

Module/Unit of Learning	Taught During	What will students learn?	What enriching opportunities will students engage in?	Links to other Subjects
The Holocaust	Autumn Half Term 1	<p><b>'How do we explain the Holocaust?', 'How should the Holocaust be remembered?', 'Has everyone reaped the rewards of living in modern Britain?'</b></p> <p>Students spend most of this half term learning about the Holocaust. We consider its causes, looking at historic antisemitism as well as the increasing persecution of Jewish people in Germany and Europe throughout the 1930s and early 1940s. We investigate the Holocaust itself, including the camps and Jewish resistance. Finally, we consider if there was justice after the Holocaust. We then consider the rights of different groups in modern Britain, including gay people, black people, disabled people and women. They develop skills in causation, sources, interpretations, and similarity and difference.</p>	<p>Learning about the persecution of Jewish people in the Holocaust is relevant to our students' lives today, where persecution of minorities occurs around the world. We consider persecution again when we study apartheid in Year 9 and also when we study migration in Year 9, where we also consider Jewish migration to Britain. Understanding the rights of different groups of people has relevance to our students' lives today, but also informs our studies of apartheid and the Civil Rights Movement at KS4. Disciplinary skills will be built on throughout KS3 and KS4.</p>	RE - Study the Holocaust and Judaism
Apartheid	Autumn Half Term 2	<p><b>'How did South Africa go from Apartheid State to Rainbow Nation?'</b></p> <p>Students learn about the narrative of apartheid, from pre-1948 until 1996. They learn about how apartheid laws were introduced, the anti-apartheid struggle within South Africa and from abroad as well as why and how apartheid eventually ended. They develop skills of writing narrative accounts and considering significance.</p>	<p>This topic exposes students to a different continent and totally new knowledge. This focus on global history is enriching, alongside learning about different cultures and peoples.</p>	
Contested Histories	Spring Half Term 1	<p>Students explore a range of topics that historians in the past, and indeed still today, have debated and contested. Students learn about a diverse range of topics, including the Titanic, Bomber Command, prohibition, Jack the Ripper and 9/11. Students develop skills in interpretations.</p>	<p>This topic exposes students to the debates that real historians have, bringing the historian into the classroom. This exposure to academic debate, alongside the broad range of topics, enriches our students greatly.</p>	

P.T.O

<b>The USA, 1954-75 – Civil Rights</b>	<b>Spring Half Term 2</b>	We begin this topic by focusing on the Civil Rights Movement in the 1950s. We investigate the discrimination faced by black Americans and some key early events, such as the Brown vs. Topeka case and the Montgomery Bus Boycott.	This topic covers events and people which are challenging, dealing with racial issues. We develop our students' abilities to discuss these with maturity and care. Our students have regular knowledge tests and are challenged to develop their independent learning skills.	
<b>The USA, 1954-75, Civil Rights</b>	<b>Summer Half Term 1</b>	We learn about the development of the Civil Rights Movement through key events such as the March on Washington. We look at key legislation passed to improve the lives of black Americans and then what happened after these laws were passed, in the late 1960s and 1970s.		
<b>The USA, 1954-75</b>	<b>Summer Half Term 2</b>	We finish learning about the Civil Rights Movement, by studying the impact of Nixon's rule. We then begin to learn about America's increased involvement in the Vietnam War but also about the huge challenges they faced.		

Pride

Respect

Success