

Term	Week	Focus	Summary	Learning Outcomes	Learning skills
Term 1.1	1	How did the World find itself in a global conflict in 1914?	Students will be able to explain how militarism lead the World into a global conflict in 1914.	Explain how militarism lead the World into a global conflict in 1914.	Self Reflection Linking Metacognition Collaboration Critical Thinking
	2	How did the World find itself in a global conflict in 1914?	Students will be able to explain how imperialism lead the World into a global conflict in 1914.	Explain how imperialism lead the World into a global conflict in 1914.	Linking Metacognition Analysing Collaboration Critical Thinking
	3	How did the World find itself in a global conflict in 1914?	Students will be able to explain how alliances lead the World into a global conflict in 1914	Explain how alliances lead the World into a global conflict in 1914.	Self Reflection Linking Hard working Metacognition Collaboration Critical Thinking
	4	How did the World find itself in a global conflict in 1914?	Student's will be able to explain how nationalism lead the World into a global conflict in 1914.	Explain how nationalism lead the World into a global conflict in 1914.	Linking Metacognition Analysing Collaboration Critical Thinking
	5	How did the World find itself in a global conflict in 1914?	Students will explore the short term cause of the First World War using historical sources.	To use historical sources to explain how the World ended up in a global conflict in August of 1914.	Hard working Linking Metacognition Analysing Collaboration Critical Thinking



	6	Mastery	Students will be given the opportunity to demonstrate that they have mastered the historical concept of cause and consequence.	To demonstrate that I have mastered the historical concept of explaining cause and consequence.	Hard working Analytical Linking Critical Thinking Collaboration
Term 1.2	1	How could the 1920s be interpreted as 'Roaring'?	Students will be able to explain the role of Mass Production in 1920s America.	To explain the role of Mass Production in 1920s America.	Self- reflection Hard working Analytical Linking Critical Thinking Collaboration
	2	How could the 1920s be interpreted as 'Roaring'?	Students will be able to investigate how organized crime was able to flourish in the USA in the 1920's.	To investigate how organized crime was able to flourish in the USA in the 1920's.	Hard working Analytical Linking Critical Thinking Collaboration
	3	How could the 1920s be interpreted as 'Roaring'?	Students will be able to explain how the lives of women changed in the 1920s.	To explain how the lives of women changed in the 1920s.	Self- reflection Hard working Analytical Linking Critical Thinking Collaboration
	4	How could the 1920s be interpreted as 'Roaring'?	Students will be able to explain why and how some groups did not experience the 'Roaring' period.	To explain why and how some groups did not experience the 'Roaring' period.	Hard working Analytical Linking Critical Thinking Creating Collaboration
	5	How could the 1920s be interpreted as 'Roaring'?	Students will be able to explain the causes and consequences of the Wall Street Crash.	To explain the causes and consequences of the Wall Street Crash.	Hard working Analytical Linking Critical Thinking Collaboration



Year: 9

Subject: History

	6	Mastery	Students will be given the opportunity to demonstrate that they have mastered the historical concept of interpretation.	To demonstrate that I have mastered the historical concept of interpretation.	Hard working Agile Example Linking Analysis Collaboration Critical Thinking
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