



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



<p><b>What did colonialism look like in the 19<sup>th</sup> Century?</b></p> <p>3 case studies – India, Ireland and Kenya</p>	<p>Summer</p>	<ul style="list-style-type: none"><li>• Evidence</li><li>• Significance</li><li>• Similarity and difference</li><li>• Change and continuity</li><li>• Interpretations</li></ul>	<ul style="list-style-type: none"><li>• Medieval Baghdad and Islamic Empire</li><li>• Medieval monarchs – empire and control</li><li>• Tudor and the expansion of empire – Hawkins (colonisation leads to degradation of native people)</li><li>• Cromwell and Empire</li><li>• TAST</li></ul>
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