



Year 7

Subject and Year Group	Unit 1 Year 7	Unit 2 Year 7	Unit 4 Year 7	Unit 3 Year 7
Topic/Unit to be studied	Britain from the Iron Age to 1066	Medieval England – Power and Significance	Who was the greatest Mughal emperor?	The British Relationship with Slavery
Key Questions and Vocabulary	<p>At primary school, the national curriculum for history focusses primarily on events that took place from before 1066, so this is a chance for students to develop their historical knowledge in areas that they might be familiar with. It should build confidence and give students a chance to demonstrate their enthusiasm for the subject.</p> <p>In what ways did England change from the Iron Age to 1066?</p> <p>What different key terms do we use when talking about chronology?</p> <p>Why is it important to use evidence when giving answers in history?</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Chronology • Infer/Inference • Agriculture • Continuity • Society • Economy 	<p>What is significance?</p> <p>How significant was the Norman invasion?</p> <p>How significant were the crusades?</p> <p>How significant was the death of Thomas Becket?</p> <p>How significant was the Magna Carta?</p> <p>How significant was the Black Death?</p> <p>How significant was the peasants revolt?</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Significance • Feudal System • Pope • Archbishop of Canterbury • Rebellion 	<p>To what extent could Babur/ Humayun/ Akbar/ Jahangir/ Shah Jahan/ Aurungzeb be described as a 'great' Mughal emperor?</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Administrative system • Taxation • Military • Tolerance/intolerance • Architecture 	<p>How did the transatlantic slave trade begin?</p> <p>What happened to slaves between capture and work on the plantations?</p> <p>How did people campaign to end slavery?</p> <p>What were the consequences of the transatlantic slave trade?</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Slave Labour • Investment • Abolition • Immoral • Merchant • Aristocracy
Themes	Movement and Settlement	Power: Monarchy, Church and State	Conflict and Diplomacy	Britain's Global Influence
		Religion and Identity	Power: Monarchy, Church and State	Movement and Settlement

Resilience

Responsibility

Reflectiveness



Skills	Change and Continuity	Cause and Consequence	Cause and consequence + interpretations	Change and Continuity
Checkpoint Assessment	None.	To be completed after Norman invasion lessons. A5 sheet/forms. Key terms and concepts.	To be completed after the Babur lesson. A5 sheet/forms. Key terms and concepts.	To be completed after the lessons on why Britain got involved in the slave trade. A5 sheet/forms. Key terms and concepts.
Essay in the curriculum? Speech in the curriculum?	Baseline oracy – What is your experience of history so far? Mark on Teams.	Heavily guided essay on significance in the medieval period.	None.	Oracy on the abolition of slavery. Teams.
Substantial Assessment	Short Cambridge-style assessment	Cambridge-style assessment	Mughal Essay Assessment	End of year assessment, Cambridge-style.