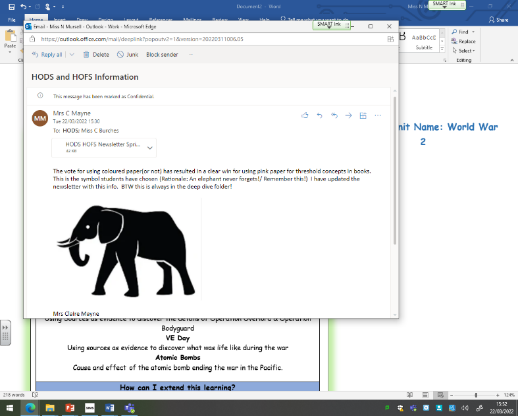
 **Threshold Concepts and Subject Progression**

**Year 7 History - Medieval Britain**

|  |  |  |  |
| --- | --- | --- | --- |
| **What do I need to know from previous learning?** | | | |
| **How the Normans invaded Britain? How did the English responded to their new kings?** | | | |
| **Key historical skill** | **What do I need to learn?** | **Self assess**  Check Symbols Copy and Paste ✓ ✓ ✓ ✘ ❌ ✖ ✕ ❎ ☓ ✗ | **Teacher** Check Symbols Copy and Paste ✓ ✓ ✓ ✘ ❌ ✖ ✕ ❎ ☓ ✗**assess** |
| **Constructing the past**  **Sequencing the past**  **Change & development**  **Cause and effect**  **Significance & interpretations**  **Significance & interpretations**  **Using evidence as sources** | * **Who had more power in the middle ages the church or the crown?** * **Put the Medieval monarchs in chronological order** * **Explain the importance of the church in Medieval times** * **How and why power changed in Medieval England** * **What makes a good ruler?** * **How significant events (Magna Carta, Black Death and Peasants’ Revolt) changed Britain** * **How to analyse sources using Nature, Origin, Purpose (NOP)** |  |  |
| **How can I extend this learning?** | | | |
| **Horrible Histories, documentaries, movies, visit the Tower of London, Runnymede (where the Magna Carta was signed), Canterbury Cathedral to learn about Thomas Becket.** | | | |
| **What do I need to remember?** | | | |
| **The changes that the Normans brought to England. What issues did they present? How France and England were connected by the monarchy at this time? Themes: religion, money, wars, power**  **Key dates**  **Key vocabulary**  **Key people and places** | | | |

 **Threshold Concepts and Subject Progression**

**Year 7 History Middle Ages**

|  |  |  |  |
| --- | --- | --- | --- |
| **What do I need to know from previous learning?** | | | |
| **What are the qualities a good king should have? How is power organised and distributed across a country?** | | | |
| **Key historical skill** | **What do I need to learn?** | **Self assess**  Check Symbols Copy and Paste ✓ ✓ ✓ ✘ ❌ ✖ ✕ ❎ ☓ ✗ | **Teacher** Check Symbols Copy and Paste ✓ ✓ ✓ ✘ ❌ ✖ ✕ ❎ ☓ ✗**assess** |
| **Constructing the past**  **Sequencing the past**  **Change & development**  **Cause and effect**  **Significance & interpretations**  **Using evidence as sources** | * **Who are the contenders for the English Crown in 1066?** * **Who fought whom at the battle of Hastings?** * **What was significant about the battle of Stamford Bridge?** * **How and why the distribution of power changed in the Middle Ages** * **How William I consolidated his control after 1066** * **What makes a good ruler?** * **How significant events (the Harrying of the North, the creation of the Domesday book) changed Britain** * **Was William I a good king?** |  |  |
| **How can I extend this learning?** | | | |
| **Horrible Histories, documentaries, movies, visit the site of the Battle of Hastings, visit your local library, read these teacher recommended books: Castle Diary The Journal of Tobia Burgess by Richard Platt, The Minstrel in the Tower by Gloria Skurzynski and The Adventures of Robin Hood by Roger Lancelyn Green .** | | | |
| **What do I need to remember?** | | | |
| **The changes that the Normans brought to England. What issues did they present? How France and England were connected by the monarchy at this time? Themes: religion, money, wars, power**  **Key dates, key vocabulary, key people and places** | | | |

