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|  | **Fortnight 1** | **Fortnight 2** | **Fortnight 3** | | **Fortnight 4** | | **Fortnight 5** | **Fortnight 6** | | **Fortnight 7** | |
| **AUTUMN** | **Enquiry Question:** Who should be King of England?  **Key Knowledge overview:** The lead up to and event of the Battle of Hastings in 1066, followed by analysis of why William won the battle.  **Key Skills:**  Thinking about causes and analysing why events happen  Using language to evaluate cause and consequence  **Assessment: Key assessment focus for autumn term (October): Essay answering question on why William won the Battle of Hastings.** | | | Revise & Improve | **Enquiry Question: 2.** How did William keep control of England?  **Key Knowledge overview:** The consolidation of power under William the Conqueror and how he created then maintained Norman England  **Key Skills:**  Thinking about how far things change over time and what causes change  Using language and metaphor to evaluate cause and change  **Assessment: Perfect paragraph answering the enquiry question** | | | **EQ:** Does King John deserve his reputation?  **KKO:** The reign of King John from 1199-1216, his actions as King relating to tax, land, religion and power. Magna Carta, created in 1215. Writings about King John by later medieval monks.  **KS:** Using historical sources  Interpreting the past  **Assessment: Annotated Timeline of interpretations of John** | | Revise & Improve | Seasonal activities OR introduction to Spring 1. |
| **SPRING** | **EQ**: Did life really get worse as a result of The Black Death?  **KKO**: The Black Death of 1348 and how it affected England. Investigation of sources from the time to establish the causes and treatments of the plague at the time and how it affected people.  **KS:** research  Using historical sources  Thinking about causes and why events happen  Considering the similarities and differences of peoples’ experiences in the past  **Assessment: Perfect paragraph answering the enquiry question** | | | Revise & Improve | **EQ:** Why did Henry Break with Rome?  **KKO**: Henry VIII and his decision to start the English Reformation by changing the church from Roman Catholic to Protestant due to love, religion and power.  **KS**: Thinking about causes and analysing why events happen  Using language to evaluate cause and consequence  **Assessment: Key assessment focus for Spring term (Feb-March): Essay answering question on why Henry VIII Broke with Rome.** | | | **EQ:** How far and how fast did religion change in the 16th Century?  **KKO:** An overview of the Tudors and the changes made to the church in the 16th Century  **KS:** Thinking about how far things change over time and what causes change  **Assessment: Annotated Religion rollercoaster** | | Any spare time used for revise & improve | |
| **SUMMER** | **EQ:** Was Charles I to blame for the English Civil War?  **KKO:** The events leading up to the outbreak of the English Civil War in 1642. Charles I relationship with Parliament and issues relating to power, religion and money. An analysis of why the war broke out, focusing on how far Charles was to blame.  **KS:** Thinking about causes and analysing why events happen  Using language to evaluate cause and consequence  **Assessment: Key assessment focus for Summer term (May): Essay answering question on why Civil War broke out.** | | **EQ**: How have Charles I & Oliver Cromwell be interpreted?  **KKO:** The events of the Civil War including key battles such as Naseby in 1645. Propaganda used by both sides to recruit soldiers in the Civil War and impact on ordinary people. Oliver Cromwell’s time as Lord Protector and contemporary and later opinions of him. Interpretations of Charles and Cromwell in film and literature.  **KS:** Using historical sources  Interpreting the past  Considering the similarities and differences of peoples’ experiences in the past  **Assessment: Interpretations question.** | | | Revise & Improve | **EQ:** How did The Plague affect London in 1665?  **KKO:** The Great Plague of 1665, causes, impact, cures, different experiences of the rich and poor and the introduction of Plague Orders.  **KS:** Thinking about causes and analysing why events happen  Using language to evaluate cause and consequence  Using historical sources  Considering the similarities and differences of peoples’ experiences in the past  **Assessment: Plague Diary? Needs revision** | Revise & Improve  Including prep and feedback for end of year exam |  |  | |