

National curriculum or specification coverage

Purpose of study: A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims The national curriculum for history aims to ensure that all pupils:

- ♣ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ♣ know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ♣ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'parliament' and 'peasantry'
- ♣ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- ♣ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- ♣ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Date	Exams/Assess	Learning Intentions	Core Task
31/08/26		Introduction to KS3 History	Essay: Who had the strongest claim to the English throne in 1066? Focus: Forming historical arguments. Significance.
07/09/26		How do we measure time in History?	
14/09/26		How do we know about the past? Historical Evidence.	
21/09/26		What do archaeologists do?	
28/09/26		The Normans	
05/10/26		Who were the claimants to the throne in 1066?	
12/10/26		CORE TASK: Who had the strongest claim to the English throne in 1066?	
19/10/26		Why did William win the Battle of Hastings?	
26/10/26		What can we learn from the Bayeux Tapestry?	
26/10/26		HALF TERM	
02/11/26		How did William the Conqueror keep control of England?: The Feudal System	Knowledge Test: Short answer questions Focus: Recall and understanding. Interpretation
09/11/26		How did William keep control by building castles?	
16/11/26		How did William keep control by using the Domesday Book and the Harrying of the North?	
23/11/26		ASSESSMENT: Knowledge Test + Interpretation Task	
30/11/26		What was life like in Medieval England?	
07/12/26		Differences between towns and villages	
14/12/26		What were the causes and consequences of The Black Death?	
21/12/26		Why was religion so powerful in people's lives?	
28/12/26		CHRISTMAS HOLIDAY	
04/01/27		Why were monasteries so important?	Skills Task: How significant was the Church during the Middle Ages? Focus: Sources
11/01/27		Who held power in Medieval England?	
18/01/27		Could kings challenge the power of the Church? The murder of Thomas Becket	
25/01/27		What were the Crusades?	
01/02/27		CORE TASK: How significant was the Church during the Middle Ages?	
08/02/27		Why was the Magna Carta so important?	
15/02/27		How did Parliament gain more power?	
15/02/27		HALF TERM	
22/02/27		Why did the peasants rebel in 1381?	
01/03/27		Why was it so difficult to be a medieval queen?	
08/03/27		What was impact of the Tudors?	

Year 7 Long Term Scheme of Learning 2026-2027

Subject: History

15/03/27		What can we learn from the Wars of the Roses?	
22/03/27		Why was England 'Merry' under the Tudors? Monarchy Did Henry VII bring stability to England?	
29/03/27	SPRING BREAK		
05/04/27			
12/04/27		Was Henry VIII a hero or a villain?	Skills task: Was Henry VIII a hero or a villain? Focus: Interpretation Knowledge Test: Short answer questions Focus: Recall and understanding
19/04/27		CORE TASK: Interpretations of Henry VIII	
26/04/27		Was England 'Merry' for the Six Wives of Henry VIII?	
03/05/27		What happened when Henry VIII 'broke from Rome'?	
10/05/27		What was the impact of the dissolution of the monasteries?	
17/05/27		How did Edward VI change people's lives?	
24/05/27		Does the story of Lady Jane Grey suggest England was 'Merry'?	
31/05/27	HALF TERM		
07/06/27		Does Mary I deserve the name 'Bloody Mary'?	
14/06/27		How successful was the reign of Elizabeth I?	
21/06/27		What do Elizabeth's portraits tell us about her reign?	
28/06/27		What was the impact of Elizabeth's religious 'Middle Way'?	
05/07/27		Who rules Britannia? Was James I a wise king?	
12/07/27		What caused the English Civil War?	
		Who had the most power by then end of the reign of Charles II?	
		Was Oliver Cromwell a hero or a villain Who won the English Civil War?	