

St Cuthbert Mayne School Curriculum Map 2023-2024



Department: History Year 7

“History is who we are and why we are the way we are” - David McCullough

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It inspires pupils’ curiosity to know more about the past. Teachers will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The aim for the History Department is to provide a curriculum and experience that is truly comprehensive and enables **all** learners to thrive, develop and grow in the widest sense. Most of all we want our learners to discover the joy of learning and to gain the skills that will enable them to continue learning throughout their lives.

The department’s mission statement is:

“Through engaging and challenging lessons, all learners will develop a lifelong love of learning and an enthusiasm for the study of History”.

In Year 7 we study:

- Local History: How and why has StCM changed, what impact have the events studied had on our local history?
- Movement, Migration and Change, including topics such as the fall of Roman Britain and the migration and settlement of the Anglo Saxon.
- The Norman Conquest, including topics such as the Contenders, the Battle of Hasting and the rule of William the Conqueror.
- Medieval Realms including the role of the monarchy, the power and conflict within the church, the impact of Black Death and popular reaction to social and political change.
- England and her neighbours - have we ever been a 'united kingdom?'
- Herstory - exploring a representative history.

Year 7

Autumn Term 1				Autumn Term 2		
Topic/Unit	Local History: How has StCM changed?	Movement and Migration	Anglo Saxon England	1066	Norman Conquest	
Knowledge (Content covered)	An introduction to history: key skills and concepts. How does history shape our everyday lives? Oral History - how and why has StCM changed?	England before 1066. End of Roman Britain. Anglo Saxon migrations	Why did the Anglo Saxons invade England? Debate - invasion or invitation? Life in Anglo Saxon England. Change and continuity 10th century - 21st century	Why was 1066 a year of crisis? The three contenders - who was most likely to win? The Road to Hastings. Battle of Hastings and the end of Anglo Saxon England.	The creation of Norman England: Feudal System Growth of castles (motte and bailey) Domesday Book Law and Order Harrying of the North.	
Skills	Change and continuity. Causation. Judgements.	Change and continuity. Inference. Causation. Judgements.	Change and continuity. Inference. Causation. Judgements	Change and continuity. Inference. Narrative. Causation. Judgements	Change and continuity. Inference. Narrative. Causation. Judgements	
Assessment		1 x Inference 1 x Key features	1 x Inference 1 x Key features	1 x Inference 1 x Key features	1 x Inference 1 x Key features	
Gatsby 4 (Linking curriculum	Researcher	Researcher	Researcher	Researcher	Researcher	

learning to careers) GATSBY BENCHMARK 4	Policing	Archaeology Military	Archaeology Military	Archaeology Military	Archaeology Military Policing	
--	----------	-------------------------	-------------------------	-------------------------	-------------------------------------	--

Spring Term 1				Spring Term 2		
Topic/Unit	Life in a Medieval Village	The Black Death	The Peasants Revolt	Why was the Church so powerful in the Middle Ages?	Why did the Archbishop die at Canterbury?	
Knowledge (Content covered)	Why does history often ignore the 'common folk?' What was it like to live during the Middle Ages? Investigation into: The village Food and festivals The role of women	A topical study for the present day; how can a disease change a society? We explore the Black Death in three ways: <ul style="list-style-type: none"> • Causes • Symptoms • Cures. Learners will complete	How was society structured in the Middle Ages? What 'rights' did the people have? Why might the people want to rebel against their leaders? What actually happened in England in 1381? What were the consequences	We explore the role and significance of the medieval Catholic church through three themes: <ul style="list-style-type: none"> • Power • Help • Hope How did these themes shape the role of the church so that it	Why was there conflict between the church and king in England? How could best friends order the execution of each other? Who was really to blame for the death of Becket? The importance of interpretation in history.	

	Homes and the changing seasons.	independent research into these areas, producing a 'help guide' to demonstrate their understanding.	and what impact have they had on Britain in the 21st century? Cause and Consequence - would there have been a revolt without the Black Death?	impacted on every aspect of medieval life? Case Study: Why were people willing to go on Crusades? Was Jerusalem really worth dying for?		
Skills	Change and continuity. Inference. Narrative. Causation. Judgements Narrative Research	Change and continuity. Inference. Narrative. Causation. Judgements Interpretation Narrative Research	Change and continuity. Inference. Interpretation Causation / Consequence. Judgements Narrative Research	Change and continuity. Inference. Interpretation Causation. Judgements Narrative Research	Change and continuity. Inference. Interpretation Causation. Judgements Narrative Research	
Assessment	1 x Inference 1 x Key features	Independent research project.	1 x Inference 1 x Key features	1 x Inference 1 x Key features	1 x Inference 1 x Key features	
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Researcher Archaeology Policing	Researcher Archaeology Military Policing Social Work	Researcher Archaeology Politics	Researcher Archaeology Military Policing	Researcher Archaeology Military Policing	

Summer Term 1			Summer Term 2			
Topic/Unit	The Story of England	Herstory? Forgotten Voices		How did Parliament become so powerful?	Who was the greatest medieval monarch?	
Knowledge (Content covered)	Why do we live in the 'United Kingdoms?' Was it always called this? Have we always had positive and peaceful relations with our nearest neighbours? In this module we investigate the medieval relations between England, Wales, Scotland and Ireland.	With over half the population being female, why do we spend so much time ignoring their contribution to history? Investigation into the forgotten women who shaped the Middle Ages.		One of the core British Values is democracy. But how long has it existed in Britain? We explore the origins of our political system and trace its roots all the way back to the Middle Ages and a very important document.	Edward I, Edward III and Henry V. All heroes of English history. Or should we be evaluating the impact of other, less glamorous monarchs? We investigate the question of 'who was the greatest medieval monarch' to develop clear judgements. Who will it be?	
Skills	Change and continuity. Inference. Narrative. Causation. Judgements Narrative Research	Change and continuity. Inference. Narrative. Causation. Judgements Narrative Research		Change and continuity. Inference. Narrative. Causation. Judgements Interpretation Narrative	Change and continuity. Inference. Narrative. Causation. Judgements Interpretation Narrative	

				Research	Research	
Assessment	1 x Key features 1x Inference	1 x Inference 1 x Key features		1 x Inference 1 x Key features	Independent research project.	
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Researcher Archaeology Politics	Researcher Archaeology Military Politics Social Work		Researcher Archaeology Politics	Researcher Archaeology Military Politics	