



HISTORY Y7 CURRICULUM AND ASSESSMENT MILESTONES DOCUMENT

YEAR 7 CURRICULUM MILESTONES: HISTORY

Half term:	Topic:	Core knowledge Milestones	Historical skills and concepts milestones:
1	<p>What was life like in the year 1000?</p> <p>Who should be King in 1066?</p>	<ul style="list-style-type: none"> -students can give specific facts about life in the year 1000, for example the food that they ate, who went to war and what they used as medicine -they should be able to give an example of how life was different for rich and poor people -students will show an awareness of the Medieval time period -students will be able to describe and explain at least two qualities a medieval leader needed -they will assess the leadership qualities of 4 medieval leaders -they will learn about The Battle of Hasting's and how and why William became King in 1066 	<ul style="list-style-type: none"> -students will be able to successfully identify ways in which people's lives at the time were similar and different, for example between men and women -they will be able to express in writing who they believe should have been King in 1066, and explain their judgement using core knowledge -they will begin to identify cause and consequence when looking at factors which led to William's victory in 1066
2	<p>How did castles help control England?</p>	<ul style="list-style-type: none"> -students will understand why castles changed from wood to stone -students will be able to describe and explain accurate methods of attacking and defending a castle -students will be able to explain why Castles helped William control England -students will be able to identify, describe and explain how locational factors helped castles succeed in controlling people in England 	<p>Students will begin to explore how significant castles were in William establishing power.</p> <p>Students will begin to develop the concept of power and how England has been ruled.</p>

3	<p>What can the responses to the Plague in 1348 reveal to us about Medieval life?</p>	<ul style="list-style-type: none"> -students will know where the plague started and how many people were killed -students will understand and be able to give examples of both supernatural and natural beliefs, preventions and treatments -students will be able to explore the power and control that the Church had in Medieval England -students will begin to explore how attitudes in society at the time impact upon people 	<ul style="list-style-type: none"> -students build their knowledge and ability to explain the concept of power and leadership -students will be able to talk about how reactions at the time can teach us (reveal to us) about Medieval life. -students will build their written explanations -students will be introduced to source skills; they should be able to identify key information from a source and link it to the topic they're studying
4	<p>How did the Tudor monarch change England?</p>	<ul style="list-style-type: none"> -students will know who the Tudor's were -students will have core knowledge about Protestant and Catholic religions -students will understand the power held by Tudor monarchs and the control of the Church in everyday life -students will be able to give knowledge about the reigns of Henry VIII, Edward IV and Mary I- including changes they made to the country 	<ul style="list-style-type: none"> -students will be able to make a judgment about how much each monarch changed the country -students will be introduced to interpretation skills in history and be able to identify the interpretation of different historians.
5	<p>Did Elizabeth I overcome the problems she faced as a new Queen?</p>	<ul style="list-style-type: none"> -students will understand pressure Elizabeth faced as a new Queen from Protestants, Catholics and Puritans -students will have core knowledge about a minimum of three problems Elizabeth faced as a new Queen -students will know who Mary Queen of Scots was and why she was a threat to Elizabeth -students will be able to use core knowledge of Elizabeth's actions to decide whether she overcame these problems. 	<ul style="list-style-type: none"> -students will continue to look and develop the concept of power and threats to power -students will continue to look at interpretations in history and should be able to suggest reasons why historians have different opinions -students should be able to explain their answers in writing

6	What are the experiences of Black people in British History?	<p>-students will be able to confidently give examples of positive experiences of Black people in Britain pre- 1700 including Roman Britain, Tudor and Georgian Britain.</p> <p>-students will know why the slave trade started and the beliefs held at the time</p> <p>-students will understand what triangle trade was</p> <p>-students will have core knowledge about the conditions for slaves living on the plantations</p> <p>-students will be able to explain how and why the slave trade was abolished and the impact that this had</p>	<p>-students will explore how attitudes have changed over time throughout history</p> <p>-students will continue to develop their ability to use interpretations- showing how different historians have different opinions</p> <p>-students will be able to use sources to link to their learning about the slave trade</p>
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YEAR 7 ASSESSMENT MILESTONES: HISTORY

When:	Assessment:	Feedback:
Half term 1: Fourth lesson of 'Who should be King in 1066?' topic.	Who should be King in 1066? Students assessed on ability to explain answer in writing using correct criteria/core knowledge.	Teacher marked, proud work completed in class.
Half term 2: Completed two weeks before Christmas.	In class Knowledge test. Testing the core knowledge they have learnt from September- December.	Student self marked in class with teacher support. Teacher checked and feedback. Proud work completed in class.
Half term 3: Completed at the end of the 1348 Plague topic.	Medieval plague writing assessment. Students assessed on ability to explain answer in writing using correct criteria/core knowledge.	Teacher marked, proud work completed in class.
Half term 4: Completed two weeks before Easter.	In class Knowledge test. Testing the core knowledge they have learnt from September- April.	Student self marked in class with teacher support. Teacher checked and feedback. Proud work completed in class.
Half term 5: Completed at end of Elizabeth I topic.	Interpretations of Elizabeth I assessment. Assessing students ability to identify and prove different interpretations.	Teacher marked, proud work completed in class.
Half term 6: Completed two weeks before the end of the year.	In class Knowledge test. Testing the core knowledge they have learnt from September- July.	Student self marked in class with teacher support. Teacher checked and feedback. Proud work completed in class.