



The Sutton Academy

Knowledge Rich Curriculum Plan

Humanities – History

Year 7



History Year 7	EQ1 – How did life in Medieval Baghdad differ to Anglo-Saxon England? Disciplinary focus: Similarity and Difference		
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this, students need to already know that...</i>
Lesson 1: What was the Islamic Golden Age?	<ul style="list-style-type: none"> The Golden Age refers to a time of technological development and understanding. The Islamic civilisation was very advanced for the age, in terms of science, maths, medicine and education. The period of the Golden Age lasted from around 750AD to 1250AD 	<p><u>Medieval</u> <i>Means 'in the middle of'.</i></p> <p><u>Golden age</u> <i>A time of great advancement.</i></p>	<ul style="list-style-type: none"> <i>Students need to have an understanding that medieval means the 'middle of' and is period of time in history.</i> <i>Students need to know that a historian is someone who studies the past.</i>
Lesson 2: What was Medieval Baghdad like?	<ul style="list-style-type: none"> Baghdad was the centre of the Islamic world and capital of the Caliphate. Medieval Baghdad was a circular, advanced and well protected city. This was an important city in the East, for trading and learning – it was famous for its achievements. 	<p><u>Mosque</u> <i>Muslim house of worship</i></p> <p><u>Caliphate</u> <i>A Muslim Empire</i></p> <p><u>Caliph</u> <i>A Muslim Ruler</i></p>	<ul style="list-style-type: none"> <i>Students need to know that a golden age is a time of technological advancement and development.</i> <i>Students need to know that a historian is someone who studies the past.</i> <i>Students need to know that the Islamic religion was advanced.</i>
Lesson 3: What was Anglo Saxon England like?	<ul style="list-style-type: none"> The Saxons invaded and settled in what would become known as England after around 450AD The brought many things to these isles, such as language and craft skills. The Anglo Saxons were Pagan but adopted Christianity, it became the religion of England henceforth. 	<p><u>Converted</u> <i>Changing from one thing to another</i></p> <p><u>Pagan</u> <i>People who practice a religion which worships many Gods.</i></p>	<ul style="list-style-type: none"> <i>Students need to know that Baghdad was important because it was at the centre of the Abbasid Caliphate.</i> <i>Students need to know that Baghdad was a circular Islamic city that was advanced.</i>
Lesson 4: What impact did the Silk Roads have on the Medieval World?	<ul style="list-style-type: none"> The Silk Roads were a network of trade routes across Europe, Asia and parts of Africa. The Silk Roads led to advancement across the continents through the exchange of goods, religion, knowledge and technology etc. The Silk Roads had positive and negative impacts on the medieval world. 	<p><u>Trade</u> <i>Buying and selling of goods</i></p> <p><u>Silk Roads</u> <i>A network of trade routes from East to West.</i></p>	<ul style="list-style-type: none"> <i>Students need to know that Baghdad had experienced a golden age and encouraged the advancement of technology and knowledge.</i> <i>Students need to know that Anglo-Saxon England was far less advanced than Baghdad.</i>

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Lesson 5: What can we discover about everyday life in Baghdad & the Islamic world and with Saxon England?	<ul style="list-style-type: none"> Islam was an important feature of life Baghdad; many wonderful mosques were built. It housed legendary libraries where learning was encouraged and scientific and medicinal experiments happened. It was a city of over 1 million people, which housed both rich and poor. Hygiene was not widely practised in AS society. However, their skills were highly prized. Medicine and doctors were for the rich only, education too. 	<u>Dirham</u> <i>Islamic coins</i> <u>Madrasas</u> <i>Islamic universities</i>	<ul style="list-style-type: none"> <i>Students need to know that Baghdad went through a Golden Age and England did not.</i> <i>Students need to know that Baghdad was Islamic and Anglo- Saxon England converted to Christianity.</i>
Lesson 6: Answering the EQ	<ul style="list-style-type: none"> Students will consolidate learning showing the key ways life in Medieval Baghdad differed to Anglo-Saxon England. Students will consolidate learning showing the any possible ways life in Medieval Baghdad was similar to Anglo-Saxon England. 	<u>Similarity</u> <i>Something which is/appears to be the same</i> <u>Difference</u> <i>Something which is/appears to be different</i>	<ul style="list-style-type: none"> <i>Students will need to know the similarities and differences between Anglo- Saxon England and Baghdad from all previous lessons and show an understanding of these.</i>

