

EMMANUEL COLLEGE

THE HISTORY DEPARTMENT

Year 7



Year 7	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1
Unit Title	The Romans	The Anglo-Saxons and Vikings	The Norman Conquest
Key Question(s)?	How did the Romans build their empire?	How significant was Anglo-Saxon England in the development of an English identity?	Was the Norman Conquest more change than continuity?
Threshold Concepts	<p>The Roman Empire was successful due to its organisation and military prowess.</p> <p>Roman Britain is the first time period for which we have written sources. Britain was part of the Roman Empire from 43AD-410AD. This led to a migration of peoples from across the Empire to Britain, new trade connections and the development of early towns. There is debate amongst historians regarding the extent that these economic and social developments survived in Britain after the Romans left. Hadrian's Wall in the north of England is a lasting reminder of Roman occupation.</p>	<p>The Anglo-Saxon migrations to Britain started in the fifth century AD and resulted in the formation of seven early kingdoms in England.</p> <p>A number of the elements of English identity which have survived for hundreds of years were formed during this period. In particular, the use of the English language, the widespread adoption of Christianity and the practice of written laws and government.</p> <p>The Viking invasions which plagued England from the eighth centuries onward led to the unification of the different Anglo-Saxon kingdoms under one royal house. Our current monarchy can trace their roots back to House of Wessex. English identity emerged during this period as a result of contact with the Vikings.</p>	<p>The Norman Conquest of 1066 was a significant turning point in British history. Many of the modern institutions still evident in Britain today were formed during this time.</p> <p>Historical scholarship on the period is focused on the extent to which 1066-1135 was a time of change or continuity. It led to the removal of much of the governing class at the time, the mass migration of Normans into Britain but for the majority of the population life continued as normal.</p> <p>The feudal system introduced by the Normans impacted life in England for the next century and in many ways was not fully removed until after First World War.</p>
Link to Prior Learning		<p>This unit explores the extent to which the Anglo-Saxons continued the work of the Romans in the economic, social and political development of Britain. This fits into the overarching theme that much of the progress made in medieval Britain was the result of external influences.</p>	<p>This unit draws on the knowledge of Britain's development so far to judge the extent to which the Norman kings changed religious, town and village life in England.</p> <p>Norman England was not part of an empire, but some comparison can be made between the ways in which the Romans, the Anglo-</p>

			Saxons and the Normans adopted similar strategies to govern the country. We will return to a case study of the north of England to explore similarities.
	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
Unit Title	Medieval Religion	The Crusades	The Reformation
Key Question(s)?	Who held the power in the eleventh and twelfth centuries, the Church or the state?	How and why did the Crusades happen?	How much did religion in England change during the sixteenth century?
Threshold Concepts	<p>The eleventh century saw the rise of the reform papacy, an effort on behalf of the papacy to remove secular influences from the Church. This led to many struggles between the Christian kings of Europe and the Popes.</p> <p>Durham Cathedral is an excellent case study of the political power that could be yielded by the Church and how this was used by the Norman kings to further their control.</p> <p>The feud between King Henry II and his archbishop Thomas Becket is a clear case study of the difficulties medieval kings faced when trying to impose their will over the Church.</p>	<p>The Crusades were a series of medieval military expeditions made by Europeans to recover the Holy Land from the Muslims in the eleventh, twelfth and thirteenth centuries.</p> <p>The First Crusade was called by Pope Urban II in response to the changing situation in Europe and in the Near East in the eleventh century.</p> <p>The success of the First Crusade led to the establishment of the Crusader States of Outremer and nearly 200 years of co-habitation and conflict between the Christians and Muslims living in the Near East.</p>	<p>Due to the ideas circulating in the Renaissance period, the autonomy and status of the Roman Catholic Church had begun to be questioned by the sixteenth century. Martin Luther was one of the prominent critics of the Catholic Church.</p> <p>In 1534, Henry VIII made himself the Head of the Church of England and broke with Rome. He introduced the concept of Royal Supremacy. This led to huge religious and political upheaval in England for decades.</p> <p>The reigns of Henry VIII, Edward VI, Mary I, and Elizabeth I all brought different elements to the Church in England from the beginnings of Protestantism, the counter-reformation and the 'middle way'.</p>
Link to Prior Learning	<p>This unit builds upon the knowledge of how Christianity came to Britain and its development over time.</p> <p>The religious changes brought to England by the Normans fit into the wider topic of the extent to which these changes were motivated by a desire to get more control over the land rather a genuine religious devotion. This is a common theme which will be revisited in the Reformation unit when studying the concept of Royal Supremacy.</p>	<p>This unit builds on knowledge of the aims of the reform papacy which were introduced in the previous topic. Many historians would argue the main purpose of the crusade was to bolster the reputation of the papacy.</p> <p>The unit also delves deeper into the mind-set and culture of the population of medieval Europe. In particular, this unit focuses on the knights and the extent to which they were motivated by religious devotion.</p>	<p>This unit draws together the various concepts which have been threaded through the curriculum, including, the development of the Church in Europe from the time of the Roman Empire onwards. This aids students' understanding of the papacy by the sixteenth century.</p> <p>Secondly, the students use their knowledge of Church/state conflict in the eleventh and twelfth centuries to understand Henry VIII and his children's</p>

			motives for their religious policy.
Knowledge and Sequencing Rationale	<p>This study will give students an understanding of how Britain developed during the medieval period. The enquiry question for this year concerns power in medieval society and the extent to which this was held by either the king, the Church or the people. Each unit provides for the students an overview of how religion developed over time and a case study of the conflict between Church and state. In addition, an overarching theme of this year is about the development of English and British identity that has been formed over time. Our intent is to show students that since medieval times, Britain has been a part of, influenced by and connected to the wider world, and not at the centre of it.</p>		