

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	-The British Empire	-The First World War and Inter-war period -Democracy and Dictatorship	-The Second World War: beginnings and developments	-The Second World War: progression and aftermath	-America: the History of the USA	-Individual 'Mystery' project
Assessment	-Formal summative assessment on the British Empire	-WWI summative assessment	-WW2 Beginnings summative assessment	-WW2 end of topic summative assessment	-USA summative assessment	-Peer and teacher presentation assessment

Building on Prior Learning	<ul style="list-style-type: none"> -British Empire builds on prior learning from Y8 of Industrial Britain in the period 1750-1900, focusing here on the growth of the Empire and international aspects. -First World War topic builds on prior learning from First/Middle/Primary school education on the significance of these events in the country's history. -Second World War topic builds on prior chronological learning of WWI topic. -America/USA topic is largely new learning but can develop from individual prior knowledge if applicable. Adds international aspect to periods already studied, eg Puritan England under Cromwell and why some escaped to start a new life on the American continent. Aspects of this topic also connect with prior topics on Industrial Britain. -Topics are thereafter chronological and show progression through historical periods, with recurring themes.
Links with other subjects	<ul style="list-style-type: none"> -Maths: use of statistical sources and data, as well as dates. -RE/PSHE/Citizenship: Empire/Slavery topic contains big moral questions and debates about coming to terms with our nation's past actions and legacy -MFL/Geography: ALL topics in Y9 involve learning and understanding other nations and Britain's place (geographical and political) in the world. Key terms in foreign languages are required to be learned.
Extracurricular opportunities	<ul style="list-style-type: none"> -Trips: -Liverpool Slavery Museum (Empire/Slavery topic) -Imperial War Museum and Churchill War Rooms (WWI and WWII)
A successful learner in this subject will demonstrate	<ul style="list-style-type: none"> -The ability to : -explain multiple reasons and judge their importance -compare interpretations and judge their reliability -judge the utility of pictorial evidence and question its value -describe changes, assess their consequences and judge their significance
Impact on personal development	<ul style="list-style-type: none"> -Students begin to give reasons or explanations for their views correctly, based on examples of evidence. -They begin to ask questions of new information and acknowledge who has written it, when and why -Students begin to recognise change and think about whether this occurs with positive or negative outcomes and for whom -They learn to recognise and appreciate the views of others and explain why they may hold them
Ways to support student learning in this subject	
<ul style="list-style-type: none"> - Closed questioning testing builds the evidence base and bank of knowledge used to illustrate and prove answers - Asking students to justify or evidence their views and interpretations of events - Differentiate between cause and consequence to help students consider impact - Make sure students always check the origins, authors and possible purpose of articles, news and views that they consume 	