New Line Learning Academy
Believe and Achieve

History Curriculum Intent	Year 7

The History curriculum at New Line Learning develops pupils into curious, analytical and reflective historians who understand how the past has shaped the modern world. Through the study of power, society, empire, conflict, medicine and democracy, pupils investigate the experiences of individuals and communities across Britain and the wider world, exploring how historical events continue to influence life today.

Our enquiry-led curriculum follows a clear chronological and thematic journey. Pupils begin by exploring the foundations of medieval Britain before examining the growth of empire, industrialisation, migration and campaigns for equality. They then investigate the conflicts, ideologies and social changes that shaped the twentieth century, providing strong foundations for GCSE study. Throughout Key Stage 4, pupils deepen their understanding through the study of Early Elizabethan England, Weimar and Nazi Germany, Superpower Relations and the Cold War, and Medicine in Britain, enabling them to recognise patterns of continuity, change and historical significance across different periods.

The curriculum is underpinned by the disciplinary knowledge of history. Pupils learn to think critically by analysing evidence, evaluating historical interpretations, investigating causation and consequence, recognising continuity and change, and constructing balanced historical arguments supported by evidence. They develop confidence in questioning the reliability of sources, understanding different perspectives and reaching substantiated judgements about the past.

History makes a significant contribution to pupils' wider development. Through encounters with diverse cultures, civilisations and historical experiences, pupils develop empathy, respect and an appreciation of Britain's place within an interconnected world. They explore themes including democracy, justice, human rights, migration, conflict and identity, encouraging them to become informed, thoughtful and responsible citizens.

The curriculum follows the National Curriculum at Key Stage 3 and the Edexcel GCSE History specification at Key Stage 4. It is carefully sequenced so that substantive knowledge and disciplinary thinking are continually revisited and strengthened, ensuring pupils leave New Line Learning with a secure understanding of the past and the ability to apply historical thinking beyond the classroom.

Term 1 Enquiry	**Ancient Rome and Dark Age Britain**

Big Picture
What are the main ideas and big questions in this topic?

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This enquiry introduces students to the discipline of History by exploring one of its most fundamental questions: **How do historians discover the past?** Using Ancient Rome and Dark Age Britain as the context, students begin to think, question and investigate like historians rather than simply learning historical facts.

Throughout the enquiry, students investigate how archaeological discoveries, written evidence and historical interpretations help us reconstruct past societies. They explore how Britain was transformed by Roman occupation before examining how the end of Roman rule led to migration, new kingdoms and profound cultural change. By the end of the enquiry, students understand that history is continually being rewritten as new evidence emerges and that historians must carefully evaluate sources before reaching conclusions about the past.

Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Students begin by developing the disciplinary foundations of History, exploring how historians ask questions, interpret evidence and construct arguments about the past. They investigate different types of historical sources whilst recognising that evidence must be evaluated carefully for reliability, usefulness and bias.

Throughout this enquiry, students explore questions including:

- Who were the Romans and why did they build an empire?
- Why did Rome invade Britain?
- How did the Romans change life in Britain?
- What can archaeological evidence tell us about Roman Britain?
- Why did the Roman Empire decline?
- What happened after the Romans left Britain?
- Who were the Anglo-Saxons and Vikings, and why did they come to Britain?
- How far did Britain change during the Dark Ages?
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Students investigate the expansion of the Roman Empire, considering how military organisation, engineering, trade and government enabled Rome to become one of history's most successful civilisations. They explore the Roman invasion of Britain, analysing why Britain was valuable to Rome and how Roman rule transformed settlements, transport, religion and everyday life. The enquiry then explores the collapse of Roman Britain, recognising that the withdrawal of Roman forces created opportunities for new groups to settle within Britain. Students investigate Anglo-Saxon kingdoms, Viking raids and settlement, examining how migration, conflict and cultural exchange reshaped Britain's political and social landscape.

Throughout the enquiry, students examine a range of historical evidence, including archaeological discoveries, artefacts, written sources and reconstructions. They develop disciplinary thinking by evaluating interpretations, recognising bias and using evidence to support historical judgements. Substantive knowledge is explicitly developed through students' understanding of empire, invasion, civilisation, legion, republic, emperor, Romanisation, archaeology, migration, settlement, Anglo-Saxons, Vikings, kingdoms, conquest, evidence and interpretation. Disciplinary knowledge develops as students investigate historical sources, evaluate interpretations, identify continuity and change, analyse cause and consequence and construct evidence-based historical arguments. Through enquiry questions, source analysis and historical debate, students begin thinking and working as historians.

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Key vocabulary is explicitly introduced and revisited throughout the enquiry, including empire, republic, emperor, legion, conquest, invasion, archaeology, artefact, source, interpretation, chronology, migration, settlement, civilisation, continuity and change.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students build upon their primary school understanding of chronology, significant individuals and ancient civilisations. They have experience of sequencing events, asking historical questions and using simple evidence to learn about the past. This enquiry develops those foundations by introducing students to the disciplinary methods historians use to investigate, interpret and debate historical evidence.

Pitch Up
How will we challenge ourselves?

Students move beyond simply recalling events by investigating increasingly complex historical questions. They evaluate archaeological discoveries alongside written sources, compare the interpretations of different historians and recognise that historical knowledge changes as new evidence is uncovered. Students begin constructing well-supported historical arguments, using evidence to justify their conclusions rather than relying upon opinion alone.

Wider Framework
How does this learning connect to future topics and bigger goals?

This enquiry establishes the disciplinary foundations that underpin the entire Key Stage 3 History curriculum. Students develop the skills required to investigate evidence, evaluate interpretations, understand chronology and explain historical change before applying these approaches to medieval England, empire, revolution, migration and the modern world. The enquiry introduces the concept that Britain's history has always been shaped by migration, cultural exchange and changing interpretations of the past.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students deepen their understanding through the work of leading historians including Mary Beard, David Olusoga, Max Adams, Cat Jarman and Marc Morris, recognising how modern scholarship continually reshapes our understanding of the past. They explore significant archaeological sites including Pompeii, Richborough Roman Fort, Lullingstone Roman Villa, Canterbury, Vindolanda and Sutton Hoo, whilst discovering how modern scientific techniques such as DNA analysis, isotope analysis and facial reconstruction continue to transform historical research. Students also appreciate Kent's importance as one of the first regions influenced by both Roman occupation and the arrival of Christianity.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Students reflect upon how societies develop, adapt and change over time, recognising that identity is continually shaped by migration, belief, innovation and cultural exchange. They consider how individuals leave legacies that continue to influence future generations. Students explore how diverse communities interacted through conquest, migration and trade, recognising that Britain's history has always been multicultural and interconnected. They develop empathy by investigating the experiences of people whose voices are not always represented within traditional historical narratives.

This enquiry strengthens links with Geography through migration, settlement and landscape change, Religion and Worldviews through the arrival of Christianity in Britain, English through myth, legend and historical storytelling, Science through archaeological dating techniques and forensic investigation, and Art through Roman mosaics, sculpture and material culture.

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Skills Builder: Listening, Creativity and Problem Solving
Students develop listening by considering differing historical interpretations, creativity by reconstructing past societies from limited evidence and problem solving by piecing together archaeological and documentary evidence to answer historical enquiries.

Careers: Archaeological Scientist, Heritage Interpretation Officer and Conservator
Students explore how professionals excavate sites, preserve artefacts and communicate Britain's history to the public through museums, historic sites and educational programmes. These careers demonstrate the importance of research, scientific investigation, communication and historical interpretation.

Life Beyond School: Students recognise that evidence from the past surrounds them in their local community through Roman roads, archaeological discoveries, place names and historic buildings. They develop an appreciation of how understanding the past helps explain modern Britain and encourages responsible stewardship of local and national heritage.

Transferable Skills: Students strengthen evidence evaluation, chronological reasoning, critical thinking, communication, enquiry, interpretation and analytical writing. They develop the confidence to question evidence, challenge assumptions and justify conclusions using well-selected historical evidence.

Resources
What books, websites, videos and materials will support our learning?

- The British Museum – Roman Britain, Sutton Hoo and Anglo-Saxon collections.
- English Heritage – Richborough Roman Fort, Lullingstone Roman Villa and Roman Britain.
- Vindolanda Trust – Archaeological discoveries from Hadrian's Wall.
- Canterbury Cathedral – Resources on St Augustine and the arrival of Christianity in Kent.
- BBC History / BBC Bitesize – Roman Britain and Anglo-Saxon England.
- The Mary Beard, David Olusoga and Marc Morris documentaries – Historical interpretations and public history.
- Teacher-led source enquiries, archaeological artefacts, historical maps, extracts from the Anglo-Saxon Chronicle and knowledge organisers.
- Retrieval practice, extended historical writing and evidence-based enquiry activities.

Assessment
How will we show what we know, remember and can apply?

Assessment throughout this enquiry is formative and developmental, enabling students to demonstrate both their historical knowledge and their ability to work as young historians. Students apply their learning through source analysis, archaeological investigations, historical enquiries, retrieval practice, extended writing and classroom discussion.
Regular opportunities for self-assessment, peer feedback and teacher guidance encourage students to evaluate evidence critically, compare historical interpretations and refine their explanations using increasingly sophisticated historical language. By the end of the enquiry, students demonstrate growing confidence in investigating the past through evidence rather than accepting historical accounts uncritically.

50% Substantive Knowledge: Students demonstrate secure understanding of Roman Britain, Pompeii, Roman influence in Kent, Black Romans in Britain, Anglo-Saxon England, the arrival of Christianity, archaeological evidence and the key events, people and developments that shaped Britain between the Roman occupation and the early medieval period.

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	50% Disciplinary Knowledge: Students apply their understanding by analysing archaeological and written sources, evaluating historical interpretations, assessing the reliability of evidence, identifying continuity and change and constructing evidence-based historical arguments. They demonstrate increasing confidence in thinking like historians by questioning evidence, comparing interpretations and using historical knowledge to answer complex enquiry questions.

Term 2 Enquiry	**The Norman Conquest**

Big Picture
What are the main ideas and big questions in this topic?

This enquiry investigates one of the most significant turning points in British history by asking **How did the Normans conquer England?** Students explore how a single year, 1066, reshaped England's monarchy, government, society and culture for centuries to come.

Throughout the enquiry, students examine why William of Normandy was able to secure the English throne and how he established control over a hostile kingdom. Using historical evidence and interpretations, they investigate military strategy, leadership, resistance and the methods used by the Normans to consolidate power. By the end of the enquiry, students understand that conquest involves much more than winning a battle; it requires political skill, administration and the ability to control people over time.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students begin by placing England in the context of the early eleventh century, investigating what the country looked like before the Norman invasion and considering why the death of Edward the Confessor created uncertainty over the English throne. Through source analysis and historical enquiry, students evaluate competing claims before examining how William of Normandy successfully invaded England in 1066.

Throughout this enquiry, students investigate questions including:

- What was England like in the 1060s?
- Why did William invade Britain?
- How violent was William?
- How did castles help control England?
- How did society change under Norman rule?
- Who lived in Norman England?
- How did the Normans conquer England?

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Students investigate the succession crisis of 1066 before examining the events leading to the Battle of Hastings, evaluating why William was ultimately victorious. They analyse contemporary sources including the Bayeux Tapestry, recognising both its value and its limitations as historical evidence whilst considering how historians reconstruct the events of the battle. The enquiry then shifts from conquest to control as students investigate how William secured his new kingdom. They explore the Harrying of the North, considering whether William's actions were justified, before examining the construction of castles as powerful symbols of military control, political authority and Norman dominance. Students evaluate how castles changed both the landscape and everyday life across England.

Students also investigate the transformation of English society following the conquest. Through the study of the feudal system, they examine changing relationships between kings, nobles, knights and peasants, recognising how Norman rule altered land ownership, government and social hierarchy. Throughout the enquiry, students continually ask whether the Norman Conquest represented continuity or dramatic change for the people of England.

Substantive knowledge is explicitly developed through students' understanding of Edward the Confessor, Harold Godwinson, William of Normandy, Battle of Hastings, Bayeux Tapestry, Harrying of the North, castles, feudal system, Domesday Book, succession, conquest, monarchy, hierarchy and medieval society. Disciplinary knowledge develops as students evaluate historical sources, investigate competing claims, analyse cause and consequence, assess historical significance, identify continuity and change and construct evidence-based historical arguments. Students continue developing the disciplinary habits of questioning evidence, comparing interpretations and reaching balanced historical judgements.

Key vocabulary is explicitly introduced and revisited throughout the enquiry, including succession, claimant, conquest, feudalism, hierarchy, monarchy, rebellion, castle, motte-and-bailey, Domesday Book, taxation, interpretation, significance, continuity and change.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students build upon their understanding of Roman Britain, Anglo-Saxon England and the arrival of Christianity developed during Term 1. They already understand how historians investigate the past using archaeological and written evidence and have begun evaluating different historical interpretations. This enquiry extends those disciplinary skills by introducing competing claims, political power and historical causation.

Pitch Up
How will we challenge ourselves?

Students move beyond describing the events of 1066 by critically evaluating why William was successful and how he maintained control after his victory. They investigate the reliability of contemporary evidence, debate whether Norman methods were justified and construct increasingly sophisticated historical arguments supported by carefully selected evidence.

Wider Framework
How does this learning connect to future topics and bigger goals?

This enquiry establishes many of the political, social and legal foundations of medieval England that students will explore throughout the remainder of Year 7. Students develop their understanding of monarchy, governance, feudal society and historical change before applying these concepts to medieval kingship, the Church, empire and later British history. The enquiry also reinforces the

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students deepen their understanding through the work of historians including Marc Morris, Michael Wood, Dan Snow and David Carpenter, recognising how modern scholarship continues to reinterpret the Norman Conquest. They explore nationally significant sites including Battle Abbey, the Tower of London, Dover Castle, Canterbury Castle and Rochester Castle, appreciating how Norman architecture projected military power and royal authority. Students also

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disciplinary concepts of causation, significance and interpretation introduced during Term 1.	investigate the Bayeux Tapestry as one of the world's most remarkable medieval historical sources and consider how the Domesday Book transformed government by providing William with unprecedented knowledge of his kingdom.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students reflect upon leadership, ambition and responsibility, considering how individuals exercise power and how decisions made by rulers continue to shape societies for generations. Students explore how conquest transformed everyday life for people from different social backgrounds. They consider the experiences of nobles, peasants and conquered communities whilst reflecting upon justice, authority and the consequences of political change.

