



Topic Name	Term	Skills Developed	Previous/next link in curriculum	Other Notes
'A world turned upside down' How radical were the ideas that emerged during the English Revolution?	Autumn	<ul style="list-style-type: none"> • Interpretation • Similarity and difference • Significance • Chronology • Evidence 	<ul style="list-style-type: none"> • Power of the monarchy – Baghdad, Medieval Monarchs • Reformation • Feudalism • Ideas of John Ball during Peasants' Revolt • 	Levellers, Diggers and Ranters
How have interpretations of Oliver Cromwell changed over time?	Autumn	<ul style="list-style-type: none"> • Interpretation • Chronology • Significance • Change and continuity • Similarity and difference 	<ul style="list-style-type: none"> • What is history? • Interpretations on King John • Historical significance • Medieval Monarchs 	Students evaluate how contextual events impact on reinterpretations of history
What to do with your loot? What does 'rethinking Benin' project at the World Museum reveal about attitudes towards West African history?	Autumn	<ul style="list-style-type: none"> • Change and continuity • Evidence • Interpretations • Significance 	<ul style="list-style-type: none"> • Global history • Medieval Mali under Mansa Musa • Black Tudors- African diaspora • Tudor exploration (Drake, Hawkins) 	Links with L8 Community group and curator at the Benin Gallery – drawing on work of Dan Hicks, Toby Green and David Olusoga
What can Abell tell us about Liverpool's role in the Transatlantic Slave Trade?	Autumn/ Spring	<ul style="list-style-type: none"> • Evidence • Chronology • Cause and consequence • Interpretation 	<ul style="list-style-type: none"> • Benin • Medieval Mali • Cromwell and Jamaica • Mansa Musa – slaves • Black Tudors 	Initial lessons based on the construction of race – making links to John Blanke up to Santerre painting – analysing changes in attitudes
How and why should we commemorate the Peterloo Massacre?	Spring	<ul style="list-style-type: none"> • Evidence • Similarity and difference • Cause and consequence • Chronology • Year 7 significance 	<ul style="list-style-type: none"> • Cotton and TAST • Ideas of John Ball • Peasants' Revolt • Radical ideas of Levellers and Diggers • Power of the monarchy and lack of working-class political representation 	Special focus on the role of women and the idea of 'history from below'



			<ul style="list-style-type: none"> Resistance 	
What did colonialism look like in the 19 th Century?	Spring	<ul style="list-style-type: none"> Evidence Significance Similarity and difference Change and continuity Interpretations 	<ul style="list-style-type: none"> Medieval Baghdad and Islamic Empire Medieval monarchs – empire and control Tudor and the expansion of empire – Hawkins (colonisation leads to degradation of native people) Cromwell and Empire TAST 	3 case studies – India, Ireland and Kenya
What was the experience of Commonwealth troops in World War One?	Spring	<ul style="list-style-type: none"> Similarity and difference Cause and consequence Chronology Evidence Interpretation 	<ul style="list-style-type: none"> Colonialism Empire – Medieval Monarchs Construction of race English Civil War 	Algerian, Chinese, Asian and Native Canadian troops
How and why did the position of women change from 18 th – 20 th Century? Victorian women & suffragettes	Summer	<ul style="list-style-type: none"> Evidence Change and continuity Cause and consequence Interpretations 	<ul style="list-style-type: none"> Eleanor of Aquitaine Nanny and the Maroons Sally Bassett Evidential EQ on Black Tudors Power of Medieval Monarchs ECW causes Peterloo Peasant's Revolt 	



Who were the victims of 20 th Century genocide?	Summer	<ul style="list-style-type: none">• Evidence• Similarity and difference• Chronology	<ul style="list-style-type: none">• Empire• Colonialism• Reformation• Race• TAST	
Why do historians disagree about the Cold War?	Summer	<ul style="list-style-type: none">• Chronology• Interpretations• Change and continuity	<ul style="list-style-type: none">• What is history?• King John• Cromwell• Commonwealth	
Curriculum review: Overarching question -How did protest and war change Britain and the wider world 1649-1991?	Summer	<ul style="list-style-type: none">• All second order concepts	<ul style="list-style-type: none">• All KS3 EQs	Chronology exercise Identify 2 objects 2 interpretations Write up response to overarching question