

## Introduce:

Significance, Causation and Consequence, change  
Analysis and Evaluation of Sources

# Sandbach School History Curriculum: A story of global connections

## Year 7 History Curriculum Sequence -

**Intent:** Our Year 7 Curriculum seeks to lay down the foundational knowledge and concepts connected to time, space and place that repeat and thread throughout the curriculum at Sandbach School. We want pupils to have a global view of history from the outset and be able to identify and track changes and continuities over time. Importantly, we want pupils to have their existing knowledge and preconceptions challenged and their horizons broadened.

<p><b>HT1</b></p> <p><b>Our World: Our School/ Ancient Connected World</b></p>	<p><b>HT2</b></p> <p><b>Raiders, Invaders and Migrants 410-1066</b></p>	<p><b>HT3</b></p> <p><b>Life in Medieval England 1066-1485</b></p>	<p><b>HT4</b></p> <p><b>What was life like in Medieval England?/How was the Medieval World Changing?</b></p>	<p><b>HT5</b></p> <p><b>How was the Medieval World Changing?/ The Making of the UK</b></p>	<p><b>HT6</b></p> <p><b>Depth Study: Mansa Musa and the Kingdom of Mali</b></p>
<p><b>Why these modules?</b> <b>Our School:</b> This initial cross-curricular scheme supports the transition between KS2 and KS3, creating a sense of academic familiarity which encourages students to engage with History at KS3 and in particular the school's long history. This gives a great grounding on there entrance to the school and a connection to their new school. <b>Ancient Connected World:</b> These modules establish connections across time and across the World and attempting to challenge preconceptions about the ancient world. Being at the start allows clarity chronologically. Links are made both in the Ancient past and between the Ancient Past and the modern day.</p>	<p><b>Why These modules?</b> This module builds upon the prior knowledge students have on England prior to 1066 from KS2. This allows students to investigate the Anglo-Saxon society in further depth and scope than previously and puts the Anglo-Saxons into wider context of the world. This enables students to begin building their chronological skills and make connections about the past, dispelling the 'Dark Ages' myth and recognises the complexities of 1066. By looking at the Vikings in depth and Hardraada in particular 1066 takes on a different look. 1066 is now the end of the story rather than the beginning</p>	<p><b>Why These modules?</b> These modules give students an insight into England during the Medieval period enabling students to make connections to their prior knowledge. Beginning with life under the Norman Conquest, students begin to recognise the power imbalance between Medieval people and the daily struggles for Medieval peasants. Overarching themes such as trade, power and religion are looked at. Students continue to develop their skills to analyse and evaluate information from a range of sources about the past. This unit here allows for several key features of Medieval society to be established that will be shown to be challenged in the next module.</p>	<p><b>Why These modules?</b> This module gives students an understanding of the wider Medieval World outside of England by recognising changes throughout the Medieval world. This moves students away from a euro-centric view of the past and allows students to recognise the achievements of areas of the world, which moves students away from the traditional approach to the past. This will then enable students to connect to future events and significant changes in the upcoming modules.</p>		<p><b>Why These modules?</b> This unit here ends year 7 brings together many of the concepts and themes looked at so far but through the lens of an African Kingdom and the richest man to ever live, again challenging expectations and pre-existing ideas</p>
<p><b>National Curriculum Links Pupils will cover:</b></p> <ul style="list-style-type: none"> <li>a local history study</li> <li>the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066</li> <li>at least one study of a significant society or issue in world history and its interconnections with other world developments</li> </ul>	<p><b>National Curriculum Links Pupils will cover:</b></p> <ul style="list-style-type: none"> <li>the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066</li> </ul>	<p><b>National Curriculum Links Pupils will cover:</b></p> <ul style="list-style-type: none"> <li>the development of Church, state and society in Medieval Britain 1066-1509</li> </ul>	<p><b>National Curriculum Links Pupils will cover:</b></p> <ul style="list-style-type: none"> <li>the development of Church, state and society in Medieval Britain 1066-1509</li> <li>at least one study of a significant society or issue in world history and its interconnections with other world developments</li> <li>the development of Church, state and society in Britain 1509-1745</li> </ul>		<p><b>National Curriculum Links Pupils will cover:</b></p> <ul style="list-style-type: none"> <li>at least one study of a significant society or issue in world history and its interconnections with other world developments</li> </ul>
<p><b>Teaching Our World here supports:</b></p> <ul style="list-style-type: none"> <li>Geog : Y7 HT2 Local Environment and Fantastic Places</li> </ul> <p><b>Teaching Ancient Connected World here supports:</b></p> <ul style="list-style-type: none"> <li>Medieval Changes unit HT 5, Mansa Musa</li> <li>Computing (Algorithms) Year 8</li> <li>China KS5, Trade &gt; American Revolution, Crusades</li> </ul>	<p><b>Teaching this module here supports:</b></p> <ul style="list-style-type: none"> <li>Norman Conquest and Life in Medieval England</li> <li>Eng Yr 8 HT6: Myths and Legends</li> <li>Drama Yr 7 HT6: Camelot</li> </ul>	<p><b>Teaching this module here supports</b></p> <ul style="list-style-type: none"> <li>How was the Medieval World Changing?</li> <li>Warfare through time</li> </ul>	<p><b>Teaching this module here supports:</b></p> <ul style="list-style-type: none"> <li>GCSE Early Elizabethan England</li> <li>Yr 8 British Empire</li> <li>Yr 8 Spain Project</li> <li>Warfare through time</li> </ul>		<p><b>Teaching this module here supports:</b></p> <ul style="list-style-type: none"> <li>Yr 8 British Empire</li> <li>Geog Yr 8 Africa Unit</li> <li>Year 8 Music World Music 2</li> </ul>
<p><b>Our World feeds from:</b> Pre-existing knowledge about the school</p> <p><b>Ancient Connected World:</b> Primary School knowledge about Ancient World</p>	<p><b>This module feeds from:</b></p> <ul style="list-style-type: none"> <li>KS2 National Curriculum - the Roman Empire and its impact on Britain</li> <li>KS2 National Curriculum - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<p><b>This module feeds from:</b></p> <ul style="list-style-type: none"> <li>Raiders, Invaders and Migrants 410-1066/ Norman Invasion</li> </ul>	<p><b>This module feels from:</b></p> <ul style="list-style-type: none"> <li>Norman Conquest/ Life in Medieval England 1066-1485</li> </ul>		<p><b>This module feeds from:</b> Ancient Connected World</p>