This enquiry strengthens links with Geography through settlement and defensive locations, Religion and Worldviews through the relationship between monarchy and the Church, English through medieval chronicles and persuasive narratives, Design Technology through castle engineering and construction, and Art through the symbolism and storytelling of the Bayeux Tapestry.

Skills Builder: Speaking, Leadership and Teamwork
Students develop speaking by debating historical interpretations and presenting evidence-based arguments, leadership by evaluating the qualities of successful medieval rulers, and teamwork through collaborative historical enquiries and source investigations.

Careers: Buildings Archaeologist, Historic Environment Adviser and Medieval Manuscript Conservator
Students explore how professionals investigate castles, preserve medieval documents and protect Britain's historic environment. These careers demonstrate the importance of research, analytical thinking, conservation and communicating historical knowledge to the public.

Life Beyond School: Students develop an appreciation of the Norman heritage that still surrounds them through castles, churches, place names and legal traditions. They recognise that many features of modern Britain, including aspects of government, land ownership and architecture, have their origins in the Norman Conquest.

Transferable Skills: Students strengthen source analysis, evidence evaluation, debate, collaboration, chronological reasoning, critical thinking and analytical writing. They develop confidence in weighing competing arguments, interpreting evidence and communicating balanced historical judgements.

Resources

What books, websites, videos and materials will support our learning?

- English Heritage – Battle Abbey, Dover Castle and Norman castles.
- Historic England – Norman architecture and medieval heritage.
- The Bayeux Museum – Interactive Bayeux Tapestry resources.
- The National Archives – Domesday Book and Norman England.
- BBC History / BBC Bitesize – 1066 and the Norman Conquest.

Assessment

How will we show what we know, remember and can apply?

Assessment throughout this enquiry is formative and developmental, enabling students to demonstrate both their understanding of the Norman Conquest and their ability to think critically about historical evidence. Students apply their learning through source analysis, historical enquiries, retrieval practice, debates, extended writing and evidence-based discussion.

• Canterbury Cathedral – Norman rebuilding and ecclesiastical power. • Teacher-led source enquiries using extracts from the Bayeux Tapestry, Domesday Book, medieval chronicles and historical maps. • Knowledge organisers, retrieval practice, historical debates and extended writing activities.	Regular opportunities for self-assessment, peer feedback and teacher guidance encourage students to refine their historical reasoning, evaluate competing interpretations and construct increasingly sophisticated explanations supported by evidence. By the end of the enquiry, students demonstrate growing confidence in explaining not only what happened in 1066, but why the Normans successfully conquered and controlled England. 50% Substantive Knowledge: Students demonstrate secure understanding of the succession crisis of 1066, William of Normandy's invasion, the Battle of Hastings, the Harrying of the North, castles, the feudal system, the Domesday Book and the political and social changes brought about by the Norman Conquest. 50% Disciplinary Knowledge: Students apply their understanding by evaluating contemporary sources, analysing historical interpretations, explaining cause and consequence, assessing historical significance and constructing evidence-based arguments about how William conquered and controlled England. Students demonstrate increasing confidence in questioning evidence, weighing competing claims and reaching balanced historical conclusions.

Term 3 Enquiry	**Medieval Power and the Church**

Big Picture
What are the main ideas and big questions in this topic?

This enquiry investigates one of the defining questions of medieval history: **What were the sources of power in the Medieval World?** Students explore how kings, nobles and the Church competed for authority in medieval England and examine how power was gained, challenged and sometimes lost.

Throughout the enquiry, students investigate the relationship between monarchy, religion and ordinary people, exploring how medieval society was organised and why the Church became one of the most powerful institutions in Europe. Through the study of Thomas Becket, Magna Carta, the Black Death and the Peasants' Revolt, students discover that power was constantly challenged rather than simply accepted. By the end of the enquiry, students understand that medieval England was shaped by competing authorities whose struggles continue to influence modern democracy, law and society.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

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Students investigate how power operated within medieval England, exploring the relationship between kings, the Church and ordinary people. Through a series of historical enquiries, they examine why rulers were challenged, how ordinary people experienced medieval life and why significant events changed the balance of power across England.

Throughout this enquiry, students investigate questions including:

- What was life like in Medieval Britain?
- What was Medieval kingship like?
- Why did Henry II and Thomas Becket fall out?
- Who held the most power: King or Church?
- Was Magna Carta revolutionary?
- Why did the Black Death change England?
- Why did the Peasants' Revolt begin in Kent?
- How did power change during the medieval period?

Students begin by examining the structure of medieval society, investigating how the feudal system, monarchy and Church organised everyday life. They consider the responsibilities of medieval kingship and evaluate the qualities expected of successful rulers. The enquiry then explores one of England's most famous historical conflicts through the story of Henry II and Thomas Becket. Using Canterbury as a local case study, students investigate why two close allies became bitter rivals and evaluate how Becket's murder transformed the relationship between Church and Crown. Through contemporary accounts and later interpretations, students consider how historians reconstruct one of medieval England's most significant events.

Students then investigate Magna Carta, considering whether it represented a genuine limitation on royal authority or simply protected the interests of powerful barons. They explore how ideas surrounding justice, rights and the rule of law have evolved from medieval England to the present day. Attention then shifts to the Black Death, where students investigate why the pandemic devastated medieval England and evaluate its social, economic and political consequences. They consider how labour shortages challenged traditional authority and altered relationships between landowners and peasants.

The enquiry concludes with the Peasants' Revolt, using Maidstone and Kent as a local historical study. Students investigate why rebellion began in the Southeast, explore the role of Wat Tyler, and evaluate whether the revolt represented a failure or a turning point in the relationship between rulers and ordinary people. Throughout the enquiry, students continually return to the central question of who held power and how that power changed over time.

Substantive knowledge is explicitly developed through students' understanding of medieval monarchy, feudalism, Church authority, Henry II, Thomas Becket, Canterbury, Magna Carta, Black Death, Peasants' Revolt, Wat Tyler, taxation, rebellion, justice, pilgrimage and historical significance. Disciplinary knowledge develops as students evaluate contemporary sources, compare historical interpretations, investigate cause and consequence, identify continuity and change, assess significance and construct evidence-based historical arguments. Students increasingly recognise that historical events often have multiple causes and that historians debate both their importance and their consequences.

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Key vocabulary is explicitly introduced and revisited throughout the enquiry, including feudalism, monarchy, archbishop, pilgrimage, martyr, excommunication, Magna Carta, parliament, plague, pandemic, taxation, rebellion, authority, significance, continuity and change.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students build directly upon their understanding of Roman Britain, Anglo-Saxon England and the Norman Conquest developed during Terms 1 and 2. They understand that conquest can transform societies and have already investigated how William established control over England through castles, the feudal system and government.

Disciplinarily, students are becoming increasingly confident in thinking like historians. They have begun analysing archaeological and written evidence, evaluating historical interpretations and constructing evidence-based explanations. They have explored the concepts of cause and consequence, historical significance, continuity and change and interpretation, providing a strong foundation for investigating increasingly complex questions about power, authority and belief during the medieval period.