History Year 7	EQ2 – What impact did the Vikings have on the British Isles? Disciplinary focus: Significance		
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this, students need to already know that...</i>
Lesson 1: Why did the Vikings invade the British Isles?	<ul style="list-style-type: none"> Students will learn who the Vikings were and where they originally came from – Scandinavia Students will learn why the Vikings first came to the British Isles – to raid, steal and trade. Students will learn of the first Viking attack, the raid on Lindisfarne, on the north east coast. Students will learn the significance of this attack for both the Vikings and the Anglo-Saxons through the words of historian Thomas Williams. 	<u>Abbey</u> <i>A religious building run by monks/nuns</i> <u>Lindisfarne</u> <i>An island off the northeast coast of England</i>	<ul style="list-style-type: none"> <i>Students will need to know what the British Isles were like before the Vikings began their invasions.</i> <i>Students will need to know about the religious practices of the Anglo-Saxons. Recent move from paganism to Christianity.</i>
Lesson 2: What were the consequences of the Viking invasion?	<ul style="list-style-type: none"> Students will learn why the Vikings began to settle in the British Isles. Students will learn about how the Vikings came to settle in Britain through invasions which led to the defeat of existing rulers using evidence from the Anglo-Saxon Chronicle. Students will learn about how the Vikings came to influence culture in their new homes, particularly through language and law which can we can still see evidence of today. 	<u>Kingdom</u> <i>A country or area ruled by a king or queen</i> <u>Danelaw</u> <i>Parts of England under the law of the Vikings</i>	<ul style="list-style-type: none"> <i>Students will need to know what the British Isles was like before the Vikings invaded.</i> <i>Students will need to know why the Vikings invaded the British Isles.</i> <i>Students will need to know why the Viking attacks were significant for the British Isles.</i>
Lesson 3: How did a Viking become king of the British Isles?	<ul style="list-style-type: none"> Students will learn about how England became unified under one king and why. Students will learn how the Vikings conquered England in 1013 but the new king died to plunge the country into war. Students will learn how the Vikings re-established control over England and created the North Sea Empire under the rule of King Cnut. Students will learn how Viking control came to an end with the restoration of Anglo-Saxon leadership through Edward the Confessor in 1042. 	<u>Empire</u> <i>A group of countries under the rule of one king or queen</i> <u>Realm</u> <i>A kingdom</i>	<ul style="list-style-type: none"> <i>Students will need to know what the British Isles was like before and after the Vikings invaded.</i> <i>Students will need to know what impacts the Viking invasions had on the British Isles.</i> <i>Students will need to know how significant the Anglo-Saxon Chronicle is in providing evidence of the past.</i>
Lesson 4: Answering the EQ	<ul style="list-style-type: none"> Students will consolidate their learning to establish how significant the Vikings were to the British Isles. Students will examine their impact through Viking invasions and their lasting legacy of influence in culture. 	<u>Significance</u> <i>Something which is deemed important.</i>	<ul style="list-style-type: none"> <i>Students need to know the impacts the Vikings had on the British Isles and be able to display understanding of their significance.</i>

