

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
1750-1900	Autumn Half Term 1	What was the slave trade?', 'Were people's lives revolutionised, 1750-1900?' , 'Students start to learn about the slave trade triangle, what Africa was like before the slave trade began, the Middle Passage, life on plantations and abolition. They will develop skills in change and continuity, and using sources/evidence. Students then learn about the key changes within the Industrial Revolution, including in the world of work, education, the lives of children, inventions and medicine.	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 th century rights, apartheid and migration in Year 9, as well as our GCSE topic on the USA. Disciplinary skills will be built on throughout KS3 and KS4.	
1750-1900	Autumn Half Term 2	'What was the slave trade?' 'Should we be proud of the British Empire?' Students continue to learn about the Industrial Revolution Students then consider the rise and fall of the British Empire, as well as the positive and negative impacts it had on Britain (historically and today) and her colonies. They also investigate Cornwall during this time period. They will develop skills in using sources/evidence and interpretations.	Learning about slavery and Empire develops students' understanding of racism and discrimination, which are important themes when we study 20 th 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. Disciplinary skills will be built on throughout KS3 and KS4.	
1900-present	Spring Half Term 1	'What were the causes of WWI?', 'Why was WWI seen as a 'new' kind of war?' 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.	WWI is also a topic in our KS4 focus on 'Medicine in WWI', so this topic supports that future learning. An understanding of warfare also supports learning about WWII in Year 8, as well as the Cold War and Vietnam War at KS4. Women's rights are relevant to our world today, but also inform our topic on 20 th century rights in Year 8 as well as our focus on women fighting against apartheid in Year 9. Disciplinary skills will be built on throughout KS3 and KS4.	English study WWI literature and poetry

P.T.O

1900-present	Spring Half Term 2	<p>'Why was WWI seen as a 'new' kind of war?' 'Did women get the vote through deeds, words or something else?' 'Did the end of one war just lead to another?'</p> <p>Students continue learning about WWI, including its impact in Cornwall, then they learn about the fight for female suffrage, looking at the roles of the suffragists, suffragettes and government. They develop skills in causation, change and significance. We then focus on the interwar years, including the Treaty of Versailles and the rise of Hitler and the Nazis.</p>	<p>Studying the rise of Hitler and the Nazis supports our teaching of the Holocaust later in Year 8. A focus on the Home Front in WWI 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. Disciplinary skills will be built on throughout KS3 and KS4.</p>	
1900-present	Summer Half Term 1	<p>'Did everyone experience the same war?', 'Was America right to drop the atomic bomb?'</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. Finally, we consider whether America was right to drop the atomic bomb in 1945. Our students develop skills in consequences, similarity and difference, and interpretations.</p>	<p>Studying the rise of Hitler and the Nazis supports our teaching of the Holocaust later in Year 8. A focus on the Home Front in WWI 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. Disciplinary skills will be built on throughout KS3 and KS4.</p>	RE - study the Holocaust and Judaism
1900-present	Summer Half Term 2	<p>'What was the greatest turning point in Russian history?'</p> <p>Students study Russian history, from 1914-1941, focusing on the impact of WWI on tsarist rule, the Russian Revolution of 1917, the rule of Lenin and the impact of Stalin's rule on Russia. They will look at these key turning points and consider which had the greatest impact on Russian history during this time period. They develop skills in change and continuity.</p>	<p>Understanding Russian history and communist rule in particular is very useful when we study the Cold War at KS4, where we also study the rule of Stalin. An understanding of this is also useful when considering the communist Vietcong when we study the Vietnam War at KS4. Disciplinary skills will be built on throughout KS4.</p>	