Students also understand that history is not simply a series of events but an ongoing debate shaped by evidence, interpretation and new historical discoveries.

Pitch Up
How will we challenge ourselves?

Students move beyond explaining what happened during the medieval period by investigating why power was continually challenged and whether meaningful change was possible within medieval society. They compare the authority of kings, nobles and the Church, evaluating how different groups exercised power and responded to challenges.

Students interrogate increasingly complex historical questions by weighing the reliability of contemporary chronicles, religious sources, royal documents and archaeological evidence. They explore whether Magna Carta represented genuine constitutional change, debate the significance of Thomas Becket's murder and evaluate whether the Black Death and Peasants' Revolt fundamentally altered medieval society or simply reinforced existing inequalities.

Throughout the enquiry, students are expected to justify their interpretations using carefully selected historical evidence, recognising that historians often disagree and that historical arguments are strengthened through balanced judgement rather than simple opinion.

Wider Framework
How does this learning connect to future topics and bigger goals?

This enquiry deepens students' understanding of one of history's most important concepts: power. By investigating how monarchs, religious leaders and ordinary people negotiated authority during the medieval period, students establish the foundations for later enquiries into the Renaissance, the Reformation, the Tudor monarchy, empire, revolution and the development of democracy.
Students also strengthen their understanding of key disciplinary concepts including causation, historical significance, continuity and change, interpretation and historical evidence, all of which will be revisited throughout Key Stage 3 before underpinning GCSE History.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students deepen their understanding through the work of historians including Marc Morris, Helen Castor, Michael Wood and Janina Ramirez, recognising how modern historical scholarship continues to reinterpret medieval England. They investigate nationally significant sites including Canterbury Cathedral, Rochester Castle, Leeds Castle, Westminster Abbey and Runnymede, whilst exploring Kent's unique role within both the murder of Thomas Becket and the outbreak of the Peasants' Revolt. Students also investigate medieval manuscripts, pilgrimage routes and archaeological discoveries to understand how historians continue to uncover new evidence about medieval society.

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Beyond the History curriculum, students recognise how many features of modern Britain; including the relationship between Church and State, parliamentary government, the rule of law, individual rights and political protest, have their roots in the medieval world. Through local studies of Canterbury and the Peasants' Revolt in Kent, they also develop an appreciation of how their own county has contributed to events of national significance.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students reflect upon faith, leadership and moral responsibility by exploring the relationship between religion and political authority. They consider why belief inspired loyalty, conflict and sacrifice throughout the medieval world. Students investigate how power affected different groups within medieval society, considering issues of justice, inequality and authority. Through the study of the Black Death and the Peasants' Revolt, students develop empathy for ordinary people whilst recognising how communities respond to crisis and change.

This enquiry strengthens links with Religion and Worldviews through Christianity and the medieval Church, English through Chaucer and medieval storytelling, Geography through settlement and pilgrimage routes, Citizenship through democracy, rights and the rule of law, and Science through medieval medicine and the spread of disease.

Skills Builder: Leadership, Speaking and Adapting: Students develop leadership by evaluating the qualities of successful rulers, speaking by presenting and defending historical interpretations, and adapting by exploring how individuals and communities responded to hardship, conflict and social change.

Careers: Archivist, Cathedral Education Officer and Historic Buildings Inspector
Students explore how professionals preserve medieval manuscripts, interpret historic religious sites and conserve nationally important buildings. These careers demonstrate the importance of historical research, public engagement, conservation and communicating Britain's heritage to future generations.

Life Beyond School: Students develop a greater appreciation of Kent's medieval heritage through sites such as Canterbury Cathedral, Rochester Castle and Maidstone, recognising how local history contributes to national identity. They also discover how ideas first debated during the medieval period—including justice, rights and accountability—continue to influence modern Britain.

Transferable Skills: Students strengthen historical enquiry, source evaluation, communication, critical thinking, chronological reasoning, interpretation and analytical writing. They become increasingly confident in constructing balanced historical arguments supported by carefully selected evidence.

Resources

What books, websites, videos and materials will support our learning?

- Canterbury Cathedral Education – Resources exploring Thomas Becket, medieval pilgrimage and the power of the medieval Church.

Assessment

How will we show what we know, remember and can apply?

Assessment throughout this enquiry is formative and developmental, enabling students to demonstrate both their knowledge of medieval England and their

• The British Museum – Medieval Britain collection, manuscripts, artefacts and everyday life. • English Heritage – Dover Castle, Rochester Castle, Battle Abbey and Norman and medieval heritage. • Historic England – Magna Carta, medieval castles, churches and archaeological investigations. • The National Archives – Magna Carta, medieval government and primary source collections. • BBC History / BBC Bitesize – Medieval England, Thomas Becket, the Black Death and the Peasants' Revolt. • Documentary extracts featuring Helen Castor, Janina Ramirez, Marc Morris and Michael Wood, exploring medieval kingship, the Church and society. • Teacher-led source enquiries using extracts from Magna Carta, medieval chronicles, illuminated manuscripts, parish records and archaeological evidence. • Knowledge organisers, retrieval practice, historical scholarship, local history investigations and evidence-based enquiry activities.	ability to think critically as historians. Students apply their learning through source analysis, interpretation activities, retrieval practice, historical debates, extended writing and enquiry-based investigations centred around the relationship between monarchy, the Church and ordinary people. Regular opportunities for self-assessment, peer feedback and teacher guidance encourage students to refine their historical reasoning, evaluate increasingly complex evidence and construct balanced historical arguments supported by carefully selected sources. Students are challenged to compare different interpretations, explain historical significance and justify their conclusions using evidence rather than assertion. By the end of the enquiry, students demonstrate growing confidence in investigating how power operated during the medieval period, recognising that historical understanding develops through questioning evidence, weighing competing interpretations and reaching reasoned judgements. 50% Substantive Knowledge: Students demonstrate secure understanding of medieval kingship, the feudal system, the authority of the Church, Thomas Becket, Magna Carta, the Black Death, the Peasants' Revolt and the ways in which power, authority and society changed throughout medieval England. 50% Disciplinary Knowledge: Students apply their understanding by analysing medieval written and archaeological sources, evaluating historical interpretations, explaining cause and consequence, identifying continuity and change, assessing historical significance and constructing evidence-based historical arguments. They demonstrate increasing confidence in questioning sources, recognising differing historical viewpoints and using evidence to explain how power evolved throughout the medieval period.

Topic 4 Topic	**The Silk Roads and Asian Empires**

Big Picture
What are the main ideas and big questions in this topic?

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This enquiry investigates one of the greatest trade networks in world history by asking **How did the Silk Roads connect the medieval world?** Students explore how people, goods, ideas and beliefs travelled across thousands of miles, linking Europe, Asia, Africa and the Middle East long before the modern age of globalisation.

