Curriculum Content	Subject:												
			Term 1 Ortober	November	·	Ten 2 Janary Februar haff tern 1 Februar haff tern 2 March Anil					Term 3		
Month	*	September	October	November	December	January	February half term 1	February half term 2	March	April	Мау	June	July
orig	Mort	Impact of the industrial revolution in Britain	Impact of the industrial revolution in Britain	Protests and reform in industrial Britain	Protests and reform in industrial Britain	Why was there tension in Europe before 1914?	Why was there tension in Europe before 1914?	Outbreak of WW1	Outbreak of WW1	Outbreak of WW2	Outbreak of WW2	Enquiry into Bletchley Park	Legacy of the Holocaust
National Curriculum	area - KS3	Ideas, political power, industry and empire: Britain, 1745-1901	Ideas, political power, industry and empire: Britain, 1745-1901	Ideas, political power, industry and empire: Britain, 1745-1901	Ideas, political power, industry and empire: Britain, 1745-1901	Challenges for Britain, Europe and the wider world 1901 t the present day	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day
nsmission Biophilary Monotopa	The Wha	Working conditions during the industrial revolution I be in the industrial to been The hat trade in Lation and the surrounding areas The first Enblack The press of the industrial sector of the The pressing and consequences of the 1832 Reform Act.	The pre-1832 publical system The Peterleo Assocre The parage and consequences of the 1832 Reform Act.	Islasi, political gover, industry and empire: Britain, 1745-1901 Graar Reform Act, Virial Potato Banine, Anti-Corn Law League, Chartsom	Gap filing of 19th century town and differences in the quality of life in the 19th century between different social classes. Introduction to women's unifrage.	Women getting the vote in 1918 - The legacy of women's enfrage movements. The link between WW4 and women Year 9 will consider the noise of imperiation as a source of tamoino prior to 1914 and build an understanding of Kalser Wilhelm's Weitpolitik.	Walking Concerning the Councement of the Councem	The major battles of WW2 - Verdun, the Somme Gallgoli	The changing fortunes of WW1 – Russia leave and the USA joins the war – Luistania – The ending of the war and armistice	Treaty of Versalles - League of Nations -	Rise of Hitler - Appearament - Peace in our Sime	Batching Prok enviry and local history study Outbreak of the war, hone front and the BBI HEBICY Germany The Holocaust	Hitler's Germany Legacy of the Holocaust End of WW2.
	The How	Sudjetts will keen about this in towers and clote during the inductional resolution. Moreover, students will investigate the Grant Exhibition and its ignificance. In this control will also examine the pre-1832 policial system: namely rotten boroughs. Y	Train's will investigate why there were calls for particul reform and from this lived to the Manthemanance, USI 2 Mohem Act and the new of the Charton measure.	In the post SII2 period, our students will examine the significance of estra- parlimentary pathol groups, such at the ArtCon take stages, the above the student state of the state of the state of the state of the state state of the state of the state of the state of the state of the state of	In this well, and tuberts enrich their understanding of popular policies meanments by examining the unitrights and unitrights. We compare their respective tactics, consider the statement of ecomes and the CE and Mouse AC. We also access the significance of the first words are a reason why women were utimately given the vote in 1918	historical knowledge to agree and disagree about historical	f Students will be able to confidently use an extensive bank of historical incudedge to agree and disagree about historical e change and continuity, divently and causation across a wide ranged particle acrossists to explain the reasons for the outbreak of WW1	r Year 9 will consider the role of Imperialism as a source of tension prior to 1914 and build an understanding of	Year 9 will consider the causes and consequences of militarium, alliance, impendium and randomilien as sources for the addressed of WVX. Additionally, and all investigate the association of randomili with the second of the second second second second second to the task, causefund the static processing and addresses will evaluate the causes and consequences of the reasons why there was a statemate on the western front	In unit, students will briege their understanding of the first world wor. By boling at the Transy of Verschler. Our students will examine and explain how international relations developed and subsequently deteriorated during the inter-war years.	We build on our knowledge of the ending of WWI and consider the readings to Attich's rule to power and the ways in which the Legues of Nations sought to placete for dominance to Europe	We shall investigate the rise of faction in furgue and the failures of appearanced in combining the rise of faction in Germany. Students are introduced to the Holocout which they will study for the remainder of the year.	We build on our incoverage of the ways in which Hitler rose to power and load this specifially to the conditions people endured in Naiz Germany, Affang of this is to evaluate interpretations of why WW2 ended in 1545.
