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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit of Work	**ENQUIRY 1:** How has the city of Milton Keynes developed throughout history? **ENQUIRY 2:** What was England like by 1000AD? **ENQUIRY 3**: How far did the Anglo-Saxons notice the Norman Conquest?	**ENQUIRY 3**: How far did the Anglo-Saxons notice the Norman Conquest? **ENQUIRY 4:** What does the story of King Henry II reveal about the power of the medieval Catholic Church?	**ENQUIRY 5**: Why did Christians and Muslims continually fight for Jerusalem in the medieval period?	**ENQUIRY 6:** Why did the Barons rebel against their own king in 1215? **ENQUIRY 7:** How far did a pandemic transform England in the 14th century?	**ENQUIRY 8**: What does the journey of Mansa Musa reveal about medieval West Africa?	**ENQUIRY 9**: What does the Peasants' Revolt reveal about life in Medieval England?
Ethos Links	**Milton Keynes** – Understanding how Milton Keynes as developed and changed over time. Considering the importance of Milton Keynes and the surrounding area to key national and international events. **STEM** – developing key skills/ dispositions linked to STEM through conducting a 'scientific' style investigation. Developing an understanding of the importance of STEM in the development of Milton Keynes **Sustainability** – considering environmental issues surrounding the development of new towns post-WW2. **STEM**	**STEM** • Architecture and engineering of Norman castles and churches. • Use of medieval technology in construction and warfare. **Sustainability** • Land use and environmental impact of medieval settlements and agriculture. • Long-term consequences of urbanisation and religious building projects.	**STEM** • Medieval military technology and logistics (siege engines, fortifications). • Geography and mapping of crusader routes and territories. **Sustainability** • Environmental impact of large-scale military campaigns. • Resource use and supply chains during the Crusades..	**STEM** • Understanding the spread of disease and medieval medicine. • Mapping the geography of the Black Death's spread. **Sustainability** • Impact of population loss on land use and agriculture. • Long-term environmental consequences of demographic change.	**STEM** • Geography and mapping of trade and pilgrimage routes. • Engineering and architecture in medieval Mali (e.g. mosques, cities). **Sustainability** • Resource management (e.g. gold, salt) and environmental impact of trade. • Long-term effects of wealth distribution	**STEM** • Mapping the rebels' route to London. • Analysing population and economic data post-Black Death. **Sustainability** • Impact of demographic change on land use and labour systems. • Long-term social consequences of pandemics and inequality.

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	Archaeological methods and scientific dating (e.g. Ivory Bangle Lady). Use of technology in warfare and construction. **Sustainability** Settlement patterns and land use. Long-term environmental impact of urbanisation and conquest.				and urban development.	
Knowledge	**By the end of this unit students will know and understand:** • Students will develop an understanding of historical chronology of British and world history and key events that link to Milton Keynes and the local area. • Students will develop an understanding of different periods of history (Bronze Age, Roman Britain, Industrial Britain, Britain during WW2 and post-war Britain and some key features of these periods. Students will develop an understanding of how and where Milton Keynes fits into these historic periods and events. Ivory Bangle Lady and Roman Britain	**By the end of this unit students will know and understand:** • Norman Conquest and Its Impact • Social hierarchy and who noticed the changes most. • Changes to England's landscape (e.g. castles, land ownership). • Shifts in values, governance, and culture under Norman rule. • Medieval Religion and Power • Treatment of Jewish communities in medieval Europe. • Role and influence of the Catholic Church in England.	**By the end of this unit students will know and understand:** **Causes of the Third Crusade** • The fall of Jerusalem to Saladin in 1187. • Religious motivations and papal influence. • Political and personal ambitions of European monarchs. **Events and Outcomes** • Key battles and negotiations (e.g. Siege of Acre, Battle of Arsuf). • Role of Richard the Lionheart and Saladin. • Truce and access to Jerusalem for Christian pilgrims. **Consequences**	**By the end of this unit students will know and understand:** **Monarchy and Rebellion** • King John's reign and baronial discontent. • Causes and significance of Magna Carta (1215). • The First Barons' War and its outcomes. • The role of medieval kingship and governance. **Pandemic and Social Change** • Nature and spread of the Black Death.	**By the end of this unit students will know and understand:** **Pre-1280 Mali** • Geography, trade routes, and early political structures. • Mali's wealth and regional influence. **Mansa Musa's Leadership** • Biography and rise to power. • Role as a devout Muslim and political leader. **Pilgrimage to Mecca**	By the end of this unit students will know and understand: **Causes of the Peasants' Revolt** • Impact of the Black Death on wages and labour. • Introduction of the Poll Tax and economic hardship. • Social inequality and resentment of feudal obligations. **Journey to London** • Organisation and leadership of the revolt.

