

How did Britain help to make the modern world? (Niall Ferguson)

Module/Unit of Learning	Taught During	What will students learn?	How does this help to build a broad and strong foundation?	Links to other Subjects
The British Empire Overview and Foundation	Autumn Half Term 1	<p>Accidental Empire. How did Britain come to have an Empire?</p> <p>Students learn about Britain's role in the Empire building, conflict with Spain and France. The early impacts of Empire, the social and political influences that led to Empire</p>	This topic builds on student work on the creation of Britain by exploring Britain's place in the wider world. It helps explain early British Empire and builds on the interpretation and source learning that was done in Year 7. It sets the foundations for learning about the impact of Empire on the modern world.	
British experiences within Triangular Trade.	Autumn Half Term 2	<p>British experiences within Triangular Trade.</p> <p>Students start to learn about the slave trade triangle, what Africa was like before the slave trade began, the Middle Passage, life on Caribbean plantations and abolition. They will develop concepts in change and continuity, and using sources/evidence.</p>	Learning about slavery and Empire develops students' understanding of racism and discrimination. Consequences of Empire, for example the positive impact of the Windrush generation, are still felt today. Empire also helps to explain some of the causes of WWI, which is studied in Year 8. Substantive Concepts will be built on throughout KS3 and KS4.	
Empire Case Study	Spring Half Term 1	<p>Empire Case Study: How did Britain change India?</p> <p>Students learn about Mughal dynasty and how Britain became involved in India. They study the escalation of British action in India, the Battle of Plassey, the East India Company rule, the "Sepoy Mutiny"/War of Indian Independence, experiences of British government control of India, Independence of India and Partition.</p> <p>The impact of India on Britain and the other way round are studied, and interpretations are critically analysed and evaluated.</p>	Learning about slavery and Empire develops students' understanding of racism and discrimination. Consequences of Empire, for example the positive impact of the Windrush generation, are still felt today. Empire also helps to explain some of the causes of WWI, which is studied in Year 8. Substantive Concepts will be built on throughout KS3 and KS4.	English study WWI literature and poetry
Empire Case Study	Spring Half Term 2	<p>Empire Case Study: How did Britain change East Africa?</p> <p>Students learn about Pre-colonial East Africa and the Berlin Conference. The building of the Suez Canal in Egypt and the British rule in Sudan, Kenya and path to decolonisation.</p> <p>We will also research a case study on the Mau Mau Rebellion and answer questions about the impact of nationalist movements on the post-Colonial world.</p>	Learning about slavery and Empire develops students' understanding of racism and discrimination. Consequences of Empire, for example the positive impact of the Windrush generation, are still felt today. Empire also helps to explain some of the causes of WWI, which is studied in Year 8. Substantive Concepts will be built on throughout KS3 and KS4.	
1900-present	Summer Half Term 1	<p>'What were the causes of WWI?'.How did WWI change the way people thought?</p> <p>Students learn about the long and short-term causes of WWI, before learning about the war itself. Students learn about support for the war, key battles, life in the trenches, the impact of soldiers from our Empire as well as injuries and medicine. '</p>	. A focus on the WWI and WWII is useful as a foundation for understanding the early 20 th Century. This will be important when studying medicine in WWI at GCSE and the impact of WWI on Germany from 1918-1939. Substantive Concepts will be built on throughout KS3 and KS4.	RE - study the Holocaust and Judaism
1900-present	Summer Half Term 2	<p>Interwar YEarS: What were the causes of ww2? WW2: How similar were people's experience global conflict?</p> <p>We focus on the Home Front in WWII, looking at rationing, evacuation, the role of women and whether there was a Blitz Spirit. The different ways the war impacted people around the world: including a case study on Hiroshima. Our students develop concepts in consequences, similarity and difference, and interpretations.</p>	The Interwar years and Second World War provided the foundation for GCSE study of Weimar and Nazi Germany. Substantive Concepts will be built on throughout KS3 and KS4.	