Cultural Tra	Retieval & Extension	Sudients in to will be able to confidently use an extensive bank of Intercal browshop to agree and disprese about historical change and controlled, where are calculate across and arrange of particu- and controls.	Add, door behaving recursion in year. Most the splotuburd mediation and have this spanled the location resources in spanlers again the last bitter densing the 35 metrus with owner last bits of the splotuburg of the splotuburg contracts, and herbits longing allow against to immune the metabolism in contemporary sources and howing last with a splotuburg the splotuburg and the splotuburg and the splotuburg and the splotuburg and the splotuburg and splotuburg and the splotuburg and the splotuburg and splotuburg and the splotuburg and the splotuburg and splotuburg and splotuburg and contents. Splotuburg and splotuburg and and let range of paralise and contents and the should again the static darget again downed and the splotuburg the splotuburg and the splotuburg and contents. Splotuburg and splotuburg and and let range of paralises and contents. Splotuburg and splotuburg and contents and the should again the splotuburg and splotuburg and splotuburg and splotuburg and splotuburg and splotuburg an	Indiscipation the unit broadbard on students knowledge of the demand for political change est support or challenge a hypothesis. Year's will be able to give masome abox tourso broadbard of the law law ever spolutical. The provide state of the strength of the strength of the shortbard, conditionation of the strength of the shortbard, conditionation of the strength of the shortbard of the strength of the strength of the strength of the shortbard of the strength of the strength of the strength of the shortbard of the strength of the strength of the strength of the shortbard of the strength of the strength of the strength of the shortbard of the strength of the strength of the strength of the shortbard of the strength of the strength of the strength of the shortbard of the strength of the strength of the strength of the strength of the shortbard of the strength of the strength of the strength of the strength of the shortbard of the strength of the shortbard of the strength of the shortbard of the strength of the shortbard of the strength of the strength of	s' usefulness, established in year 8, by using distailed deep contextual Indently, the significance of this movement based on a detailed	This unit builds thematically and chronologically from the 19th century to the early 20th century, united by the role women played in WWI. Furthermore, it links to previous study in V7 and Y8 on the role of empire as we explore	19th century to the early 20th century, united by the role women played in WWI. Furthermore, it links to previous study in Y7 and Y8 on the role of empire as we explore	significance based upon the skill of formulating convincing and substants detailed understanding of historical events. Knowledge of the changed in is further developed in Year 9 will enrich their appreciation and knowledge of WW1 and assess v	ated arguments and evaluations about historical significance based on a weaponry from is also reintroduced to students. why there was a stalemate on the Western Front and how this impacted to different perspectives about the scares of events using historians.	understanding of historical events – is further developed in Knowledge of the end of the first world war is developed in year 9 and reasons under Our students will build on the skills of construct convincing and substantiated argum	and why ultimately it came to an end. This unit builds on knowledge established in an antiated arguments and evaluations about historical significance based on a detailed pinning the outbreak of WW2.	Build, upon knowledge about the inpact of WW2 on the honefront and the eved to kandh a constra offenena. Alcad hange of Baitching Inits analogues the upplications of the other they high describe the uphrashft. Was assemble that the test of the hot perfection of levels in Germany during the second workt war.	Contruuts from have. We build our understanding of the lappor of the relationate by examining source material and interpretations. And the state waterial and the state of the state of the state of the one has next waterial and a paper on the Weenar Republic and the of state.
