**YEAR SEVEN ENQUIRY 1 ENQUIRY TITLE - WHAT IS HISTORY?**

Through this enquiry teachers can find out about pupils’ prior learning. It enables pupils to share new knowledge and understanding with pupils who may have studied different aspects of History in their primary/prep schools. There is the opportunity for pupils to consider the **SIGNIFICANCE of INDIVIDUALS** in history.

The enquiry is expected to take 2 weeks (4 lessons) but there is scope to adjust some of the teaching activities to take account of time constraints.

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**EXPECTATIONS**

AT THE END OF THIS ENQUIRY:

**Most pupils will:** recall and use period knowledge studied in primary/prep schools; make accurate use of chronology; know some of the different concepts of time used in the study of History; understand the different types of historical sources used when studying History and recognise the difference between primary and secondary sources; have an early understanding of the concept of bias in historical sources and understand the significance of an individual in history.

**SUBJECT SPECIFIC VOCABULARY**

Through the activities in this unit pupils will be able to understand, use and spell correctly:

CHRONOLOGY, DECADE, CENTURY, MILLENIUM, PERIOD, BIAS, SOURCES, A.D., B.C., PRIMARY & SECONDARY SOURCES

**OVERVIEW SHEET FOR YEAR 7 ENQUIRY 1 ENQUIRY TITLE: WHAT IS HISTORY?**

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| **KEY QUESTION** | **CONTENT** | **CONCEPTS & SKILLS** | **ACTIVITIES & RESOURCES** | **TIME** |
| **What is History?**  **Who is the most significant person in History and why?** | The nature of history as a subject  Famous people in History and what makes them so significant? | Defining  Significance/importance & a justification | Brain-storming to create a definition using a Powerpoint of famous historical events & individuals  **Homework task** to research and present their most famous person in History with an emphasis on WHY. | 1 lesson |
| **How do historians measure time?** | The importance of time and chronology | Chronological order  Key concepts of time: decade, century, era, period, millennium, A.D. & B.C. | Powerpoint - Putting pictures of people & events in chronological order on a timeline using laminated card sets  Putting years into centuries  Worksheet – matching statements of key words to do with time | 1-2 lessons |
| **How do historians find out about the past?**  **Why is the past interpreted in different ways?** | Different types of evidence that historians might use  The problems of evidence | Primary & secondary evidence  Bias | Brainstorm to produce a spiderdiagram of different types of historical evidence  Powerpoint then worksheet to recognize primary & secondary sources  Worksheet on bias in a football match report  **WARRIOR LEARNER TASK** – write your own report from the other teams perspective | 1 lesson |

**YEAR SEVEN ENQUIRY 2 ENQUIRY TITLE - HOW FAR DID THE NORMAN CONQUEST CHANGE ENGLAND?**

This enquiry considers the Norman Conquest and how much England changed during their rule.

The enquiry is expected to take 5 weeks but there is scope to adjust some of the teaching activities to take account of time constraints.

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**EXPECTATIONS**

AT THE END OF THIS ENQUIRY:

**Most pupils will:** understand how William, Duke of Normandy came to conquer England and what changes took place in the country as a result of Norman Conquest.

**SUBJECT SPECIFIC VOCABULARY**

Through the activities in this unit pupils will be able to understand, use and spell correctly:

CONQUEROR, FEUDAL, MOTTE & BAILEY, DOMESDAY, HARRYING THE NORTH, MAGNA CARTA, EXCOMMUNICATION, HEIR, NORMAN, CATHEDRAL

**OVERVIEW SHEET FOR YEAR 7 ENQUIRY 2: ENQUIRY TITLE: HOW FAR DID THE NORMAN CONQUEST CHANGE ENGLAND?**

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| **KEY QUESTION** | **CONTENT** | **CONCEPTS & SKILLS** | **ACTIVITIES & RESOURCES** | **TIME** |
| **Why was 1066 a year of crisis in Saxon England?**  **Was it good luck or good management that led William to victory?** | Rival claims to the throne in 1066  Events of 1066 including Stamford Bridge & Battle of Hastings  Why did William win the Battle  of Hastings? | Cause & consequence  Interpretation  Heir  Norman  Viking  Cause & Consequence  Interpretation  Shield-wall  Conqueror | **STARTER**: brainstorm what qualities would a strong King need in 1066?  POWERPOINT  Explain the situation at the start of 1066 and in groups prepare a speech for each of the 3 claimants explaining why they should be King of England using textbook.  Complete sheet with details of each claimant  Put them in order of strongest-weakest candidates & justify – **WARRIOR LEARNER TASK**  **HOMEWORK** **TASK**– Produce a poster in support of your claimant  POWERPOINT on Stamford Bridge & storyboard task.  Filling-in-blanks exercise based on the txtbk on Hastings & looking at bias.  Video clips  **HOMEWORK** – Newspaper frontpage on the Battle of Hastings –**WARRIOR LEARNER TASK** by writing a biased report from a Saxon or Norman viewpoint  VIDEO CLIP  Categorising statements and prioritizing.  **COMMON ASSESSMENT** **TASK**– Why did William win the Battle of Hastings? | 1-2 lessons  1-2 lessons  1 lesson  1 lesson |
| **How did William the Conqueror secure control of England?**  **To what extent did William ‘build’ a new England?**  **How did William change the way England was ruled?** | Putting down resistance  Building Motte & Bailey Castles & Cathedrals  The Feudal System  The Domesday Survey | Change & Continuity  Persuasive speech  Motte & Bailey  Keep  Moat  Norman Cathedrals  Feudal | Powerpoint - Summary of sources in textbook & complete worksheet.  Video clip  Speech encouraging Saxons to stand up to William (could be a **HOMEWORK TASK)**  Powerpoint – location of a castle  Labelling picture of motte & bailey castle  Strengths & weaknesses  Label Norman cathedral  Powerpoint - Diagram to explain how it worked/worksheet  Matching statements – what did people think of the system?  Jigsaw exercise  Powerpoint – Complete worksheet  Video clip  Design their own Domesday page – possible **HOMEWORK TASK** | About 6 lessons in total |

**YEAR SEVEN ENQUIRY 3 ENQUIRY TITLE - HOW POWERFUL WERE MEDIEVAL MONARCHS?**

This enquiry considers the concept of Medieval Kingship and what happens when the monarchy is challenged.

The enquiry is expected to take 5 weeks but there is scope to adjust some of the teaching activities to take account of time constraints.

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**EXPECTATIONS**

AT THE END OF THIS ENQUIRY:

**Most pupils will:** understand why it was expected that Medieval monarchs should be men, what happened when the power of the monarchy was challenged by 2 different social groups.

**SUBJECT SPECIFIC VOCABULARY**

Through the activities in this unit pupils will be able to understand, use and spell correctly:

ORB, SCEPTRE, DIVINE RIGHT, EXCOMMUNICATION, STATUTE OF LABOURERS, POLL TAX

**OVERVIEW SHEET FOR YEAR 7 ENQUIRY 3: ENQUIRY TITLE: HOW POWERFUL WERE MEDIEVAL MONARCHS?**

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| **Was a woman well-suited to being a Medieval monarch?** | The nature of Kingship in Medieval society & who were the Medieval kings? | Orb & Sceptre | Timeline of Medieval kings with filling-in-the-blanks exercise  Workshop using different types of sources to evaluate the role of the king – complete worksheet  Summary questions on the nature of Medieval kingship  Label picture of a medieval King  **HOMEWORK TASK** – Research a Medieval King | 3 lessons |

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| **Who had the power in Medieval England – the Church or Crown?** | The story of Thomas Becket | Cause (long & short term) & consequence  Excommunication  Church courts/royal courts  Chronology  Change & Continuity | **STARTER** – picture of Henry II being whipped followed by picture of Becket being murdered  Video clip  Story of Becket – ordering exercise  Who was to blame? – sorting statements exercise using textbook  Consequences – spiderdiagram using textbook | 3 lessons |
| **Was King John a ‘Good King?’** | King John & the Magna Carta  Was King John a good King or a Bad King? | Cause & Consequence  Change  Barons  Rights | Timelines TV clip  Causes – spiderdiagram using txtbk  Comprehension exercise using worksheet  Clip from Disney film  **COMMON ASSESSMENT TASK** | 3 lessons |

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| **Did the people have any power in Medieval England?** | The causes, events and consequences of the Peasant’s Revolt, 1381 | Cause & consequence  Change & continuity | Powerpoint – Prioritising exercise for the causes of the Peasant’s Revolt – explain why the most important  Events – complete the worksheet of the events  Consequences - spiderdiagram | 3 lessons |

**YEAR SEVEN ENQUIRY 4 ENQUIRY TITLE: TO WHAT EXTENT WAS MEDIEVAL LIFE DIRTY, DISEASED & CHAOTIC?**

This enquiry considers how people lived in town and country during the Middle Ages.

The enquiry is expected to take 4 weeks but there is scope to adjust some of the teaching activities to take account of time constraints.

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**EXPECTATIONS**

AT THE END OF THIS ENQUIRY:

**Most pupils will:** describe and explain some of the lifestyles of people in medieval town and countryside.

**SUBJECT SPECIFIC VOCABULARY**

Through the activities in this unit pupils will be able to understand, use and spell correctly:

VILLEIN, FREEMAN, MANOR, REEVE, BAILIFF, PLAGUE

**OVERVIEW SHEET FOR YEAR 7 ENQUIRY 4: ENQUIRY TITLE: TO WHAT EXTENT WAS MEDIEVAL LIFE DIRTY, DISEASED & CHAOTIC?**

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| **KEY QUESTION** | **CONTENT** | **CONCEPTS & SKILLS** | **ACTIVITIES & RESOURCES** | **TIME** |
| **What was it like to live in a medieval village?** | The Medieval village – what did it look like?  Who lived there and what did they do? | Diversity  Fallow  Open field system  Common land  Villeins & freemen | Powerpoint – **STARTER** – questions about the Medieval village  Draw plan of the village  TIMELINES TV CLIP  Powerpoint - Who was who in a medieval village?: compare the freemen & villeins  Mimes of the other jobs in the village – write up a sentence for each with a small picture  Farming year calendar – match the pictures | 4 lessons |
| **Why was the Black Death so terrifying?**  **(Link to GCSE)** | The causes & consequences of the Black Death | Cause & consequence  Continuity & change  Significance | VIDEO CLIP  Read the story in the textbook  Powerpoint  How the plague came to England – sorting exercise  Sources exercise with map looking for causes & consequences  Spiderdiagrams of causes & consequences  Read textbook on consequences (draw gravestone) and complete worksheet  **HOMEWORK** – Public Health warning leaflet about the Black Death | 3 lessons |

**YEAR SEVEN ENQUIRY 5 ENQUIRY TITLE: HOW COULD MEDIEVAL PEOPLE INCREASE THEIR CHANCES OF GOING TO HEAVEN?**

In this unit pupils learn about the Medieval church and its impact on everyday lives, about the beliefs of the Catholic Church and the ways in which Medieval people thought they could get to Heaven.

The unit is expected to take 3 weeks but there is scope to adjust some of the teaching activities to take account of time constraints.

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**EXPECTATIONS**

AT THE END OF THIS UNIT:

**Most pupils will:** demonstrate knowledge of the way in which the Catholic Church was organized in the Middle Ages and understand the importance of the church to life in the Middle Ages, research and describe aspects of the monastic life; identify some of the range of motives of medieval pilgrims and understand the significance of Heaven and Hell.

**SUBJECT SPECIFIC VOCABULARY**

Through the activities in this unit pupils will be able to understand, use and spell correctly:

DOOM PAINTINGS, HEAVEN, HELL, MONKS, MONASTERIES, PILGRIMS, PILGRIMAGES, PRIESTS, INDULGENCES, PURGATORY, RELIC

POPE

**OVERVIEW SHEET FOR YEAR 7 ENQUIRY TITLE: HOW COULD MEDIEVAL PEOPLE INCREASE THEIR CHANCES OF GOING TO HEAVEN?**

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| **KEY QUESTION** | **CONTENT** | **CONCEPTS & SKILLS** | **ACTIVITIES & RESOURCES** | **TIME** |
| **Why was the Medieval Church so important in Medieval people’s lives?** | The power of the Catholic Church  Doom Paintings – Heaven & Hell | Significance  Heaven & Hell  Doom Paintings | Powerpoint - Information sheet on structure  Spiderdiagram based on txtbk showing influence of Catholic Church over individuals  Doom Paintings – powerpoint  Chaldon Doom Painting using txtbk | 2 lessons |
| **How did Medieval people think they could improve their chances of going to Heaven?** | Becoming a Priest  Joining a monastery  Paying their way into Heaven  Going on a Pilgrimage | Cause & consequence  Tithe  Glebe land  Novice  Vows  Illuminated manuscripts  Indulgences  Canterbury  Jerusalem | Ppt on the role of the priest – categorizing different tasks powerpoint  Qualities required - brainstorm  **HOMEWORK** – job advert for a medieval priest  VIDEO – becoming a monk  Powerpoint – rooms, jobs etc  Answer questions from txtbk  Ppt and labeling pilgrim  **HOMEWORK –** Handy hints for pilgrims leaflet | 1 lesson  2 lessons  2 lessons |

**YEAR SEVEN ENQUIRY 6 ENQUIRY TITLE: WHAT ARE THE CRUSADES AND WHY SHOULD WE LEARN ABOUT THEM?**

In this unit pupils learn about the Crusades and the concept of Medieval knighthood and heraldry alongside the story of the 3rd Crusade and a consideration of what Europe gained from the Crusades.

