



YEAR 7, 2023-2024 Summer TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic:

1. Medieval Islamic World
2. Crusades and Migration
3. Renaissance and Reformation



Curriculum Intent	Pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/National Curriculum Links	<p><u>A. What do sources tell us about the medieval Islamic world? Sources</u> Students will consider the foundation of Islam and the spread of the Islamic Empire. They will consider how Islam became the centre for trade, medicine and other intellectual pursuits.</p> <p><u>B. Who actually were the 'Crusaders'? Similarity and difference</u> Pupils will begin by considering the motivations of those who went on a crusade. This will link to their earlier study of the medieval church and the importance of religion to medieval society. They will consider how people had different motivations for going on the Crusades. Students will look at the experience of the Crusades from three women and consider how their social status etc. impacted their experience of the Crusades.</p> <p><u>C. How have migrants shaped Britain?</u> Students will complete a mini enquiry into the experience of migrants to Britain in the medieval period, including Jewish migrants and other groups.</p> <p><u>D. What kind of change was the Reformation? Consequence/change</u> Pupils will begin by understanding what the Renaissance was and some of the features and key individuals of the time period such as Leonardo De Vinci. Pupils will consider the wider Reformation and Henry VIII's break with Rome. They will consider the impacts this had on the people of Britain and how lives changed.</p>
Spiritual, moral, social, and cultural development	Pupils will understand that the medieval period was not just Christian and will have a greater appreciation of world religions. They will understand the role Islam and Christianity played in the crusades and might be able to link this to modern day conflicts. Pupils will also understand the reasons why the Church of England became the established church in England today. They will also gain an understanding of some of the differences between Catholicism and Protestantism and might reflect on the role their own religious belief plays in their life.
Numeracy	Pupils will examine timelines relating to the Wars of the Roses.
Literacy	<p>Vocabulary Tier 2: monarchy, parliament, religion, monastery, dissolution, Catholic, Protestant, crusade, Jerusalem, Constantinople, renaissance, Islam, migration</p> <p>Vocabulary Tier 3: change, continuity, time period, primary source, secondary source, reliability, utility, interpretation, significance.</p> <p>Reading: Students will be provided with reading opportunities every lesson and will start to engage with historical sources both primary and secondary.</p> <p>Writing: Students will complete writing tasks in every lesson which will include tasks such as summarizing knowledge, answering comprehension questions and evaluating factors and sources.</p> <p>Oracy: Students will be encouraged to feedback on their ideas and their opinions, Class reading is also a feature of many lessons.</p>
Becoming future ready	Careers/Employability: A study of history lends itself to careers such as Archaeologist, Librarian, Reporter, political analyst, Heritage manager, business consultant, Historian, or a career in law.
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: Students will all need to produce the same outcome, but lower sets will be provided with extra scaffolding such as sentence starters, writing frames, key word lists and more extensive modelling.</p> <p>By resource: glossaries provided for students and modelling of using evidence.</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation	<p><u>What do sources tell us about the medieval Islamic world?</u></p> <p>Substantive Knowledge:</p>

