



Topic name	Term	Skills developed	Previous/next link in curriculum
Bridging Unit: What is history? The danger of history and the craft of the historian	Autumn	<ul style="list-style-type: none">• Chronology• Evidence• Interpretation	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Case studies• Ivory Bangle Lady• Drawing on case studies from <u>Early & Medieval Migrations / Our Migration Story</u> (Cheddar Man, Danish soldiers)	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Chronology• Evidence• Similarity and difference (final comparison to Anglo Saxon England)• Interpretations• Historical terminology <p>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.</p>	<ul style="list-style-type: none">• 750 AD links to student work on Ancient Greece and Rome
How and why did Harold die in 1066?	Autumn	<ul style="list-style-type: none">• Chronology• Cause and consequence• Similarity and difference• Significance	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Chronology• Evidence• Interpretations• Similarity and difference	<ul style="list-style-type: none">• 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



<p>Rats v Revolts : Which caused most upheaval in the Middle Ages – The Black Death or the Great Revolt?</p> <p>John Hatcher’s ‘Black Death’</p>	<p>Spring</p>	<ul style="list-style-type: none"> ● Chronology ● Significance ● Interpretations and evidence ● Cause and consequence ● Similarity and difference 	<ul style="list-style-type: none"> ● Life in Anglo Saxon England ● Health and Medicine in Medieval Baghdad ● Medieval Monarchs ● Greater degree of empathy due to COVID 19 context
<p>In what ways did the Reformation matter to ordinary people?</p>	<p>Spring</p>	<ul style="list-style-type: none"> ● Significance ● Interpretation ● Evidence ● Consequence ● Similarity and difference ● Chronology <p>Micro historical focus on Morebath – link to general religious change under the Tudors</p> <p>Local research: Birkenhead Priory</p>	<ul style="list-style-type: none"> ● 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
<p>Historical significance: why do we know about some events and not others?</p> <p>Light touch to gradually introduce a complex topic using the introductions of books by contemporary historians</p>	<p>Summer</p>	<ul style="list-style-type: none"> ● Significance ● Chronology ● Evidence 	<ul style="list-style-type: none"> ● Rats v Revolts ● What is history?
<p>Curriculum Review and Reflections: How did monarchy and faith affect how people lived their lives AD43-1600?</p> <p>Annotated chronology and time capsule activity</p>	<p>Summer</p>	<ul style="list-style-type: none"> ● Chronology ● Similarity and difference ● Cause and consequence 	<ul style="list-style-type: none"> ● Drawing together all Y7 EQs to reach judgements on overarching EQ,