviewing skills)	A fortnightly quiz assessing key vocabulary and topics covered Revision for midterms assessment	British Values Study of the Romans allows students to develop understanding of the fabric of Britain, improving their self-knowledge, and interacting with different (ancient) cultures. The study of the growth of Empire, and the ways in which the Romans interacted with Britons provides an opportunity to investigate themes of tolerance and mutual respect. The study of Roman life compared to ours today allows students to acquire a broad general knowledge of and respect for public institutions and services in England. Protected Characteristics: Race, gender, religion: Investigations of the roles these characteristics played in Roman society and
	1.1 Why do we study ancient Rome?	To analyse the importance of studying ancient Rome	To understand the purpose and importance of studying ancient Rome To develop literacy skills through the reading of historical literature To develop a broad understanding of the chronology of ancient Rome	Writing frame to support SEN and LA. Extension tasks available on all activities			
	1.2 - What were the key features of the Roman Empire?	To investigate the key features of the Roman Empire	To understand what an Empire is, and the origins of the Roman Empire To assess the contributions of a variety of Roman emperors to the Roman Empire To analyse the importance of Rome through primary evidence	Writing frame to support SEN and LA. Extension tasks available on all activities			
	1.3 – What made the Roman army so successful?	To analyse the varying factors contributing to the success of the Roman army	To understand the structure of the Roman army To analyse primary evidence discussing the successes of the Roman army To evaluate what was the most important factor contributing to the success of the Roman army	Writing frame to support SEN and LA. Extension tasks available on all activities			

What impact did the Romans have upon Britain?	1.4 - What was life like in the Roman Empire?	To investigate the central features of life in the Roman Empire	To understand the makeup of Roman society To investigate key areas of Roman life; social life, religion, towns and houses, innovations, entertainment, clothing and fashion To use an understanding of Roman society and the historical concept of similarity and difference to draw comparisons with our own time period	Writing frame to support SEN and LA. Extension tasks available on all activities			comparisons to the development (or lack of) in other points in society SMSC SP2, SP3, SP4, SP5 Students develop a fascination of the links between the Romans and the world around them, whilst using imagination and creativity to consider the impact that the Romans have had on their lives today.
	1.5 – What can we learn from Primary Sources about Roman Britain?	To analyse Roman perspectives of Britannia through primary source analysis	To understand the key features of pre-Roman Britain (Albion) To understand what the Romans knew about Britannia prior to invasion; why Claudius invaded Britannia; how the conquest of Britannia was celebrated in Rome To assess the impact of the Roman conquest in Britannia – Romanization	Writing frames to support SEN and LA. Extension tasks available on all activities			M1 Through investigation of Roman society and their use of bloodsports (gladiators etc.) develop an understanding of the differences between right and wrong C1, C4 Profound focus on the cultural influences that shape our own heritage (language, daily life, society)
	1.6 What happened during Boudica’s revolt?	To develop a narrative of the Iceni revolt against the Romans	To understand who the Iceni were To develop literacy skills through the reading of historical literature To construct a narrative account of the revolt of the Iceni	Extension tasks available on all activities Opportunity for differentiation by ability/task in group task			
	1.7 What was the role of the Provinces in the Roman Empire	To assess the contributions of the provinces to the Roman Empire	To understand what role the provinces played within the Roman Empire To analyse the most significant Roman provinces; Britannia, Hispania, Gaul, Judaea, Aegyptus To evaluate the significance of different provinces within the Roman Empire	Writing frame to support SEN and LA. Extension tasks available on all activities			

	1.8 What caused the collapse of the Roman Empire?	To understand the causes of the collapse of the Roman Empire	To understand what we mean by the 'fall of Rome' To assess the contributing factors to the decline of the Western Roman Empire To evaluate the most important factors contributing to the collapse of the Roman Empire	Writing frame to support SEN and LA. Extension tasks available on all activities			
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Term 2 – Middle Ages – Political