Throughout the enquiry, students investigate how trade transformed societies, spread knowledge and encouraged cultural exchange between some of history's greatest civilisations. Through the study of the Silk Roads, Baghdad and the Mongol Empire, students discover that medieval history was shaped not only by war and conquest, but also by cooperation, innovation and communication. By the end of the enquiry, students understand that connections between different cultures helped shape the modern world and that history is often driven by the movement of people, ideas and technologies.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students investigate how trade routes connected continents and transformed civilisations during the medieval period. Through a series of historical enquiries, they explore how merchants, travellers, scholars and conquerors shaped one of the world's first truly international networks.

Throughout this enquiry, students investigate questions including:

- Where were the Silk Roads and why did they develop?
- What was traded along the Silk Roads?
- How did the Silk Roads change the medieval world?
- Why was Baghdad one of the world's greatest cities?
- How did the Islamic World preserve and transform knowledge?
- How did the Mongols build the largest empire in history?
- Did the Mongols destroy or connect the world?
- How did the Silk Roads shape the modern world?

Students begin by investigating the geography of the Silk Roads, considering why these routes developed and how geography, climate and political stability influenced trade across Europe, Asia and North Africa. They examine the remarkable range of goods traded; including silk, spices, porcelain, precious metals and horses, whilst recognising that ideas, religions, technologies and scientific knowledge also travelled between cultures.

The enquiry then explores Baghdad during the Islamic Golden Age, investigating why it became one of the world's most important centres of learning. Students examine the House of Wisdom, recognising how scholars preserved, translated and expanded knowledge in mathematics, astronomy, medicine, geography and engineering. They evaluate the significance of these achievements and consider how they influenced later developments in Europe and beyond.

Attention then shifts to the Mongol Empire, where students investigate how Genghis Khan united the Mongol tribes before creating the largest contiguous empire in history. Students evaluate the reasons for Mongol military success, including leadership, organisation, cavalry tactics and adaptability. They then consider whether the Mongols should be remembered primarily as destructive conquerors or as rulers who strengthened trade, communication and cultural exchange through the Pax Mongolica.

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Throughout the enquiry, students continually return to the central question by investigating how connections between societies transformed the medieval world. They recognise that trade routes were not simply pathways for goods, but networks through which knowledge, technology, religion and culture spread across continents.

Substantive knowledge is explicitly developed through students' understanding of Silk Roads, trade, merchants, caravan, Baghdad, House of Wisdom, Islamic Golden Age, Mongol Empire, Genghis Khan, Pax Mongolica, cultural exchange, innovation, empire, global connections and historical significance. Disciplinary knowledge develops as students investigate historical evidence, evaluate interpretations, explain cause and consequence, identify continuity and change, assess historical significance and construct evidence-based historical arguments. Students increasingly recognise that historical developments are often interconnected and that different societies influenced one another in complex and lasting ways.

Key vocabulary is explicitly introduced and revisited throughout the enquiry, including trade, merchant, caravan, Silk Roads, civilisation, empire, caliphate, House of Wisdom, innovation, cultural exchange, Mongol, Khan, Pax Mongolica, significance, continuity and globalisation.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students build upon their understanding of Roman Britain, the Norman Conquest and medieval England developed during the previous three enquiries. They already understand how empires, migration and conquest shaped societies, and have investigated how power was exercised through kingship, the Church and feudalism. This enquiry broadens their perspective by moving beyond Britain and exploring how different civilisations interacted across continents.

Disciplinarily, students continue developing their understanding of historical evidence, interpretation, causation, continuity and change, and historical significance. Having investigated local and national history, they now apply these concepts within a wider global context, recognising that Britain has always been influenced by international trade, migration and cultural exchange.

Pitch Up
How will we challenge ourselves?

Students move beyond describing trade routes by evaluating how and why connections between civilisations transformed the medieval world. They investigate whether ideas travelled further than goods, assess the significance of Baghdad as a centre of knowledge and debate whether the Mongol Empire should be remembered for destruction or for creating unprecedented opportunities for trade and communication.

Students interrogate increasingly sophisticated historical questions by comparing different historical interpretations, weighing archaeological and documentary evidence and considering how historians explain global change. Throughout the enquiry, they are expected to justify their conclusions using carefully selected evidence whilst recognising that historical developments rarely have a single cause or consequence.

Wider Framework
How does this learning connect to future topics and bigger goals?

This enquiry broadens students' understanding of world history by demonstrating that medieval civilisation extended far beyond Europe. Students deepen their understanding of global connections, cultural exchange and the movement of ideas before applying these concepts to later enquiries on the Golden Age and Exploration, where European exploration was driven partly by the desire to access Asian trade routes.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students deepen their understanding through the work of historians including Peter Frankopan, Bettany Hughes, Michael Wood and Dan Jones, recognising how modern scholarship increasingly places global connections at the centre of medieval history. They investigate remarkable locations including Samarkand, Baghdad, Xi'an, Karakorum and the Taklamakan Desert, appreciating how geography shaped trade and cultural exchange. Students also explore

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The enquiry also strengthens students' understanding of key disciplinary concepts including historical significance, cause and consequence, continuity and change, interpretation and evidence, whilst reinforcing that history should be understood through both local and global perspectives. Students begin recognising that many developments commonly associated with Europe—including advances in science, mathematics and navigation—were built upon knowledge shared across different civilisations.	archaeological discoveries such as the Terracotta Army, Islamic scientific manuscripts, medieval maps and Silk Road artefacts, recognising how material evidence continues to reshape historians' understanding of the medieval world.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students reflect upon how curiosity, exploration and the sharing of knowledge have shaped human civilisation. They consider how different cultures have contributed to global understanding and recognise the value of learning from societies with different beliefs, traditions and perspectives. Students explore how cooperation, trade and cultural exchange brought diverse societies together whilst recognising that conflict and conquest also shaped the medieval world. They develop respect for the achievements of different civilisations and challenge Eurocentric interpretations of history by recognising the significant contributions made by Asian and Middle Eastern societies.

This enquiry strengthens links with Geography through trade routes, climate and physical geography, Religion and Worldviews through Islam and cultural exchange, Science through developments in medicine, astronomy and mathematics, English through the travels of Marco Polo and historical narratives, and Mathematics through Islamic contributions to algebra and numeracy.

Skills Builder: Creativity, Teamwork and Planning
Students develop creativity by exploring how innovation spread between civilisations, teamwork through collaborative historical enquiries and source investigations, and planning by recognising how ambition, exploration and the pursuit of knowledge transformed societies across the medieval world.

Careers: International Development Specialist, Museum Curator and Historical Researcher

Students explore how professionals investigate world cultures, preserve internationally significant artefacts and promote understanding between different societies. These careers demonstrate the importance of research, cultural awareness, communication and historical scholarship within an increasingly interconnected world.

Life Beyond School: Students develop a greater appreciation of global history by recognising that many aspects of modern life, including international trade, scientific knowledge, technology and cultural diversity have deep historical roots. They understand that global connections have shaped societies for centuries and continue to influence the modern world.

