

History Year 7 Curriculum Overview 2025-26



Year 7 History Overview: Connected Worlds

How similar was the Golden Age of Baghdad and Anglo-Saxon England?

This unit introduces our Year 7s to the skill of history by study comparison between the Golden Age of Baghdad and Anglo-Saxon England. Students work towards answering the question; “How similar were 10th century Baghdad and Anglo-Saxon England?”

How did the Normans change England forever?

The module engages pupils with the dramatic story of the battle for the English throne between the three main contenders. Students will learn how William Duke of Normandy becomes King and what the consequences are for England, answering the questions; “How did the Normans change England forever?”

Where did power truly lie in Medieval England?

This unit looks at multiple challenges to medieval kingship, focusing on themes of religion, power and control. As part of this unit, students complete a case study of;

- Henry II and Thomas Beckett
- King John and Magna Carta
- Henry III and Simon de Montfort (and the foundations of Parliament)

Students then evaluate the extent to which medieval kings could act as they wished, answering the question; “where did power truly lie in Medieval England?”

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What was the impact of the Black Death in England?

Students conduct a case study of the Black Death and its impact on England. This lays the foundation for our GCSE study in medicine by looking at medieval towns/villages and the conditions of them. It focusses on the medical effects of the plague, but also the social consequences right up to the Peasant's Revolt of 1381. Students are asked to consider both the positive and negative consequences in order to answer the question; "What was the impact of the Black Death in England?"

Which monarch had the biggest impact on religion in Tudor England?

This is an introduction to the complex issues that surround the Break from Rome that took place in England as students are asked to explain "How far did Henry VIII really change the Church in England?" before going on to look at the continued Protestant Reformation under Edward VI and the Counter-Reformation under Mary I. Students complete the topic by understanding the complexities of religion during Elizabeth I's reign and consider "Which monarch had the biggest impact on religion in Tudor England?"

Her-story; How significant were the 'forgotten' women of History?

This is a thematic study that looks at the contribution and significance of women throughout history. Ranging from Ancient Egypt, Medieval Europe, Native America and 19th Century China, right the way to modern British history. After studying the impact of several women through History, students will select who they believed to be most significant and answer the question; "How significant were the 'forgotten' women of History?"

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Week Number	Themes/ Topics	Key Knowledge & Skills	Key Assessments
<p style="text-align: center;">1-6 (Autumn 1)</p>	<p>How similar was the Golden Age of Baghdad and Anglo-Saxon England?</p> <p><i>the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066</i></p> <p><i>a study of a significant society or issue in world history and its interconnections with other world developments</i></p>	<p><u>Key Knowledge</u> <u>Law and Governance</u></p> <ul style="list-style-type: none"> • Baghdad became the centre of the Islamic Empire, or Caliphate. This vast empire was ruled over by a Caliph. Elements of Jewish, Greek, Roman, Persian, and Christian church law, along with the Quran, influenced the development of the Sharia Law. Golden Age of Baghdad Islamic judges were known as kadis, who handled cases involving religious, family, property, and commercial law. The government regulated matters of criminal law. • Anglo-Saxon England was broken into different kingdoms, each ruled by their own ruler. The first king of all Anglo-Saxon England was Egbert, who gained control in 825. The oath taken by all freemen from the age of 12 to avoid involvement in any major crime and to report those that did. This common oath made ordinary people responsible for their own community's safety. The penalties for breaking the oath were severe. The King appointed officials in charge of maintaining law and order. <p><u>Education and Medicine</u></p> <ul style="list-style-type: none"> • The House of Wisdom was originally built as a library. It contained works of scholarship from both the Caliphate and Europe. Learning and study were actively encouraged in the Caliphate. Subjects such as Maths, medicine and astronomy were studied, and great advances made. These advances spread into Asia, helping to make it far more advanced than Europe. 	<p><u>Deliberate Practice</u> Describe why the Silk Roads were so important to medieval trade.</p> <p><u>Knowledge Test</u></p> <p><u>End of Topic Assessment</u> Compare 10th century Baghdad and Anglo-Saxon England. How are they similar?</p>

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• Only a few children learned to read and write. The sons of kings or wealthy families might be taught at home by a private teacher. The only schools were run by the Christian church, in monasteries. Medicine was largely based on tradition and with village 'healers' who would use a mix of superstition and herbal medicine to provide cures for the sick. Monasteries often provided care rather than cures.

