

Year 7

Timing	Unit Title	Key Question	Knowledge	Assessing Understanding
Autumn	The Silk Road	How can we find out about the Silk Road	• What was the Silk Road? • Who used the Silk Road? • What can objects tell us about the Silk Road? • Who can tell us the most about the Silk Road?	Assessment Point information Source assessment on primary sources.
	What is History?	What is History?	• An introduction to historical enquiry by looking at the key second order concepts. • Local history - the history of Kingston upon Thames. • The history of The Tiffin Girls' School.	Skills • Chronology, • Change and Continuity • Evidence • Interpretation • Explanation Assessment Point information History of Tiffin Girls' leaflet
	The Anglo-Saxons	What was England like before the Norman Conquest?	• How and why Kingston was so important to the Anglo-Saxons • Evaluating the legacy of the Romans on England • Main features of Anglo-Saxon England which made it so attractive to invaders.	How understanding is assessed • 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. • Pupils will evaluate the strengths and weaknesses of Anglo-Saxon England. • Pupils will analyse the significance of Julius Caesar and what his death represented. • Pupils will be able to explain why England was attractive to invaders. Assessment Point information Presentation on life in Anglo-Saxon England.

Spring	Medieval Realms	How did the nature of political power change?	• How and why William the Conqueror won the Battle of Hastings. • Problems faced by William when he became King and how he solved them- feudal system, Domesday Book, castles, sheriffs. • Life in medieval England- life in a village, religion, jobs. • Thomas Becket and Henry II. • King John and the Magna Carta. • The Black Death. • The Peasants' Revolt.	How understanding is assessed • 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. • Pupils will understand and evaluate what life was like in Medieval England for different groups of people. • Pupils will use their understanding of the key events of the period to explain how power changed. Skills • Chronology, • Change and Continuity • Evidence • Interpretation • Explanation Assessment Point information Essay on the Norman Conquest. Source essay on the murder of Thomas Becket.
Summer	Islamic Civilisations and the Crusades	What was life like in the Islamic Empire? What was the impact of the Crusades on both societies?	• Life in Arabia before Islam. • The spread of Islam. • Life in Baghdad. • The importance of Jerusalem. • The travels of Ibn Battuta • Motivations for Crusades • How the Crusades affected both Christian and Islamic societies.	How understanding is assessed • Pupils will be able to explain how Islam spread across Arabia. • 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. • 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.

	African Kingdoms	What was life like in Africa during the Medieval era?	• Location of the kingdom of Mali and the Songhai Empire. • The life of Mansa Musa and his pilgrimage to Mecca. • How and why Mali and Songhai were able to expand and how they declined. • The kingdom of Benin and how it expanded. • Study of the Benin Bronzes and what they can tell us about life in Benin. • Impact of imperialism on Benin. • Exploration of the removal of the Benin Bronzes from Benin and discussion over modern ownership.	• Pupils will be able to explain why people went on Crusades and what the impact of the Crusades was. Assessment Point information Life in an Islamic City Use of sources to make judgements about the impact of the crusades • Pupils will be able to explain what the key features of the Medieval societies were by looking at trade, religion, location, leadership. • Pupils will be able to recognise the leadership skills of people such as Mansa Musa and Sonni Ali. • They will be able to explain why Timbuktu was an important city in Medieval Africa, and compare it with previous work on Baghdad. • Students will be able to explain why the Benin Empire was significant and why the Bronzes are of cultural significance. • They will be able to make a judgement surrounding the controversy over ownership of the Benin Bronzes. Skills • Chronology • Change and Continuity • Evidence • Interpretation • Explanation
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