History Year 7	EQ3: How much did the Normans change England after 1066? Disciplinary concept: Change and Continuity		
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this, students need to already know that...</i>
Lesson 1: How did the Normans take control of England in 1066?	<ul style="list-style-type: none"> The contenders for crown met in battle during the year 1066. The battle of Stamford Bridge seen Harald Hardrada killed and King Harold victorious. The battle of Hastings seen King Harold Killed and William of Normandy victorious. 	<u>Heir</u> <i>A child of a king or queen who will take over when they die</i> <u>Claimants</u> <i>A person who claims to have a right to something</i>	<ul style="list-style-type: none"> <i>Students will need to know that Edward the Confessor was king of England and was very rich. Also, at the top of society were Earls and the church with peasants at the bottom.</i>
Lesson 2: How did the Normans control the people of England through fear?	<ul style="list-style-type: none"> William did not have an easy time after defeating Harold at Hastings and had to fight to get to London. William the Conqueror was crowned King of England on Christmas day, 1066. The English, and former Saxon Earls resisted the Normans and fought back. The Normans were brutal in their response. 	<u>Harrying</u> <i>Carrying out attacks</i> <u>Coronation</u> <i>The ceremony of crowing a king or queen</i>	<ul style="list-style-type: none"> <i>Students need to know that the Witan decided to announce Harold as King</i> <i>Students will need to know that William had to fight Harold Godwinson to become king.</i> <i>Students need to know that William won the Battle of Hastings.</i>
Lesson 3: What changes did the Normans bring to England?	<ul style="list-style-type: none"> The Normans had a massive effect on the English language, more than 10,000 words are of French origin. The Normans knocked down Anglo Saxon churches and rebuilt them in their own style and they taxed the English highly. The Normans due to the constant rebellions and the wish to dominate the English built castles across England 	<u>Taxes</u> <i>A sum of money paid to the king or queen</i> <u>Motte and Bailey</u> <i>A castle made out of wood and earth</i>	<ul style="list-style-type: none"> <i>Students need to understand some English rebelled against the Normans for years after 1066 and the Normans were brutal in their response.</i>
Lesson 4: How did the role of women change in Norman England?	<ul style="list-style-type: none"> The changes that the Normans introduced affected the lives of Anglo-Saxon women. Anglo- Saxon women were often forced to marry Norman men in the aftermath of the Battle of Hastings and conquest of England. Many women sought refuge with monks and lived in monasteries. 	<u>Refuge</u> <i>The state of being safe.</i>	<ul style="list-style-type: none"> <i>Students will need to understand that the Normans migrated from Normandy to England.</i> <i>Students will need to know that the Battle of Hastings saw the death of Anglo- Saxon men.</i>

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Lesson 4: What significance did the Feudal System and Domesday Book have on England?	<ul style="list-style-type: none"> The Domesday book was a way of William knowing about his kingdom and what he controlled. The Domesday book revealed that after 1066 out 1000 landowners, only 13 were English. This shows a change in society. The Normans used a Feudal system, a society based on rank and land – the King himself was at the top. 	<u>Hierarchy</u> <i>A system in which people are ranked according to their position</i> <u>Peasant</u> <i>A farmer who doesn't own the land they live and work on</i>	<ul style="list-style-type: none"> <i>The Normans implemented massive changes to English society for example, the language.</i> <i>The Normans had a different way of ruling and wanted to control the English.</i>
Lesson 5: Answering the EQ	<ul style="list-style-type: none"> Students will consolidate learning on how far the Normans changed England after 1066. Students will display evidence of how the Normans maintained control over England once they took power. They will explore the changes the Normans made to England including; language; castles & churches etc. 	<u>Change</u> <i>Something which is different from before.</i> <u>Continuity</u> <i>Something which is similar or the same as before</i>	<ul style="list-style-type: none"> <i>Students will collate their knowledge and understanding of how much the Normans changed England after 1066 including how they took power, how they kept power and what changes they brought to the people of England.</i>

History Year 7	EQ4: How far was religion the main motive for the Crusades? Second order concept: Cause and Consequence		
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this, students need to already know that...</i>
Lesson 1: Why did the Crusades start in 1096?	<ul style="list-style-type: none"> Religion was at the centre of life during the Medieval Era The Holy Land was the land sacred to Muslims, Christians and Jews There were similarities and differences between Christians and Muslims 	<u>Holy Land</u> <i>The land sacred to Muslims, Jews and Christians</i> <u>Crusades</u> <i>A series of medieval military expeditions by Europeans attempting to take the Holy Land (11, 12, 13C)</i>	<ul style="list-style-type: none"> <i>Students need to know what religion is- a belief in and worship of God.</i> <i>Students need to know that Medieval means the middle of.</i> <i>Students need to have an awareness of how important religion was.</i>
Lesson 2: What were the religious motives for the Crusades?	<ul style="list-style-type: none"> The Crusades were a series of religious wars that were ordered by the pope. The First Crusade began in 1096. Christians from mainly France, Germany and Italy set out on the long journey to capture the Holy Land, led by nobles and knights. After a long siege they captured Jerusalem in 1099. The motives for going on Crusade include a range of economic, religious and personal motives. 	<u>Motive</u> <i>A reason for doing something</i> <u>Pilgrimage</u> <i>A journey of religious or spiritual significance</i>	<ul style="list-style-type: none"> <i>Students need to have an awareness of how important religion was.</i> <i>That there were differences between Islam and Christianity, for example- who and how they worship.</i> <i>The Holy Land was the land sacred to Muslims, Christians and Jews</i>
Lesson 3: What were the personal motives for the Crusades?	<ul style="list-style-type: none"> The second and third crusades were again launched by the Pope. Going on Crusade was a way to achieve salvation. Kings, including the English king, fought in the Third Crusade. Both the second and the third crusade failed for the Christian Crusaders. 	<u>Personal</u> <i>Something which belongs to or effects a person.</i> <u>Chivalrous</u> <i>Having or showing honour, generosity and courtesy</i>	<ul style="list-style-type: none"> <i>Students will need to know that a Crusade is a religious war.</i> <i>Students need to know that the First Crusade started in 1096 and had a number of motivations. The motives for going on Crusade include a range of economic, religious and personal motives. For example, being forgiven for your sins.</i>