Key words / concepts Heir, archbishop, Peasant, Earls, Knights, Feudal, Conquest, Invasion, Cathedral,

Overarching Big question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
1 What happened when the Normans invaded England?	1- Who was the most significant contender to the throne in 1066?	To understand the competing claims to the English throne in 1066	-To be able to describe the situation in England upon Edward’s death -To be able to explain the strength of the rival claims to the English throne -To be able to evaluate the relative importance of the claims to the English throne	Writing frame to support SEN and LA. Extension tasks available on most activities to challenge MA	1) 10 mark peer assessed knowledge quiz 2) One formal written assessment 3) PIT lesson on Written Assessment (reviewing skills)	A fortnightly quiz assessing key vocabulary and topics covered Revision for midterm assessment	British Values The study of the Normans and the Domesday book allows students to understand the principles of the Rule of Law. Investigation into the role played by tyrannical monarchs such as William I, Henry II and John I allow students to compare tyranny with the fundamental principles of democracy that we uphold in society. The investigation of the significance of the Magna Carta is further testament to the rule of law and promoting liberty and tolerance in society.
	2 - Why did William Win the Battle of Hastings, 1066?	To understand why William won the battle of Hastings	-To be able to answer a 4 mark inference question -To be able to explain what happened at the Battle of Stamford Bridge -To explain why William won the battle of Hastings	Opportunities for differentiation by question in AFL Writing frame and sentence starters to support LA			
	3– What was the Consequence of using castles and terror to control England?	To understand the consequences of William’s use of castles and terror to control England	-To be able to explain the features of Motte and Bailey castles -To be able to understand the causes and consequences of the Harrying of the North -To be able to evaluate the significance of the consequences of the Harrying of the North	Extension tasks available on most activities to challenge MA Slight difference in activity for LA			
	4- What was the Consequence	To understand how the Domesday Book and the Feudal	-To identify and annotate the different levels of the Feudal Pyramid	Extension tasks available on most			

<p>2 What happened when Becket was murdered?</p>	<p>of using the feudal system and the Domesday Book to control England?</p>	<p>System helped control England</p>	<p>-To explain what the Domesday Book was and how it helped William control England.</p>	<p>activities to challenge MA</p>			<p>makeup of modern Britain</p>
<p>3 How did the Magna Carta change England?</p>	<p>5 – Who was to blame for the murder of Thomas becket?</p>	<p>To understand who murdered Thomas Becket and why</p>	<p>-To explain the disagreement between the king and the church -To explain who should be blamed for the murder of Thomas Becket</p>	<p>Writing frame to support SEN and LA. Extension tasks available on most activities to challenge MA</p>			<p>M1, M2, M3 Students study tyrants and the consequences of their actions (Harrying of the North, Henry II’s ‘murder’ of Beckett, the revolt of the Barons against John) allowing them to develop a cogent knowledge of law and order, right and wrong and develop reasoned views about moral and ethical issues</p>
<p>4 Why were the Wars of the Roses so significant?</p>	<p>6 – What caused people to distrust King John?</p>	<p>To understand what caused people to distrust King John</p>	<p>-To be able to analyse different sources about King John -To be able to categorise the problems of King John into Money, Church and Land -To explain why people distrusted King John</p>	<p>Extension tasks available on most activities to challenge MA Sentence starters and scaffolding to support LA and SEN</p>			<p>C1, C3 Students are encouraged to develop an understanding and appreciation of the cultural influences that have shaped our heritage, through the arrival of the Norman conquest and its impacts, as well as the legal impact of central historical documents such as the Magna Carta</p>
	<p>7 – Why was the Magna Carta so significant?</p>	<p>To understand the importance of the Magna Carta</p>	<p>-To be able to understand what the Magna Carta was -To be able to assess how the Magna Carta helped different people -To be able to explain why historians argue the importance of the Magna Carta</p>	<p>Extension tasks available on most activities to challenge MA</p>			

