

Curriculum Map Year 7 History 2026

	Topic	Key Knowledge <i>What will students know by the end of this topic?</i>	Key Skills <i>What skills will students have developed by the end of this topic?</i>	Assessment Opportunities <i>How will student progress be measured? What are the key assessment pieces?</i>
Half Term 1	What do objects in the British Museum tell us? (5)	Understanding that historians create claims about the past using sources. Understanding this process is an ongoing part of understanding history. Looking at artefacts and objects and understanding what they tell us about the past, as well as current debates around ownership and culture.	Drawing inferences from sources Understanding that sources do not always tell us the full picture Introduction to the key questions to ask about the provenance of a source (purpose, author, nature, date, intended audience)	Homework: PEEL paragraph What do objects in the British Museum tell us?- baseline assessment
	Why did Britain win the Battle of Hastings?	Understanding of Britain before 1066. The reasons for the succession crisis of 1066, and the outcomes and reasons for success in the Battles of Stamford Bridge and Hastings.	Conceptual focus: significance. Introduction of essay writing skills with mini written homework assessment. Conceptual focus: Source analysis – how useful is the Bayeux Tapestry – introduction of PANDA and source skills.	Homework: Source analysis Assessment: Causation essay
Half Term 2	Did the Normans change life in England? (7)	Key events of 1066 including contenders to the throne and outline of battles Changes introduced by the Normans: feudal system; castles; Domesday book Resistance to the Norman invasion Impact of Norman invasion on women	Conceptual focus: change and continuity Focus on understanding of sources, building on ability to make inferences and understand basic aspects of provenance (Oderic Vitalis and the Bayeux Tapestry)	Normans assessment Interpretations homework
	What mattered to medieval people? (10)	Overview of medieval period and characterisation of each century Understanding of different groups in medieval society Understand what stereotypes people hold about the medieval period Key features of life for the commons Causes of the Black Death in the 14 th c including link to the Silk Roads Symptoms of the plague and medieval beliefs and approaches to cures	Conceptual focus: similarity and difference Use of letters as sources- practise of drawing inferences applying wider knowledge of medieval period Short and long term impact of events, and analysing causation in themes of social, political and economic impact, as well as different impact on different groups.	Assessment- medieval life and the Black Death

		Impact and significance of the Black Death including short term impact on village life, longer term economic and social consequences including decline in feudal system. Causes and impact of the Peasant's Revolt		
Half Term 3	African Kingdoms	Enquiry into the golden age of African Kingdoms, looking at Mali, Songhay, Benin and Asante. Understanding significance of building empires, leadership, legacy and the changing relationship between Europe and Africa. Importance of challenging stereotypes about African history.	Conceptual focus: significance, change and continuity. Interpretations of African history and how this has changed. Scholarship on African history, use of artefacts and objects to understand legacy. Modern debates over ownership of African artefacts e.g. Benin Bronzes.	Assessment: African Kingdoms
Half Term 4	Could you challenge a medieval monarch? (10)	Henry II: conflict with Church including the murder of Thomas Becket John: conflict with barons including causes and Magna Carta, wider significance of Magna Carta in later centuries and today Henry IV and Owain Glyndwr – Welsh rebellion, impact and significance. Welsh nationalism and English colonialism Wars of the Rose: challenge to Henry VI and mystery of the Princes in the Tower.	Conceptual focus: significance. Identify different aspects of significance including positive/negative and short term/long term. Conceptual focus: similarity and difference Henry: use of sources (Edward Grim)- inferences, basic provenance.	Assessment: Could you challenge a medieval monarch?
Half Term 5	How significant was the Mughal Empire?	To understand how the Mughal Empire developed, and the impact it had on culture, architecture, trade and political systems. To understand the impact on women in the Mughal Empire To understand the reasons for the collapse of the Mughal Empire and the beginnings of European colonisation.		Assessment: Mughal Empire
Half Term 6	Were medieval Queens 'she wolves'?	She wolf' interpretation Attitudes about women in the medieval period Case studies of medieval Queens including Empress Matilda, Margaret of Anjou, Isabella of France. What influence and power they were able to have in their contexts.	Conceptual focus: significance. Focus on idea of 'revealing' as an aspect of significance. Conceptual focus: similarity and difference Use of interpretations (Helen Castor)- students will understand how Castor has arrived at this interpretation.	Assessment: Medieval Queens