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Lesson 4: What were the economic motives for the Crusades?	<ul style="list-style-type: none"> The Fourth Crusade (1202-1204) was called by Pope Innocent III to retake Jerusalem from its current Muslim overlords. However, in a bizarre turn of events, the target ended up being Constantinople. In April 1204, crusaders launched their attack on Constantinople. A slaughter of the defenders and the city's some 400,000 inhabitants followed. Citizens were massacred, buildings were torched, and churches were desecrated. It was targeted for its vast wealth and Crusaders thought they could get revenge. 	<p><u>Economic</u> <i>Relating to wealth and money</i></p> <p><u>Primogeniture</u> <i>The right of succession belonging to the first-born child</i></p>	<ul style="list-style-type: none"> <i>Students will need to know that the second and third Crusade failed.</i> <i>Students will need to know that the target for the Crusaders is normally Jerusalem/ the Holy Land.</i> <i>Students need to know that Kings went on Crusade.</i>
Lesson 5: What were the consequences of the Crusades?	<ul style="list-style-type: none"> The Crusades had a significant impact on Europe New products were taken to Europe New technology and warfare introduced New knowledge spread to Europe 	<p><u>Impact</u> <i>Having an effect of influence on something</i></p>	<ul style="list-style-type: none"> <i>Students will need to know that the Crusades were religious wars</i> <i>Students will need to know how the world was connected</i>
Lesson 6: Answering the EQ	<ul style="list-style-type: none"> Students will consolidate learning whether religion was the main motive to go on Crusade. Students will explore the fact that religion was important but so were other reasons like economic and personal factors. 	<p><u>Cause</u> <i>The reason something might happen</i></p> <p><u>Consequence</u> <i>The result or effect of something</i></p>	<ul style="list-style-type: none"> <i>Students will need to collate their understanding of what motivated people to go on Crusade. For example- personal, economic and religious motivations.</i>

History Year 7	EQ5: Who held the power in the Medieval World? Disciplinary concept: Evidence		
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this, students need to already know that...</i>
Lesson 1: The Church: How did the Church threaten the power of the monarchy in the 12th century?	<ul style="list-style-type: none"> Students will learn that King Henry II appointed Thomas Becket as Archbishop of Canterbury thinking this would help him gain power over the church Becket was very religious and did not follow Henry's wishes Becket was 'accidentally' murdered in 1170 by 4 knights who thought that was Henry's wish 	<p><u>Excommunicated</u> <i>When someone is removed from participating in the catholic church</i></p> <p><u>Archbishop</u> <i>A chief bishop in charge of a large area such as a country</i></p>	<ul style="list-style-type: none"> <i>Students should know how important religion was in the medieval era.</i> <i>Students should know that the monarch was the ruler of England</i> <i>Students should know that the Pope was the Head of the Catholic Church</i>
Lesson 2: The Barons: How did the Magna Carta limit the power of the King?	<ul style="list-style-type: none"> Students will learn that King John was an unpopular king who faced a number of problems Students will learn that the barons were angry at John and forced him to sign the Magna Carta Students will learn that the Magna Carta is a significant document for democracy and some points are still followed today 	<p><u>Democracy</u> <i>A system of government that allows the people to choose their ruler</i></p> <p><u>Magna Carta</u> <i>A document that King John of England was forced to sign in 1215, which came to be seen as beginning of democracy in England.</i></p>	<ul style="list-style-type: none"> <i>Students will need to know that the feudal system was the hierarchy of society and the king was at the top than the barons</i> <i>Students will need to know that the king held the most power in society</i>
Lesson 3: The People: Why did the peasant's revolt in 1381?	<ul style="list-style-type: none"> Students will learn that the Black Death was a long- term cause for the Peasants' Revolt Students will learn that peasants were demanding that all men should be free and equal; for less harsh laws; and a fairer distribution of wealth. Students will learn that the Peasants' Revolt was unsuccessful but demonstrated the power of the people 	<p><u>Peasant</u> <i>A farmer who does not own the land they live and work on</i></p> <p><u>Revolt</u> <i>To take action against a ruler</i></p>	<ul style="list-style-type: none"> <i>Students will need to know that the peasants were on the bottom of the feudal system</i> <i>Students will need to know that peasants had very little power and had very little rights</i>

