| 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 |  |
| 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 |  |
| ‘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’ |  |
| 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 Tudors  Local research: Birkenhead Priory  Link 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 |