Curriculum Delivery	<p>Students in Year 7 should know the following about the medieval Islamic world:</p> <p>Cultural Achievements: The medieval Islamic world was a centre of intellectual, artistic, and scientific advancements. It preserved and expanded upon Greek and Roman knowledge, making significant contributions in areas such as mathematics, astronomy, medicine, and architecture.</p> <p>Trade and Commerce: Islamic societies developed extensive trade networks, including the Silk Road, facilitating the exchange of goods, ideas, and cultures across vast regions. Cities like Baghdad and Cairo became major commercial centres, fostering economic prosperity and cultural diversity.</p> <p>Spread of Islam: Islam expanded beyond the Arabian Peninsula, reaching regions like North Africa, Spain, Persia, and the Indian subcontinent. Muslim scholars played a crucial role in transmitting and translating ancient texts, contributing to the European Renaissance.</p> <p>Coexistence and Cultural Exchange: The medieval Islamic world fostered a spirit of coexistence and cultural exchange, where Muslim, Christian, Jewish, and other communities lived together and influenced each other's traditions, knowledge, and art.</p> <p>Disciplinary knowledge:</p> <p>Students should be able to explain what primary sources are and consider how they can make inferences. They should be able to link this to their understanding and show how sources corroborate.</p>
Learning Outcomes (Knowledge)	<p><u>Who actually were the 'Crusaders'?</u></p> <p>Substantive knowledge:</p> <p>Sybil of Flanders: Sybil was the wife of King Baldwin I of Jerusalem during the First Crusade. Her experience was that of a queen consort, supporting her husband's rule and participating in social and ceremonial functions.</p> <p>Shagrat al-Durr: Shagrat al-Durr was the wife of the last Ayyubid Sultan of Egypt, Sultan al-Salih Ayyub. After her husband's death, she took on a prominent role and became the Sultana of Egypt, exercising significant power and authority. Shagrat al-Durr's leadership during the Seventh Crusade played a crucial role in repelling the Crusaders and safeguarding Egypt.</p> <p>Margaret of Beverley: Margaret travelled to the Holy Land in the mid-1180s on a pilgrimage but was caught up in the events surrounding the Third Crusade. She partook in the Siege of Jerusalem by Saladin in 1187, spent several months as an enslaved captive, and then took part in another battle near Antioch in 1188.</p> <p>Disciplinary knowledge:</p> <p>Students should learn that, while the primary focus of historical records during the Crusades tends to centre on men and their military exploits, it's essential to recognise that medieval women like Sybil of Flanders, Shagrat al-Durr, and ordinary women like Margaret of Beverley also played significant roles and experienced the Crusades in various ways. Their experiences ranged from those of prominent rulers to the effects of these historical events on their local communities. Understanding the diverse experiences of medieval women during the Crusades provides a more complete picture of the era's social dynamics and the impact of these historical events on different segments of society.</p> <p><u>How have migrants shaped Britain?</u></p> <p>Substantive knowledge:</p> <p>Students should know about the following key groups that migrated to Britain in the medieval period.</p> <p>Anglo-Saxons: The migration of the Anglo-Saxons from Germanic regions (present-day Germany and Denmark) to Britain occurred during the early medieval period (5th to 7th centuries). They brought their language, customs, and social structures, significantly influencing the development of medieval England.</p> <p>Normans: The Norman Conquest in 1066 led to the migration of Normans from Normandy (in present-day France) to England. This migration brought about significant political and cultural changes, including the establishment of Norman rule, the introduction of French language and culture, and the fusion of Norman and Anglo-Saxon traditions.</p> <p>Jewish Communities: Jews began arriving in England after the Norman Conquest, establishing small communities in various towns. They played a role in trade and finance but faced increasing persecution and expulsion later in the medieval period.</p> <p>Flemish Weavers: In the 12th and 13th centuries, Flemish weavers migrated to England, particularly to East Anglia, bringing their skills and knowledge of textile production. They made significant contributions to the development of the English wool industry.</p> <p>Huguenots: In the late medieval period, Huguenots, French Protestants, sought refuge in England due to religious persecution in France. Their migration added to the diversity of religious and cultural practices in England.</p> <p><u>What kind of change was the Reformation?</u></p> <p>Substantive knowledge:</p> <p>Students should understand that the Reformation was a religious movement in the 16th century that aimed to reform and challenge the practices of the Catholic Church. They should understand that Martin</p>

	<p>Luther criticised the church's teachings, sparking debates on issues such as indulgences, the authority of the Pope, and the role of faith.</p> <p>Students should learn that King Henry VIII's desire for an annulment of his marriage led to a break from Rome and the establishment of the Church of England (Anglican Church) in the 1530s. This separation from the Catholic Church had profound consequences for religious and political power in Britain.</p> <p>Henry VIII dissolved monasteries, confiscating their lands and wealth. This redistributed resources and altered the religious and social landscape of Britain. Monastic institutions were disbanded, and their assets were appropriated by the crown or sold to landowners, leading to changes in land ownership and power dynamics.</p> <p>The Reformation sparked religious conflicts, including wars and persecution, both domestically and internationally.</p> <p>Disciplinary knowledge</p> <p>Students are encouraged to see how historians analyse different types of change such as social, cultural, economic, political. They should consider how words help historians ascribe change such as: gradual, rapid, steady, limited.</p> <p>This link to PLC statements in pupils books.</p>
Current learning to be developed in the future within:	<p>Pupils will develop their understanding of migration and the movement of peoples in Year 8 and Year 9. They have been building their understanding of the importance of religion during the year and this will continue into Year 8. Pupils will continue to develop key concepts of significance and their understanding of the utility of sources during their KS3 History topics.</p>
Assessment	<p>Please see marking policy.</p>
Impact	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>