Term	Week	Focus	Summary	Learning Outcomes	Learning skills
Term 2.1	1	Medieval Monarchs	To explore the characteristics of a medieval monarch using the work of Historian, Dan Jones.	To make a judgement as to whether William the Conqueror was a successful medieval monarch using the criteria specified by Historian, Dan Jones.	Meta thinking Linking Hard-working Collaborative Classroom
	2	Genghis Khan	Students will explore the achievements and characteristics of Genghis Khan to make a judgement as to whether he was a successful medieval monarch.	To make a judgement as to whether Genghis Khan was a successful medieval monarch using the criteria specified by Historian, Dan Jones.	Meta thinking Linking Hard-working Collaborative Classroom Agile Example
	3	Isabella of Castile	Students will explore the life of Isabella of Castile using a History Extra article to make a judgement on her success as a medieval monarch.	To make a judgement as to whether Isabella of Castile was a successful medieval monarch using the criteria specified by Historian, Dan Jones	Critical Thinking Meta Thinking Linking Collaborative Classroom Reflection
	4	King John	Students will explore the life of King John using historical sources to make a judgement on his success as a medieval monarch.	To make a judgement as to whether King John was a successful medieval monarch using the criteria specified by Historian, Dan Jones	Technology Critical Thinking Meta Thinking Linking Agile Example Collaborative Classroom
	5	Mastery	Students will complete their mastery question examining who they believe was the most successful medieval monarch.	To make a judgement on who was the most successful medieval monarch.	Hard-working Agile Linking Meta Thinking Critical Thinking
	6	Directed Improvement and Reflection Time (D.I.R.T)	Students will self-assess the progress they have made from their mastery and set themselves targets for their next History unit.	Students will be able to reflect on their targets, understand what they need to do to improve in the historical concept of interpretation.	Meta Thinking Linking Hard Working

Term 2.2	1	What is significance?	Students will be introduced to the 5 R's of significance in History and learn how to apply them.	To explore the 5 R's of significance and apply them to historical events and individuals.	Linking Hard working Collaborative Classroom
	2	What was the Black Death?	Using historical sources, students will investigate what the Black Death was and why it occurred.	To use historical sources to explore the cause and events of the Black Death.	Collaborative Classroom Agile Example Hard Working Linking Meta thinking
	3	What was the role of the Silk Roads and the Black Death?	Students will explore the role played by the Silk Roads during the Black Death using the works of Historian, Peter Frankopan.	To investigate and make a judgement on the significance of the Silk Roads in helping to spread the Black Death using the work of Historian, Peter Frankopan.	Collaborative Classroom Agile Example Hard Working Linking Meta thinking
	4	What was the impact of the Black Death?	Students will explore the impact of the Black Death politically, socially, religiously and economically.	To make a judgement on the significance of the impact of the Black Death politically, socially, religiously and economically.	Collaborative Classroom Agile Example Hard Working Linking Meta thinking
	5	Mastery	To make a judgement on the significance of the Black Death.	Students will show that they have mastered the historical concept of significance by explaining and making a judgement on how significance the Black Death was.	Collaborative Classroom Agile Example Hard Working Linking Meta thinking
	6	Directed Improvement and Reflection Time (D.I.R.T)	Students will self-assess the progress they have made from their mastery and set themselves targets for their next History unit.	Students will be able to reflect on their targets, understand what they need to do to improve in the historical concept of significance.	Meta Thinking Linking Hard Working