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Transferable Skills: Students strengthen critical thinking, source evaluation, historical interpretation, communication, collaboration and analytical writing. They develop the confidence to investigate complex historical questions, compare different civilisations and construct balanced arguments supported by carefully selected historical evidence.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• The British Museum – Silk Road collections, Islamic civilisation and Mongol artefacts. • The British Library – Medieval manuscripts, Islamic scientific texts and Silk Road resources. • UNESCO Silk Roads Programme – Interactive maps, articles and cultural heritage resources. • BBC History / BBC Bitesize – The Silk Roads, Islamic Golden Age and Mongol Empire. • The Museum of the Order of St John and The Metropolitan Museum of Art (Heilbrunn Timeline) – Medieval trade, Baghdad and Islamic scholarship. • Documentary extracts featuring Peter Frankopan, Bettany Hughes, Michael Wood and Dan Jones, exploring trade, empire and cultural exchange. • Teacher-led source enquiries using medieval maps, travellers' accounts, archaeological discoveries, Islamic manuscripts and Mongol primary sources. • Knowledge organisers, retrieval practice, historical scholarship and evidence-based enquiry activities.	Assessment throughout this enquiry is formative and developmental, enabling students to demonstrate both their understanding of the Silk Roads and their ability to investigate historical connections across different civilisations. Students apply their learning through source analysis, interpretation activities, retrieval practice, historical debates, map work, extended writing and enquiry-based investigations. Regular opportunities for self-assessment, peer feedback and teacher guidance encourage students to evaluate historical evidence critically, compare interpretations and construct balanced explanations supported by carefully selected evidence. Students are challenged to explain why trade, ideas and cultural exchange often had as much influence on history as warfare and conquest. By the end of the enquiry, students demonstrate growing confidence in explaining how the Silk Roads transformed the medieval world and how historians use evidence to investigate the complex relationships between different societies. 50% Substantive Knowledge: Students demonstrate secure understanding of the Silk Roads, medieval trade, the Islamic Golden Age, Baghdad, the House of Wisdom, the Mongol Empire, Genghis Khan, the Pax Mongolica and the ways in which trade and cultural exchange shaped the medieval world. 50% Disciplinary Knowledge: Students apply their understanding by analysing historical sources, interpreting maps and artefacts, evaluating historical interpretations, explaining cause and consequence, identifying continuity and change and constructing evidence-based historical arguments. They demonstrate increasing confidence in recognising historical connections between societies and using evidence to explain how global interactions transformed the medieval world.

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Term 5 Topic	**The Golden Age of the Tudors and Exploration**

Big Picture
What are the main ideas and big questions in this topic?

This enquiry investigates how the Tudor period transformed England from a relatively small European kingdom into an emerging maritime power with growing global influence. Students explore how religion, exploration, trade, conflict and technological innovation combined to shape what later became known as England's Golden Age.

Throughout the enquiry, students investigate how the Tudor monarchs, particularly Elizabeth I, responded to religious change, encouraged overseas exploration and challenged the dominance of powerful European rivals. They examine how voyages of discovery connected England to the wider world whilst recognising that exploration brought both opportunity and exploitation. By the end of the enquiry, students understand that the Tudor period marked a turning point in England's development, laying the foundations for later empire, global trade and Britain's changing place within the world.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students investigate how England changed during the Tudor period, exploring the political, religious and geographical developments that transformed the nation. Through a series of historical enquiries, they examine how religion, exploration and conflict shaped England's growing influence beyond Europe whilst considering how historians interpret this period in different ways.

Throughout this enquiry, students investigate questions including:

- Who were the Tudors and why are they remembered as a Golden Age?
- Why did Henry VIII break away from the Catholic Church?
- How did the Reformation change England?
- Why did Europeans begin exploring the wider world?
- How did Tudor explorers navigate the oceans?
- Were Drake and the Sea Dogs heroes or pirates?
- Why did the Spanish Armada fail?
- How did exploration change the world?

Students begin by exploring the Tudor dynasty and investigating why historians often describe the period as England's Golden Age. They examine the reigns of Henry VIII and Elizabeth I before investigating the English Reformation, considering why Henry broke with Rome and evaluating the religious, political and social consequences of this decision. Students recognise that the Reformation reshaped authority, belief and everyday life across England.

The enquiry then shifts to the Age of Exploration, where students investigate why European nations sought new sea routes to Asia following centuries of overland trade along the Silk Roads. They explore advances in navigation, shipbuilding and cartography before examining the achievements of explorers including John

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Cabot, Francis Drake and Walter Raleigh. Students investigate the role of the Sea Dogs, considering whether they should be remembered as courageous explorers, loyal privateers or opportunistic pirates. They evaluate differing historical interpretations whilst recognising how English attacks on Spanish treasure fleets contributed to growing international rivalry.

The enquiry concludes by investigating the Spanish Armada, analysing why Philip II launched his invasion of England and evaluating the reasons for England's victory. Students consider how naval technology, leadership, weather and strategy contributed to one of the most famous events in British history before reflecting upon how exploration transformed trade, settlement and England's relationship with the wider world. Throughout the enquiry, students continually return to the central question by evaluating how Tudor exploration reshaped England and considering whether the period deserves its reputation as a Golden Age.

Substantive knowledge is explicitly developed through students' understanding of Tudors, Reformation, Church of England, Henry VIII, Elizabeth I, exploration, navigation, Sea Dogs, privateer, piracy, Spanish Armada, empire, colonisation, New World, trade and historical significance. Disciplinary knowledge develops as students evaluate historical interpretations, analyse maps, investigate contemporary accounts, explain cause and consequence, assess historical significance and construct evidence-based historical arguments. Students increasingly recognise that historical events can be viewed differently depending upon whose perspective is considered and that exploration created both opportunities and profound challenges for different societies.

Key vocabulary is explicitly introduced and revisited throughout the enquiry, including Reformation, monarch, privateer, piracy, Armada, navigation, cartography, colony, empire, exploration, indigenous, significance, interpretation, continuity and change.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students build directly upon their understanding of medieval England, the Silk Roads and global trade developed during Terms 3 and 4. They understand how trade routes connected civilisations and how power was exercised through monarchy, religion and empire. This enquiry explores how England increasingly looked beyond Europe, using maritime exploration to access new trade routes and extend its influence across the world.

Disciplinarily, students continue developing their understanding of historical evidence, interpretation, cause and consequence, continuity and change, and historical significance. They draw upon previous enquiries to compare different forms of power, evaluate changing interpretations of exploration and investigate how global events influenced developments within England.

Pitch Up
How will we challenge ourselves?

Students move beyond describing Tudor events by evaluating whether the period truly deserves its reputation as England's Golden Age. They investigate competing historical interpretations surrounding the Reformation, overseas exploration and the Sea Dogs, considering how different groups experienced Tudor expansion very differently.

Students compare political, religious and economic causes of change, evaluate contemporary maps, letters and royal documents and investigate the perspectives of both European explorers and indigenous peoples encountered during exploration. Throughout the enquiry, students construct balanced historical judgements supported by carefully selected evidence whilst recognising that exploration remains one of history's most debated topics.

Wider Framework
How does this learning connect to future topics and bigger goals?