	8 – How did the Wars of the Roses change England?	To understand how the Wars of the Roses changed England	-To analyse the difference between Henry VI and Richard Duke of York -To create a living graph of the Wars of the Roses	Scaffolding to support SEN and LA. Extension tasks available on most activities to challenge MA			
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Term 3 – Middle Ages – Social

Key words / concepts Damsel, Buboes, Miasma, Bubonic Plague, Pneumonic Plague, Flagellant, Peasant, Revolt. Yeoman, Poll Tax

Overarching Big Question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
1 What was life like for Medieval Women?	1- How similar is the Feudal System and today's society?	To determine how similar the Feudal System is in medieval England to today's society.	<ul style="list-style-type: none"> - To Understand – What was the Feudal System and how was it structured. - To Analyse – The impact of the Feudal System on peasants' lives and society. - To Evaluate – How comparable this system of society is compared to today. 	<p>Writing frame to support SEN and LA.</p> <p>Extension tasks available on most activities to challenge.</p>	<p>1) 10 mark peer assessed knowledge quiz</p> <p>2) One formal written assessment</p> <p>3) PIT lesson on Written Assessment (reviewing skills)</p>	<p>A fortnightly quiz assessing key vocabulary and topics covered</p> <p>Revision for midterm assessment</p>	<p>British Values Investigation of the role of the Church in Medieval England promotes reflection upon the roles played by different faiths and beliefs in society and for tolerance and mutual respect Democracy and political participation are also touched upon when investigating the morality of the Peasants' Revolt.</p>
	2 – What was the role of the Church in Medieval Society?	To Understand the Role of the church in medieval times.	<ul style="list-style-type: none"> - To Understand – The role that the church played on people's lives. - To Analyse – The importance of the Church in Medieval Society - To Evaluate – The power of the church in Medieval Society. 	<p>Writing frame to support SEN and LA.</p> <p>Extension tasks available on most activities to challenge MA</p>			
	3- Were Women Really Damsels in Distress?	To determine were women really the damsels in distress like they are portrayed in historiography.	<ul style="list-style-type: none"> - To understand what life was like for Medieval Women. - To analyse the different kind of roles people had. - To evaluate the impact women had on medieval society. 	<p>Writing frame to support SEN and LA.</p> <p>Extension tasks available on most activities to challenge MA</p>			
2 What was the Black Death and why was it	4 – How did people	To understand what the black death was, its causes,	- To Understand – What caused the Black Death	Writing frame to support SEN and LA.			<p>Protected Characteristics Religion & Faith: The persecution of Jewish people as a result of the Black Death is touched upon when studying causes and cures of the disease. Sex – Looking at the history of Women examining the way in which women have been traditionally portrayed as damsels which was historically inaccurate.</p> <p>SMSC SP1</p>

so significant?	survive the Black Death?	symptoms and treatments.	<ul style="list-style-type: none"> - To Analyse – What were the symptoms of the Black Death - To Evaluate – How Successful were the Treatments of the Black Death 	Extension tasks available on most activities to challenge MA			<p>Students reflect upon their own beliefs, and the beliefs of others when studying the Medieval church. Students can recognise why the traditional portrayal of women in the medieval period is wrong.</p> <p>M1, M2, M3 Understanding of the differences between right and wrong when looking at the control that the Church held over the Medieval population. The historiography over women in history. Furthermore, students evaluate the legality of the violent protest led by the Peasants Revolt in 1381.</p>
	5- How did the Black Death Change Medieval Society?	To Understand how the Black Death Changed Medieval Society.	<ul style="list-style-type: none"> - To Understand – The social consequences of the Black Death - To Analyse – The social Impacts the Black Death Had. - To Evaluate – How much did the Black Death Change Medieval Society? 	Extension tasks available on most activities to challenge MA			
	6 - What caused the Peasants Revolt?	What was the Peasants Revolt, and why did it happen?	<ul style="list-style-type: none"> - To Understand – Why the Peasants Revolt happened. - To Analyse – The cause of the revolt. - To Evaluate – The most significant cause of the revolt. 	<p>Writing frame to support SEN and LA.</p> <p>Extension tasks available on most activities to challenge MA</p>			
	7 – How did the Peasants' revolt end?	To understand why the Peasants Revolt was significant to Medieval Society.	<ul style="list-style-type: none"> - To Understand what happened during the Peasants Revolt - To Explain the events of the peasant's revolt - To Analyse how successful was the peasants Revolt 	Extension tasks available on most activities to challenge MA			

