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| **Term** | **Unit** | **Building blocks/ ‘stuff’ to learn**  **Substantive Knowledge** | **Application**  **Disciplinary aim** | **Cultural Capital**  **Tier Two Vocabulary** | **Cultural Capital**  **Extra-curricular** |
| Y7  **Topic 1**  Lessons 1-14 | Hastings and Medieval life | 1. Know the parts of the feudal system and understand their roles.  2. Know how the Normans gained control of England.  3. Know the impact of the Black Death on everyday people.  4. Know the role and power of the Church  **(Quizzes every lesson on subject recall)** | Compare and contrast the power had by different groups.  Analyse sources and improve historical writing about sources.  **Assessment:** A 4-mark and 16-mark GCSE style question on medieval life and the Black Death. | Tier-two vocabulary will be included in the retrieval quizzes at the beginning of each lesson.  Students will need to revise and recall their knowledge weekly for the lesson quizzes. | Trip to the London dungeons. |
| Y7  **Topic 2**  Lessons 15-21 | Tudors | 1. Know the chronology of the Tudor monarchs.  2. Know how and why religion changed between the monarchs.  **(Quizzes every lesson on subject recall)** | To reflect and comment on change over time.  **Assessment:** A religious rollercoaster of the Tudor monarchs. | Tier-two vocabulary will be included in the retrieval quizzes at the beginning of each lesson.  Students will need to revise and recall their knowledge weekly for the lesson quizzes. | Tudor walking tour of Norwich? |
| Y7  **Topic 3**  Lessons 22-27 | Elizabeth I | 1. Know what Elizabeth’s problems were during her reign.  2. Know how Elizabeth overcame her problems and comment on how successfully she did this.  **(Quizzes every lesson on subject recall)** | To improve skills of judgment and historical argument.  To improve historical writing and structure of exam-style answers.  **Assessment:** A 16-mark GCSE style question on Elizabeth’s problems and how she overcame them. | Tier-two vocabulary will be included in the retrieval quizzes at the beginning of each lesson.  Students will need to revise and recall their knowledge weekly for the lesson quizzes. |  |
| Y7  **Topic 4**  Lessons 28-46 | Stuarts and Witches | 1. To know the differences between stereotypical witches and witches in history.  2. To know what life was like in Stuart England, and recall significant events such as the Gunpowder plot and Great Fire of London.  3. To know the reasons for witchcraft accusations, and the punishments/trials used.  **(Quizzes every lesson on subject recall)** | Compare and contrast the similarities and differences between life in Stuart England and life in modern England.  To assess cause and consequence.  To improve historical writing and structure of exam-style answers.  **Assessment:** A 4-mark and 12-mark GCSE exam-style question. | Tier-two vocabulary will be included in the retrieval quizzes at the beginning of each lesson.  Students will need to revise and recall their knowledge weekly for the lesson quizzes. |  |
| Y7  **Topic 4**  Lessons 47-57 | Pirates | 1. To know the differences and similarities between stereotypical pirates (as portrayed in Pirates of the Caribbean) and real pirates in history.  **(Student will be placed into ‘crews’ – correctly answering retrieval questions will earn their team gold coins).** | To assess the accuracy and reliability of media in its portrayal of history.  Develop source work skills of analysis and interpretation.  **Assessment:** Complete a report assessing the accuracy of Pirates of the Caribbean as a historical source. | Students will need to revise and recall their knowledge weekly in order to gain cold coins for their crews. |  |
| **Summative Assessment: There will be a summative assessment at the end of each topic, where a grade will be shared with the students and logged in their exercise books.**  **Formative Assessment: There will be a retrieval quiz at the beginning of every lesson. Halfway through every half term will be a formative assessment, with modelling and scaffolding to support students in class. Students will be given feedback on their answers and will complete a next steps task in green pen in their exercise book.** | | | | | |