

## Year 7 Character Taught: Barnsley Academy History Curriculum

<b><u>Topic</u></b>	<b><u>Intellectual, moral, civic and performance virtue:</u></b>	<b><u>Core value question</u></b>	<b><u>British modern value</u></b>	<b><u>SMSC</u></b>	<b><u>Language of Character Virtue: Students</u></b>
<b><u>Unit 1: The Ancient and Classical World</u></b>	Ambition	How did leaders and individuals in the Ancient World show ambition through organising and improving the political structure, education, and knowledge of their civilisations?	Democracy- Students will understand the foundations of democracy including the roles of leaders, political institutions, and citizens.	Cultural- Understanding the cultural backgrounds to many areas of modern life such as mathematics, geography, and politics.	Students demonstrating how leaders showed ambition through the structures and institutions they introduced and analysing how that could be seen as ambitious both within the context of that period and now.
<b><u>Unit 2: The Norman Conquest</u></b>	Leadership	How did William of Normandy and the English people show adaptability during the political and social upheaval of the Norman Conquest?	Democracy- Students will understand how William changed the political system in England to incorporate the Feudal System and the impact of this on democracy.	Social- Understanding how the communities of England functioned before and after the Norman Conquest, comparing between them.	Students demonstrating how William and the English people adapted their beliefs, societal structures and actions following the Norman Conquest.
<b><u>Unit 3: Religion in the Middle Ages</u></b>	Service	How were acts of service in medieval England organised and delivered by the Catholic Church?	Tolerance- Students will show tolerance towards a society where religion was a much greater influence than that seen in the present day.	Spiritual- Understanding the role and influence of the Catholic Church in the lives of Medieval people, considering that the Church was the main source of control outside of the monarch.	Students demonstrating how the actions of the Church influenced the lives of ordinary people and therefore could be seen as acts of service like those delivered by the government in the present day.
<b><u>Unit 4: Challenges to Medieval Monarchs</u></b>	Leadership	How did Medieval monarchs and citizens show determination when faced with challenges to the structure of politics and society?	Individual liberty- Students will understand how the rights and freedoms of individuals were challenged during the Medieval period and how they were determined to challenge this.	Moral- Understanding the consequences of actions and the impact of decision in the short and long term.	Students demonstrating how the responses of Monarchs and English citizens showed determination through assessing the severity of the problems they faced and explaining how they responded to this.
<b><u>Unit 5: Medieval Mali</u></b>	Motivation	How did Mansa Musa demonstrate ambition in his quest to make Medieval Mali a powerful empire?	Tolerance- Students will assess how far Mansa Musa demonstrated tolerance through his own actions and whether he encouraged this within his rule.	Spiritual- Understanding how Mansa Musa used religion as the basis for his expansion and control of Medieval Mali, inspiring his followers through religion.	Students demonstrating how Mansa Musa showed ambition through explaining his goals and how he achieved them in Medieval Mali.
<b><u>Unit 6: Twelfth Century Gender</u></b>	Dignity	How did individuals in the 12 <sup>th</sup> century act with dignity despite expectations and limitations enforced upon them by their sex?	Tolerance- Students will understand that medieval society was often more intolerant towards potential monarchs or leaders as a result of their sex and will consider why that is not acceptable.	Moral- Recognising right and wrong within the views and actions of individuals and groups where gender is a key factor in a persons worth or value.	Students demonstrating how key individuals acted with dignity despite beliefs and actions against them relating to their gender.