| Topic Name | Term | Skills Developed | Previous/next link in curriculum  | Other Notes |
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| Bridging Unit: What is history? The danger of history and the craft of the historian | Autumn | * Chronology
* Evidence
* Interpretation
 | * Using interpretations and evidence is an integral part of all of our KS3 enquiries. This unit draws upon varying experience of history at KS3
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| Our migration story: How diverse was Roman Britain? | Autumn | * Case studies
* Ivory Bangle Lady
* Drawing on case studies from [﻿Early & Medieval Migrations / Our Migration Story](https://www.ourmigrationstory.org.uk/oms/by-era/AD43%E2%80%931500) (Cheddar Man, Danish soldiers)
 | * Link with classical civilisations (FC)
* KS2 work on Roman Britain
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| ‘All of the treasures in all of the world’ – what was so special about Medieval Baghdad? | Autumn  | * Chronology
* Evidence
* Similarity and difference (final comparison to Anglo Saxon England)
* Interpretations
* Historical terminology
 | * 750 AD links to student work on Ancient Greece and Rome
 | 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. |
| How and why did Harold die in 1066? | Autumn | * Chronology
* Cause and consequence
* Similarity and difference
* Significance
 | * Compare to political structures in place in medieval Baghdad
* Anglo Saxon comparison to Baghdad helps to establish process of ‘world building’
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| Who was the most successful Medieval monarch? Case studies : William I, Eleanor of Aquitaine, King John, Genghis Khan, Mansa Musa, Pachacuti  | Spring | * Chronology
* Evidence
* Interpretations
* Similarity and difference
 | * Caliph in Baghdad
* Witan and contenders to the throne in 1066
* Draw on KS2 work on Rome and Greece
* Prior knowledge of effective rulers in history to help develop success criteria
 | William I study would provide greater continuity next year? |
| Rats v Revolts : Which caused most upheaval in the Middle Ages – The Black Death or the Great Revolt? | Spring | * Chronology
* Significance
* Interpretations and evidence
* Cause and consequence
* Similarity and difference
 | * Life in Anglo Saxon England
* Health and Medicine in Medieval Baghdad
* Medieval Monarchs
* Greater degree of empathy due to COVID 19 context
 | John Hatcher’s ‘Black Death’ |
| In what ways did the Reformation matter to ordinary people? | Spring | * Significance
* Interpretation
* Evidence
* Consequence
* Similarity and difference
* Chronology
 | * Importance of Islam in Baghdad
* Papal banner William I
* King John and the Pope
* Religious tolerance – Mansa Musa, Genghis Khan
* Table on religion in Anglo Saxon England
 | Micro historical focus on Morebath – link to general religious change under the TudorsLocal research: Birkenhead PrioryLink to Mughals? |
| Historical significance: why do we know about some events and not others? | Summer | * Significance
* Chronology
* Evidence
 | * Rats v Revolts
* What is history?
 | Light touch to gradually introduce a complex topic using the introductions of books by contemporary historians |
| Curriculum Review and Reflections: How did monarchy and faith affect how people lived their lives AD43-1600? | Summer | * Chronology
* Similarity and difference
* Cause and consequence
 | * Drawing together all Y7 EQs to reach judgements on overarching EQ,
 | Annotated chronology and time capsule activity  |