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

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This enquiry provides an important bridge into later studies of empire, industrialisation, migration, slavery and Britain's changing global influence during Key Stage 3. Students recognise that many developments associated with later British history; including colonial expansion, international trade, naval power and global connections, have their origins within the Tudor period. The enquiry also strengthens students' understanding of historical significance, interpretation, cause and consequence, continuity and change whilst reinforcing that historical events should be considered from multiple perspectives. Students begin recognising that exploration created lasting cultural, political and environmental consequences that continue to shape the modern world.	Students deepen their understanding through the work of historians including Suzannah Lipscomb, Tracy Borman, David Starkey, Dan Jones and Jerry Brotton, recognising how modern scholarship continues to reinterpret Tudor England and the Age of Exploration. They investigate significant locations including Hampton Court Palace, Greenwich, Chatham Dockyard, Portsmouth Historic Dockyard and The Mary Rose Museum, appreciating how advances in navigation and shipbuilding transformed England's maritime ambitions. Students also explore early maps, navigational instruments, royal portraits and sailors' journals to understand how historians reconstruct the Tudor world.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students reflect upon courage, ambition and curiosity by exploring why individuals chose to venture into unknown parts of the world. They consider how belief, identity and religion influenced the decisions made by Tudor monarchs, explorers and ordinary people. Students investigate how exploration created opportunities for trade, scientific discovery and cultural exchange whilst also leading to conflict, colonisation and exploitation. They develop empathy by considering exploration from multiple perspectives, recognising that historical events often have very different consequences for different groups of people.

This enquiry strengthens links with Geography through navigation, oceans and global trade, Religion and Worldviews through the Reformation and religious change, Science through navigation, astronomy and technological innovation, English through explorers' journals and persuasive writing, and Design and Technology through Tudor shipbuilding and engineering.

Skills Builder: Planning, Speaking and Leadership
Students develop planning by exploring the ambition that drove exploration and innovation, speaking through historical debate and evidence-based discussion, and leadership by evaluating the qualities demonstrated by Tudor monarchs, naval commanders and explorers.

Careers: Maritime Archaeologist, Naval Historian and Museum Learning Officer
Students explore how professionals investigate historic shipwrecks, preserve maritime heritage and help the public understand Britain's naval history. These careers demonstrate the importance of historical research, conservation, communication and public engagement.

Life Beyond School: Students develop a greater appreciation of how exploration continues to influence the modern world through international trade, cultural exchange, navigation and global connections. They recognise that debates surrounding exploration, empire and historical interpretation remain relevant today.

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Transferable Skills: Students strengthen historical enquiry, source evaluation, critical thinking, communication, map interpretation, analytical writing and balanced judgement. They develop increasing confidence in evaluating multiple interpretations and constructing evidence-based historical arguments.

Resources
What books, websites, videos and materials will support our learning?

- The National Maritime Museum, Greenwich – Tudor exploration, navigation and maritime history.
- The Mary Rose Museum – Tudor naval technology, life at sea and Henry VIII's navy.
- Historic Royal Palaces – Hampton Court Palace and the Tudor monarchy.
- BBC History / BBC Bitesize – The Tudors, the Reformation and the Age of Exploration.
- The National Archives – Tudor letters, maps, royal documents and Armada sources.
- Documentary extracts featuring Suzannah Lipscomb, Tracy Borman, Dan Jones and Jerry Brotton.
- Teacher-led enquiries using explorers' journals, Tudor maps, Armada accounts, portraits and contemporary documents.
- Knowledge organisers, retrieval practice, historical debates and evidence-based enquiry activities.

Assessment
How will we show what we know, remember and can apply?

Assessment throughout this enquiry is formative and developmental, enabling students to demonstrate both their understanding of Tudor England and their ability to investigate historical change through evidence. Students apply their learning through source analysis, interpretation activities, retrieval practice, historical debates, map analysis, extended writing and enquiry-based investigations. Regular opportunities for self-assessment, peer feedback and teacher guidance encourage students to evaluate contemporary sources critically, compare historical interpretations and construct balanced explanations supported by carefully selected evidence. Students are challenged to explain how religion, exploration and naval conflict transformed England whilst recognising that these developments were experienced differently across the world.

By the end of the enquiry, students demonstrate growing confidence in explaining why the Tudor period represented a significant turning point in British history and how exploration reshaped England's relationship with the wider world.

50% Substantive Knowledge: Students demonstrate secure understanding of the Tudor dynasty, the English Reformation, Elizabeth I, overseas exploration, Tudor navigation, the Sea Dogs, piracy, the Spanish Armada and the ways in which exploration transformed England and its connections with the wider world.

50% Disciplinary Knowledge: Students apply their understanding by analysing historical maps, contemporary accounts, royal documents and visual sources, evaluating historical interpretations, explaining cause and consequence, assessing historical significance and constructing evidence-based historical arguments. They demonstrate increasing confidence in considering multiple perspectives and using historical evidence to evaluate whether the Tudor period truly deserves its reputation as England's Golden Age.

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Term 6 Topic	**The Maya and the Age of Conquest**

Big Picture
What are the main ideas and big questions in this topic?

This enquiry investigates one of the most significant encounters in world history by asking How did European exploration change the Maya world? Students first explore the remarkable achievements of Maya civilisation before examining how Spanish exploration and conquest transformed Central America forever.

Throughout the enquiry, students investigate how the Maya adapted to the rainforest environment, developed sophisticated cities and made remarkable advances in mathematics, astronomy and engineering. They then examine how European exploration led to conquest, colonisation and profound cultural change, recognising that historical events are experienced differently depending upon whose perspective is considered. By the end of the enquiry, students understand that exploration brought new opportunities for trade and discovery but also conflict, exploitation and lasting consequences that continue to shape the modern world.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students investigate the development of Maya civilisation before examining the consequences of European exploration and conquest. Through a series of historical enquiries, they explore how geography shaped civilisation, why the Maya achieved so much and how colonisation transformed life across Central America.

Throughout this enquiry, students investigate questions including:

- Who were the Maya?
- How did the rainforest shape Maya civilisation?
- How advanced were the Maya?
- Why did Europeans explore the Americas?
- How did Spanish conquest change the Maya world?
- Was conquest inevitable?
- Should conquistadors be remembered as explorers or conquerors?
- How should we remember the Maya today?

Students begin by investigating the Maya as one of the world's great civilisations, exploring how communities adapted successfully to the challenging rainforest environment. They examine Maya cities, farming methods, religion and social organisation, recognising that the rainforest was not a barrier to civilisation but an environment that encouraged innovation and adaptation. The enquiry then explores Maya achievements in mathematics, astronomy, writing, engineering and architecture, evaluating why historians increasingly recognise the Maya as one of the most sophisticated civilisations of the medieval world. Students investigate archaeological discoveries and consider how historians continue to uncover new evidence about Maya society.

Attention then shifts to the arrival of Europeans in the Americas. Building upon their previous study of Tudor exploration, students investigate why Spanish explorers travelled across the Atlantic before examining how conquest, disease, religion and colonisation transformed indigenous societies. They consider both European

and indigenous perspectives, recognising that exploration created dramatically different experiences for different groups of people. The enquiry concludes by investigating how the Maya are remembered today. Students explore the resilience of indigenous communities, the importance of archaeological conservation and the continuing significance of Maya culture within the modern world. Throughout the enquiry, students continually return to the central question by evaluating how exploration, conquest and colonisation reshaped societies and transformed world history.

