

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Invasion		Authority		Rebellions and Revolutions	
Topic (s)	Romans: We are all a nation of good Roman citizens. How far do you agree?	The Normans: Did William deserve to be King?	Medieval: Was Medieval life fair for everyone?	Tudors: Terrible, terrorising and cruel. How far do you agree?	English Civil War: Why did the English execute their King?	Unrest: Are rebellions every successful?
Topic Objectives	<ul style="list-style-type: none"> To know and understand the key features of Roman society so they can identify similarities and differences. To develop the skill of writing a clear explanation (PEEL paragraph) leading to analysis and evaluation of the key topic question. Students should be able to make a judgement about the key topic question at the end of unit and give reasons to support this. 	<ul style="list-style-type: none"> To know and understand the key features of how William became King and how he secured his power. To develop the skill of writing a clear explanation (PEEL paragraph) leading to analysis and evaluation of the key topic question. Students should be able to make a judgement about the key topic question at the end of unit and give reasons to support this. Students should be able to practice source skills by learning to make inferences. 	<ul style="list-style-type: none"> To gain knowledge and understanding of the key features of life in the Middle ages and identify similarities and differences between different groups in society and with life today. To develop the skill of writing a clear explanation (PEEL paragraph) leading to analysis and evaluation of the key topic question. 	<ul style="list-style-type: none"> Skills: Practise structuring their work to form an argument using PEEL paragraphs, develop their ability to write in a balanced way and reach supported judgement, improve ability to add detailed examples to their work. To evaluate the reputation of the Tudors by taking into consideration the actions of individual rulers and by looking at society and the way people lived. 	<ul style="list-style-type: none"> To know and understand the key features of the English Civil War. To understand the reasons why the English killed their King. To develop the skill of writing a clear explanation (PEEL paragraph) leading to analysis and evaluation of the key topic question. Students should be able to make a judgement about the key topic question at the end of unit and give 	<ul style="list-style-type: none"> To know and understand the key features of the rebellions. To identify similarities and differences between rebellions and revolutions across time periods and countries. To develop the skill of writing a clear explanation (PEEL paragraph) leading to analysis and evaluation of the key topic question. Students should be able to make a judgement about the key topic question at the end of

			<ul style="list-style-type: none"> Students should be able to make a judgement about the key topic question at the end of unit and give reasons to support this. Students should be able to practice source skills by learning to make inferences. 	<ul style="list-style-type: none"> Students should be able to make a judgement about the key topic question at the end of unit and give reasons to support this. 	reasons to support this.	unit and give reasons to support this.
Acquired Knowledge / Skills	<ul style="list-style-type: none"> Key skills: Recognising similarities and differences and being able to use historical skills (identify, explain, evaluate) to be able to make a judgement in relation to the key topic question. Key knowledge: Knowledge about how the Romans impacted Britain (Culture, invasion, 	<ul style="list-style-type: none"> Key skills: Recognising causation and being able to use historical skills (identify, explain, evaluate) to be able to make a judgement in relation to the key topic question. Key knowledge: Knowledge about how the Normans impacted Britain (Invasion, Authority and Monarchy) 	<ul style="list-style-type: none"> Key skills: Recognising causation and being able to use historical skills (identify, explain, evaluate) to be able to make a judgement in relation to the key topic question. Key knowledge: Knowledge about what Medieval life was like (Authority) 	<ul style="list-style-type: none"> Key skills: Practice structuring their work to form an argument using PEE paragraphs, develop their ability to write in a balanced way and reach supported judgement, improve ability to add detailed examples to their work. Key knowledge: Knowledge 	<ul style="list-style-type: none"> Key skills: Recognising causation and being able to use historical skills (identify, explain, evaluate) to be able to make a judgement in relation to the key topic question. Key knowledge: Knowledge about what happened during the English Civil War and the reasons why 	<ul style="list-style-type: none"> Key skills: Recognising key features and being able to use historical skills (identify, explain, evaluate) to be able to make a judgement in relation to the key topic question. Key knowledge: Knowledge about the different rebellions and revolutions and the similarities and differences

	Empire, similarities to modern day)			about how the Tudors ruled and how they treated society (Authority)	the English executed their King. (Rebellions and Revolutions)	between them. (Rebellions and Revolutions)
Target Vocabulary	Chronology Evidence Nation Citizen Culture Living conditions Army Legion Auxiliaries Empire Trade Slaves	Monarch Battle Church Castle Peasant Knight Noble Archbishop Pope Conquer Invasion Heir	Feudal system Catholic Villein Physician apothecary Guild Tithe Black death Monk Nun Cruck	Tyrant Protestant Reformation Rood screen Persecute Martyr Armada Propaganda Patron Golden Age	Parliament Government Civil War Cavaliers Roundheads Democracy Puritan Musketeer Cavalry Pikemen	Rebellion Revolution Riot The Three Estates Economy Debt Guillotine Tsar Duma Bolshevik
Assessment	<ul style="list-style-type: none"> Vocabulary mini test End of unit test 	<ul style="list-style-type: none"> Vocabulary mini test End of unit test 	<ul style="list-style-type: none"> Vocabulary mini test End of unit test 	<ul style="list-style-type: none"> Vocabulary mini test End of unit test 	<ul style="list-style-type: none"> Vocabulary mini test End of unit test 	<ul style="list-style-type: none"> Vocabulary mini test