



Curriculum Map: Year 9 Subject History

Year 9 History

| Topic | Key Knowledge <i>What will all students KNOW by the end of the topic?</i> | Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i> | Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i> |
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| Was social change the biggest consequence of WW1? | <p>This topic hopes to inform students about the consequences of international conflict in the face of World War. The topic acts as a watershed. It aims to remove any innocence about what happens in battles or any belief in its 'glories' especially in a world where young people are often desensitised by video games such as Call of Duty. The study of World War One reminds students that something supposed to be 'over by Christmas' can turn into such a long and horrific war which caused the deaths of millions. It also aims to show people about the industrialisation of warfare in the 20th century and how this has affected modern military issues. The lessons will follow the following outline:</p> <ol style="list-style-type: none">1. How did the death of one man lead to World War? (alliances/assassination)2. What was trench warfare like?3. How did the technology of warfare change as a consequence of WW1? (weaponry/attrition)4. Why wasn't the War over by Christmas?5. What was the experience of soldiers across the British Empire? | <p>Disciplinary Knowledge: -</p> <p>Cause and Consequence: - Kaiser's policies of Weltpolitik and a 'Place in the Sun'. What was so important about the assassination of Franz Ferdinand?</p> <p>Change and Continuity: - Why was trench warfare a different kind of war?</p> <p>Similarity and Difference: - How were experiences of War across the Empire similar or difference?</p> <p>Significance: - The assassination of Franz Ferdinand. Long term impact on soldiers</p> <p>Source analysis – propaganda posters, reports on the Somme – study of provenance and consideration of censorship – the role of women – analysis of posters by Septimus Scott. Sources on the impact of the TOV – provenance and content analysis.</p> <p>Interpretation: - The importance of the British Empire – David Olusoga Who was responsible for the outcomes of battles?</p> | <p>End of unit assessment on source analysis</p> <p>Routine knowledge and key word tests</p> <p>Peer assessment – How technology changed as a consequence of War.</p> <p>Peer assessment – source analysis – women in WW1</p> |

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| | <p>6. Did WW1 transform the lives of women?</p> <p>7. How did the War affect the Britain as a Nation?</p> <p>8. Why did the War end in 1918?</p> <p>9. How fair was the Treaty of Versailles?</p> <p>Substantive knowledge: ALLIANCES IMPERIALISM MILITARISM NATIONALISM STALEMATE ATTRITION ASSASSINATION PROPAGANDA CONSCRIPTION CONSCIENTIOUS OBJECTOR</p> | | |
| What is the <i>real</i> story of WW2? | <p>Through study of the causes of World War Two, students will gain an understanding of the importance of international relations and peace keeping institutions. It also provides an opportunity to discuss political stances on issues such as appeasement and whether this was the correct stance against a dictator such as Hitler. Students will gain the opportunity to debate ethical issues such as the dropping of the atomic bomb while at the same time being able to empathise with the effects of the War on soldiers and those on the Home Front. Students will also consider the wider implications of WW2, in particular in countries of the Empire, such as India. The longer term consequences of the War moving into the modern era of the Welfare State and decolonisation. Through study of both Wars students will develop key source analysis skills and understanding the problem of propaganda which is vital for students in a world of</p> | <p>Sources – Hitler and the causes of WW2 – goosestep to power – content and provenance – British perspectives at the time.</p> <p>Role of Women – propaganda sources</p> <p>Interpretation – Significant of events – Mawdsley interpretation of European war – begin to develop assessment of the background of historians.</p> <p>How accurate is the popular interpretation of Churchill?</p> <p>How ‘alone’ was Britain? Comparison to the role of Empire</p> <p>Causation – How did the actions of European politicians cause conflict? Inaction and appeasement</p> | <p>WW2 Extended Research Project of Family History or local study of Macclesfield.</p> <p>Peer assessment – role of women sources</p> |