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<p>Lesson 4: Matilda and Eleanor of Aquitaine: Did women have any power in the medieval era?</p>	<ul style="list-style-type: none"> Students will learn that the medieval era was very patriarchal meaning that men held all the power in society. Students will learn that some women challenged this patriarchy. Students will learn that Matilda challenged Stephen for the throne and Eleanor was as powerful as her husband. 	<p><u>Patriarchy</u> <i>A system of society or government in which men hold the power and women are largely excluded from it.</i></p> <p><u>Sexist</u> <i>Prejudice, stereotyping, or discrimination, typically against women, on the basis of sex.</i></p>	<ul style="list-style-type: none"> <i>Students will need to know that England had only ever had kings before, not queens.</i> <i>Students will need to be able to recognise that we have learnt about powerful men so far because they held the power due to sexism.</i>
<p>Lesson 5: Answering the EQ</p>	<ul style="list-style-type: none"> Students will consolidate their learning by displaying evidence to show who they believe held power in the medieval world. Students will display their knowledge of four different groups; the church; the barons; the peasants; and medieval women to generate an answer to the enquiry question. 	<p><u>Evidence</u> <i>Facts or information which supports an opinion or view</i></p>	<ul style="list-style-type: none"> <i>Students will need to be able to explain who they think held the power in the medieval world and use evidence to support their views.</i>

History Year 7	EQ6: What was the significance of Mansa Musa for Medieval Mali? Disciplinary concept: Significance		
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this, students need to already know that...</i>
Lesson 1: What does the life of Mansa Musa reveal about Medieval Mali?	<ul style="list-style-type: none"> Students will learn who Mansa Musa was and that he is known as one of the richest people in history Students will learn that Mali is in West Africa and that it was a powerful empire under Mansa Musa Students will learn that historians like David Tschanz think Mansa Musa was very significant 	<u>Empire</u> <i>A group of countries under the rule of one king or queen</i> <u>Mansa</u> <i>Mandinka word for ruler or king</i>	<ul style="list-style-type: none"> <i>Students will need to know that medieval means the middle of</i> <i>Students will need to have a basic understanding of significance-importance over time.</i>
Lesson 2: How did Mansa Musa's Hajj to Mecca impact Medieval Mali?	<ul style="list-style-type: none"> Students will learn what a Hajj is and why Mansa Musa went on one to Mecca Students will learn how to write like historians to explain the significance of the Hajj. Using adverbials to describe the religious and economic significance of the Hajj Students will learn that Mali and its city Timbuktu, advanced because of the Hajj 	<u>Hajj</u> <i>One of the five pillars of Islam which instructs all Muslims to make a pilgrimage to Mecca.</i> <u>Mecca</u> <i>Islamic holy city</i>	<ul style="list-style-type: none"> <i>Students will need to know that Mansa Musa was known as the richest person in history.</i> <i>Students will need to know that Mali is in West Africa and that it was a powerful empire under Mansa Musa</i>
Lesson 3: How significant is the legacy of Mansa Musa?	<ul style="list-style-type: none"> Students will learn about why Mansa Musa was so important for Medieval Mali Students will develop their writing like a historian skill by using adverbials to describe the religious, economic, geographical and educational legacy of Mansa Musa Students will learn that the historian Dr Gus Casely Hayford describes Timbuktu as a jewel 	<u>Legacy</u> <i>The impact that a person has on future generations.</i> <u>Golden age</u> <i>A time of great advancement.</i>	<ul style="list-style-type: none"> <i>Students will need to know the importance of Mansa Musa in the development of Mali and cities like Timbuktu- he allowed it to advance.</i> <i>Students will need to know that a golden age is a time of advancement</i> <i>Student should have a rough understanding of the term legacy but this is a key word that will be discussed. Legacy is the long-lasting impact that a person has</i>
Lesson 4: Answering the EQ	<ul style="list-style-type: none"> Students will consolidate their learning and show the significance of Mansa Musa in the medieval world. Students will display their understanding of Musa's significance through their knowledge of his life and the legacy he left behind in Mali and elsewhere. 	<u>Significance</u> <i>Something which is deemed important.</i>	<ul style="list-style-type: none"> <i>Students will need to know that Mansa Musa was known as the richest person in history.</i> <i>Students will need to know why his Hajj to Mecca was so important as it allowed places to advance and it increased his wealth</i> <i>Students will need to know that Mansa Musa's legacy involves religious, economic, geographical and educational advancements</i>

