

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn	World War One	What caused the outbreak of World War One in 1914?	Substantive - Learn about the key long and short-term factors that brought about First World War (imperialism, militarism, alliances, assassination of Archduke Ferdinand) Disciplinary - Students identifying cause and effect relationships - Students weighing the relative importance and role of factors. - Students ascribing roles to causes (e.g. motivating/driving causes and enabling causes)	- End of topic task (assess substantive and disciplinary knowledge) - Autumn term summative assessment (features chronology, knowledge test and extended answer question on topics covered so far)
Autumn	World War One	What can Olusoga's 'forgotten soldiers' reveal about the First World War?	Substantive - Learn about the experience and contribution of Indian, Canadian, Algerian (French) troops and Chinese labourers who fought on behalf of the British and French empires on the Western Front during WW1. - Learn about the nature of warfare on the Western Front Disciplinary - Micro-studies zoom in on a particular person's time and place to reveal significance of a wider group. - Students' understanding of diversity is not just limited to one theme (e.g. religion). Students will be able to detect and analyse patterns of diversity in terms of geographic region, religion, status, nationality, and gender - Challenges traditional 'white-washed' interpretations of fighting on the Western Front and brings to attention the	

			substantial contribution, particular experience and sacrifice of colonial troops Identifying similarities and differences in experience will help to challenge generalisation about British soldier experiences.	
Autumn	20th century Dictatorships	How similar were the dictatorships of Stalin and Hitler?	Substantive: - Europe post WW2 - Stalin's rise to power, his governance, and the impact of his rule - Hitler's rise to power, his governance, and the impact of his rule Disciplinary: - Contrasting similarities and differences between these dictatorships helped to build conceptual understanding of dictatorships and the different forms they can take.	
Spring	The Holocaust	Why and How did the Holocaust happen?	Substantive - Deepen student knowledge and understanding of the Holocaust and encourage student enquiry and critical thinking. - Challenge the key myths and misconceptions around the Holocaust - Humanise the victims of the Holocaust, by recognising that all victims of the Holocaust were individuals with agency, with lives before the Holocaust, using personal experiences and accounts throughout in a sensitive way. - Demystify the perpetrators, by using case studies that show that the murder and persecution of the Jews of Europe was committed by a wide range and number of individuals, organisations and regimes, encouraging reflection upon issues of responsibility and complicity.	
Spring	British Empire - 20th century decolonisation	What are the stories of decolonisation in the 20th century?	Substantive Why, how and legacy of decolonisation in Ireland, India and Ghana	End of topic task (assess substantive and disciplinary)

			- Builds on Year 8 unit on 19th century colonisation Disciplinary - There is a diversity of experience - whilst there are some similarities that we can draw, each area of the world that we are looking at has their own decolonisation story that was largely shaped because of their prior relationship to the British Empire and the conditions that they were subjugated to. This unit helps students understand the tension for historians between the necessity to make generalisation but to also allow for nuance and complexity in their interpretations - Identify, categorise and explain the causes and impact of decolonisation.	knowledge) Spring term summative assessment (features chronology, knowledge test and extended answer question on topics covered so far)
Summer	Migration to Britain (breadth study)	How should we tell the story of immigration to the UK, from c1000 to present?	Substantive - Trace patterns of migration from pre 1066 to present - We look at three 'case study' groups: Jewish migration, South Asian migration, Caribbean migration Disciplinary - Micro-studies zoom in on a particular group time and place to focus on the lives of ordinary people. This is known as 'history from below'. - Change and continuity are often interwoven. Some things change whilst others remain stable, or change far more slowly. Change can be described as a flow over a longer period of time in terms of pace, extent, trends or specific turning points. Flows of change might have greater importance than individual events. - There is a diversity of experience. This unit helps students understand the tension for historians between the necessity to make generalisations but to also allow for nuance and complexity in their interpretations. - Challenge misconceptions about migrants to the UK	

Summer	20th century Social history	How hard was it to be different 1945-1990: uncovering the lives of marginalised groups	Substantive • Learn how British people were affected by some of the events and changes of the 20th century • People in Britain had lives that were both similar and different to each other • Learn about the lived experience of more marginalised groups such as those with disabilities and LGBTQ+ community, 1950-1980 • Learn stories of women's experience Disciplinary • Micro-studies zoom in on a particular group time and place to focus on the lives of ordinary people. This is known as 'history from below'. • Change and continuity are often interwoven. Some things change whilst others remain stable, or change far more slowly. Change can be described as a flow over a longer period of time in terms of pace, extent, trends or specific turning points. Flows of change might have greater importance than individual events. • There is a diversity of experience. This unit helps students understand the tension for historians between the necessity to make generalisations but to also allow for nuance and complexity in their interpretations. • Challenges traditional interpretations of British social history by focusing on more marginalised groups.	
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