Term 4 – The Tudors

Key words / concepts Tyrant, Catholic, Protestant, Reformation, Heretic, Martyr, Armada

Overarching Big Question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
1 Who were the Tudors?	1 – How did the Tudors rise to power?	To understand how the Tudors became the leading dynasty in England.	To recognise the difference between the House of Plantagenet and the House of Tudor. To be able to explain how Henry Tudor came to power. To analyse how Henry VII consolidated his power as king.	Writing frame to support SEN and LA. Extension tasks available on most activities to challenge MA	1) 10 mark peer assessed knowledge quiz 2) One formal written assessment 3) PIT lesson on Written Assessment (reviewing skills)	A fortnightly quiz assessing key vocabulary and topics covered Revision for midterm assessment	<p>British Values There is a strong focus on tolerance and democracy as the students investigate the tyrannical nature of Tudor leaders. There is also a focus on the differences between Catholicism and Protestantism as part of the analysis of the Reformation.</p> <p>Protected Characteristics Students are exposed to differences in faith (denomination) in Christianity through the reformation. Furthermore there is discussion and debate around the views and attitudes toward women in this era through a study of the succession crises Henry VIII faced and the responses to the first female monarch, Mary I.</p>
	2 – How did Henry VIII solve the ‘King’s Great Matter’?	To understand the significance of Henry breaking with Rome.	To understand what the ‘King’s Great Matter’ was. To explain the consequences of Henry’s marriage problems. To analyse the significance of the Act of Supremacy 1534.	Writing frame to support SEN and LA. Extension tasks available on most activities to challenge MA			
2 How powerful was Henry VIII?	3 – What was the impact of the Reformation?	To evaluate the impact of the Reformation in England.	To understand what the Reformation was. To analyse the impact of the dissolution of the monasteries and its significance. To evaluate the extent of the Reformation under Henry VIII.	Extension tasks available on most activities to challenge MA Key elements of text highlighted to support SEN			

3- How did religion change under Mary and Elizabeth?	4 – Was Henry VIII a tyrant or misunderstood?	To investigate the nature of Henry VIII's reign.	To understand what a tyrant is. To analyse and assess key aspects of Henry VIII's reign. To evaluate whether Henry VIII deserves to be called a tyrant.	Writing frame to support SEN and LA. Extension tasks available on most activities to challenge MA			SMSC SP1, SP2 Reflection upon central differences between faiths, and furthermore the impact that the spiritual changes of the Reformation have had on our own world M1, M2, M3 The stud of the Tudor dynasty provides opportunity for students to debate issues of morality especially when evaluating the bloodiness of Mary or how much of a tyrant Henry VIII was.
	5 – How did Queen Mary try to make England Catholic again?	To understand why Queen Mary I brought Catholicism back to England.	To understand what the 'Spanish Match' was. To explain how Mary enforced a return to Catholicism. To evaluate the success of Mary's return to Catholicism.	Writing frame to support SEN and LA. Extension tasks available on most activities to challenge MA			
	6 – Does Queen Mary deserve to be called 'Bloody Mary'?	To develop our own interpretation about 'Bloody Mary'	To explain why Queen Mary is referred to as 'Bloody Mary.' To analyse the significance of the Marian Persecutions and religious unrest during Mary's reign. To evaluate and provide our own evaluation of Mary's reign.	Writing frame to support SEN and LA. Extension tasks available on most activities to challenge MA			
	7 – How successful was Elizabeth's 'Middle Way'?	To investigate how Elizabeth I dealt with the religious crisis in England.	To understand the religious crisis faced by Elizabeth I. To analyse Elizabeth's religious reforms. To evaluate the success of Elizabeth's 'Middle Way.'	Writing frame to support SEN and LA. Extension tasks available on most activities to challenge MA			