History Year 7	EQ7: How tolerant were the Tudors? Disciplinary concept: Interpretations		
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this, students need to already know that...</i>
Lesson 1: How did Henry VII consolidate his power?	<ul style="list-style-type: none"> Students will learn who the Tudors were and what a dynasty means Students will learn that Henry faced rebellions and put them down in different ways Students will learn that despite some difficulties, Henry consolidated his power through marriage, creating the Tudor Rose, banning private armies and removing opposition. 	<u>Tolerance</u> <i>A willingness to accept other people's religion, culture or race</i> <u>Dynasty</u> <i>A group of rulers all from the same family</i>	<ul style="list-style-type: none"> <i>Students will need to know that monarchy is the king or queen of a country and rules over it.</i> <i>Students need to know that a rebellion is when people go against authority.</i>
Lesson 2: How did Henry VIII change the church	<ul style="list-style-type: none"> Students will learn that Henry created the Church of England breaking from Rome. Students will learn that the Reformation started in Germany by Martin Luther. Students will learn that the dissolution of the monasteries caused the Pilgrimage of Grace 	<u>Reformation</u> <i>Changes to the church in the 16th century.</i> <u>Dissolution</u> <i>The action of breaking something down</i>	<ul style="list-style-type: none"> <i>Students will need to know that the Tudor Dynasty refers to the Kings and Queens that ruled over England from the Tudor family.</i> <i>Students will need to know that England was a Christian, Catholic country</i> <i>Students will need to know that Henry VII married and they had children.</i>
Lesson 3: How tolerant was Henry VIII to minority groups in England?	<ul style="list-style-type: none"> Students will learn that black people lived in England as free people. John Blanke worked as a musician for Henry VIII and Henry was tolerant towards him. Students will learn that Henry was not tolerant towards homosexuals due to different laws. Students will learn that disabled people were treated differently in the Tudor Era. Some went to hospital with horrible conditions and others were bought as fools. 	<u>Disability</u> <i>A person who has a physical or mental impairment</i> <u>Homosexual</u> <i>Someone who is attracted to a person of the same sex</i>	<ul style="list-style-type: none"> <i>Students will need to know that tolerance means the willingness to accept.</i> <i>Students will need to have some awareness of race- different characteristics in people around the world.</i>
Lesson 4: How extreme were the religious beliefs of Edward VI and Mary I	<ul style="list-style-type: none"> Students will learn that Edward VI was protestant and forced his country to be as well Students will learn that Mary I was Catholic. She started the Counter Reformation. Students will learn that Mary was nicknamed Bloody Mary because she killed 300 protestants. 	<u>Protestant</u> <i>A member of the Christian Church that is separate from Roman</i>	<ul style="list-style-type: none"> <i>Students will need to know what the Tudor Dynasty was and how kings and queens succeeded one another. It started with Henry VII and ended with Elizabeth I.</i> <i>Students should know that the Church of England was created by Henry VIII</i>

