

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn	World Views in c.1000 (Baghdad)	What drove Baghdad's thirst for knowledge?	• Early history of Islam, • development and spread in the seventh century. • How the Abbasid dynasty came to rule a vast Islamic empire (including parts of Asia and North Africa) • why Baghdad became a great centre of learning before c.1000.	• End of topic task (assess substantive and disciplinary knowledge) • Autumn term summative assessment (features chronology, knowledge test and extended answer question on topics covered so far)
	World Views in c.1000	What light can one saint's story shed on western Christian worlds?	• the growth and development of Christianity in western Europe, from the time of the Roman empire to the eleventh century. • the organisation of the western Christian Church and explore its key beliefs, practices and material culture, with a particular focus on the medieval cult of saints. • The idea of historical significance • integrated throughout the chapter is the opportunity for students to see a wide range of traces of the past that historians have used to establish evidence for claims about western Christianity. • The chapter provides context for later study of Norman England, responses to the Black Death in the village of Walsham and religious reformation and resistance in the sixteenth century.	
	Contested power and contested lands	How disruptive were the Normans?	• The Norman Conquest was, in many ways, a disruptive change in English history. • These changes included political shifts to Norman military occupation and then to more established Norman rule. • There was significant resistance by different Anglo-Saxons, but this was effectively crushed by William. • There were also economic changes, especially to land ownership and taxation, and legal changes that focused on crime and punishment. • The Normans brought with them a desire to reform the church, which led to widespread church and monastery building programmes. There was a rapid increase in monasticism and the veneration of saints. • These changes played out in manors and shires across England. This is how most Anglo-Saxons would have experienced them.	

			- There were also some significant continuities, in particular the daily lives and activities of the labouring classes, as well as a range of more subtle ones that can be seen in William's approach to ruling the country. Disciplinary - Students start to identify changes and continuities, comparing the situation in Anglo-Saxon England with the changes the Normans brought. - Students look for different ways to organise this analysis, for example how far things changed for specific groups of people.	
	Contested power and contested lands	Meanwhile in Norman Sicily....	Substantive - The role of geography in shaping events, and historical places. - Religious differences in the medieval world – Muslims, Jewish people and Christians intermingling. - Cultural differences in the medieval world – languages, for example. - The beliefs, ideas and interests of medieval scholar. - An encounter with a type of loose 'empire'. - Conquest and colonisation. - The priorities of monarchs and rulers, both as conquerors and patrons of art and research. Disciplinary - This story summary supports students' disciplinary thinking around similarity and difference as they reflect on the melting pot of cultures and languages in Sicily.	
Spring	Contested power and contested lands	What does the life of Eleanor of Aquitaine reveal about the medieval world?	Substantive - The region of Aquitaine was prosperous and powerful in twelfth-century Europe. It was culturally different from northern France/northern Europe; art, poetry and music flourished there, influenced by the culture of Muslim Spain. - Medieval kings, queens and other rulers signalled their power through visual and cultural display, including architecture, art, poetry, and music.	- End of topic task (assess substantive and disciplinary knowledge) - Spring term summative assessment (features chronology, knowledge test and

			- There was an ongoing conflict at this time between Muslim Turks and Christians over control of Jerusalem and the surrounding region: the Holy land or crusader states. - The power and authority exercised by royal women varied from very limited to considerable, both as queen consort and as queen mother during the reigns of their sons; their power could include acting as regent and as a judge, on the king's behalf, as well as managing estates. Eleanor's position as hereditary duchess also gave her authority in Aquitaine. - There was tension between Henry II and his sons, as they grew up, over the exercise of power across his extensive territories, from Aquitaine to England, known as the Angevin Empire; this culminated in rebellion. - There was tension between Church and state in this period, with reforms to royal justice and administration conflicted with the privileges and powers claimed by the Church, for example the exercise of justice through Church, as opposed to royal courts. During Henry II's reign this tension manifested itself in the clash between Henry and Becket, and culminated in Becket's murder. Disciplinary - Students identify key elements of Eleanor's story which are revealing (from which inferences can be made) of the broader picture of politics, society and culture in Europe at the time, not just of Eleanor's own life, experiences or character. Students explaining, justifying or supporting their inferences with reference to particular details of Eleanor's life.	extended answer question on topics covered so far)
	Contested power and contested lands	Why did the Barons keep rebelling in England?	Substantive - English kings relied on the support of the most powerful noblemen in order to rule the kingdom. - After the Norman Conquest, English monarchs' control over French lands meant that politics was strongly affected by disputes and wars with/in France. - Monasteries and churches were the main centres of learning in western Europe. - The Church in England was part of wider Christendom, under the authority of the Pope. There was often conflict between the Church and	

