



The Thomas Mills High School & Sixth Form **History** curriculum aims to help pupils develop key historical knowledge, perspectives and skills which will give them a framework for future understanding and enthuse them to continue to explore the subject within and outside of school. To achieve this, the curriculum was created around the three key aspects of history knowledge below:

- First, 'substantive' knowledge: in History this refers to knowledge about the past. We have designed our curriculum to focus on 'core knowledge' that will give pupils a wide-ranging and rich understanding of history, which will also allow them to make connections between events, periods and locations. This includes individual topics or events, but also broad features of periods or developments.
- Second, 'recurring knowledge': in History this refers to knowledge of recurring terms, concepts and phenomena (events, developments or aspects of societies that have influenced or continued into different historical periods). These aid pupils in learning about new topics and helps them make connections in their broader learning of history.
- Third 'disciplinary knowledge': in History this refers to the understanding of how historians study the past, construct historical accounts and engage in critical analysis of evidence. This will aid pupils in learning how to form judgements based on a secure and complex body of knowledge and in response to specific historical enquiries.

Year 7			
Term	Topic	Knowledge and Skills	Useful Links
1	Unit 1 Introduction to History and the formation of medieval Britain Unit 2 A Connected medieval world – part 1	Knowledge: In the opening weeks of Year 7, students are introduced to the discipline of history; what it is, why it matters, and the key concepts they will revisit throughout Key Stage 3. This foundation encourages students to think critically about the past and its relevance today. Building on their prior learning about ancient civilisations, students then explore early migration to Britain, setting the stage for understanding the formation of medieval society. The remainder of the	• Norman Conquest - Why should I care about 1066? - BBC Bitesize • Norman Conquest – The Norman Conquest - Oak National Academy • Medieval Islamic civilisations - Medieval Islamic civilisations - KS3 History - BBC Bitesize • Medieval Islamic civilisations 11th-century Islamic worlds - Oak National Academy • Medieval society, life and religion - Medieval society, life and religion - KS3 History - BBC Bitesize



half term focuses on the Norman Conquest and its significance in shaping medieval Britain.

The second half of the term shifts focus to the idea of a globally connected medieval world. Students examine how different regions and cultures interacted through trade, religion, and cultural exchange—challenging traditional Eurocentric narratives of the medieval period.

Key areas of study include:

- **The importance of religion** in shaping the medieval world.
- **Challenges to royal authority** in England, exploring how power was contested and negotiated.

Skills:

Pupils develop awareness and use of substantive knowledge. Learning how to apply information to answer historical enquiry questions. Students are also introduced to the concept of disciplinary knowledge (how historians study the past), primarily through 2 depth studies on Islam before c1000 and the story of Saint Foy. Pupils also start to learn how to assess different interpretations.

Key history concepts terms and phenomena:

- Feudalism and other political structures
- The role of religion
- Rulership

- The Crusades – [The Crusades - KS3 History - BBC Bitesize](#)
- The Crusades – [The Crusades - Oak National Academy](#)
- Thomas Becket - [Who was Thomas Becket and why did he clash with the king?](#)
- King John and the Magna Carta - [King John and the Magna Carta](#)

Additional Resources

Books

- *The Silk Roads The Extraordinary History that created your World* (Illustrated Edition) by Peter Frankopan
- *'Measly Middle Ages, Horrible Histories'* by Terry Deary & Martin Brown
- *Horrible History: Top 50 Kings and Queens* by Terry Deary

Listening

- BBC Sounds - Homeschool History - [Homeschool History - The Battle of Hastings - BBC Sounds](#)



		• Trade and economy leading to the rise of towns and cities • Cultural exchange	
Assessments		There are four core assessments this term. One is a baseline assessment done within lesson time to ascertain the level of understanding and knowledge of history pupils have when they join Thomas Mills High School & Sixth Form. The second is an essay task on the specific topic of the Norman Conquest, which gets pupils to demonstrate their knowledge of the topic and explore key historical concepts such as consequence and comparison, through a developed written response. It will be planned in a lesson, using sentence starters, key words and a model paragraph to help pupils complete the task at home for homework. The third assessment is the creation of a diagram which answers a question about what drove Baghdad's thirst for knowledge, and is the culmination of a series of lessons studying Medieval Islam before C1000. The final assessment gets pupils to answer 4 questions based on two different interpretations on the reputation of King John, helping them develop an understanding of how historical interpretations are formed. Autumn 1: Baseline Assessment - Knowledge and skills from Key Stage Two National Curriculum. Autumn 1: Essay – 'How disruptive were the Normans in England?' Autumn 2: Diagram – 'What drove Baghdad's thirst for knowledge in the years 762-1000?' Autumn 2: Interpretation analysis on does King John deserve his reputation as a 'Bad King'?	
2	Unit 2 A connected medieval world – part 2 Unit 3	Knowledge: Learning this term is split between two units. The first half term is spent finishing unit 2 looking at 'a connected medieval world' with a focus on 'Empires: expansion and collapse', this will include the study of: • Mongol Empire • Mansa Musa and the Mali Empire • Effects of English expansion	• Pre-colonial Africa - Precolonial Africa - KS3 History - BBC Bitesize • Medieval society, life and religion - Medieval society, life and religion - KS3 History - BBC Bitesize • Black Death - Causes and effects of the Black Death • The Tudors – The Tudors - KS3 History - BBC Bitesize



