



## KS3 – Year 7 History Long Term Map

### Subject Intent/ Aims:

At St Philip Howard we want to foster a love of Humanities and reflect its importance on how it has and does shape our day to day lives. Pupils will be taught how History has changed our world and how Geography is shaping the future world. Humanities teaching will encourage pupils to think creatively, attempt to rationalize our past and to ask questions about our present world.

Pupils will learn how Humanities helps us to understand others through their languages, histories and cultures which will foster a growing awareness in our young people of the need for social justice and equality. Our teaching will encourage pupils to have enquiring empathetic minds that seek to make intellectual sense of the changing world.

Pupils will be able to approach their learning critically and logically with subjective, complex, imperfect information. They will weigh evidence skeptically and consider more than one side of every question.

As such in Humanities pupils will build skills in writing and critical thinking.

We will endeavor to develop informed and critical citizens of the future enriching learning within and outside of the classroom. Success will ensure that pupils appreciate that without the Humanities, democracy cannot flourish and the sustainability of our planet cannot be guaranteed.

### ADVENT- Key Concepts:

**HISTORY SKILLS  
MEDIEVAL REALMS**

### LENT- Key Concepts:

**THE TUDORS AND THE STUARTS**

### PENTECOST- Key Concepts:

**THE INDIGENOUS PEOPLES OF NORTH AMERICA**



<p><u>National Curriculum Coverage:</u></p> <p><b>The development of Church, state and society in Medieval Britain 1066-1509</b></p> <p>The Norman Conquest</p> <p>Christendom, the importance of religion</p> <p>Society, economy and culture: for example, feudalism, religion in daily life, farming, trade and towns, art, architecture.</p> <p>The struggle between Church and crown</p> <p>The Black Death and its social and economic impact</p> <p>The Peasants’ Revolt</p>		<p><u>National Curriculum Coverage:</u></p> <p><b>The development of Church, state and society in Britain 1509-1745</b></p> <p>The Wars of the Roses; Henry VII and attempts to restore stability</p> <p>The English Reformation and Counter Reformation (Henry VIII to Mary I)</p> <p>The Elizabethan religious settlement and conflict with Catholics</p> <p>The first colony in America and first contact with N Am Indians</p> <p>The causes and events of the civil wars throughout Britain</p> <p>Society, economy and culture across the period: for example, work and leisure in town and country, religion and superstition in daily life, theatre, art, music and literature</p>		<p><u>National Curriculum Coverage:</u></p> <p><b>At least one study of a significant society or issue in world history and its interconnections with other world developments</b></p>	
<p><u>Components (Key Content):</u></p> <p>History Skills –</p> <p>Chronology / Periods of time / Sources /</p> <p>Using evidence</p>	<p><u>HO Knowledge:</u></p> <p><u>ADVENT</u></p> <p><b>Interpretation</b> of sources and ability to <b>analyse</b> the <b>utility</b> and <b>reliability</b> of sources.</p> <p>Accurate <b>application</b> of</p>	<p><u>Components (Key Content/ Knowledge)</u></p> <p>The consequences of the War of the Roses</p> <p>Understanding the Tudor Family Tree</p> <p>The reign and achievements of Henry VII</p> <p>The reign of Henry VIII / The wives of Henry VIII / The break from Rome and the dissolution of the monasteries</p>	<p><u>Components (Key Content/ Knowledge)</u></p> <p>Who were the first settlers on the American Continent</p> <p>The development of different Indian cultures</p> <p>The Lifestyle of the Plains Indians – Tipi / Tipi Art / Buffalo / religion in daily life / tribe</p>		



