



Fundamentals –Year 7 History

Knowledge	Skills
<u>PRE-1066: HOW DID ENGLAND BECOME ENGLAND?</u> Britannia after the Romans The Kingdoms of England Why King Alfred was known as 'the Great' The Danish Kings of England	<u>CAUSATION</u> Chronology Skills Be able to describe key features of a given event. To be able to identify changes and continuities across a time period To use a PEEL paragraph to explain a judgement.
<u>CONQUEST: DID THE NORMANS BRING 'A TRUCKLOAD OF TROUBLE'?</u> Early Norman rule The Feudal System and its impact on both the Normans and the Anglo-Saxons The building of Norman castles Norman law and order and how this changed daily life	<u>INTERPRETATION</u> To form inferences from historian's interpretations and support them with evidence To make an informed judgement in relation to key historical questions
<u>ELEANOR OF AQUITAINE: WHAT CAN THE STORY OF ELEANOR OF AQUITAINE REVEAL ABOUT WHO HAD POWER IN THE MEDIEVAL AGES?</u> Traditional medieval concepts of power Eleanor of Aquitaine and her inheritance of lands Eleanor's involvement in the Second Crusade Her marriage to King Henry II of England; The Charters of Aquitaine The Great Revolt and her subsequent imprisonment	<u>SIGNIFICANCE</u> To form inferences from historian's arguments and interpretations and support them with evidence. To assess why the story of Eleanor of Aquitaine is significant for learning about medieval power today. How ideas of what is significant can change over a given period of time.
<u>'MEDIEVAL' MONARCHS: WHO WAS THE MOST SUCCESSFUL MEDIEVAL MONARCH?</u> The role of King John; the Magna Carta, control of Aquitaine and his relationship with the Barons Genghis Khan and the Mongol Empire Pachacuti; the Inca Empire- how we can use ancient ruins and oral tradition as historians to find out about what happened	<u>EVIDENCE</u> To examine a range of different historical sources and interpretations To use a range of criteria in order to make a judgement To provide a substantiated judgement in response to the key question
<u>THE ISLAMIC WORLD: WHY WAS THE ISLAMIC WORLD CALLED THE GOLDEN AGE?</u> Key features of Islam The House of Wisdom The use of astronomy Islamic medicine How these ideas spread to Europe; the development of trade routes and the Silk Roads <u>Case Study:</u> How tolerant was Islamic rule in Cordoba and Al-Andalusia?	<u>INTERPRETATION</u> To describe what a source of information tells us. To analyse the nature, purpose and provenance of a source. To explain why a source is useful To explain the significance of particular events and individuals
<u>BYZANTINE EMPIRE: WHY WAS THE BYZANTINE EMPIRE THE CENTRE OF THE WORLD?</u> The Eastern Roman Empire	<u>SIGNIFICANCE</u> To be able to understand international chronology Understand the importance of a single location

<p>Conflict with the Ottomans and Turks Constantinople (The Centre of the World) The Gateway to Europe</p>	<p>Explain why a single place is important.</p>
<p><u>MANSA MUSA AND MEDIEVAL MALI: WHAT DOES A STUDY OF MEDIEVAL MALI REVEAL ABOUT AFRICAN KINGDOMS?</u></p> <p>How the kingdom of Mali was established The Sundjata Epic and the role of a griot How Mali developed into a wealthy kingdom The role and significance of Mansa Musa Trade within Mali; the importance of salt and gold The role of Islam in Mansa Musa's reign; the Berbers and pilgrimage to Hajj The Catalan Atlas</p>	<p><u>SIGNIFICANCE</u></p> <p>To identify links between historical events and concepts.</p> <p>To explain the significance of a particular individual and event.</p> <p>To use the criteria of significance in order to explain what is 'revealed' about the key topic.</p>
<p><u>THE BLACK DEATH: HOW DID THE SILK ROADS ENABLE THE BLACK DEATH TO ARRIVE IN ENGLAND?</u></p> <p>The Mongol Hordes and initial spread Travelling down the Silk Roads Spread from Constantinople to Europe Effects on Europe</p>	<p><u>CAUSATION</u></p> <p>Significance of locations Explain the course of key historical events Impacts of key events</p>
<p><u>THE REFORMATION: HOW DID THE REFORMATION CHANGE ENGLAND?</u></p> <p>Henry VIII's break with Rome and the creation of the Church of England Protestantism under Edward VI and changes to the English Church Mary I and Catholicism in England; changes to the Church, heresy and the relationship with Spain Local case study: the impact of the Reformation locally</p>	<p><u>CHANGE AND CONTINUITY</u></p> <p>To explain the cause of key events and the impact</p> <p>To examine consequences of key events</p> <p>To assess the extent of change and continuity within a time period</p>
<p><u>ELIZABETH, SPAIN AND THE ISLAMIC WORLD: WHY DID ELIZABETH LOOK TO THE 'ORIENT ISLE'?</u></p> <p>The establishment of Spain and its position in the world by 1500; the Reconquista and development of the Spanish Empire Reasons why Anglo-Spanish relations had deteriorated England's trade with the Ottoman Empire England's trade with Morocco and the wider Islamic World Reasons why England decided to trade with the Islamic World</p>	<p><u>CAUSE AND CONSEQUENCE</u></p> <p>To explain the cause of key events and the impact</p> <p>To examine consequences of key events</p> <p>To form inferences from historical pieces of evidence</p>
<p><u>WHAT WAS THE WORLD LIKE BY 1650?</u></p> <p>Consolidation of developments in the world from pre 1066-1650</p>	<p><u>SIMILARITY AND DIFFERENCE</u></p> <p>To assess the extent of change and continuity which had taken place within the time period</p> <p>To examine significance of key events and the turning points which brought change</p>