

BLESSED TRINITY LEARNING PROGRAMME

SUBJECT: History

YEAR: 7

Half Term: 1

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Unit 1 Use of evidence	To understand the difference between Primary and Secondary sources. To think about how we use sources in History.	Top sets: Tollund Man investigation. Middle sets: Tollund man/dustbin investigation SEND: Dustbin game.	Evidence based story of pupils lives.	Peer, self and teacher assessment through course of Tollund man culminating with an assessed piece of extended wrting.
Unit 2 Chronology of Conquerors	To understand the chronology of invasions of Britain.	Card sort on various conquerors Chronological sequence.	Explained timeline.	
Unit 3 Medieval Realms	To know who Edward the Confessor was.	Fact file of his life using text books and printed resources. Emphasis on independent research.	Based on fact file answer 'Was Edward a good king?'	Teacher assessment.
The problems of Edward	To understand the problems of ascendancy.	Research each of the four potential Kings of England. Debate contenders.	Explain who should be the next king of England.	Teacher and peer assessment.
Events of 1066	Review the claimants and events and claimants of 1066.	Map work and annotation. Pupils highlight and discuss the strengths and weaknesses of Harold, Harald and William. Lesson to focus on Hastings.	Newspaper of the battle of Stamford Bridge.	Review through diamond 9 activity.

BLESSED TRINITY LEARNING PROGRAMME

SUBJECT: History

YEAR: 7

Half Term: 2

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Unit 4: How far did William change England? Williams problems	To understand and prioritise the problems William faced.	Suggest and record problems. Design solutions to the problems. Prioritise the problems.		Peer and class review of selected order.
Impact of William on England.	To understand the impact and assess bias of sources.	Paired work to find out impact. Assess sources for bias and suggest reasons why this might be.	Write an obituary for Harold Godwinson.	Self, peer and teacher assessment.
Consolidation of power	To understand the actions William took and resistance from England.	Complex class source work to look at action and reaction in England after 1066.	Research the Harrying of the North and create a children's story book using the information.	
Consolidation of power	To understand the new systems introduced to England by William.	Design an explanation of the Feudal system to be displayed to the class.	Previous homework on going. Advanced notice of the next assessment.	Self, peer and teacher assessment.

BLESSED TRINITY LEARNING PROGRAMME

SUBJECT: History

YEAR: 7

Half Term: 3

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Unit 5: The Crusades What were the Crusades?	Who, what, when, where, why?	Source analysis looking at the basic reasons for the Crusades.	Consideration of the most important reason for the Crusades.	Teacher assessment
Would you do it?	To look at the reasons individuals got drawn in to Crusades.	Debate and discussion in small groups and as a class.		Teacher assessment Peer assessment
Siege of Jerusalem	To gain an understanding of Jerusalem as a case study.	Individual and paired work to investigate the events at Jerusalem.	Development of classwork.	Teacher assessment
Peace in Jerusalem	To create solutions and compare to those used.	Group work to create a way of ensuring peace at Jerusalem. Compare to actual events.	Written piece. Teacher discretion.	Teacher assessment Self assessment