	8 – How important was the defeat of the Spanish Armada?	To evaluate the significance of the defeat of the Spanish Armada	To evaluate the causes of the Anglo-Spanish War in the context of the Eighty Years War. To analyse the significance of the defeat of the Spanish Armada. To evaluate the long term successes of the defeat.	Writing frame to support SEN and LA. Extension tasks available on most activities to challenge MA			
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Term 5 – The Stuarts

Key words / concepts Civil War, Divine Right of Kings, Puritans, Ship money, impeach, cavaliers, Roundheads, New Model Army, Restoration

Overarching Big Question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
1- Why do we remember King James 1?	1 - What kind of King was James I?	To understand what kind of King James I was	-To be able to describe how the Stuart line came to power -To be able to explain what sort of king James was -To be able to design a flag to unite both England and Scotland -To be able to analyse whether James was a potentially good king	Writing frame to support SEN and LA. Extension tasks available on most activities to challenge MA	1) 10 mark peer assessed knowledge quiz 2) One end of year exam incorporating content from the whole year 3) PIT lesson on Written Assessment (reviewing skills)	A fortnightly quiz assessing key vocabulary and topics covered Revision for midterm assessment	British Values The study of the Parliamentary crises, Civil Wars and subsequent religious turbulence in the Stuart period from James I until Charles II allow students to critically reflect upon the ways in which different views should be tolerated, as a cautionary tale to the consequences of intolerance. Furthermore, students are given an insight into the principles of Rule of Law with the studies of Gunpowder polit, the Commonwealth and the Glorious Revolution, and their influence on the world we live in today. Students develop an understanding of the role played by democracy in society by analysing the Divine Right of Kings.
	2-What were the causes, events and consequences of the Civil War?	2 - Was Guy Fawkes to blame for the Gunpowder Plot?	To understand who was responsible for the Gunpowder plot	-To be able to describe the roles of the main people involved in the plot -To be able to analyse evidence about the Gunpowder plot -To be able to analyse the evidence to determine the extent to which Fawkes was guilty			
	3- Why did the King Charles and Parliament go to war?	To understand the origins of the English Civil War	-To be able to describe King Charles 1 -To be able to explain the origins of the English Civil War -To be able to identify key characteristics of each side in the civil war	Extension tasks available on all activities to challenge MA			
	4 - Who fought in the Civil War?	To understand why people joined either the Royalists or Parliamentarians	-To know who the Royalists and Parliamentarians were -To understand what the beliefs of each side were	Differentiated worksheets. Writing frame to support SEN and LA.			

			-To evaluate the reasons why people fought in the English Civil War	Extension tasks available on most activities to challenge MA			Students reflect upon the tolerance and acceptance of different faiths learning about the religious crises of the Stuart period and how modern Parliament was developed.
5 – Was Oliver Cromwell a hero or a villain?	To evaluate the significance of Oliver Cromwell during the interregnum	-To understand how Oliver Cromwell came to power as Lord Protector -To analyse and categorise the changes made by Cromwell -To evaluate the significance of Oliver Cromwell's reign	Writing frame to support SEN and LA. Extension tasks available on most activities to challenge MA			M1, M2, M3 Students reflect upon the differences between right and wrong when investigating the Gunpowder plot and the consequences of the plot, whilst also developing their own reasoned views on the moral and ethical implications of concepts such as the Divine Right of Kings and the balance of powers.	
6 – How successful was the restoration of the Monarchy?	To assess the extent to which Charles II's return to Monarchy was successful	-To understand how the Commonwealth came to an end -To analyse the impact of the restoration of the Monarchy -To evaluate the extent to which the restoration of the Monarchy	Writing frame to support SEN and LA. Extension tasks available on most activities to challenge MA			S3 Understanding of the separation of powers and individual liberty within a democratic system, the Commonwealth as an intolerant and undemocratic system and how this was resolved	
7 – How glorious was the 'Glorious Revolution'?	To analyse how far the Glorious Revolution was a bloodless revolution	-To understand what the Glorious Revolution was -To analyse the nature of the Glorious Revolution and the role played by William of Orange -To evaluate the extent to which the Glorious Revolution was a bloodless revolution.	Modelled example Writing frame to support SEN and LA. Extension tasks available on most activities to challenge MA			C1, C3, Understanding is developed of how the legal and political systems	

