

Curriculum Plan

Teacher: Ian Ross

Year: 7

Subject : Humanities

	Term 1	Term 2	Term 3
Area of learning / Topic	Me, My School & Our Community	Kings, Castles, Cleric & The People 1066 - 1509	Voyages of Exploration Trade & Discovery
Key language	First, Before, After, Now, Then, Change, Past, Present, Future, Years, Months, Weeks, Days, Different, Sequence, Order, Chronological, Family, Remember, Memory, Fact, Maps, Planet Earth, World, Seas, Oceans, Land, Continents, Countries, Poles, Deserts, United Kingdom, Britain, England, West Yorkshire, Halifax, Skircoat Green, Grid, Co-ordinates.	History, Middle Ages, Saxon, Norman, Norse, King, Kingdom, Duke, William, Harold, Harald, Rule, Lords, Barons, Knights, Source, Bayeux Tapestry, Sword, Axe, Chainmail, Spear, Archer, Battle, Hastings, Stamford Bridge, Shield Wall, Defend, Attack, Peasants, Serfs, Feudal System, Castles, Motte and Bailey Change, Different, Same, Christian, Church, Cathedral, Village, Prayer, Heaven, Hell, Priest, Baptism, Marriage, Funeral, Doom Paintings, King, Archbishop, Pope.	Trade, Discovery, Exploration, Voyages, Oceans / Seas, China, America, India, Africa, Spice Islands, Trade Routes, The Silk Road, Points of the Compass, Hemisphere, Equator, Navigation, Colonies, Marco Polo, Vasco da Gama and Christopher Columbus, Maps, Globe.
Objectives / Skills taught	To explore, investigate and understand the concepts of past, present and future. To fit people/events in our lives into a chronological framework. To explore, investigate and understand the concept of change in our own lives. To be aware of and understand that change occurs in our lives and in those around us, using common words & phrases relating to time. To explore, investigate, understand	To understand the events of 1066: why the Normans invaded, what the Bayeux Tapestry tells us, how William took control – the feudal system and the development of castles, what changed after the Norman conquest and what stayed the same, the three estates – those who fought, those who prayed & those who worked. To understand the role of the Church in the Middle Ages and its relationship with ordinary people and the Crown. Why did Henry II and	To explore, investigate and understand why, in the Middle Ages, people in Europe did not travel to, or even know about, distant lands like America, China, India etc. Emphasis on lack of technology, lack of navigation/maps, transport, beliefs at the time. To explore, investigate and understand why people did travel, notably to explore and trade. Role-play trading different goods in class, trading what we can grow/make for

	<p>and use maps to show the location of the school and surrounding area. Using maps at a range of scales, photographs and satellite images to develop an understanding of mapping and how to read maps.</p> <p>To explore, investigate and understand the physical and human features of our local community and environment. To understand where Skircoat Green is in relation to Halifax and West Yorkshire.</p> <p>To explore, investigate and understand the facilities in our local community and how they meet the needs of the local population.</p>	<p>Thomas Beckett fall out?</p> <p>To understand how the actions of King John led to the Magna Carta. What the Magna Carta was and why it is seen as so important today in the development of Parliament.</p> <p>To understand what the Black Death was; what contemporary reactions tell us about medical knowledge and beliefs at the time, what the short and long term effects of the plague were.</p> <p>To understand the reasons behind, and the events of, the Peasants' Revolt of 1381.</p> <p>To understand the reasons behind the Wars of The Roses (1455 – 1487). Chronology of the monarchs and key battles. The story of the Princes in the Tower, Richard III (the King in the car park) and the victory of Henry VII at Bosworth.</p>	<p>the things we can't.</p> <p>To explore, investigate and understand where China is and trace the route of Marco Polo from Venice to Peking in 1271, via deserts and mountains. Use examples of the things they found at the court of Kubla Khan – silks, spices, different fashions, different language.</p> <p>To explore, investigate and understand where India is and trace the route of Vasco da Gama from Lisbon to India in 1497. Use spices to demonstrate what da Gama brought back with him. Consider what India the India of 1497 was like and how da Gama's voyage opened up trade with India.</p> <p>To explore, investigate and understand where America is and trace the route of Christopher Columbus from Spain to America in 1492. What did he expect to find? Where was he looking for? What did he bring back with him?</p>
<p>Links to accreditation or other</p>			