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| | <p>social media and 'fake news'. The following shows an outline of the lessons:</p> <ol style="list-style-type: none"> 1. Causes of World War II – why did appeasement fail? 2-3. Key events of WW2 and the traditional narrative 4. What was Churchill's role in WW2? Interpretation 5. Women in WWII – at home and overseas 6. What was the story of those on the Home Front? 7. The role of the British Empire 8. What was India's story? 9. Did WW2 lead to modernisation? <p>Key words – literacy focus - EMPIRE, DECOLONISATION, FAMINE, CONFLICT, APPEASEMENT, BLITZ, HOME FRONT, MODERNISATION, PARTITION, WINDRUSH</p> | <p>Change – How did the role of women change throughout the War?</p> <p>Similarity and difference – The whole topic focusses on the varying experiences and stories across the world during WW2.</p> <p>Consequence – How modernising was WW2?</p> | |
| How did the Holocaust happen? | <p>Students will analyse and discuss how such a horrific event was able to happen, through study of the Nazi party, Germany and anti-Semitism throughout History. We will ensure that the victims of the Holocaust and its horrors are not forgotten, and the testimony of survivors are passed on, which is ever more important as we move further from the events. This topic will act as a moral compass for students and encourage them to question the actions of governments, with discussions around perpetrators, bystanders and resisters of the Holocaust. This will allow students to act as checks on governments in the future and develop and understanding of the role of citizens in preventing such atrocities from continuing to happen to this day. The lessons will follow the outline below:</p> | <p>Disciplinary Knowledge: -</p> <p>Sources – Students will be able to analyse sources of life in ghettos and those showing the role of ordinary Germans. Assessing content and provenance</p> <p>Chronology – Influence of dictatorships in the early/mid 20th century – how does the Holocaust fit into WW2?</p> <p>Interpretation – Students will analyse interpretations around 'blame', beginning to consider context of the interpretation.</p> <p>Cause/Consequence - How do Genocides happen? What are the consequences on society?</p> | <p>Key word test 2 per topic</p> <p>Retrieval practice low stakes quizzes every lesson.</p> <p>Source assessment</p> <p>Peer assessment – judgement on the 'Final Solution'</p> |

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| | <ol style="list-style-type: none"> 1. Thematic/concepts - chronology so far 2. What was Jewish life pre-1933? 3. What prejudice and antisemitism did Jews face? 4. What was the Holocaust? Chronology 5. Who were the other persecuted groups? 6. What was the final solution? 7. What do sources reveal about who was responsible for Holocaust? Assessed 8. How was the Holocaust resisted? <p>Substantive knowledge ANTISEMITISM ARYAN AUSCHWITZ CONCENTRATION CAMP CREMATORIUM EXTERMINATION CAMP EINSATZGRUPPEN EUTHANASIA FINAL SOLUTION PERSECUTION GHETTO HOLOCAUST KAPO PERSECUTION SS RACE EUGENICS</p> | <p>Change and Continuity: - How did anti-Semitism fester into genocide?</p> <p>Difference – How was life different in Europe?</p> <p>Significance – Why is the Holocaust seen as a ‘scar’ on world history?</p> | |
| How close did the world come to WW3? | <p>Through the study of the key events of the Cold War students will gain an understanding of modern international relations and how this changed following the Second World War with the creation of institutions such as NATO. They will see how current instability in the world from the Korean peninsula to Afghanistan have roots in the Cold War. By understanding these issues students will be able to gain a greater appreciation of the modern dilemmas and perhaps even help to solve them. Students will discuss ethical issues surrounding events such as the Vietnam War and develop debating and judgement skills when studying the issue of the Berlin Wall, the Cuban Missile Crisis and Vietnam.</p> | <p>Disciplinary Knowledge: - Causation – What caused tension post WW2? How did the space race cause tension?</p> <p>Source – Churchill's iron curtain speech and international relations</p> <p>JFK - ‘We chose to go to the Moon’ Speech – analysis of purpose</p> <p>Interpretation – What was the impact of the Korean War on international relations – Peter Lowe.</p> <p>Gary Hess – Why did the USA fail in Vietnam? Political debate</p> | <p>End of year assessment</p> <p>Written enquiry question</p> <p>Iron curtain source – peer assessed</p> |