	Reform, Renaissance and Revolt 1485-1601	• Development of English towns • Black Death The second half term is spent looking at unit 3 – ‘Reform, Renaissance and Revolt 1485-1601’. This unit has a focus on the Tudor period in England but will link changes experienced to the wider world. Skills: Pupils continue to develop their skills in applying knowledge and understanding, disciplinary knowledge and interpretation analysis. They also start to develop skills in assessing primary sources – this also links to disciplinary knowledge in how historians approach primary sources. Key history concepts terms and phenomena: • Feudalism and other political structures • The development of social change • Religious change • Rulership • Rebellion and Unrest	• English reformation – Henry VIII and the Reformation - Oak National Academy <u>Additional Resources</u> Books • Medieval Lives by Terry Jones • The Time Traveller's Guide to Medieval England by Ian Mortimer • Medieval Africa for Kids by Captivating History • Conqueror Series by Conn Iggulden • Horrible History: The Terrible Tudors by Terry Deary • Black Tudors: The Untold Story by Miranda Kaufmann Watching • 'Elizabeth', 1998 (Film) • 'Elizabeth: The Golden Age', 2007 (Film)
Assessments	There are three assessments this term. In the first half term – the first assessment assesses what pupils have learnt on unit 2 - ‘A connected medieval world’. It will look at their comprehension of the substantive knowledge including their understanding of the broad features and developments of the period. It will also monitor their developing awareness of key history concepts and phenomena.		



		In the second half-term, pupils will complete an assessment on the dissolution of the monasteries. Pupils answer 4 questions based on two sources. This assessment gives pupils a chance to demonstrate their source analysis skills and how to form judgements based on specific sources of information. The final assessment of the half term – gives pupils a chance to revisit skills developed from the King John assessment (Autumn 2) and assess historical interpretations within an essay. It will be planned in a lesson, using sentence starters, key words and a model paragraph to help pupils complete the task at home. Spring 1: Review of 'A connected medieval world' assessment. Spring 2: Dissolution of the Monasteries assessment. Spring 2: Essay - Does Mary deserve to be known as Bloody Mary?
3	Unit 4 The Stuart era - A time of conflict, division and fear. Unit 5 – A study of Framlingham Castle through time Unit 6 – Origins of Empire and Atlantic Slave Trade	Knowledge: In the final term of Year 7 the pupils will learn about the Stuart era and the disruption experienced throughout it. They will then move onto a study of Framlingham Castle through time. This links to the Year 7 Castle Trip which runs in June. Pupils will link prior learning to the history of Framlingham and the castle, studying the impact national and local events and trends had upon it. Pupils will finish Year 7 by studying the origins of the British Empire, the formation of the Atlantic slave trade and its abolition. Skills: Pupils get the opportunity to apply their knowledge of different historical time periods in assessing a local history site (Framlingham Castle). This allows them to review some previous learning and develop 'recurring • The Stuart era - The English Civil Wars - KS3 History - BBC Bitesize • The British Empire - The British Empire - KS3 History - BBC Bitesize • The transatlantic slave trade - The transatlantic slave trade - KS3 History - BBC Bitesize • The transatlantic slave trade – Transatlantic Slavery - Oak National Academy <u>Additional Resources</u> Books • <i>Horrible History: The Slimy Stuarts</i> by Terry Deary • <i>The Tudors and Stuarts, Usborne History of Britain</i> by Fiona Patchett Watching



		knowledge'. We also develop pupils' historical research and presentation skills. Key history concepts terms and phenomena: • Rulership • Feudalism • Impact of religion • Social and cultural changes • Forced migration • Global expansion • Complex interactions	• Roots' (TV mini series) 1977 or 2016
Assessment		There is one each half term. The first task is a newspaper article looking at the execution of Charles I. It focuses on looking at different perspectives at the time and reflecting this in the assessment. The second is pupils creating a presentation on the impact of British rule on India. Pupils will research the topic in lessons, methods of presenting are explored and then pupils will create and deliver a presentation to the class. There is a degree of flexibility on how they will present – to allow for different needs of pupils. Summer 1: Newspaper article - 'Should Charles I be executed?' Summer 2: Presentation – 'How did British rule change India?'	