



Topic Name	Term	Skills Developed	Previous / Next Link In Curriculum	Other Notes
<p><u>Slave Trade</u> – What lay behind the horrors of the Slave Trade?</p> <p><u>19<sup>th</sup> Century Britain</u> – Which more significant? - Industrial Revolution or Extension of the Franchise?</p>	Autumn	<ul style="list-style-type: none"> <li>• Causation</li> <li>• Chronology</li> <li>• Empathy</li> <li>• Inference</li> <li>• Evaluation</li> <li>• Judgement</li> <li>• Extended Writing</li> <li>• Utility</li> </ul>	<ul style="list-style-type: none"> <li>• Y10/11 - Campaign and Reform (Power and the People – impact of the slave trade on Britain, reasons for and methods used to abolish the slave trade.</li> <li>• <a href="#">Y7 KS3 – Consequences of Peasants Revolt</a> / Y11 GCSE – How oppressed people became gained more freedom and independence from the ruling classes.</li> <li>• Y11 – 19<sup>th</sup> Century Reform and Reformers (Power and the People)</li> </ul>	Trip to International Slavery Museum, Liverpool supports this topic
<p><u>Women's Suffrage</u> – How has democracy treated women?</p> <p><u>World War One</u> – 'Please send socks': Why did soldiers keep fighting in WW1? OR Who was to blame for the deaths of 1,201 people?</p> <p><u>Inter-War Years</u> – Why did World War Two start?</p>	Spring	<ul style="list-style-type: none"> <li>• Analysis</li> <li>• Evaluation</li> <li>• Change and Continuity</li> <li>• Causation</li> <li>• Evaluation</li> <li>• Judgement</li> <li>• Chronology</li> <li>• Source Evaluation</li> <li>• Consequence</li> <li>• Utility</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Y7 KS3 – Consequences of Peasants Revolt</a> /Y11 GCSE – Power and the People - How oppressed people became gained more freedom and independence from the ruling classes.</li> <li>• Y11 GCSE – 20<sup>th</sup> Century - Equality and Rights (Power and the People).</li> <li>• Y9 GCSE – The course of the conflict / The end of the war (Conflict and Tension: WW1).</li> <li>• Y10 GCSE - Germany and the Depression – Rise of the Nazis (Germany: Democracy and Dictatorship).</li> </ul>	
<p><u>Local History</u> – What was it really like in the Liverpool Blitz?</p> <p><u>World History</u> – Who were the real heroes</p>	Summer	<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Inference</li> <li>• Analysis</li> <li>• Consequence</li> <li>• Extended Writing</li> <li>• Source Evaluation</li> <li>• Judgement</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Y8 KS3 – Impact of the Slave Trade on Liverpool.</a></li> <li>• <a href="#">Y8 KS3 - Abolishment and Legacy of the Slave Trade.</a></li> </ul>	Local historical focus on Liverpool during World War Two



of the American civil rights movement?		<ul style="list-style-type: none"><li>• Utility</li></ul>		
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