History Year 7	EQ7: How tolerant were the Tudors? Disciplinary concept: Interpretations		
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this, students need to already know that...</i>
		<p><i>Catholicism with beliefs of the Reformation.</i></p> <p>Catholic <i>A member of the Christian Church following the Catholic denomination</i></p>	
Lesson 5: Answering the EQ	<ul style="list-style-type: none"> Students will consolidate their learning on how tolerant the Tudors were. Students will present their findings on Tudor tolerance using their views on Henry VII, Henry VIII, Edward VI and Mary I. 	<p>Interpretation <i>A presentation of someone's personal view on something</i></p> <p>Tolerance <i>A willingness to accept other people's religion, culture or race</i></p>	<ul style="list-style-type: none"> <i>Students will need to display an understanding of the key term tolerance and display evidence seen in a range of interpretations of how much tolerance can be seen in the Tudor dynasty.</i>

History Year 7	EQ8: How much did Elizabethan England differ from Mughal India? Disciplinary concept: Similarity and difference		
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this, students need to already know that...</i>
Lesson 1: Who was Elizabeth I and what was Elizabethan England like?	<ul style="list-style-type: none"> Students will learn that Elizabeth came to the throne after her sister Mary I. Students will learn that she created a middle way for religion with the Religious Settlement. Students will learn that Elizabethan England had the Great Chain of Being. Students will learn that the country did go through a golden age for culture and exploration. 	<p><u>Legitimate</u> <i>Accepted as rightful by law</i></p> <p><u>Rebellion</u> <i>Resistance to a government or leader</i></p>	<ul style="list-style-type: none"> <i>Students will need to know that a golden age is a time of advancement.</i> <i>Students will need to know that Elizabeth was the sister of Mary I.</i> <i>Students will need to know that Elizabeth was protestant.</i>
Lesson 2: What was Mughal India like?	<ul style="list-style-type: none"> Students will learn that the Mughal Empire ruled most of India and Pakistan in the 16th and 17th centuries Students will learn that the Mughals were Muslims who ruled a country with a large Hindi majority. Tolerance was shown towards them. Students will learn that they built buildings like the Taj Mahal and had a good education system. 	<p><u>Mughal Empire</u> <i>A member of the Muslim dynasty of Indian emperors established by Baber in 1526.</i></p> <p><u>Tolerance</u> <i>A willingness to accept other people's religion, culture or race</i></p>	<ul style="list-style-type: none"> <i>Students will need to know that a golden age is a time of advancement and Elizabethan England went through one.</i> <i>Students should have a brief understanding of empire- when one country rules over other countries.</i> <i>Students need to know that Elizabeth had tolerance for different religions under the Religious Settlement.</i>
Lesson 3: How similar was Elizabethan England and Mughal India?	<ul style="list-style-type: none"> Students will learn that Mughal India and Elizabethan England had similarities like both had a golden age for culture: India had the Taj Mahal and England had the Globe Theatre. Students will learn that Mughal India and Elizabethan England had differences like England was ruled by a woman and India by a man. India was religiously tolerant, England was not. 	<p><u>Similarity</u> <i>Something which is/appears to be the same</i></p> <p><u>Difference</u> <i>Something which is/appears to be different</i></p>	<ul style="list-style-type: none"> <i>Students will need to know that tolerance means the willingness to accept.</i> <i>Students will need to know that Elizabethan England went through a golden age, was ruled by a woman and there was religious tolerance.</i> <i>Students will need to know that the Mughals were Muslims who ruled a country with a large Hindi majority. Tolerance was shown towards them.</i> <i>Students will need to know that they built buildings like the Taj Mahal and had a good education system.</i>

History Year 7	EQ8: How much did Elizabethan England differ from Mughal India? Disciplinary concept: Similarity and difference		
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this, students need to already know that...</i>
Lesson 4: Answering the EQ	<ul style="list-style-type: none"> Students will consolidate their learning and show the differences and similarities found between Elizabethan England and Mughal India. 	<u>Similarity</u> <i>Something which is/appears to be the same</i> <u>Difference</u> <i>Something which is/appears to be different</i>	<ul style="list-style-type: none"> <i>Students will need to display a range of similarities and differences using evidence found in comparisons completed between Elizabethan England and Mughal India.</i>