**Threshold Concepts and Subject Progression**

Year 7 History – Unit 2 part 2: English Civil War

|  |  |  |  |
| --- | --- | --- | --- |
| **What do I need to know from previous learning?** | | | |
| **What is the nature of the relationship between the monarch and Parliament? Why is there historic tension? What is the divine right of Kings?** | | | |
| **Key historical skill** | **What do I need to learn?** | **Self assess**  Check Symbols Copy and Paste ✓ ✓ ✓ ✘ ❌ ✖ ✕ ❎ ☓ ✗ | **Teacher** Check Symbols Copy and Paste ✓ ✓ ✓ ✘ ❌ ✖ ✕ ❎ ☓ ✗**assess** |
| **Constructing the past**  **Change & development**  **Cause and effect**  **Significance & interpretations, examining Sources/inference**  **Analysing the reliability of sources**  **How to analyse sources using Nature, Origin, Purpose (NOP)** | * **Who fought whom in the English Civil War?** * **What was new about the New Model Army?** * **What were the causes of the English Civil War?** * **What happened after the English Civil War?** * **Why was Charles I executed?** * **Did he receive a fair trial?** * **Was Oliver Cromwell a successful military leader?** |  |  |
| **How can I extend this learning?** | | | |
| **Horrible Histories, documentary films about English Civil War and Oliver Cromwell, recommended books for additional reading for Greater Depth Learners ‘The English Civil War in 100 facts’ by Dr Andrew Lacey. Visit Oxford Castle and Prison to learn about the battle of Oxford and the Parliamentarians imprisoned inside as the war raged on. You could also visit the Tower of London to learn about the execution of Charles I.** | | | |
| **What do I need to remember?** | | | |
| **The causes of the English Civil War and the struggle for power between the king using his ‘divine right’ to override Parliament and MP’s using taxation as leverage to force the King’s hand and achieve their aims. Why did the Parliamentarians win the ECC? What were the consequences of the ECC? Why did the monarchy return?**  **Themes: distribution of power, taxation, rivalries, war.**  **Key dates, vocabulary, main players and towns** | | | |



Spirituality: How did differing religious beliefs, such as those of the Royalists and Parliamentarians, influence the motivations and actions of individuals during the English Civil War?

**Threshold Concepts and Subject Progression**

Year 7 History – Unit 2 part 1: Reformation of the Church

|  |  |  |  |
| --- | --- | --- | --- |
| **What do I need to know from previous learning?** | | | |
| **How has the Roman Catholic Church shaped England so far? What are the problems with the RCC and why has it been criticised?** | | | |
| **Key historical skill** | **What do I need to learn?** | **Self assess**  Check Symbols Copy and Paste ✓ ✓ ✓ ✘ ❌ ✖ ✕ ❎ ☓ ✗ | **Teacher** Check Symbols Copy and Paste ✓ ✓ ✓ ✘ ❌ ✖ ✕ ❎ ☓ ✗**assess** |
| **Constructing the past**  **Change & development**  **Cause and effect**  **Significance & interpretations, examining Sources/inference**  **Sequencing the past**  **Analysing the reliability of sources**  **How to analyse sources using Nature, Origin, Purpose (NOP)** | * **Why was the Church so important in ordinary peoples’ lives?** * **What were the problems within the Roman Catholic Church and how did Martin Luther address them?** * **What was Elizabeth’s ‘middle way?’** * **Why did Henry VIII break away from the Pope in Rome?** * **Can I write a narrative account about how the Church changed throughout the Tudor period?** * **Why did Henry VIII close down the monasteries?** * **How did the Protestant Church compare to the Catholic Church?** |  |  |
| **How can I extend this learning?** | | | |
| **Horrible Histories, documentaries, films, recommended books for additional reading (The Secret Diary of Thomas Snoop, Tudor Boy Spy by Philip Ardagh, Spy Master: First Blood by Jan Burchett, Eliza Rose & Lady Mary by Lucy Worsley), visit Hampton Court Palace to learn about Henry VIII, Tower of London to learn about the execution of Anne Boleyn, a walking tour of Whitby to learn about dissolution of the monasteries.** | | | |
| **What do I need to remember?** | | | |
| **The changes to the Church that each Tudor monarch made during their reign, why was there popular support to bring about changes to the Catholic Church, how successful was Elizabeth’s middle way?**  **Themes: religion, taxation, rivalries, distribution of power.**  **Key dates**  **Key vocabulary**  **Key people and places** | | | |



Spirituality: How did the Protestant Reformation in the 16th century reshape spirituality and religious practices across Europe?