

### 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
<b>The British Empire Overview and Foundation</b>	<b>Autumn Half Term 1</b>	<p><b>Accidental Empire. How did Britain come to have an Empire?</b></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>	The Industrial Revolution helps to explain what made Britain, which helps students understand Empire as well as the World Wars. We look at other 'revolutions in Year 8, such as the Russian Revolution. Learning about slavery develops students' understanding of racism and discrimination, which are important themes when we study 20 <sup>th</sup> century rights, apartheid and migration in Year 9, as well as our GCSE topic on the USA. Substantive Concepts will be built on throughout KS3 and KS4.	
<b>British experiences within Triangular Trade.</b>	<b>Autumn Half Term 2</b>	<p><b>British experiences within Triangular Trade.</b></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, which are important themes when we study 20 <sup>th</sup> century rights, apartheid and migration in Year 9, as well as our GCSE topic on the USA. 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.	
<b>Empire Case Study</b>	<b>Spring Half Term 1</b>	<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>	Learning about slavery and Empire develops students' understanding of racism and discrimination, which are important themes when we study 20 <sup>th</sup> century rights, apartheid and migration in Year 9, as well as our GCSE topic on the USA. 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.	<b>English study WWI literature and poetry</b>

<b>Empire Case Study</b>	<b>Spring Half Term 2</b>	<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>Learning about slavery and Empire develops students' understanding of racism and discrimination, which are important themes when we study 20<sup>th</sup> century rights, apartheid and migration in Year 9, as well as our GCSE topic on the USA. 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.</p>	
<b>1900-present</b>	<b>Summer Half Term 1</b>	<p><b>'What were the causes of WWI?'</b>,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>	<p>. A focus on the WWI and WWII is useful when considering support and opposition to the Vietnam War at KS4. Finally, the nuclear arms race and the dropping of the atomic bomb informs our teaching of the Cold War at KS4. Substantive Concepts will be built on throughout KS3 and KS4.</p>	<b>RE - study the Holocaust and Judaism</b>
<b>1900-present</b>	<b>Summer Half Term 2</b>	<p><b>Interwar YEarS: What were the causes of ww2? WW2: How similar were people's experience global conflict?</b></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>	<p>A focus on the WWI and WWII is useful when considering support and opposition to the Vietnam War at KS4. Finally, the nuclear arms race and the dropping of the atomic bomb informs our teaching of the Cold War at KS4. Substantive Concepts will be built on throughout KS3 and KS4.</p>	