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	• Diversity in Roman Britain. • Evidence of migration and multiculturalism. Alfred the Great and the "English" • Unification of kingdoms. • Role of leadership and identity formation. Viking Transformation • From raiders to settlers to rulers. • Cultural exchange and integration. England by 1000AD • Political, social, and religious landscape. • Continuity and change from earlier periods. Norman Conquest • Succession crisis and claimants to the throne. • Battle of Hastings and military tactics. • Impact on Anglo-Saxon society and resistance.	• Conflict between Henry II and Thomas Becket. • Becket's murder and its consequences. • Henry II's penance and the power of religious symbolism. • Historical Writing and Explanation • Structuring clear historical explanations. • Using evidence to support arguments. • Understanding cause, consequence, and significance.	• Short-term military and political outcomes. • Long-term impact on Christian-Muslim relations. • Legacy of crusading in European and Middle Eastern history. **Narrative and Interpretation** • Constructing a coherent account of the Third Crusade. • Evaluating different perspectives and interpretations.	• Impact on religious life and belief systems. • Changes in peasants' rights, wages, and social status. • Long-term consequences of the pandemic on medieval England. **Historical Writing and Explanation** • Constructing arguments about power and change. • Using evidence to support historical claims. • Understanding cause, consequence, and significance.	• Preparations and logistics of the journey. • Cultural and diplomatic significance. **Impact of the Pilgrimage** • Economic effects: gold distribution and trade. • Cultural exchange: architecture, education, and Islam. **Legacy of Mansa Musa** • Return journey and what he brought back. • Mali's global reputation and historical legacy. **Historical Narrative** • Constructing a coherent account of Mansa Musa's journey. • Evaluating sources and	• Key locations and events en route to London. • Role of Wat Tyler and other rebel figures. **Meeting with the King** • Events at Smithfield and the death of Wat Tyler. • King Richard II's promises and response to the revolt. **Aftermath and Legacy** • Repression and punishment of rebels. • Long-term consequences for feudalism and social change. • Historical interpretations of the revolt's significance.

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					interpretations .	
Skills	**By the end of this unit students will be able to:** • Students will develop an understanding of historical chronology and periods of history. • Students will develop their source analysis skills through making inferences from a range of primary source material. Students will also begin to consider the value of source material. • Students will also develop an understanding of historical concepts of cause & consequence, continuity & change, and historical significance. Students will be able to reach a judgement in response to the key question. • Historical Enquiry: Asking questions and investigating evidence. • Chronological Understanding: Sequencing events and recognising long-term change.	**By the end of this unit students will be able to**: • **Historical Enquiry**: Asking and investigating valid historical questions. • **Source Analysis**: Evaluating primary and secondary sources for reliability and bias. • **Interpretation**: Understanding different perspectives and historical debates. • **Causal Reasoning**: Judging the significance and impact of events. • **Change and Continuity Analysis**: Identifying what changed and what remained. • **Communication**: Writing structured explanations and arguments. • **Empathy & Ethical Reflection**: Considering the experiences of	**By the end of this unit students will be able to**: • **Historical Enquiry**: Investigating causes, consequences, and significance. • **Source Analysis**: Evaluating primary and secondary sources for reliability and bias. • **Interpretation**: Understanding different viewpoints and historical debates. • **Causal Reasoning**: Judging the importance of religious, political, and personal factors. • **Narrative Construction**: Writing a clear and coherent historical account. • **Empathy & Ethical Reflection**: Considering the motivations and experiences of historical figures and communities.	**By the end of this unit students will be able to**: **Historical Enquiry**: Asking and investigating valid historical questions. **Source Analysis**: Evaluating primary and secondary sources for reliability and bias. **Interpretation**: Understanding different perspectives and historical debates. **Causal Reasoning**: Judging the significance of events and decisions. **Change and Continuity Analysis**: Identifying what changed and what remained. **Communication**: Writing structured explanations and arguments. **Empathy & Ethical Reflection**: Considering the experiences of	**By the end of this unit students will be able to**: **Historical Enquiry**: Asking and investigating valid historical questions. **Source Analysis**: Evaluating written, visual, and archaeological sources. **Interpretation**: Understanding different perspectives and historical debates. **Causal Reasoning**: Judging the significance of leadership, religion, and trade. **Narrative Construction**: Writing a clear and coherent historical account. **Empathy & Ethical Reflection**: Considering the experiences and values of historical	**By the end of this unit students will be able to**: **Historical Enquiry**: Investigating causes, consequences, and significance. **Source Analysis**: Evaluating primary and secondary sources for reliability and bias. **Interpretation**: Understanding different perspectives on rebellion and authority. **Causal Reasoning**: Judging the importance of economic, social, and political factors. **Empathy & Ethical Reflection**: Considering the experiences and motivations of medieval peasants. **Communication**: Writing structured

