

### Year 7 Rationale:

- ✓ Assume levels on entry correct and build on prior knowledge and attainment allowing students to continue to make rapid progress.
- ✓ Broad and varied topics that follow logical progression of how the UK was formed building on British Values. Woven through are concepts of the power of the monarchy, role of parliament and democracy.
- ✓ It allows students to begin to build on an understanding of why Britain/ the world is the way it is in the 21<sup>st</sup> century.
- ✓ Planned cultural capital: Role of women in society, role of MP's and parliament then and now, Prime minister/ President/ Power of monarchy today, Power and influence of the Church/religion, Changing face of religion and treatment of different religions, Crime and punishment through time, History of Birkenhead, Birkenhead Priory, Democracy, Birkenhead Park, Docks, Blitz, hierarchy in society, elections, Royal Family.

### Year 8 Rationale:

- ✓ Students study the British Empire, Transatlantic slavery, the Industrial Revolution, The First World War, Treaty of Versailles, women's suffrage, the rise of Nazism and the Second World War. The studies strengthens key ideas about British Values.
- ✓ The units outlined are crucial to students understanding the world they live in and also for having empathy and for enquiring minds to grow by asking how and why.
- ✓ The Modern World Unit has been specifically designed to address the questions students most ask and allows staff to address issues that appear in the news today and to broaden their cultural, economic, social, political and geographical awareness that is not tested at GCSE but core to their understanding and making links to the wider world.
- ✓ Planned cultural capital: Life in Britain before 1914, Imperialism, empires and independence, aftermath of imperialism, Slavery and Liverpool, Treatment of different races and religions, the Commonwealth today, 'Great Britain' - how has this changed over time? Prejudice, nationalism, Changing role of women, Democracy, Elections, Dictators, Birkenhead and the World Wars, Industrial Revolution and the digital revolution, the rise of dictators, power of the government, industrial revolution, local studies, End of slavery, the Blitz, US Civil War, President Lincoln, How should history be remembered?, Gandhi.

### Year 9 Rationale:

- ✓ Students build on the skills of using sources that have been established at year 7 & 8.
- ✓ Students engage with the Holocaust, Post-war Britain and significant studies of the USA and Russia in the 20<sup>th</sup> Century which is a natural extension of learning in Year 8 to look at a 20<sup>th</sup> century world modern study.
- ✓ Students begin to refine their written skills and make connections with their understanding of the 20<sup>th</sup> century modern world.
- ✓ Students are given many opportunities to link their learning to the world they live in today- to contextualise and understand the 'why' behind it.
- ✓ Planned cultural capital: The Holocaust, Post-war Britain, Britain's place in the world, Immigration- Windrush, Britain and US special relationship, Prejudice, nationalism, foreign policy, development of the European Union and Brexit. Changing role of women, tyranny in Europe, exploration of space, Nuclear development, Chernobyl, What made the USA rich?, USA today, Role of technology/media in the world today, People power, Birth of the teenager, sexual liberation, drugs in society, rise of terrorism, Break up of SU, Bosnia, Serbia, Russia and Ukraine, Afghanistan, military hierarchy and following orders.

### Year 10/11 Rationale:

- ✓ Students in Year 10 and 11 build on key skills such as change and continuity, inference and interpretation.
- ✓ Knowledge is based on their Edexcel GCSE units of Crime and punishment through time, Superpower relations and the Cold War, Henry VIII and his ministers and the USA- Conflict at home and abroad.
- ✓ Planned cultural capital: Impact of small scale Marshall Aid on individuals, Operation Little Vittles, The Korean War, Khrushchev in the USA, JFK's popularity and assassination, Deadly nuclear power statistics, Jan Palach, Henry Fitzroy, Divorce, annulment, Daisy Gatson Bates, Walter Gadsden, Malcolm X, effects of herbicides in Vietnam, Protest songs, Rosa Parks, James Meredith, Martin Luther King, KKK, WCC, Dixiecrats, Kim Phan, Political views: socialism, communism, Fascism, Capitalism, Liberalism, people power, effects of war, police power, racism, Black Lives matter, MLK, RFK, foreign affairs, victims of war, conscientious objectors, Nixon, opposition to the war and support for the war.



# Teaching House Style

## Your role as a teacher



**Meet and Greet** students each lesson and be present on the corridor at changeovers.



**Retrieval Practice** - begin each lesson by retrieving key knowledge with a DO Now as part of your start of lesson routine.



**Activate prior knowledge** to build a strong schema with students.



**Model new knowledge** for students using the 'I, We, You' method. Share your thought process as an expert.



**Be a responsive teacher.** Check what all students know. Respond to misconceptions.



**Lessons have a good pace** and learning time is maxim-



**Strong end of lesson routine** where students leave calmly and with correct uniform, homework and high expectations.

Positivity 🍀

Ambition 🏆

Resilience 🧘

Thoughtfulness 🧠