							have been developed as a result of the Civil Wars and the Glorious Revolution, with the Bill of Rights and the decline of absolute monarchy
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Term 6 – The Renaissance

Key words / concepts Renaissance, The Royal Society, Secular, Printing Press

Overarching Big Question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
1 What changes were made during the Renaissance?	1 – What was the Renaissance?	To understand the key features of the Renaissance Period	To understand what Renaissance means To analyse the impact of the Renaissance in different areas of society To evaluate the most important effect of the Renaissance	Writing frame to support SEN and LA. Extension tasks available on most activities to challenge MA	1) 10 mark peer assessed knowledge quiz 2) One written assessment	A fortnightly quiz assessing key vocabulary and topics covered Revision for midterm assessment	British Values Learning about the Renaissance encourages students to develop an understanding of different cultural traditions – how prevailing European ideas and concepts were developed through the artistic and cultural movement - and acquire an appreciation of and respect for their own and other cultures, such as the interaction with Europe and the ‘new world’ as well as middle-Eastern cultures. SMSC C1, C2, C3, C4, C5 Cultural capital is
	2 – What was the significance of the Printing Press?	To evaluate the importance of the Printing Press for Renaissance Europe	To understand what the Printing Press was To analyse the consequences of the Printing Press To evaluate the significance of the invention of the Printing Press	Writing frame to support SEN and LA. Extension tasks available on most activities to challenge MA			
	3 – How far did medicine change throughout the Renaissance?	To assess the extent of changes and continuities in medical treatment, care and public health in the Renaissance	To understand what changes were made to medicine during the Renaissance To analyse the changes and continuities in medicine during the Renaissance To evaluate the extent of change in medicine throughout the Renaissance	Writing frame to support SEN and LA. Extension tasks available on most activities to challenge MA			
	4 – What was the impact of the discovery of the ‘New World’?	To understand the impact of the discovery of the ‘New World’ on the Renaissance	To understand how the Renaissance led to the discovery of the ‘New World’ To analyse the positive and negative aspects of the expansion to the New World	Writing frame to support SEN and LA. Extension tasks available on			
2 How significant was the Renaissance?							

2 – How did the Renaissance impact upon culture?			To evaluate the impact of the New World discovery	most activities to challenge MA			developed as students are exposed to the significant cultural developments of the early modern period in art, music, architecture and theatre
	5 - What were the features of the Renaissance in England?	To investigate the key characteristics of the Renaissance in England	To understand the key areas that the Renaissance presented itself in England To analyse the features of the Renaissance in England To evaluate the effect the Renaissance had on English society	Extension tasks available on most activities to challenge MA			
	6 - How is the diary of Samuel Pepys useful for an investigation into Restoration London?	To develop source usefulness skills by investigating Restoration London through Samuel Pepys' diary	To understand who Samuel Pepys was To analyse Samuel Pepys' Diary as a primary source To evaluate the usefulness of Samuel Pepys' diary	Writing frame to support SEN and LA Extension tasks available on most activities to challenge MA Modelled example on analysis activity			
	7 - How far was the Renaissance a revolution in thinking?	To investigate the extent of change and continuity during the Renaissance	To understand the debate surrounding the Renaissance To analyse the changes and continuities seen during the Renaissance To evaluate the extent to which the Renaissance can be considered a revolution in thinking.	Writing frame to support SEN and LA. Extension tasks available on most activities to challenge MA			