

## Year 7

Timing	Unit Title	Key Question	Knowledge	Assessing Understanding
Autumn	<b>The Silk Road</b>	<b>How can we find out about the Silk Road</b>	<ul style="list-style-type: none"> <li>• What was the Silk Road?</li> <li>• Who used the Silk Road?</li> <li>• What can objects tell us about the Silk Road?</li> <li>• Who can tell us the most about the Silk Road?</li> </ul>	<p><b>Assessment Point information</b> Source assessment on primary sources.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Chronology.</li> <li>• Change and continuity.</li> <li>• Evidence.</li> <li>• Interpretation.</li> <li>• Explanation.</li> </ul> <p><b>Assessment Point information</b> History of Tiffin Girls' leaflet.</p> <p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>• Pupils will look at Kingston as a local history case study and consider how we can still see evidence of the Anglo-Saxons in the local environment today.</li> <li>• Pupils will evaluate the strengths and weaknesses of Anglo-Saxon England.</li> <li>• Pupils will analyse the significance of Julius Caesar and what his death represented.</li> <li>• Pupils will be able to explain why England was attractive to invaders.</li> </ul> <p><b>Assessment Point information</b> Presentation on life in Anglo-Saxon England.</p>
	<b>What is History?</b>	<b>What is History?</b>	<ul style="list-style-type: none"> <li>• An introduction to historical enquiry by looking at the key second order concepts.</li> <li>• Local history - the history of Kingston upon Thames.</li> <li>• The history of The Tiffin Girls' School.</li> </ul>	
	<b>The Anglo-Saxons</b>	<b>What was England like before the Norman Conquest?</b>	<ul style="list-style-type: none"> <li>• How and why Kingston was so important to the Anglo-Saxons.</li> <li>• Evaluating the legacy of the Romans on England.</li> <li>• Main features of Anglo-Saxon England which made it so attractive to invaders.</li> </ul>	

Spring	<b>Medieval Realms</b>	<b>How did the nature of political power change?</b>	<ul style="list-style-type: none"> <li>● How and why William the Conqueror won the Battle of Hastings.</li> <li>● Problems faced by William when he became King and how he solved them- feudal system, Domesday Book, castles, sheriffs.</li> <li>● Life in medieval England- life in a village, religion, jobs.</li> <li>● Thomas Becket and Henry II.</li> <li>● King John and the Magna Carta.</li> <li>● The Black Death.</li> <li>● The Peasants' Revolt.</li> </ul>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>● Pupils will be able to explain how William the Conqueror invaded England, took political control and what problems he faced. They will use sources as points of primary evidence.</li> <li>● Pupils will understand and evaluate what life was like in Medieval England for different groups of people.</li> <li>● Pupils will use their understanding of the key events of the period to explain how power changed.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Chronology.</li> <li>● Change and continuity.</li> <li>● Evidence.</li> <li>● Interpretation.</li> <li>● Explanation.</li> </ul> <p><b>Assessment Point information</b>            Essay on the Norman Conquest.            Source essay on the murder of Thomas Becket.</p>
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Summer	<b>Islamic Civilisations and the Crusades</b>	<b>What was life like in the Islamic Empire?</b>  <b>What was the impact of the Crusades on both societies?</b>	<ul style="list-style-type: none"> <li>● Life in Arabia before Islam.</li> <li>● The spread of Islam.</li> <li>● Life in Baghdad.</li> <li>● The importance of Jerusalem.</li> <li>● The travels of Ibn Battuta.</li> <li>● Motivations for Crusades.</li> <li>● How the Crusades affected both Christian and Islamic societies.</li> </ul>	<b>How understanding is assessed</b> <ul style="list-style-type: none"> <li>● Pupils will be able to explain how Islam spread across Arabia.</li> <li>● Pupils will use a mixture of primary and secondary evidence to explain what life was like and compare it to their knowledge of life in England at the same time.</li> <li>● Pupils will look at the travels of Ibn Battuta across the world and use his experiences to explain what can be learnt from eye witness accounts.</li> <li>● Pupils will be able to explain why people went on Crusades and what the impact of the Crusades was.</li> </ul> <b>Assessment Point information</b> Life in an Islamic City. Use of sources to make judgements about the impact of the crusades.
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	<b>African Kingdoms</b>	<b>What was life like in Africa during the Medieval era?</b>	<ul style="list-style-type: none"> <li>● Location of the kingdom of Mali and the Songhai Empire.</li> <li>● The life of Mansa Musa and his pilgrimage to Mecca.</li> <li>● How and why Mali and Songhai were able to expand and how they declined.</li> <li>● The kingdom of Benin and how it expanded.</li> <li>● Study of the Benin Bronzes and what they can tell us about life in Benin.</li> <li>● Impact of imperialism on Benin.</li> <li>● Exploration of the removal of the Benin Bronzes from Benin and discussion over modern ownership.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to explain what the key features of the Medieval societies were by looking at trade, religion, location, leadership.</li> <li>● Pupils will be able to recognise the leadership skills of people such as Mansa Musa and Sonni Ali.</li> <li>● They will be able to explain why Timbuktu was an important city in Medieval Africa, and compare it with previous work on Baghdad.</li> <li>● Students will be able to explain why the Benin Empire was significant and why the Bronzes are of cultural significance.</li> <li>● They will be able to make a judgement surrounding the controversy over ownership of the Benin Bronzes.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Chronology.</li> <li>● Change and continuity.</li> <li>● Evidence.</li> <li>● Interpretation.</li> <li>● Explanation.</li> </ul>
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