



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"> • Source analysis • Interpretation • Change and continuity <p>Using scholarship of Christopher Hill – focus on history from below</p>	<ul style="list-style-type: none"> • Battle of Hastings • Medieval Monarchs • Peasants' Revolt • Tudor religion
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 <p>Students evaluate how contextual events impact on reinterpretations of history</p>	<ul style="list-style-type: none"> • What is history? • Interpretations on King John • Historical significance • Medieval Monarchs
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) <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"> • Evidence • Chronology • Cause and consequence • Interpretation <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"> • Benin • Medieval Mali • Cromwell and Jamaica • Mansa Musa – slaves • Black Tudors
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"> • 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 • Resistance



<p>What did colonialism look like in the 19th Century?</p> <p>3 case studies – India, Ireland and Kenya</p>	<p>Summer</p>	<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
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