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	• Source Analysis: Evaluating archaeological and written sources. • Interpretation: Understanding different perspectives and historical debates. • Causal Reasoning: Judging significance and impact of events. • Communication: Writing structured arguments and using historical terminology. • Empathy & Ethical Reflection: Considering the lived experiences of individuals and communities.	different social groups and moral dilemmas.		different social groups and moral dilemmas.	figures and societies.	historical explanations and arguments.
Key Vocabulary	• Settlement • Urbanisation • Infrastructure • Development • Migration • Archaeology • Anglo-Saxon • Kingdom • Paganism • Christianity • Monastery • Chronicle • Witan • Danelaw	• Conquest • Invasion • Feudalism • Domesday Book • Motte and Bailey • Norman • Resistance • Submission • Rebellion • Continuity • Change • Bayeux Tapestry • Harrying of the North • Monarchy • Clergy • Excommunication	• Authority • Conflict • Jerusalem • Holy Land • Jihad • Christendom	• Magna Carta • Tyranny • Barons • Feudal obligations • Charter • Black Death • Plague • Pandemic • Mortality • Peasantry • Labour shortage • Social mobility • Transformation	• Empire • Mali • Mansa • Pilgrimage • Gold trade • Timbuktu • Islam • Wealth • Hajj • Caravan • Scholarship • Cultural diffusion	• Revolt • Poll tax • Serfdom • Rebellion • Richard II • John Ball • Wat Tyler • Justice • Oppression • Social hierarchy • Consequence • Authority

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		• Pilgrimage • Crusade • Papacy • Archbishop • Martyrdom				
SMSC (Social, Moral, Spiritual, Cultural)	**Diversity** • Exploring migration and multiculturalism in Roman and Viking Britain. • Challenging myths of a homogenous national identity. **British Values** • Rule of Law: Development of legal systems and governance. Democracy: Early forms of leadership and decision-making. • Mutual Respect: Understanding diverse cultures and beliefs.	**Diversity** • Exploring the treatment of Jewish communities and religious minorities. • Understanding how power and belief shaped inclusion and exclusion. **British Values** • Rule of Law: Legal reforms and church-state conflict. • Individual Liberty: Religious expression and resistance. • Mutual Respect & Tolerance: Understanding diverse beliefs and experiences. **Global Citizenship** • Reflecting on migration, conquest, and cultural exchange. • Ethical engagement with historical injustice and legacy.	**Diversity** • Exploring Christian and Muslim perspectives. • Understanding cultural exchange and conflict. • Challenging stereotypes and promoting respectful dialogue. **British Values** • Rule of Law: Medieval justice and diplomacy. • Mutual Respect & Tolerance: Understanding religious diversity and coexistence. • Individual Liberty: Personal motivations and choices of crusaders and leaders. **Global Citizenship** • Exploring historical roots of modern international relations. • Reflecting on ethical dimensions of	**Diversity** • Exploring the lives of peasants and marginalised groups. • Understanding how crises can shift power dynamics and challenge inequality. **British Values** • Rule of Law: Magna Carta and the development of legal rights. • Democracy: Early challenges to royal authority. • Mutual Respect: Understanding diverse experiences and beliefs. **Global Citizenship** • Reflecting on historical responses to crisis and protest. • Encouraging ethical	**Diversity** • Challenging Eurocentric historical narratives. • Celebrating African leadership, culture, and intellectual achievement. **British Values** • Mutual Respect & Tolerance: Understanding religious diversity and coexistence. • Individual Liberty: Exploring personal faith and leadership choices. **Global Citizenship** • Recognising Africa's role in global history. • Encouraging ethical	**Diversity** • Exploring the voices and experiences of ordinary people. • Understanding historical struggles for fairness and justice. **British Values** • Rule of Law: Reactions to rebellion and justice systems. • Democracy: Early expressions of popular protest. • Mutual Respect: Understanding diverse social roles and perspectives. **Global Citizenship** • Reflecting on historical roots

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			religious conflict and diplomacy	engagement with global history and justice.	engagement with historical representation and legacy.	of protest and civil resistance. • Encouraging ethical engagement with power and inequality.
Assessment	Students will receive formative assessment activities every lesson and will receive homework quizzes which will test their knowledge. Final enquiry report (teacher assessment) DIRT tasks and student reflection time.	Students will receive formative assessment activities every lesson and will receive homework quizzes which will test their knowledge.	Students will receive formative assessment activities every lesson and will receive homework quizzes which will test their knowledge. Students will also complete an assessment on their lessons before the half-term is over.	Students will receive formative assessment activities every lesson and will receive homework quizzes which will test their knowledge.	Students will receive formative assessment activities every lesson and will receive homework quizzes which will test their knowledge. Students will also complete an assessment on their lessons before the half-term is over.	Students will receive formative assessment activities every lesson and will receive homework quizzes which will test their knowledge.