



Curriculum Map: Year 7 – History (2026-27)

'How did monarchy and religion affect people in England and the wider world during the C7th to C17th?'

Topic name	Term	Skills developed	Link to NC subject content	Prior learning	Next link in the curriculum
What is history?	Autumn	- Chronology - Evidence/Source analysis - Interpretation	Understanding the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	KS2 learning – investigating evidence and placing events in chronological order.	Y7: Medieval Baghdad
What was so special about Medieval Baghdad?	Autumn	- Chronology - Evidence/Source analysis - Similarity and difference (final comparison to Anglo Saxon England) - Interpretations - Historical terminology	Allows students to know and understand significant aspects of the history of the wider world; the expansion and dissolution of empires; characteristic features of past non-European societies. First EQ to focus on global history to give students an opportunity to appreciate the experience of history 'beyond the garden gate'. Designed to challenge preconceptions about the Middle East. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between national and international history. The study of an aspect of British history that consolidates and extends pupils' chronological knowledge from before 1066 (Anglo Saxon London).	750 AD links to student work on Ancient Greece and Rome at KS2 - KS2 learning on Anglo Saxon Britain - Y7: What is History	- Y7: Battle of Hastings - Y8: Benin - GCSE: Medieval medicine
How and why did Harold die in 1066?	Autumn / Spring	- Chronology - Cause and consequence - Similarity and difference - Significance	Develops student's understanding of the historical concept of cause and consequence and uses this to help them frame historically valid questions and create their own structured causation analysis of why William won the Battle of Hastings. How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	- Y7: What is history - Y7: Medieval Baghdad	- Y7: Medieval Monarchs - Y8: English Civil War - Y9: First World War and Second World War - GCSE: Elizabethan England



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Who was the most successful Medieval monarch? Case studies: William I, Eleanor of Aquitaine, King John, Genghis Khan, Mansa Musa	Spring	- Chronology - Evidence/Source analysis - Interpretations - Similarity and difference	Allows students to know and understand significant aspects of the history of the wider world; the expansion and dissolution of empires; characteristic features of past non-European societies. The development of Church, state and society in Medieval Britain 1066-1509 (Norman Conquest, the struggle between Church and crown, Magna Carta and the emergence of Parliament). Comparing and analysing medieval monarchs over a long period of time. Understanding the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Gain and deploy a historically grounded understanding of abstract terms such as 'empire' and 'civilisation'	- Y7: What is history - Y7: Medieval Baghdad - Y7: Battle of Hastings - Prior knowledge of effective rulers in history to help develop success criteria e.g. Caliph in Baghdad	- Y7: Black Death and Great Revolt - Y8: Benin – study of an African Kingdom like Mali under Mansa Musa - Y8: Oliver Cromwell - Y8: Ideas of women and authority - GCSE: Elizabethan England – relationship between parliament and monarch, Elizabeth I as a female ruler - A-level: Paper 1 & NEA (coursework) historian interpretations
Rats v Revolts: Which caused most upheaval in the Middle Ages – The Black Death or the Great Revolt?	Summer	- Chronology - Significance - Interpretations and evidence/Source analysis - Cause and consequence - Similarity and difference	The development of Church, state and society in Medieval Britain 1066-1509 (the Black Death and its social and economic impact; the Peasants' Revolt). Gain and deploy a historically grounded understanding of abstract terms such as 'peasantry' and 'feudalism'. Understand historical concepts such as continuity and change, cause and consequence, and use them to make connections, draw contrasts and analyse trends. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and	- KS2 Life in Anglo Saxon England - Y7: What is history - Y7: Medieval Baghdad - Y7: Battle of Hastings - Y7: Medieval Monarchs	- Y7: Reformation - Y8: Radical ideas after upheaval of English Civil War - Y8: Peterloo – protest for equality and representation - Y9: Women's protest for equality and representation - GCSE: Medieval medicine – Black Death



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			international history through focus on Walsham-le-Willows in Suffolk over a long period of time		A Level: NEA Coursework analysis of primary sources
In what ways did the Reformation matter to ordinary people?	Summer	- Significance - Interpretation - Evidence/Source analysis - Consequence - Similarity and difference - Chronology	The development of Church, state and society in Britain 1509-1745 (Renaissance and Reformation in Europe; the English Reformation and Counter Reformation (Henry VIII to Mary I); the Elizabethan religious settlement) Understand historical concepts such as continuity and change, cause and consequence, and use them to make connections, draw contrasts and analyse trends. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history through focus on Morebath in Devon over a long period of time. Local research opportunity: Birkenhead Priory	- Y7: What is history - Y7: Medieval Baghdad - Y7: Battle of Hastings - Y7: Medieval Monarchs - Y7: Black Death and Great Revolt	- Y8: Witches - Y8: Oliver Cromwell – puritan religion; Ireland - GCSE: Medicine - Renaissance and control of the church; Elizabethan England – religious problems during Elizabeth's reign - A Level: NEA study of religious tensions in Ireland 1790s to 1920s