The unit is expected to take 5 weeks but there is scope to adjust some of the teaching activities to take account of time constraints.

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**EXPECTATIONS**

AT THE END OF THIS UNIT:

**Most pupils will:** understand why Christians in Medieval Europe went and joined the Crusades, the importance of Jerusalem for both Christians and Muslims. They will also learn about Medieval knighthood and how men became knights and the significance of Medieval heraldry. They will also have gained an understanding of the cultural developments the West gained from the Middle East. There will also be an opportunity to compare the personalities of Richard I and Salah al Deen.

**SUBJECT SPECIFIC VOCABULARY**

Through the activities in this unit pupils will be able to understand, use and spell correctly:

CRUSADE, CRUSADER, KNIGHT, JOUSTING, HERALDRY, HOLY LAND, JERUSALEM, SARACEN, RICHARD I, SALAH AD DEEN (SALADIN)

**OVERVIEW SHEET FOR YEAR 7 ENQUIRY TITLE: WHAT ARE THE CRUSADES AND WHY SHOULD WE LEARN ABOUT THEM?**

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| **KEY QUESTION** | **CONTENT** | **CONCEPTS & SKILLS** | **ACTIVITIES & RESOURCES** | **TIME** |
| **What were the Crusades?** | Holy Wars between Christians and Muslim  Geographical location  Why did Medieval knights go on Crusades  Crusaders & Saracens  The 3rd Crusade | Diversity  Causation  Similarities & Differences | **STARTER** – Clip on the Crusades  Powerpoint and a factfile  Sorting Exercise  Labelling picture – who was the better prepared soldier?  Powerpoint and produce a storyboard | 3 lessons  1 lesson |
| **What was life like as a Medieval knight?** | Becoming a knight  Heraldry | Cause & consequence  Significance | Powerpoint on becoming a knight  VIDEO clip on jousting  Powerpoint on Heraldry  Design and make their own shield with heraldic signs  Complete as a **HOMEWORK TASK** | 1 lesson  2 lessons |
| **What are the different interpretations of Richard I and Salah al Deen?** | The characters of Richard I and Salah al Deen | Similarities & Differences  Interpretation | Source evaluation exercise | 1 lesson |
| **What was the significance of the Crusades?** | What did Europe gain from the Crusades? | Change  Significance | Sorting laminated cards into their own categories.  Tell them the correct categories and re-sort and then illustrated spiderdiagram .  **COMMON ASSESSMENT TASK**  What was the significance of the Crusades for Europe? | 1 lesson |

**YEAR SEVEN ENQUIRY 7 ENQUIRY TITLE: WHY SHOULD OUR LOCAL HISTORY MATTER TO US?**

In this unit students will learn why it is important to study local history, the value of the Census and some of the places of interest in Reigate.

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**EXPECTATIONS**

AT THE END OF THIS UNIT:

**Most pupils will:** most students will understand the significance of studying local history. They will understand the value of the Census and the idea of change and continuity. They will research in groups an area of local interest and do group presentations.

**SUBJECT SPECIFIC VOCABULARY**

CENSUS, CHANGE, CONTINUITY, SIGNIFICANCE

**OVERVIEW SHEET FOR YEAR 7 ENQUIRY TITLE: WHY SHOULD OUR LOCAL HISTORY MATTER TO US?**

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| **KEY QUESTION** | **CONTENT** | **CONCEPTS & SKILLS** | **ACTIVITIES & RESOURCES** | **TIME** |
| **What is Local History and why should we study it?** | What is Local History?  Why should we study Local History? | Change & Continuity  Census | Quiz on places in Reigate/Redhill  Powerpoint – definition of what is local history?  Spider diagram – why should we study local history?  Change & continuity pictures  Census questions | 2 lessons |
| **Research on local places of interest** | Reigate Priory, Dunottar School,  Reigate Castle, Reigate Caves | Research skills  Presentation skills | Group work on places of interest culminating in presentations | 8 lessons |