



Academic Year <u>Year; 7</u>	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Rationale	At KS3 we focus on the ‘Development of the Rule of Law’, ‘Development of Democracy’, ‘Mutual Respect’ and ‘Individual Liberty’, with case studies on Women. The purpose of this is to provide students with a 1,000-year overview of how events, ideas and people have shaped Britain, our modern world and how we live today. By the end of KS3 students will understand how and why there has been a shift in power from the monarch and the Church to parliament and its people. Students will also appreciate how Britain has evolved from absolute power to a democracy and a rule of law with an awareness of the religious changes which shaped the country. Additionally, students will see how and why the role of women has changed over the centuries and how particular women were important in influencing these changes. In Year 7 students study changes in England – with a specific focus on the development of the rule of law (the extent and limits on authority). The lessons are planned and sequenced chronologically each term. The SOW includes an introduction to the ideas of Democracy, Mutual Respect & Individual Liberty.		
Autumn A	England pre-1066 Develop knowledge and understanding of Anglo-Saxon England from c.500CE to Alfred the Great. Boudica	Writing using PEE. Reading critically. Source Analysis. Change and Continuity. This term will develop the skills foundation that they may/may not have acquired in primary school	Essay - Was the Anglo-Saxon Age a Dark Age for the people? Focus on Who has authority, the development of society and what power do the people have.
Autumn B	1066 and The Normans How did William gain and retain control England?	Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Similarity and Difference	Source – What can you learn from the source(s) about the development of the Rule of Law in the 11 th Century?
Spring A	Medieval Life and religion Why was Religion important? Was England tolerant of other religions? What was life like for the people of England?	Writing cogently Reading critically Source Analysis Causation	Cumulative Assessment- All Skills



	<p>What are the causes/ consequences of the Black Death? How did it effect England? Matilda Eleanor of Aquitaine</p>	<p>Significance Change and Continuity Similarity and Difference</p>	
Spring B	<p>Challenges to power in Medieval England Who was Thomas Becket? King John and the Magna Carta. Simon De Montefort and Parliament What was the Peasants Revolt?</p>	<p>Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Similarity and Difference</p>	<p>Project – Did the people of England gain power during the medieval period? Challenge – how did the Rule of Law develop during this time?</p>
Summer A	<p>The Tudors and religious turmoil The Break With Rome Edward VI & religious changes Lady Jane Grey – why did Edward try to change the succession? Was Mary I really ‘Bloody Mary’</p>	<p>Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Interpretations Similarity and Difference</p>	<p>All Skills - End of Year Assessment</p>
Summer B	<p>Elizabeth I and female rule Mary Queen of Scots and threats to the throne Portraits of Elizabeth – Has the position of women changed over the 1000 years studied in Yr 7 The Spanish Armada</p>	<p>Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Interpretations Similarity and Difference</p>	<p>Project - Has the position of women changed over the 1000 years studied in Yr. 7?</p>