

Year 7 History curriculum outcomes

You will build up detailed historical knowledge on the basis of which to hypothesise, develop and refine an answer to these **enquiry questions**:

1. When did toilets in England really change?
2. Is Simon Schama right about the Norman Conquest?
3. Why were some medieval kings more successful than others?
4. When did protest achieve the most?
5. What *can* we say about the Industrial Revolution?
6. Why did it take so long for women to get the vote?

Within a chronological framework of historical periods, you will draw on your knowledge of the topics you have studied to be able to tell **big stories** about:

- Everyday life, money and technology
- Political power
- Protest, conflict and rights

You will also use your topic knowledge to explain **substantive concepts** such as:

progress, regress, standards of living, hygiene, king, parliament, the Pope, baron, knight, peasant, law, taxation, advice/counsel, foreign policy, territory, empire, the Industrial Revolution, technology, towns, factories, wages, working class, middle class, upper class/the nobility, war, the economy, vote/suffrage, rights, protest, rebellion, civil war, ...

In **oral and written answers** you will be working on these elements:

