



### Enquiry Question 1 – What is History?

**Learning about this topic is important because:** You will gain an understanding of how historians work and how the past is constructed. You will gain an insight into the uses of contemporary evidence and why historians have different interpretations of the past. You will appreciate why history is a dangerous subject in the wrong hands

**This builds on:** KS2 experience of history

**This leads to:** The start of your history curriculum at West Kirby Grammar School

**We will learn:**

1. Chronology
2. How to use evidence to find out about the past.
3. How historians construct the past and use evidence to create interpretations
4. What anachronisms are
5. The key concepts of history

**We will develop/practise skills including:**

Chronology and knowledge  
Analysing Evidence  
Evaluating Interpretations

**Some of the vocabulary that we will use includes:**

**Chronology:** placing historical people or events in time order

**Primary source:** a piece of evidence created by someone at the time of the event

**Secondary source:** information created after the event happened

**Historical interpretation:** a constructed explanation of past events and people based on the evidence available to the author. Interpretations can be affected by the background of the person creating it.

**Anachronism:** when things such as objects, people or events, are placed in the wrong historical period

**You could learn more about this topic by:**



Visiting historical places and seeing what you can learn about the past e.g. Speke Hall, Liverpool

Reading history non-fiction books like David Olusoga, Black History for Everyday of the Year, Horrible Histories or Herstory by Katherine Halligan, Usbourne  
Timelines of World History

Talking about history with your family

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

A 10-question knowledge quiz about what you have learnt



**Enquiry Question 2: What was so special about Medieval Baghdad?**

**Learning about this topic is important because:**

As it gives you an understanding of global history and compare it to what was happening in England at the time. Helps you to understand different ideas, communities and the importance of Islam. Enables you to consider some of the most important developments of the Islamic Golden Age and how they have affected the world we live in today.

**This builds on:**

Ancient civilisations in KS2. **EQ 1:** What is history? Handling evidence and interpretations

**This leads to:**

**EQ 3:** Why did William win the Battle of Hastings in 1066?

**We will learn:**

1. What was Islam and how did it spread?
2. Why was the early Islamic Empire so successful?
3. What was Baghdad like?
4. Why did trade make Baghdad so rich?
5. What was the Islamic 'golden age' of learning?
6. How does Baghdad compare to Anglo Saxon London?

**Key Historical Concept: Similarity and difference**

We will develop/practise skills including:  
Chronology and knowledge  
Analysing Evidence  
Evaluating Interpretations  
Explanation (making a CASE)

**Some of the vocabulary that we will use includes:**

**Islam:** religion based on the Qur'an and the teachings of the Prophet Muhammad

**Caliph:** the leader of the Islamic Empire, means 'deputy' in Arabic as the Caliphs followed the prophet Muhammed

**Islamic Empire:** a collection of regions that followed Islam and were led by the Caliph. Also known as a **Caliphate**.

**Baghdad:** capital city of the Islamic Empire from 762-1258

**Anglo-Saxon England:** 450 CE – 1066 CE

**The Silk Road:** trade routes on land and sea that linked China with the Islamic Empire and Europe

**Islamic Golden Age:** a time when the Islamic Empire, and Baghdad, was a world leader in learning, science and creativity

**You could learn more about this topic by:**

Read: Peter Frankopan, The Silk Roads, Illustrated edition

Watch: [History KS2: Baghdad in 900AD - BBC Teach](#)

Listen: [The Golden Age of Islam on Apple Podcasts](#)

Visit: The World Museum, Liverpool



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

**10-minute knowledge quiz; written comparison of similarities and differences between Medieval Baghdad and Anglo Saxon England**



### Enquiry Question 3: How and why did Harold die?

#### Learning about this topic is important because:

This is a big 'turning point' in English History because as it ended Anglo Saxon rule in England and the Normans came to power bringing lots of changes to our language and culture in this country.

This builds on:

**EQ 1:** What is History? Handling evidence and explain why events happen in history

**EQ 2:** What was so special about Medieval Baghdad? Introduction to Anglo-Saxon England and London

This leads to:

**EQ 4:** Who was the most successful Medieval Monarch? Considering how William I controlled England and the legacy he left behind

We will learn:

1. Who was Edward the Confessor and why did he leave England with a problem?
2. Who should be king in 1066?
3. What happened at Stamford Bridge?
4. What happened at the Battle of Hastings?
5. Why did William win the Battle of Hastings?

#### Key Historical Concept: Cause and consequence

We will develop/practise skills including:

Chronology and knowledge

Explanation (making a CASE)

Linking factors together to make a complex judgement/evaluation

Some of the vocabulary that we will use includes:

**Witan:** a group of "wise men" or advisors to kings in Anglo-Saxon England from around the 600s to the 1000s

**Earl:** a very powerful noble selected by the King to rule a large area of land (an earldom) in England

**Fyrd:** a part-time army of ordinary people (mainly farmers) in Anglo-Saxon England

**Housecarl:** a highly trained professional soldier who fought and protected the King in Anglo Saxon England

**Normans:** people from Northern France led by William Duke of Normandy

**Anglo Saxons:** people from England led by Harold Godwinson

You could learn more about this topic by:

#### Watch

BBC Teach: The Norman Conquest on YouTube

#### Read

1066: The Battle of Hastings: A Graphic Novel by Stuart Douch

Anglo Saxon Boy by Tony Bradman

Why do we remember? The Battle of Hastings by Claudia Martin

#### Listen

BBC Radio 4 - Homeschool History, The Battle of Hastings

#### Visit

Hastings and the Bayeux Tapestry in England



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

**10 Question knowledge test**

**Written explanation to question: Why did William win the Battle of Hastings?**



## Year 7 History

### Enquiry Question 4: Who was the most successful medieval monarch?

**Learning about this topic is important because:** it has a global focus; it will help you to understand about different civilisations. It will enable you to reach judgements and compare strengths and weaknesses of different medieval rulers.

**This builds on:**

EQ 1: What is History? Handling evidence and questioning historical interpretations

EQ 2: What was so special about Medieval Baghdad? Considering what made a successful Caliph and how they built and controlled an empire

EQ 3: Why did William win the Battle of Hastings in 1066? Considering the legacy of William I and his Norman Conquest after 1066

**This leads to:**

EQ 4: Rats vs Revolts: Which brought the most upheaval in medieval England – The Black Death or the Great Revolt?

**We will learn:**

1. What makes a successful medieval monarch?
2. How did William I change England?
3. Why did Eleanor of Aquitaine become so powerful?
4. Why was King John so unpopular?
5. How did Genghis Khan build and control an empire?
6. Why was Mansa Musa so wealthy?

**Key Historical Concept(s): Significance**

**We will develop/practise skills including:**

Chronology and knowledge

Explanation (making a CASE)

Evaluating Interpretations

Linking factors together to make a complex judgement/evaluation

Some of the vocabulary that we will use includes:

**Monarch:** a ruler of a kingdom or empire, such as a king, queen, mansa, emperor, or empress, who usually inherits their position and reigns for life

**Power:** The monarch makes all or most of the decisions (political power). They will decide when to go to war.

**Wealth:** The monarch will be rich with land and/or money and resources.

**Support:** The monarch will have the support of the people they rule, from rich important people to poorer subjects.

**Empire:** The monarch will not only rule their own country but also other countries and territories that will make their empire/kingdom.

**Legacy:** The monarch will have a real impact on their people and empire (good or bad) Their decisions might have an impact after their death and bring about changes to the country or empire.

**You could learn more about this topic by:**

**Read:**

*Eleanor, Crown Jewel of Aquitaine: France, 1136* (Royal Diaries) by Kristiana Gregory

From when he went wrong... Bad King John: 3 (Royal Misadventure diaries) by Paul Nolan

**Watch:**

BBC Teach: The Norman Conquest on YouTube

TedEd: Genghis Khan on YouTube

**Listen:**

BBC Homeschool History: Mansa Musa

**Visit:**

Chester Castle (founded by William I in 1070)



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

**10 Question knowledge quiz**

**Written answer to the question: Read the interpretation and answer the question, How convincing is Marc Morris' viewpoint of the kind of ruler King John was?**



## Year 7 History

### Enquiry Question 5: Rats v Revolts: Which caused most upheaval in the Middle Ages – The Black Death or the Great Revolt?

**Learning about this topic is important because:** This gives us greater empathy due to links with COVID 19. It enables you to reach judgements and compare two significant events in history.

**This builds on:**

EQ 1: What is history? Handling evidence and analysing primary sources

EQ 2: What was so special about Medieval Baghdad? How the Silk Road spread the plague to Europe.

EQ 4: Who was the most successful medieval monarch? William I and the feudal system – how this was changed and challenged with the Black Death and Great Revolt, reaction of Richard II to the Great Revolt

**This leads to:**

EQ 6: In what ways did the Reformation matter to ordinary people?

**We will learn:**

1. What was life like in medieval Walsham?
2. Who held the power in medieval Walsham?
3. Why did the Black Death spread in Walsham?
4. How did Walsham react to the Black Death?
5. What was the impact of the Black Death in Walsham?
6. Why was there a Peasants' Revolt?
7. Did the King lose control in 1381?
8. How successful was the Peasants' Revolt?

**Key Historical Concept(s):** Cause and Consequence, Change and Continuity, Significance

**We will develop/practise skills including:**

- ✓ Chronology and knowledge
- ✓ Explanation (making a CASE)
- ✓ Analysing sources
- ✓ Linking factors together to make a complex judgement/evaluation

Some of the vocabulary that we will use includes:

**Feudal system:** the way that medieval society was organised and relied on land and loyalty

**Peasant:** a medieval farmer

**Villein:** type of peasant who was 'owned' by the Lord and had to work on his land, comes from the word 'vill' meaning village or farm

**Lord:** powerful noble who lived in a castle or manor house and had been given the surrounding land and villeins who farmed it by the King and in return had to protect the people and fight for the King if needed.

**The Black Death:** a global pandemic from c.1338-1353 of bubonic and pneumonic plague

You could learn more about this topic by:

**Read:** Horrible Histories Gory Stories: The Black Death by Terry Deary

The Great Revolt by Paul Dowsell  
Fire, Bed and Bone by Henrietta Branford

**Watch:** BBC Teach: The Peasants' Revolt on YouTube  
TedEd: The Bubonic Plague on YouTube

**Visit:** Sick to Death Museum, Chester  
People's History Museum, Salford which focusses on British protest



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

10 Question knowledge test, Written analysis of a primary source to understand how useful it would be to a historian finding out about the Black Death



**Enquiry question 6: In what ways did the Reformation matter to ordinary people?**

**Learning about this topic is important because:**

It develops your understanding of monarchy and religion in the Tudor Times. The reformation was a huge change for English people and we can look at it through the history of an ordinary church of Morebath in Devon.

**This builds on:**

**EQ 4:** Who was the most successful medieval monarch? King John and his relationship with the Catholic church

**EQ 5:** Rats v Revolts: Which caused most upheaval in the Middle Ages – The Black Death or the Great Revolt? Importance of religion to ordinary medieval people and how it was questioned after the Black Death and during the Peasants' Revolt

**This leads to:**

**Year 8 EQ1:** How did ideas about women and authority change?

**We will learn:**

1. Why were they arguing about religion in the 1500s?
2. Why did Henry VIII break with Rome?
3. How did Edward VI change the English church?
4. Why were Mary I's religious changes so deadly?
5. How did Elizabeth I find a middle way?
6. Why did the Reformation matter to Morebath?

**Key Historical Concept(s):** Change and Continuity, Significance

We will develop/practise skills including:

- ✓ Chronology and Knowledge
- ✓ Explanation (making a CASE)
- ✓ Analysing Evidence
- ✓ Evaluating Interpretations
- ✓ Making informed judgements

Some of the vocabulary that we will use includes:

**Protestantism:** a major branch of Christianity that began in the 1500s when people wanted to change (or "reform") certain practices of the Roman Catholic Church

**Catholicism:** the world's largest Christian church, following the teachings of Jesus Christ and led by the Pope in Rome

**Reformation:** a major European religious movement where people tried to change (or "reform") the Roman Catholic Church, leading to the creation of Protestantism

**Dissolution:** when King Henry VIII closed down all Catholic monasteries and convents in England, Wales, and Ireland

**Monasteries:** a building where monks live and work together

**Convents:** a building where nuns live and work together

**You could learn more about this topic by:**

**Read:** You Wouldn't Want to Be Married to Henry VIII! By Elizabeth Levy  
Mary, Bloody Mary (Carolyn Meyer)

The Secret Diary Of Thomas Snoop, Tudor Boy Spy by Philip Ardagh

**Watch:** TimelinesTV: The Reformation on YouTube

**Visit:** Birkenhead Priory



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

10 Question knowledge test

Creative writing task to show how the reformation impacted on the ordinary people of Morebath.