

Class 7- Navigator Curriculum - History/ 2 Lessons weekly

| Year | 2025 – 2026 Autumn 1 Unit 1 | 2025 – 2026 Autumn 2 Unit 2 | 2025 – 2026 Spring 1 Unit 3 | 2025 – 2026 Spring 2 Unit 4 | 2025 – 2026 Summer 1 Unit 5 | 2025 – 2026 Summer 2 Unit 6 |
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| Year 7 Revolution, Industry and Empire | Topic: Queen Elizabeth Key questions: 1) W Key skills and knowledge: 1.1 What was Britain like in 1558? Examine what Britain was like in 1558. Summarize England's relationship with its neighboring countries. Compare Britain in 1558 to Britain today. 1.2 Young Elizabeth: What was she like? Identify why Princess Elizabeth was such an able student. Examine the circumstances in which she became Queen. | Topic: Life in Tudor times Key Questions: 1) When Key skills and knowledge: 2.1A/B Who's who? Define the main groups that made up Tudor society. Examine how the poor were treated in Tudor times. 2.2 What were Tudor schools like? Recall a typical day in a Tudor school. Compare today's schools with those in Tudor times. 2.3 How did people have fun in Tudor times? Recall different types of Tudor entertainment. | Topic: Exit the Tudors, enter the Stuarts Key questions: 1) Desc Key skills and knowledge: 3.1 King James I: the scruffy Stuart! Explain why the throne of England passed to the Scottish royal family. Identify what England's new Scottish king believed about his 'Divine Right'. 3.2 Remember, remember the 5 th of November! Recall at least five accepted facts about the Gunpowder Plot. Identify the role of key individuals in the story of the Gunpowder Plot. | Topic: From Civil War to Commonwealth Key questions: 1) When did it start? Key skills and knowledge: 4.1 Why did the English start fighting each other? Define the term 'civil war'. Examine the causes of the English Civil War. 4.2 Match of the day: Roundheads vs Cavaliers. Examine which sections of society supported each side in the Civil War. Describe the different types of soldiers and summarise how they were fought. | Topic: The Restoration: The merry Monarch Key questions: 1) How are the following monarchs. Refer to list below. Key skills and knowledge: 5.1 Who was the Merry Monarch? • Explain how, when and why Charles II became king. • Compare Cromwell's nation with the 'Merry Monarch's'. 5.2 A/B How deadly was the Great Plague? Discover what people knew about the spread of plague and disease in 17 th century Britain. Recall the symptoms of the Great Plague. Examine the impact of the plague. | Topic: Exit the Tudors, enter the Stuarts Key questions: 1) Key skills and knowledge: 6.1 A/B The Glorious Revolution. Discover why Charles II's brother became king. Recall the changes that new Catholic King James II made. Examine how the monarchy changed back from Catholic to Protestant. 6.2 From Stuarts to Georgians. Describe the consequences of the Glorious Revolution. Explain the official establishment of the United Kingdom. |