Women

• Under the Caliphate, both men and women were educated. Women were able to study at the House of Wisdom and had similar career prospects to men. Certain career paths, such as the textile industry, were largely dominated by women.

• Women in Anglo-Saxon England had the right to own land in their own name, and to sell such land, and the right to defend herself in court. Women had the ability to end an abusive or otherwise unsatisfactory marriage. Early divorce laws granted the wife half the household goods and full custody of the children. Daughters inherited goods or land.

Towns and Cities

• Towns lay just outside the walled cities, from wealthy residential communities to working-class semi-slums. City rubbish dumps were located far from the city. Muslim cities also had advanced domestic water systems with sewers, public baths, drinking fountains, piped drinking water supplies, and widespread private and public toilet and bathing facilities.

• Anglo Saxon towns and cities were usually very small. The largest villages had no more than a few hundred people living there. The villages were built near natural

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		<p>resources. All round the village was a high fence to keep the people safe at night from enemies and the wild animals of the forests.</p> <p>Concepts</p> <p>Conflict / Empire and Invasion / Equality / Migration / Power / Religion / Revolution / Trade</p> <p>Skills</p> <ul style="list-style-type: none"> • <i>Historical evidence – Inferences from sources, cross-referencing sources.</i> • <i>Significance – Resulting in change, revelation.</i> • <i>Similarities and differences – Identify concepts to compare.</i> 	
<p>7-13 (Autumn 2)</p>	<p>How did the Normans change England forever?</p> <p><i>the development of Church, state and society in Medieval Britain 1066-1509</i></p>	<p>Key Knowledge</p> <p><u>Key People</u></p> <p><u>Edward the Confessor</u></p> <p>King of England between 1042 and 1066. Edward had no children which meant there was no clear successor to the throne – which led to the crisis of 1066.</p> <p><u>Contenders to the throne in 1066</u></p> <p><u>Harold Godwinson – The Saxon</u></p>	<p>Deliberate Practice</p> <p>Describe two reasons why William won the Battle of Hastings.</p> <p>Knowledge Test</p> <p>End of Term Assessment (HT1 and HT2)</p> <p>Who had the strongest claim to the throne in 1066?</p>

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Most powerful English nobleman after the death of Edward the Confessor. Edward named Harold as his heir on his deathbed. Had the support of the Witan. Killed at the Battle of Hastings.

Harald Hardrada – The Viking King of Norway and a Viking warrior

Believed he should be king as his ancestor King Cnut had once ruled England. He invaded the North of England in 1066 and died at Battle of Stamford Bridge.

William Duke of Normandy - The Norman

Ruled Normandy, the most powerful part of France and believed he'd been promised the throne by both Edward and Harold. Had the support of the Pope in his invasion of England and is crowned king after winning the Battle of Hastings.

To control England, he introduces the Feudal System, the Domesday Book and built castles across England.

Key Events

The Summer of 1066

Edward the Confessor dies leaving no heir, and Harold Godwinson is crowned. Harald Hardrada invades Northern England but is defeated by Godwinson at the Battle of Stamford Bridge. William's army land in Pevensey on 29th September; Godwinson's men travel 210 miles in 5 days. Godwinson is killed during the Battle of Hastings and William is crowned as king.

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Castles

Following Norman landing, Motte and Bailey castles were built. They were made of wood and could be built in about 14 days. They gave commanding views of local areas and intimidated the local population. Could be burnt down fairly easily. Castles became increasingly made of stone, developing into stone keep and concentric castles. They were expensive and time-consuming to build however were incredibly difficult to attack. Concentric castles were stone castles built with an extra wall to make them even more secure.

Feudalism

The Feudal System was a system of loyalty/control. It had a structure of the king at the top and peasants at the bottom. Each tier got things from the tier above and had to swear loyalty and do various other things.

For peasants, other than now swearing loyalty to a Norman lord rather than an Anglo-Saxon one, very little changed. They had to do 3 days a week of unpaid 'week-work'. They also had to pay various taxes.

The Domesday Book

The Domesday Book was ordered by William in 1085 and completed in 1086. It told William who owned every piece of land in England and who owned all the livestock.

Cultural Changes

The Normans introduced new codes of law, that removed Anglo-Saxon and Danelaw. French now became the official language of the English monarchy; modern

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English is heavily influenced by the introduction of French. The freedom of women in Norman England was hugely limited, compared to Anglo-Saxon England.