<p>1066 – Contenders for the throne</p> <p>1066 - The Battle of Hastings</p> <p>The Norman Conquest – Development of Castles / The Feudal System / The Domesday Book</p> <p>The Medieval Village</p> <p>The Medieval Church</p> <p>The causes, impact and consequences of the Black Death</p> <p>The impact of the Peasants Revolt</p>	<p>timelines.</p> <p><b>Analyse</b> the significance of 1066 and the changes brought to England.</p> <p><b>Evaluate</b> how the Norman invasion impacted GB and shaped modern society.</p> <p>Consider the <b>impact</b> of Catholicism on GB and its legacy.</p> <p>Consider how the Feudal System is reflected in modern society and how the BD left an imprint on subsequent centuries.</p> <p><b>Analyse</b> the success of the PR and how it shaped future democracy.</p>	<p>The reign of Edward VI and his succession battle</p> <p>The reign of Mary I and the changes to religion</p> <p>The reign of Elizabeth I / the formation of the Church of England / Catholic Plots and Mary Queen of Scots / The Spanish Armada and its defeat / The Golden Era</p>	<p>dynamics</p> <p>The impact of the arrival of white settlers-early contact / the gold rush / The battle of Little Big Horn</p> <p>Legacy of the Native American Indians</p>
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	<p><b><u>LENT</u></b></p> <p>Consider varying <b>interpretations</b> of the Tudor Era and how the monarchy changed and shaped the future.</p> <p><b>Analyse</b> the successes of the Tudor Era and to what extent did it form a Golden Era.</p> <p><b><u>PENTECOST</u></b></p> <p><b>Evaluate</b> the impact of the early British Empire and our role in shaping modern America.</p> <p>Consider the <b>legacy</b> of the early settlers and how far they should be held responsible for their impact on the demise of indigenous peoples.</p>		
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<p><b><u>Generic Composite Skills:</u></b></p> <p>Know and understand significant aspects of the history of our island</p> <p>Gain and deploy a historically grounded understanding of abstract terms</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw</p>		<p><b><u>Composite Skills:</u></b></p> <p>Know and understand significant aspects of the history of our island</p> <p>Gain and deploy a historically grounded understanding of abstract terms</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>Gain historical perspective by placing their</p>	<p><b><u>Composite Skills:</u></b></p> <p>Know and understand significant aspects of the history of the wider world</p> <p>Gain and deploy a historically grounded understanding of abstract terms</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>Gain historical perspective by placing their growing knowledge into different contexts</p>



<p>contrasts, analyse trends, frame historically-valid questions</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>Gain historical perspective by placing their growing knowledge into different contexts</p>		<p>growing knowledge into different contexts</p>	
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<u>Final composition/ Deliberate Practice:</u>	<u>Final composition/ Deliberate Practice:</u>	<u>Final composition/ Deliberate Practice</u>
Reading and Comprehension Questioning and debate Critical thinking Skills Extending writing Source analysis and evaluation	Reading and Comprehension Questioning and debate Critical thinking Skills Extending writing Source analysis and evaluation	Reading and Comprehension Questioning and debate Critical thinking Skills Extending writing Source analysis and evaluation



<p><b><u>Assessment/s (Formative and Summative):</u></b></p> <p>Key Vocab Tests RRR / Knowledge tests 4 mark and 8 mark AQA Qs End of Year Exams</p> <p><b><u>Key Question: Why did William win the B of H?</u></b></p>	<p><b><u>Assessment/s (Formative and Summative):</u></b></p> <p>Key Vocab Tests RRR / Knowledge tests 4 mark and 8 mark AQA Qs End of Year Exams</p> <p><b><u>Key Question: Was the Tudor Era a Golden Age?</u></b></p>	<p><b><u>Assessment/s (Formative and Summative):</u></b></p> <p>Key Vocab Tests RRR / Knowledge tests 4 mark and 8 mark AQA Qs End of Year Exams</p> <p><b><u>Key Question: How did the white settlers impact on the life of the indigenous people of N America?</u></b></p>
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<b><u>Adapted Curriculum Content:</u></b>	<b><u>Adapted Curriculum Content:</u></b>	<b><u>Adapted Curriculum Content:</u></b>
<p>Primary focus on Knowledge and Understanding and narrative accounts.</p> <p>Narrative story of Battle of Hastings and outcome Motte and Bailey Castles Daily Life in Medieval Times Narrative story of the Black Death and its impact</p>	<p>Primary focus on Knowledge and Understanding and narrative accounts.</p> <p>Tudor and Stuart Time line / Overview Life and times of Henry VIII / Edward VI / Mary I and Elizabeth I Narrative story of the Spanish Armada / Gun powder plot / English Civil War</p>	<p>Primary focus on Knowledge and Understanding and narrative accounts.</p> <p>Project / research task on Native American Indian tribe of choice How did the Native Americans live on the Plains Narrative story of the Battle of little Big Horn The decline of the Native American Indians</p>



**Adaptive Implementation Practices:**

Well considered and regularly reviewed seating plans.