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

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| <p>1.3 Queen Elizabeths 'middle way'. Analyze how Elizabeth tried to end religious chaos in Tudor times. Explain the consequences of Elizabeths 'middle way'.</p> <p>1.4 Why did Queen Elizabeth kill her cousin? Examine the threat posed by Mary, Queen of Scots. Discover the events surrounding the Babington plot.</p> <p>1.5A/B Match of the day: Eng vs Spa. Examine why the King of Spain decided to invade England in 1588. Compare the strengths and weaknesses of England and Spain's navies. Judge key reasons why the Spanish Armada failed.</p> <p>1.6 Britain begins to build an Empire. Discover how and why the British Empire began. Examine the significance of key</p> | <p>Examine how and why Tudor entertainment differed from todays entertainment.</p> <p>2.4 Shakespeare. Discover Tudor theatres and the plays performed in them. Examine why William Shakespeare became one of the most famous English writers in the world.</p> <p>2.5 Fashion victims. Describe what some rich Tudor women did to their skin to create the 'perfect skin' and why?</p> <p>2.6 Tudor Masterchef. Examine Tudor daily routines and meals. Compare these routines with modern daily routines.</p> <p>2.7A/B Tudor crime and punishment. Discover how some of the poorer people in Tudor times tried to make money. Examine how Tudor society dealt with sturdy beggars. Analyse how and why torture was used</p> | <p>3.3 Were the Gunpowder Plotters framed? Assess evidence related to the Gunpowder Plot. Justify whether you think Robert Cecil knew about the plot all along.</p> <p>3.4 Which witch is which? Outline why witchcraft was so widely believed in. Identify how people were accused of witchcraft.</p> <p>3.5 A/B Why do Amreicnas speak English? Describe the early days of European settlement in America. Explain why the English settled in North America suring the Stuart period.</p> | <p>4.3 What was new about the New Model Army? Summarise why Parliament needed to improve its army. Examine the impact of Parliament's new fighting force.</p> <p>4.4 Why was King Charles I sentenced to death? Discover how and why King Charles I was put on trial. Analyse the key events of the trial.</p> <p>4.5 Charlie for the chop. Examine the details of Charles I's execution. Evaluate sources relating to the execution.</p> <p>4.6 Cromwell: the man who banned Christmas. Define the words 'republic' and 'Interregnum'. Discover how the country changed under Cromwell. Explain why Christmas celebrations were banned.</p> | <p>5.6 Was the Great Fire of London and accident - or arson? Describe how the Great Fire devastated London. Explain why the fire spread so quickly.</p> <p>5.4 London: a city reborn. Recall the impact of the Great Fire of London. Examine how London was rebuilt after the Great Fire.</p> | <p>6.3 The battle of Culloden 1746. Define the word 'Jaconlite'. Examine the Jacoblite Rebellions of 1715 and 1745. Explain why the 'Bonnie Prince Charlie' was a threat to the Georgians.</p> <p>6.4 A/B From Tudor to Georgian times: what changed? Examine the difference between the Age of Faith and the Age of Reason. Discover some of the key discoveries and inventions of the sixteenth to early eighteenth centuries.</p> |
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| | <p>individuals in the growth of the British Empire.</p> <p>1.7 What did Elizabeth look like? Identify why it is hard to know what Queen Elizabeth looked like. Examine why Queen Elizabeth controlled her royal portraits so carefully.</p> <p>Assessment outcomes:</p> <p>Pre and post topic Quick knowledge quizzes.</p> | <p>during the Tudor period.</p> <p>Assessment outcome:</p> <p>Pre and post topic Quick knowledge quizzes.</p> | <p>Assessment outcomes:</p> <p>Pre and post topic Quick knowledge quizzes.</p> | <p>4.7 Why does Cromwell divide opinion? Examine a variety of opinions about Oliver Cromwell. Justify the sort of reputation you think Cromwell deserves.</p> <p>4.8 The monarchy returns – but what happened to Cromwell’s head? Explain how England became a monarchy once more. Discover how and why King Charles II sought revenge after 1660.</p> <p>Assessment outcomes:</p> <p>Pre and post topic Quick knowledge quizzes.</p> | <p>Assessment outcomes:</p> <p>Pre and post topic Quick knowledge quizzes.</p> | <p>Assessment outcomes:</p> <p>Pre and post topic Quick knowledge quizzes.</p> |
| Links to Gatsby Benchmarks: | <p>Gatsby Benchmark</p> <p>3. Addressing the needs of each pupil Students to consider what skills are needed to access the opportunities they are interested in.</p> | <p>Gatsby Benchmark</p> <p>4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.</p> | <p>Gatsby Benchmark</p> <p>6. Experiences of workplaces. Students to consider what skills are needed to access the opportunities they are interested in.</p> | <p>Gatsby Benchmark</p> <p>3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.</p> | <p>Gatsby Benchmark</p> <p>5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in.</p> | <p>Gatsby Benchmark</p> <p>4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.</p> |