

History Curriculum Overview – Year 9

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
<p>Democracy and the Right to Vote</p>	<ul style="list-style-type: none"> • Key words: Democracy, Parliament, suffrage, Chartism, radical, suffragist, suffragette, civil disobedience. • Students will learn about the reasons citizens wanted change to the parliamentary system during the years 1800 – 1918. • They will learn about the attempts to bring about change from the Chartists to the Suffragettes. • They will learn what changed and why. 	<ul style="list-style-type: none"> • Students will learn the second order skills of change and continuity, cause and consequence and significance to understand the development of Parliament and the right to vote. • They will read sources and learn to evaluate them and they will develop their written skill to help them show a balanced argument. • They will learn to evaluate the significance of events and individuals. 	<p>At the end of the unit students will use a range of sources to answer the question ‘Why did women get the vote in 1918’.</p> <p>There will be written levelled feedback on this work.</p> <p>Books will be checked and marked with formative comment where appropriate during the half term.</p>	<p>Homework menu.</p> <p>There are a range of differentiated tasks and students will be directed via Satchel which to complete and at which point.</p> <p>Where appropriate the teacher may give another homework which could be a written piece of work or a research task.</p>	<p>Dignity in work – an understanding of the working peoples fight for the vote.</p> <p>Community and Participation – understanding of working together to change an undemocratic system.</p> <p>English – extended writing, PEE paragraphs</p> <p>Research – in Homework</p> <p>Grateful and Generous – awareness of the sacrifice made to gain the vote.</p> <p>Listening and attentive – learning new information.</p>	

Autumn Term 2

<p>WWI and the Treaty of Versailles</p>	<ul style="list-style-type: none"> • Key words: Alliance, Triple Entente, stalemate, no man's land, armistice, truce, treaty. • Students will learn about the causes of WWI including the alliance system and the arms race. • They will learn about the changes to warfare and the impact of them on Western Front. • They will learn about recruitment and conscription and the conditions in the trenches. • They will learn about the soldiers of the Empire and their importance in winning the war. • They will learn about the end of the war and the Treaty of Versailles and the subsequent impact of this. 	<ul style="list-style-type: none"> • Students will learn the second order concepts of causation and consequence to learn about why the war started and the impact that it had on the world. • They will learn to read a variety of sources – both written and pictures and will learn to evaluate them. • They will learn to write an essay using sources to support their argument. • They will learn to consider balance and evidence when making judgements. 	<p>At the end of the unit students will address an essay question testing the skills they have learned – the topic will be Haig and the Battle of the Somme. This will be marked, graded and formative feedback will be given. Books will be checked and marked with formative comment where appropriate during the half term.</p>	<p>Homework menu. There are a range of differentiated tasks and students will be directed via Satchel which to complete and at which point. Where appropriate the teacher may give another homework which could be a written piece of work or a research task.</p>	<p>Peace and Reconciliation – an understanding of the causes of WWI and the importance of the peace process.</p> <p>English – extended writing. PEE paragraphs RE – morality and ethics</p> <p>Research and evaluation.</p> <p>Leading for Justice – developing an awareness of the idea of a Just War. Listening and attentive – learning new information</p> <p>Trip to Ypres and the surrounding areas linked to WWI</p>	
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Spring Term 1

<p>Life in Germany and the Rise of the Nazi's</p>	<ul style="list-style-type: none"> • Key words: Fascist, Nazi, rearmament, Jungmadelbund, White Rose Group, propaganda, censorship. • Students will learn about the reasons why Germans voted for Hitler. • They will learn about the police state and the use of censorship and propaganda. • They will learn about the role of women. • They will learn about the role of children. • They will learn about the opposition to the Nazi's. 	<ul style="list-style-type: none"> • Students will learn the second order skills of cause and consequence and significance to understand why Germans were prepared to vote for Hitler. • They will read sources on what life was like for different groups in Nazi Germany and learn to evaluate them and they will develop their written skill to help them show a balanced argument. • They will learn to evaluate the significance of events and individuals. 	<p>There will be an end of unit assessment which will be essay based. The question is 'The Nazi's relied on fear and intimidation to control their population'. This will be marked, graded and formative feedback will be given. Books will be checked and marked with formative comment where appropriate during the half term.</p>	<p>Homework menu. There are a range of differentiated tasks and students will be directed via Satchel which to complete and at which point. Where appropriate the teacher may give another homework which could be a written piece of work or a research task.</p>	<p>Peace and Reconciliation – an understanding of the causes of WWII and the importance of the peace process. Community and Participation – the responsibility to fight for the common good.</p> <p>English – extended writing. PEE paragraphs RE – morality and ethics</p> <p>Research and evaluation.</p> <p>Leading for Justice – developing an awareness of the idea of a Just War. Courageous and Resilient – standing up against prejudice. Listening and attentive – learning new information</p>	
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Spring Term 2