			the monarch as a result of attempts by monarchs to limit the power and influence of the Church. • The lack of a clear heir often led to instability and could lead to civil war as rival claimants fought for the throne. • Medieval monarchs were expected to be effective military leaders and successfully defend their land. • English monarchs were expected to consult their nobles about important decisions before taking the decisions themselves. Magna Carta and parliaments began as attempts to ensure kings consulted nobles and others. Disciplinary • Students identifying cause and effect relationships (causes that triggered each rebellion). • Students explaining the changing importance of factors over time (i.e. why did the barons keep rebelling?).	
Summer	Empires, expansion and collapse	What does the story of Mansa Musa reveal about west Africa?	Substantive • Mansa Musa's reign in Mali is seen by historians as a golden age. He is possibly the richest man in history. • Mansa Musa strengthened the Malian empire when he came to the throne, reconquering land his predecessors had lost and developing an efficient system to rule using his 24 emirs (chiefs) who were rewarded with gold for their loyalty. • Mali's wealth was built on its goldfields; nearly all the European gold came from Mali at this time and agriculture. • An efficient agriculture system and very successful trade links along the Silk Roads enabled Mansa Musa to strengthen his empire. • Mansa Musa also needed a powerful army to keep control of his empire and he used them to stop bandits so that trade would be successful. • After the spread of Islam by armies in the seventh and eighth centuries, Islam was now spreading more slowly through trade and missionaries. • Mansa Musa was Muslim and we know so much about him because of his hajj to Makka. He combined his hajj with a show of wealth and the opportunity to make alliances with other states.	• End of topic task (assess substantive and disciplinary knowledge) • Spring term summative assessment (features chronology, knowledge test and extended answer question on topics covered so far)

			● Mansa Musa wanted to spread Islam across Mali, however he realised that religious tolerance was necessary. Rather than forcing Islam on his empire he spread Islam through other ways, for example his hajj made people see how important his religion was to him, traders were encouraged to share their religion in the market places, and Mansa Musa also built mosques to persuade people to convert to Islam. ● Vibrant cities grew under Mansa Musa including Niani, Jenne and Timbuktu. ● Timbuktu became a centre for learning with a university and library with nearly 1 million books. Scholars became architects, astronomers, doctors and engineers. This was similar to Baghdad. ● Mansa Musa was a strong emperor who: used the natural resources of Mali to enable trade to flourish and to feed his people; used his army and emirs to keep control encouraged the growth of vibrant cities and the spread of knowledge; and used peaceful methods to spread Islam across Mali. ● After Mansa Musa's death, emperors again struggled to keep control. Civil wars broke out and by the fifteenth century Mali was taken over by the Songhay empire. Disciplinary; ● Historical significance: students learn that the story of Mansa Musa can tell us more than just about Mansa Musa, it can reveal aspects of Medieval West Africa (trade, monarchy, religion, system of government). Substantive ● The hierarchies of a late-medieval village with regards to property, class, gender, employment, and age. ● Practices and experiences of late-medieval village life, including those in the farm, manor, church, and social calendar. ● Village life in the geographical context of England as a whole; news travelled more than villagers did, and the capital city of London could seem rather far away. ● The Black Death's early origins in Asia and spread across Europe in the late 1340s.	
	Stability and instability in medieval England	How did one village respond to the Black Death?		

	Local history topic	What can the Camden School for Girls archives reveal about a changing school and history itself?	• Bubonic plague's infamous symptoms and prognosis, and the lack of a suitable cure. • Preventative methods against the Black Death were mostly supernatural and religious, including relics and charms. • Nearly all aspects of village life were affected by plague, including a decimated workforce, chaos within farming and animal care, breakdown of childcare, large shifts in attitudes and actions of church workers, and poor relations between villagers. • There were long-standing impacts of the Black Death in villages and some benefited people in particular ways. Alongside unimaginable trauma and grief, many survivors experienced greater work opportunities and an increase in wages and rights. Disciplinary • Change and continuity: students will spend a lot of time in this chapter thinking about what is changing for the villagers and what is staying similar. Teachers could look to push their classes to consider the difference between long-standing changes (like wage increases due to labour shortage) and short-term oscillations (like workers drinking in the fields as opposed to working). Students will learn about: Substantive • The history of the Camden School for Girls Disciplinary • What an historical interpretation is and the process of building a historical interpretation • Evidential thinking	
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