Concepts

Conflict / Empire and Invasion / Equality / Key Individuals / Migration / Power / Religion

Skills

- *Historical evidence – Inferences from sources, cross-referencing sources, source utility, sources in context.*
- *Historical interpretations – Identifying interpretations, drawing inferences from interpretations, evaluating interpretations, interpretations in context.*
- *Causation – Casual webs, influence of factors, personal and contextual factors, unintended consequences.*
- *Change and continuity – Identifying change, interweaving continuity and change.*
- *Significance – Resulting in change.*

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<p>14-18 (Spring 1)</p>	<p>Where did power truly lie in Medieval England? <i>the development of Church, state and society in Medieval Britain 1066-1509</i></p>	<p><u>Key Knowledge</u> <u>Key People</u> <u>Monarchs</u></p> <p><u>Henry II (reigned 1154-1189)</u></p> <p>King of England from 1154 until his death in 1189. He believed the Church had too much power, so challenged this. Responsible for the death of Thomas Becket.</p> <p><u>King John (reigned 1199-1216)</u></p> <p>The second son of Henry II. John was very unpopular. In 1215, John was made to sign the Magna Carta by his barons – which limited his power.</p> <p><u>Henry III (reigned 1216–1272)</u></p> <p>The son of King John. He tried to break the terms of Magna Carta, which led to a rebellion. He was forced to agree to the setting up of a Parliament.</p> <p><u>Churchmen and Barons</u></p> <p><u>Thomas Becket</u></p> <p>Became Archbishop of Canterbury in 1162. Before this, was good friends with Henry II, however the two men clashed over their different ideas about the role of the Church. He was killed in 1170.</p> <p><u>Simon de Montfort</u></p>	<p><u>Deliberate Practice</u> Where did power truly lie in Medieval England?</p> <p><u>Knowledge Test</u></p>
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Known also as 'The Father of Parliament'. One of the leading barons in England. Captured Henry III at Battle of Lewes and called a Parliament in 1265.

Key Events

The Medieval Church

Churches were important as meeting places – most people went to Church at least once a week. In 1066, there were around 1000 monks. By 1300, there were over 12,000 monks in England. Ideas about Heaven/Hell were very important to people. People lived their lives following the Church's rules so they'd go to heaven when they died. Hospitals were run by priests not doctors – people used prayer to cure illness not medicine.

Henry II challenged the power of the Church

Henry II tried to limit the power of the Church by passing the Constitutions of Clarendon. Archbishop Thomas Becket was very unhappy about this, leading to the two men clashing. Due to this, Henry II supposedly organised for Becket to be killed. Henry was punished by the Church for this. He had to give up on the Constitutions of Clarendon and was whipped by monks. Thomas Becket was canonised and became a saint.

King John and Magna Carta

King John was very unpopular in England. He charged high taxes, offended his barons and tried to interfere in religious matters. John was excommunicated by the

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Pope which stopped all religious services in England for 7 years. His Baron's made John sign Magna Carta (the Great Charter) setting out the rights that they had.

Henry III, Simon de Montfort and Parliament

John's son; Henry III, also had arguments with his baron's. Henry tried to raise taxes to fight in the Pope's Holy Wars, often without asking his barons. One of his barons, Simon de Montfort, forced Henry to sign the Provisions of Oxford. When Henry broke the Provisions of Oxford, de Montfort led a rebellion against the king. Henry was captured and Simon de Montfort called England's first parliament consisting of 2 commoners from each region. This became known as the House of Commons.

Concepts

Conflict / Equality / Key Individuals / Power / Religion

Skills

- *Historical evidence – Inferences from sources, cross-referencing sources, source utility, sources in context.*
- *Historical interpretations – Identifying interpretations, drawing inferences from interpretations.*
- *Causation – Casual webs, influence of factors, personal and contextual factors, unintended consequences.*
- *Change and continuity – Identifying change, interweaving continuity and change, flows of continuity and change.*