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| | <ol style="list-style-type: none"> 1) The end of WW2 and post war tension (Capitalism v. communism) 2) Soviet Satellite states and the Iron Curtain 3) The Berlin Blockade/Airlift 4) Communism in Asia overview 5) Korean War 6) The Cuban Missile Crisis 7) Vietnam War 8) The Space Race 9) The Soviet Invasion of Afghanistan 10) The Berlin Wall and the end of the Cold War <p>Substantive knowledge TRUMAN DOCTRINE CAPITALISM COMMUNISM NUCLEAR DOMINO THEORY CONTAINMENT FREE MARKET IRON CURTAIN NATO SATELLITE STATE WARSAW PACT CIA SALT DETENTE FUNDAMENTALISM</p> | <p>Change – How did US/USSR relations change throughout the period? Détente and increased tensions</p> <p>How did political ideologies change?</p> <p>Was the fall of the Berlin Wall the most significant change in ending the Cold War?</p> <p>Significance – What was the significance of key events such as the Cuban Missile Crisis? Who were the significant figures?</p> | |
| How were civil rights being secured across the world? | <p>Students will study how Britain changed throughout the 1960s which led to a ‘cultural revolution’ which led to a society which is more recognisable today. Students will look at how liberalism developed within Britain and how this impacts our values in the modern day. This is a vital part of study in year 9, students will gain an understanding of segregation, the Jim Crow laws and study the issues of racism in America through key case studies. Through analysis of key figures such as Rosa Parkes, Martin Luther King and Malcolm X students will gain an understanding of the importance of standing up for change and being a</p> | <p>Disciplinary Knowledge: -</p> <p>Interpretation – Students will analyse interpretations of key figures such as Mandela, Martin Luther King and Malcolm X – analysing context</p> <p>Sources – Students will analyse Britain in the 1960s in a comparison with the rights of LGBTQ and feminist movements. Considering content and provenance.</p> <p>Similarity and Difference: - A comparison of the American and British civil rights movements. Mandela, MLK and Malcolm X</p> | <p>Key word test 2 per topic</p> <p>Retrieval practice low stakes quizzes every lesson.</p> <p>Peer assessment – significant figures</p> |

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| | <p>symbol for change rather than sitting on the sidelines. Students will learn the importance of tolerance, courage as well as understand why current racial tension exist today (such as the George Floyd case). Students will get the opportunity to compare this to modern movements such as the 'Black Lives Matter' and those of the LGBTQ+ community. Lesson outline as follows:</p> <ol style="list-style-type: none"> 1. Civil rights in America introduction 2. Who were the key individuals in the fight for civil rights in America? Interpretation 3. How did Black South Africans fight against Apartheid? 4. How did the civil rights movement compare in Britain? 5. Is the Black Lives matter movement a continuation of the civil rights campaigns? 6. How did LGBTQ+ people campaign for civil rights? sources 7. Who were the significant figures in LGBTQ+ rights history? <p>Substantive knowledge JIM CROW LAWS LIBERAL FREEDOM PERMISSIVE MARCH BOYCOTT AMENDMENT VOTING RIGHTS SEGREGATION APARTHEID, CIVIL RIGHTS,</p> | <p>Cause and Consequence: - What conventions were challenged in the 1960s? What were the causes of the Civil Rights Movement?</p> <p>Change and Continuity: - To what extent did the Black civil rights movement achieve its objectives in the USA and America? How is this linked to the Black Lives Matter movement today?</p> <p>Chronology – How does the civil rights movement fit into the 20th century? How does it connect to previous topics such as Empire?</p> | |
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