



| Topic name   | Term   | Skills developed  | Previous/next link in curriculum  |
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| Bridging Unit: What is history? The danger of history and the craft of the historian   | Autumn | <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Evidence</li> <li>• Interpretation</li> </ul>  | <ul style="list-style-type: none"> <li>• Using interpretations and evidence is an integral part of all of our KS3 enquiries. This unit draws upon varying experience of history at KS3</li> </ul>   |
| 'All of the treasures in all of the world' – what was so special about Medieval Baghdad?   | Autumn | <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Evidence</li> <li>• Similarity and difference (final comparison to Anglo Saxon England)</li> <li>• Interpretations</li> <li>• Historical terminology</li> </ul> <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"> <li>• 750 AD links to student work on Ancient Greece and Rome</li> </ul>   |
| How and why did Harold die in 1066?  | Autumn | <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Cause and consequence</li> <li>• Similarity and difference</li> <li>• Significance</li> </ul>  | <ul style="list-style-type: none"> <li>• Compare to political structures in place in medieval Baghdad</li> <li>• Anglo Saxon comparison to Baghdad helps to establish process of 'world building'</li> </ul>  |
| 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"> <li>• Chronology</li> <li>• Evidence</li> <li>• Interpretations</li> <li>• Similarity and difference</li> </ul>  | <ul style="list-style-type: none"> <li>• Caliph in Baghdad</li> <li>• Witan and contenders to the throne in 1066</li> <li>• Draw on KS2 work on Rome and Greece</li> <li>• Prior knowledge of effective rulers in history to help develop success criteria</li> </ul> |
| Rats v Revolts : Which caused most upheaval in the Middle Ages – The Black Death or the Great Revolt?  | Spring | <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Significance</li> <li>• Interpretations and evidence</li> <li>• Cause and consequence</li> <li>• Similarity and difference</li> </ul>  | <ul style="list-style-type: none"> <li>• Life in Anglo Saxon England</li> <li>• Health and Medicine in Medieval Baghdad</li> <li>• Medieval Monarchs</li> <li>• Greater degree of empathy due to COVID 19 context</li> </ul>  |



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| <p>John Hatcher's 'Black Death'</p>   |                      |   |  |
| <p><b>In what ways did the Reformation matter to ordinary people?</b></p>   | <p><b>Spring</b></p> | <ul style="list-style-type: none"> <li>● Significance</li> <li>● Interpretation</li> <li>● Evidence</li> <li>● Consequence</li> <li>● Similarity and difference</li> <li>● Chronology</li> </ul> <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"> <li>● Importance of Islam in Baghdad</li> <li>● Papal banner William I</li> <li>● King John and the Pope</li> <li>● Religious tolerance – Mansa Musa, Genghis Khan</li> <li>● Table on religion in Anglo Saxon England</li> </ul> |
| <p><b>Historical significance: why do we know about some events and not others?</b></p> <p>Light touch to gradually introduce a complex topic using the introductions of books by contemporary historians</p> | <p><b>Summer</b></p> | <ul style="list-style-type: none"> <li>● Significance</li> <li>● Chronology</li> <li>● Evidence</li> </ul>  | <ul style="list-style-type: none"> <li>● Rats v Revolts</li> <li>● What is history?</li> </ul>   |
| <p><b>Curriculum Review and Reflections: How did monarchy and faith affect how people lived their lives AD43-1600?</b></p> <p>Annotated chronology and time capsule activity</p>                              | <p><b>Summer</b></p> | <ul style="list-style-type: none"> <li>● Chronology</li> <li>● Similarity and difference</li> <li>● Cause and consequence</li> </ul>  | <ul style="list-style-type: none"> <li>● Drawing together all Y7 EQs to reach judgements on overarching EQ,</li> </ul>   |