Dyspraxia: Gradual teaching of smaller skills and components into larger skills. Allow extra time to complete tasks and ask pupils to repeat back instructions. Use of lined paper with margins. Only ask pupil to answer Qs if they volunteer. Extra support during task changes. Use of simple clear language. Use of laptop where necessary. Variety of teaching approaches e.g visual / auditory / kinesthetic. Visual reminders of expectations.

Autism: Break down steps / instructions and explain new tasks in advance where possible. Consistent tone and phrasing and use of symbols to assist communication. Differentiation through chunking and clear goals. Modelling of completed work. Time out and cooling off time if needed.

Dyscalculia: Differentiated work with chunks and repeated, clear instruction. Extra time to complete tasks. Time out if needed. Use of squared paper and calculator where appropriate.

ADHD: Use of fidget tools and chair stretches when needed. Time warning countdowns and brain breaks / time out cards. Clear behaviour expectations and use of praise / reward. Interruption slides to reengage during lessons and provide brain break. Visible instructions for all tasks, chunked and differentiated.



<p><b><u>Key Terms:</u></b></p> <p>Medieval Renaissance Monarchy Normans Saxons Feudal Christianity</p>	<p><b><u>Key Vocabulary:</u></b></p> <p>Chronology BC / AD Sources / evidence Bias Conquer Motte and Bailey Castle Peasant / Villein Knight Lord of the Manor Crusades Heraldry Black Death Revolt</p>	<p><b><u>Key Terms:</u></b></p> <p>Divine Right of Kings Monarchy Protestantism Catholicism Reformation Golden Era</p>	<p><b><u>Key Vocabulary:</u></b></p> <p>Dissolution Divorce Adultery Incest Court Illegitimate Widow Monasteries Pope Sovereign Treason Stake Exploration Armada</p>	<p><b><u>Key Terms:</u></b></p> <p>Indigenous 'Cowboys and Indians'</p>	<p><b><u>Key Vocabulary:</u></b></p> <p>Native Plains Tipi Medicine Man Chief Sundance Coup Scalping Nomadic Settlers Polygamy Reservations Legacy</p>
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<p><b><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></b></p> <p>RE – The role of the Christian Church in Medieval Life / Divine Right of Kings</p> <p>Science – The Black Death and its causes</p>	<p><b><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></b></p> <p>RE – The role of the Christian Church in Tudor Life / Divine Right of Kings / Break from Rome and growth of Protestantism</p> <p>Geo – Exploration and Colonization Eng – Shakespeare and the Golden Era</p>	<p><b><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></b></p> <p>RE – Spiritual Life in Native American Culture</p>
<p><b><u>SMSC/ BV/ RSHE:</u></b></p> <p>BV – Origins of democracy / Impact of monarchy / rebellion and feudal system / Crown v Church / Impact of BD on Feudal System</p> <p>SMSC – Impact of Church and Catholic Life / Values</p> <p>RSHE – Role of women in Medieval Society</p>	<p><b><u>SMSC/ BV/ RSHE:</u></b></p> <p>BV- Crown v Parliament / Crown v Church</p> <p>SMSC – Impact of Church and Catholic Life / Values / Puritan Life / Formation of Church of England v Break with Rome</p> <p>RSHE – Puritan Values / Henry VIII and divorces / Elizabeth I and the marriage Q</p>	<p><b><u>SMSC/ BV/ RSHE:</u></b></p> <p>BV – Empire and Colonization ethics</p> <p>BV and SMSC – ‘Great’ Britain concept / ethics of trade</p> <p>SMSC – Early missionaries / Pilgrim Fathers / Religious values of Indigenous Peoples of America</p> <p>RSHE – Polygamy debate</p>



St Philip Howard Catholic Voluntary Academy



Department Planning 2024



**St Ralph  
Sherwin**  
Catholic Multi Academy Trust



**ST. PHILIP HOWARD**  
CATHOLIC VOLUNTARY ACADEMY