

| History at GIA     |   |   |  |   |   |   |          |
|--------------------|---|---|--|---|---|---|----------|
| Key Concepts:      |   | Change and continuity   | Power (Leadership)   | People and Diversity  | Empire and Civilisation   | Cause and Consequence                     |          |
| Historical Skills: |   | Thinking Historically   | Historical Enquiry   | Interpretations (generating questions)  |   | Source Analysis (reliability and utility) |          |
| Year 7             | <b>The Normal Invasion</b> <ul style="list-style-type: none"><li>- Development through the Medieval period up to 1066</li><li>- When was the Medieval period?</li><li>- Chronology of 1066</li><li>- Succession Crisis: Who should have been King?<ul style="list-style-type: none"><li>- Harold Godwinson</li><li>- William, Duke of Normandy</li><li>- Harald Hardrada</li><li>- Edgar the Atheling</li></ul></li><li>- When was the Battle of Hastings?<ul style="list-style-type: none"><li>- Key events</li><li>- Why is it significant?</li></ul></li></ul> <p>Assessment: Why did William win?</p> | <b>Medieval England (Power)</b> <ul style="list-style-type: none"><li>- Development of Medieval power</li><li>- How did William consolidate power?<ul style="list-style-type: none"><li>- Feudal System</li><li>- Domesday Book</li></ul></li><li>- Development of castles</li><li>- Assessment: double page spread – castles – significant design</li><li>- Success of castles</li><li>- Significance of castles</li><li>- Life within castles</li><li>- Development of towns</li><li>- Heraldry</li><li>- Social structures</li></ul> | <b>Medieval England (Religion)</b> <ul style="list-style-type: none"><li>- What was the Medieval Church and why was it important?</li><li>- St Albans</li><li>- The Crusades</li><li>- Saladin/Richard I – Third Crusade</li><li>- Henry II and Thomas Beckett</li></ul> <p>Assessment: comparison of Richard and Saladin – analysis of the Crusades</p> | <b>Medieval England (Political)</b> <ul style="list-style-type: none"><li>- Who had power and how did they keep it?</li><li>- Magna Carta and King John</li><li>- Black Death<ul style="list-style-type: none"><li>- Assessment: Black Death</li></ul></li><li>- Peasants Revolt 1380</li></ul> | <b>Industrial Revolution and Empire</b> <div>Local Study – Canals/Railway<ul style="list-style-type: none"><li>- When was the Ind. Revolution?</li><li>- Factories – why? Why were conditions so poor? Significance and impact on health</li><li>- Transport – Stephenson (link to Local Study)</li><li>- Assessment – transport</li><li>- </li></ul></div> <div>Revolution</div> <div>Empire<ul style="list-style-type: none"><li>- When/Where</li><li>- Indian Rebellion</li><li>- Chartism</li><li>- Reform Acts – 1832, 1867, 1884</li><li>- Suffrage<ul style="list-style-type: none"><li>- Women and the impact on them with the progress on the Ind. Revolution.</li></ul></li><li>- Assessment - LB – why do we have a canal/railway - What was the impact of the railway on LB? HOW DID THE INDUSTRIAL REVOLUTION CHANGE LB?</li></ul></div> |   |          |
|                    |   |   |  |   |   |   | Synoptic |