Sum mative Assess ment		Assessing Sources A and B for an enquiry into the nature of housing in White-chapel 12D-03007 and the second seco	Kanigon Common source evaluation - the Chartisty' table similarity and differences 1832	dP1 assument of multiple choice questions - summaring Babert holds Internet Antenno, equivalent physical and the scheme set and constructions and differences before and after the event. A source evaluation of the put and opposition for Meturn in 1822.	Block industry had the beginst jump in the number of female worker. 1944-1933 Which industries had a decline in women workers: 1944-1935 Which industries had a decline in women workers: 1944-1935 Which industries and the table, worker a FE assarphism pro- tion block the second of the table, worker a FE assarphism pro- tion block the second of the table, worker and the second of the WHI. Extension of the second of the table, worker and the worker as FE assarphism problem is the table of the second of the women. Second of the second of the second of the second of the women.	Reading an interpretation. What does it tell you about the impact of hussis's defeat in 1905 by the Japaneer? Explain your answer. Explain how the Kalser's ambitions increased the likelihood of war	Constitutes of the second of the second of the second seco	Summarizing as interpretation from Christopher Clarks, putting questry is	Source exploring consequences of Ginling of the Luistania. Consequences analysis of USA entry into the war.	Table of members of the Treaty of Venallies and the aims of the League of Nations.	Cruzing a readings to how Hiller achieved power and how he defeated his opponents. Head AVP Taylor's view of the outbrack of WWD. storiums on the impact of the Bits	AP3 - multiple choice questions. Timeline of events. Source from Peterloo - Insing to purpose and supported by contentual involvides, Compare this to a written source signin have rister one power in Germany. To proving the Petiocourt Wate we can learn about this as a learning period hing is the Warsaw Christoff 2. New related or trustworthy each evidence is based on who made/book it, when and why?	How did Britain respond?
	5	Friendliness & Gvility	Justice & Truthfulness	Courage	Generosity	Gratitude	Good Speech	Good Speech	Good Temper & Humour	Self-Mastery	Self-Mastery	Compassion	Good Sense
Persona Empowe ment	The opportuni to reflect, thin deeply and critically about issue.	By exploring political changes in Britain, we shall explain how	We shall explore the justice and truthfluiness needed to create a more democratic political system in Britain.	How did political reformers demonstrate courage?	Why political reformers and politicians demonstrated generosity of spirit to one another in times of political change.	Showing gratitude for what we have. How we can show generosity to one another so we don't repeat the mistake of the past.		d By demonstrating good speech our students will understand how conflicts can be resolved.	Our students will understand the good temper and good humour needed to deal with tense international relations prior to 1914.	How did soldiers and officers demonstrate self-mastery to overcome obstacles of wa during the period 1914-18.	 How did soldiers demonstrate self-mastery and compassion for one another in the trenches. 	How do we demonstrate compassion for one another in times of conflict?	Why was there a lack of good sense before and after 1939?
ас <u>3</u> :	the state	Listening	Leadership	Problem Solving	Creativity	Staying Positive	Speaking	Speaking	Staying Positive	Aiming High	Aiming High	Speaking	Teamwork
Prep ratio for	Transfera	Listening to political speeches and the views of others.	The leadership of political leaders and popular political leaders.	How did political reformers work together to solve political problems.	How did political groups use creativity to promote political change?	How did Britain stay positive in the years leading up t WW1?		Ensuring we can communicate effectively so conflicts do not arise	e How did people and politicians stay positive during WW1?	Why did Schlieffen Aim High with his plan to invade Europe? Aiming high with military development.	Why did Schlieffen Aim High with his plan to invade Europe? Aiming high with military development.	Speaking about loss and life in Europe leading up to the ending of war in 1918.	How did people in Britain work as a team during WW2?
ration for tenship	values pinions on curant ssues	Encourages students to take responsibility for their own behaviour as we consider the role of protest as well as the respect	Encourages students to take responsibility for their own behaviour as we consider the role of protest as well as the respect	Respect for democracy Tolerance and harmony Respecting differences in opinions as we consider interpretations and asse their viewpoints Encourages respect for different opinions	Respect for democracy Tolerance and harmony ss Respecting differences in opinions as we consider interpretations and assess their viewpoints Encourages respect for different opinions	i Individual liberty	Individual liberty	Respect for democracy Tolerance and harmony	Respect for democracy Tolerance and harmony	Respect for democracy Tolerance and harmony	Respect for democracy Tolerance and harmony	Respect for democracy Tolerance and harmony	Respect for democracy Tolerance and harmony
Prepar Citiz unk to sMSC & British	Values Developing of					certain countries try to maintain their own freedom from occupation. We ask students what liberty mean	While studying empire-building before WW1, how did certain countries try to maintain their own freedom from occupation. We ask students what liberty means d to them, and why WW1 might have been fought based on this premise						