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		<ul style="list-style-type: none"> • <i>Significance – Resulting in change, revelation.</i> 	
<p>25-30 (Spring 2)</p>	<p>What was the impact of the Black Death in England? <i>the development of Church, state and society in Medieval Britain 1066-1509</i></p>	<p><u>Key Knowledge</u> <u>Key People</u> <u>Edward III</u> King of England in 1348 when the Black Death hits England. Although best known for his military success in the Hundred Years War against France, Richard also passes laws ordering towns to be cleaned up. He also passes the Statute of Labourers, forbidding villeins from moving villages or getting pay rises. <u>Richard II</u> Becomes king of England aged 12. Helped defeat the Peasant’s Revolt and kept the Feudal System. <u>Flagellants</u> A group of people who believed that God was punishing people for the sins by sending Black Death. As a result, they went from town to town whipping themselves and singing hymns to show they were sorry for the sins that they had committed. <u>Key Events</u> <u>Medieval Medicine</u> There was very little medical knowledge by our standards. Most people believed in superstition and the power of prayer to heal people. Hospitals were run by, and paid for, by the Church. They don’t have doctors but lots of religious images. The 4</p>	<p><u>Deliberate Practice</u> Describe two ways that people tried to cure the Black Death.</p> <p><u>Knowledge Test</u></p> <p><u>End of Topic Assessment</u> Write an account of how the Black Death changed England.</p>

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Humours are the basis of all medical thought and understanding. Human dissection is banned by the Church.

Causes of Black Death and cures used

People had no idea what caused Black Death and many theories abounded. Some people believed it was a punishment from God for people's sins; others that the planets were out of alignment. Some people blamed the Jews for poisoning the wells. Others thought it was Miasma that caused it. A variety of cures were tried. Some people became flagellants to beg God for forgiveness; others believed putting a dead toad on the buboes would help; still others drank Mercury to help cure it. Lots of cats/dogs were killed as people believed it was caused by witchcraft.

The impact of Black Death

Black Death arrives in 1348 and kills between a third and half of the population of England. The impact was huge, whole villages were deserted, so villeins could ask for more rights and better pay. Laws were also passed to clean up towns. The government passed 'The Statute of Labourers' banning pay rises for Peasants. The events of Black Death are a contributory factor to the events of The Peasants Revolt of 1381 – a massive rebellion against King Richard II.

Concepts

Conflict / Equality / Key Individuals / Migration / Power / Religion / Revolution / Trade

Skills

- *Historical evidence – Inferences from sources, cross-referencing sources, source utility, sources in context.*

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		<ul style="list-style-type: none"> • <i>Causation – Casual webs, influence of factors, personal and contextual factors, unintended consequences.</i> • <i>Change and continuity – Identifying change, interweaving continuity and change.</i> • <i>Significance – Resulting in change, revelation.</i> 	
<p>31-38 (Summer 1)</p>	<p>Which monarch had the biggest impact on religion in Tudor England? <i>the development of Church, state and society in Britain 1509-1745</i></p>	<p><u>Key Knowledge</u> <u>Key People</u> <u>Henry VIII (Catholic then Protestant)</u> King between 1509 and 1547. His divorce from his first wife, Catherine of Aragon, began the process of the Reformation, when the Church in England split from the Roman Catholic Church.</p> <p><u>Edward VI (Protestant)</u> He became king in 1547 aged 9 and died in 1553. He continued with his father's Protestant reforms in English churches.</p> <p><u>Mary I (Catholic)</u> Eldest child of Henry VIII who became Queen in 1553 and died in 1558. She was a strong Catholic who tried to make England Catholic again.</p> <p><u>Elizabeth I (Protestant)</u> The second daughter of Henry VIII. She became Queen of England in 1558 until her death in 1603. She never married and had no heir. She claimed she was 'married to England'.</p> <p><u>Philip II (Catholic)</u> King of Spain and the most powerful monarch in Europe. Marries Mary I in 1554.</p>	<p><u>Deliberate Practice</u> How far did Henry VIII change the church?</p> <p><u>Knowledge Test</u></p> <p><u>End of Term Assessment (HT3, HT4 and HT5)</u></p>

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Mary Stuart, Mary Queen of Scots (Catholic)

Elizabeth's cousin, and heir, who was involved in multiple plots against Elizabeth. She was executed in 1588.

Key Events

Protests against the Catholic Church

Some people were very upset with the Catholic Church. One such person was Martin Luther. Luther was a German monk, who nailed his '95 theses' to a door of a German church in Wittenberg, Germany.