Substantive knowledge is explicitly developed through students' understanding of Maya civilisation, rainforest adaptation, Chichén Itzá, astronomy, mathematics, writing, exploration, conquest, colonisation, conquistadors, indigenous peoples, cultural exchange, empire, historical significance and interpretation. Disciplinary knowledge develops as students investigate archaeological evidence, evaluate historical interpretations, compare different historical perspectives, explain cause and consequence, identify continuity and change and construct evidence-based historical arguments. Students increasingly recognise that history is shaped by multiple viewpoints and that the experiences of indigenous peoples are an essential part of understanding the past.

Key vocabulary is explicitly introduced and revisited throughout the enquiry, including civilisation, indigenous, conquest, colonisation, conquistador, empire, archaeology, codex, adaptation, rainforest, tribute, interpretation, significance, continuity and change.

Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

Students build directly upon their understanding of the Silk Roads and the Tudor Age of Exploration developed during Terms 4 and 5. They understand how trade connected civilisations, why European nations sought new routes across the oceans and how technological advances supported overseas exploration. This enquiry extends that knowledge by examining what happened when European exploration led to sustained contact, conquest and colonisation.

Disciplinarily, students continue developing their understanding of historical evidence, interpretation, causation, continuity and change and historical significance. They draw upon previous enquiries to compare different civilisations, investigate multiple perspectives and recognise that historical events can have very different consequences depending upon whose experiences are being considered.

Pitch Up

How will we challenge ourselves?

Students move beyond describing Maya civilisation and European exploration by investigating the complex consequences of conquest and colonisation. They evaluate how the arrival of Europeans affected indigenous societies politically, culturally, economically and environmentally, recognising that historical events often create both opportunities and devastating consequences.

Students analyse archaeological evidence alongside European accounts and modern historical interpretations, considering whose voices have traditionally been represented within history and whose have been overlooked. Throughout the enquiry, they construct balanced historical judgements supported by carefully selected evidence whilst recognising that the legacy of exploration and colonisation continues to be debated today.

Wider Framework

How does this learning connect to future topics and bigger goals?

This enquiry provides the foundation for Year 8 studies of the Sugar Trade, British Empire and the Industrial Revolution, enabling students to understand how exploration developed into colonisation, global trade and imperial expansion. Students recognise that the arrival of Europeans in the Americas fundamentally reshaped global economies, populations and environments,

Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

Students deepen their understanding through the work of historians and archaeologists including Michael Coe, Mary Miller, Camilla Townsend and Matthew Restall, recognising how modern scholarship has transformed our understanding of Maya civilisation and the Spanish conquest.

creating patterns of trade and exploitation that would influence world history for centuries. The enquiry also deepens students' understanding of historical significance, cause and consequence, continuity and change, interpretation and historical evidence whilst reinforcing the importance of considering multiple perspectives. Students increasingly appreciate that history should be understood through both global and local viewpoints, and that historical narratives are continually reinterpreted as new evidence and voices emerge.	They investigate remarkable archaeological sites including Chichén Itzá, Tikal, Palenque and Copán, alongside examining Maya codices, monuments and environmental evidence that reveal the sophistication of Maya society. Students also explore how modern indigenous Maya communities continue to preserve their cultural identity and heritage, challenging the misconception that Maya civilisation disappeared following European conquest.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students reflect upon identity, belief and cultural heritage by exploring how societies preserve traditions despite conflict and change. They consider the importance of respecting different cultures and recognising the enduring legacy of indigenous communities. Students investigate the consequences of exploration, conquest and colonisation from multiple perspectives, recognising how power, inequality and cultural exchange shaped the Americas. They develop empathy by considering the experiences of indigenous peoples and explore the moral complexities surrounding exploration, empire and historical interpretation.
This enquiry strengthens links with Geography through tropical rainforests, climate and human adaptation, Religion and Worldviews through Maya beliefs and Spanish Christianity, Science through astronomy, engineering and environmental adaptation, English through historical narratives and indigenous storytelling, and Citizenship through human rights, identity and cultural diversity.

Skills Builder: Problem Solving, Creativity and Teamwork
Students develop problem solving by investigating how the Maya adapted to challenging environments, creativity by interpreting archaeological evidence and reconstructing ancient societies, and teamwork through collaborative historical enquiries that compare different interpretations and perspectives.

Careers: Environmental Archaeologist, Anthropologist and UNESCO World Heritage Specialist
Students explore how professionals investigate ancient civilisations, protect internationally significant heritage sites and work alongside indigenous communities to preserve cultural and environmental heritage. These careers demonstrate the importance of research, scientific investigation, cultural understanding and international collaboration.

Life Beyond School: Students develop a greater appreciation of how historical exploration continues to influence today's world through cultural diversity, environmental conservation, global trade and debates surrounding historical justice. They recognise the importance of protecting both natural environments and cultural heritage for future generations.

Transferable Skills: Students strengthen historical enquiry, source evaluation, critical thinking, communication, empathy, analytical writing and evidence-based reasoning. They develop confidence in comparing multiple perspectives, questioning historical narratives and constructing balanced historical arguments supported by carefully selected evidence.

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Resources *What books, websites, videos and materials will support our learning?*	Assessment *How will we show what we know, remember and can apply?*
• The British Museum – Maya civilisation, archaeology and indigenous cultures. • Smithsonian National Museum of the American Indian – Indigenous histories, cultures and perspectives. • UNESCO World Heritage Centre – Chichén Itzá, Tikal and Maya archaeological sites. • BBC History / BBC Bitesize – The Maya, European exploration and the Spanish conquest. • National Geographic Education – Maya civilisation, tropical rainforests and archaeological discoveries. • Documentary extracts featuring Michael Coe, Bettany Hughes and Alice Roberts, exploring Maya civilisation, archaeology and early encounters between Europe and the Americas. • Teacher-led source enquiries using Maya codices, archaeological evidence, conquistador accounts, indigenous perspectives and historical maps. • Knowledge organisers, retrieval practice, historical debates and evidence-based enquiry activities.	Assessment throughout this enquiry is formative and developmental, enabling students to demonstrate both their understanding of Maya civilisation and their ability to investigate the consequences of exploration and conquest through historical evidence. Students apply their learning through source analysis, interpretation activities, retrieval practice, historical debates, map analysis, extended writing and enquiry-based investigations. Regular opportunities for self-assessment, peer feedback and teacher guidance encourage students to evaluate archaeological evidence, compare European and indigenous perspectives and construct balanced explanations supported by carefully selected historical evidence. Students are challenged to explain how exploration reshaped the Americas whilst recognising that historical events can have profoundly different consequences depending upon the perspective being considered. By the end of the enquiry, students demonstrate growing confidence in explaining how the encounter between Europe and the Maya transformed world history and how historians continue to reinterpret this period through new evidence and previously overlooked voices. 50% Substantive Knowledge: Students demonstrate secure understanding of Maya civilisation, rainforest adaptation, Maya achievements, European exploration, Spanish conquest, colonisation, indigenous societies and the lasting consequences of contact between Europe and the Americas. 50% Disciplinary Knowledge: Students apply their understanding by analysing archaeological and written sources, evaluating historical interpretations, comparing different perspectives, explaining cause and consequence, assessing historical significance and constructing evidence-based historical arguments. They demonstrate increasing confidence in questioning historical narratives, recognising multiple viewpoints and using evidence to explain how exploration and conquest reshaped societies across the Atlantic.