



## Year 7 History

### Aims:

- To develop a secure chronological understanding of Britain from the Romans to the Norman Conquest and medieval period, helping students build a clear narrative of invasion, settlement and change at both local and national level.
- To develop key historical concepts such as cause and consequence, change and continuity, similarity and difference, significance and interpretation through the study of Roman, Anglo-Saxon, Viking and medieval societies.
- To build students' ability to think critically and construct reasoned judgements using historical evidence, supported through structured writing, discussion and source analysis.
- To foster curiosity and engagement with the past, encouraging students to question evidence, consider different perspectives and develop a deeper understanding of how early British history has shaped the modern world.

### Content:

Year 7 begins by exploring how Britain was shaped between 43AD and 1066 through the influence of the Romans, Anglo-Saxons and Vikings, considering how invasion, settlement and cultural change impacted language, religion and society, and addressing the question: "who shaped Britain?". Students then study the Norman Conquest and medieval monarchs, examining how rulers gained and maintained power, the role of the Church and rebellion, and what made a successful monarch. In the final term, students investigate everyday medieval life, including religion, living conditions, the Black Death and the Peasants' Revolt, to understand how ordinary people experienced this period and whether it was all 'muck and misery'.

### Curriculum Map

Year	Term	Curriculum	Assessment
7	Term 1	<b>Romans, Anglo-Saxons &amp; Vikings and The Norman Invasion</b> Students explore the Roman invasion of Britain, considering its causes and impact on language, religion and society. They then study the decline of Roman control and the Anglo-Saxon invasions, including migration, settlement and key figures such as Alfred the Great. The unit moves on to Viking invasions, focusing on causes, settlement, the Danelaw and cultural influence. Finally, students examine the Norman Conquest, including the succession crisis of 1066, key battles and how William secured control of England.	Baseline assessment Formal assessment Knowledge tests
	Term 2	<b>The Norman Conquest and Medieval Monarchs</b> Students study how the Normans consolidated power through castles, rebellion and control. They examine key uprisings, the role of the Church, feudalism and the Domesday Book. The curriculum then explores the Plantagenet monarchs, focusing on power struggles, Church conflict, Magna Carta, parliament and military campaigns. Students also consider the influence of medieval queens such as Isabella of France and Margaret of Anjou on royal authority.	Formal assessment Knowledge tests

Term 3	<b>Life in Medieval England</b> Students explore the importance of religion and the Church, including monasteries, church hierarchy and influence over daily life. They study the Crusades, including motivations and legacy. The unit then examines living conditions in towns and the countryside before moving on to the Black Death, its causes, beliefs, impact and consequences. Students also investigate the Peasants' Revolt and medieval crime and punishment, including law enforcement, trials and the harsh nature of justice.	End of Y7 assessment Knowledge tests
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### Assessment:

Students will be assessed through essay style questions and source evaluation. There will be regular knowledge tests to assess subject knowledge in each unit. There will also be a final assessment at the end of Year 7, which will test a range of historical skills and understanding of curriculum content.

### Extended Learning:

Students will review learning from lessons at home through effective and regular revision, as well as undertaking personalised research projects that help to develop and satisfy an intellectual curiosity in the subject as well furthering their knowledge and understanding of the period.

### Connection to the JTFS Approach

Whole School Theme	How does History support this?
STRIPE	Students will consistently reflect on prior learning, be effective participators in class debates on a range of historical issues, practice self-management and develop their communication skills. Students are also encouraged to innovate and think creatively when faced with problematic historical sources and use their enquiry habits to ask questions when analysing information.
STEAM	Students explore Roman engineering through road design and infrastructure, before examining Norman castle construction, materials and defensive technology. The curriculum also links to medieval public health, helping students understand how science, technology and engineering shaped life in early Britain.
Literacy	Scan and skim reading are developed alongside the use of increasingly challenging historical sources, enabling students to build and apply subject-specific vocabulary across topics such as invasion, monarchy and medieval life.
Numeracy	Chronology and timelines are taught explicitly to develop students' understanding of time, sequence and change. Students interpret and analyse data from sources like the Domesday Book and population changes during the Black Death, strengthening links with mathematical skills such as data handling, interpretation and reasoning.
SMSC, British Values and Citizenship	Students explore SMSC themes throughout the curriculum by examining beliefs, values and moral questions in the past, such as the influence of religion in medieval society and the causes and consequences of events like the Peasants' Revolt. They develop social understanding through studying medieval society and consider issues of power, justice and inequality. The study of diverse influences on Britain, including Roman, Anglo-Saxon and Viking contributions, enable students to consider how past societies shape the world today.