Henry VIII and the Reformation

Henry VIII caused the break from Rome as he wanted a divorce from his first wife, Catherine of Aragon. Breaking from Rome meant he would be in charge of religion and could make any rules he wanted. Henry carried out the Dissolution of the Monasteries. He closed 900 monasteries down. Churches became simpler and Bible services started to change to English.

Edward VI and Mary

After Henry died, his son Edward carried on the move to Protestant worship. All church services were in English. In 1549, Edward published a new Book of Common Prayer – which was written in English. After Edward died, Mary I tried to change things back to Catholicism. Services went back to being in Latin. Mary married the King of Spain who was a devout Catholic. Mary I killed over 300 Protestants who were seen as martyrs.

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Religion in Elizabethan England

Elizabeth was a protestant Queen but at the start of her reign she was somewhat accepting of Catholicism. In 1559 she passed a series of religious laws to suit everybody; also known as the 'Middle Way.' After numerous plots against her throughout her reign, Elizabeth began to pass new laws against Catholics. In 1593 she passed a law stopping Catholics travelling more than five miles from their home and imposing huge fines for those who did not attend Protestant mass.

Concepts

Conflict / Empire and Invasion / Equality / Key Individuals / Migration / Power / Religion / Revolution

Skills

- *Historical evidence – Inferences from sources, cross-referencing sources, source utility, sources in context.*
- *Causation – Casual webs, influence of factors, personal and contextual factors, unintended consequences.*
- *Similarity and Difference – Identify concepts to compare, comparing experiences within groupings.*
- *Change and continuity – Identifying change, interweaving continuity and change.*

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		<ul style="list-style-type: none"> • <i>Significance – Resulting in change, revelation.</i> 	
<p>19-24 (Summer 2)</p>	<p>Her-story; How significant were the 'forgotten' women of History?</p>	<p><u>Key Knowledge</u></p> <p><u>Key People</u></p> <p><u>Cleopatra</u> A queen of Egypt known for her beauty and love affair with Marc Antony. She was highly intelligent and ruled Egypt well.</p> <p><u>Empress Matilda</u> Daughter of Henry I who was one of the people who claimed the throne after Henry died. Matilda was crowned as queen during the period of Civil War.</p> <p><u>Eleanor of Aquitaine</u> Wife of Henry II and one of the wealthiest and most powerful people in Europe at the time. A number of rulers were descended from her.</p> <p><u>Joan of Arc</u> A French girl who is a heroine in France for her actions during the Hundred Years War. Joan was burnt at the stake and later made a saint.</p> <p><u>Sacagawea</u> A Native American woman, Sacagawea travelled thousands of miles across America as part of an expedition to help explore and map the country.</p> <p><u>Anne Lister</u> Anne was an English diarist from Calderdale. She became known as 'the first modern lesbian'. She owned and renovated Shibden Hall.</p> <p><u>Ada Lovelace</u> An English mathematician and writer. Ada is known as the world's first computer programmer for her work on developing algorithms.</p> <p><u>Mary Seacole</u> A British-Jamaican nurse. Mary worked as a nurse during the Crimean War in the 1850s. Seacole was black and not as celebrated as Florence Nightingale, although her contribution to nursing was probably as great if not greater.</p>	<p><u>Deliberate Practice</u> How significant were the 'forgotten' women of History?</p> <p><u>Knowledge Test</u></p>

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Empress Cixi of China

Empress Cixi was a Chinese empress dowager who effectively controlled China for 47 years. Cixi also brought in a series of reforms to China and its government.

Katherine Johnson

American mathematician who worked at NASA for 33 years and was a key figure in developing space flight. Johnson was also a black woman in a time of racial segregation in the USA.

Carazon Aquino

The first female president of the Philippines, Aquino was probably the first elected female head of state. She helped the Philippines move to democracy from military rule.

Margaret Thatcher

The first woman to lead a major political party in the UK. When she was elected Prime Minister in 1979, she was the first woman to hold that post and won a total of 3 general elections.

Concepts

Conflict / Empire and Invasion / Equality / Key Individuals / Migration / Power / Revolution

Skills

- *Historical evidence – Inferences from sources, cross-referencing sources, source utility, sources in context.*
- *Historical interpretations – Identifying interpretations, drawing inferences from interpretations, evaluating interpretations, interpretations in context.*

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| | | <ul style="list-style-type: none">• <i>Change and continuity – Identifying change, interweaving continuity and change.</i>• <i>Significance – Resulting in change, revelation, identifying significance criteria.</i> | |
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