The Holocaust	<ul style="list-style-type: none"> • Key words: Anti-Semitic, Holocaust, Shoah, ghetto, concentration camps, death camps, persecution, Kristallnacht. • Students will learn about the historical persecution of the Jews in Europe. • They will learn about the number of Jewish people living in Europe before the Holocaust. • They will learn about individuals from different backgrounds who were of the Jewish faith. • They will learn of the persecution under the Nazi's from the Nuremberg Laws to the Final Solution. • They will learn about the impact of the Holocaust and the importance of studying it. • They will learn about Holocaust deniers. 	<ul style="list-style-type: none"> • Students will learn the second order skills of change and continuity, cause and consequence and significance to understand the persecution of the Jews and the rise of anti-Semitism in Germany • They will read sources on what life was like for different Jewish people and learn to evaluate sources. They will develop their written skill to help them show a balanced argument. • They will learn to evaluate the significance of events and individuals. 	<p>Students will be assessed at the end of the unit by a piece of work which uses sources to refute the claims made by David Irving who is a Historian and a Holocaust denier. This will be marked, graded and formative feedback will be given. Books will be checked and marked with formative comment where appropriate during the half term.</p>	<p>Homework menu. There are a range of differentiated tasks and students will be directed via Satchel which to complete and at which point. Where appropriate the teacher may give another homework which could be a written piece of work or a research task. There is also a Holocaust project which is based on research and is a creative task which is given over the Easter Holiday.</p>	<p style="color: green;">Peace and Reconciliation – an understanding of the causes of the Holocaust. Community and Participation – the responsibility to fight for the common good.</p> <p style="color: purple;">English – extended writing. PEE paragraphs RE – morality and ethics, Holocaust teaching</p> <p style="color: magenta;">Research and evaluation.</p> <p>Leading for Justice – developing an awareness of the idea of a Just War. Courageous and Resilient – standing up against prejudice. Listening and attentive – learning new information</p>	Links with the RE curriculum
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Summer Term 1

<p>WWII and the Home Front</p>	<ul style="list-style-type: none"> Key words: Blitz, evacuation, rationing, phoney war, home front, the home guard, Morrison shelter, Anderson shelter. Students will learn about different aspects of the war on the home front. They will learn about the government measures to keep people safe including evacuation. They will learn about the Blitz and examine sources to decide if there was a Blitz Spirit or if this was a myth. They will learn about rationing and the need to conserve resources and make sure everyone was provided for fairly. 	<ul style="list-style-type: none"> Students will learn the second order skills of change and continuity, cause and consequence to understand what was happening on the home front during WWII. They will read sources on what life was like for groups of people and what the role of the government was. They will learn to evaluate sources and they will develop their written skill to help them show a balanced argument. They will learn to evaluate the significance of events and individuals. 	<p>Assessment There will be an end of unit assessment which is project based. Students will be given a guidance sheet with a list of topics to choose from for a research based project on two aspects of the Home Front. This will be marked, graded and formative feedback will be given. Books will be checked and marked with formative comment where appropriate during the half term.</p>	<p>Homework menu. There are a range of differentiated tasks and students will be directed via Satchel which to complete and at which point. Where appropriate the teacher may give another homework which could be a written piece of work or a research task.</p>	<p>Peace and Reconciliation – an understanding of the challenges faced by people in Britain during WWII. Community and Participation – the responsibility to fight for the common good.</p> <p>English – extended writing. PEE paragraphs</p> <p>Research and evaluation.</p> <p>Grateful and Generous – an awareness of the sacrifices that were made to ensure a free world. Listening and attentive – learning new information</p> <p>Visit to the Imperial War Museum</p>
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Summer Term 2

<p>The Roaring 20's - USA 1920 - 1929</p>	<ul style="list-style-type: none"> Key words: Roaring '20's, boom, bust, assembly line, flappers, prohibition, gangsters, overproduction, buying on the margin, stock and shares. Students will learn about the reasons for the economic boom in the USA in the 1920's. They will learn who benefitted from this and who didn't. They will learn about the changes that happened for women after WWI. They will learn about the treatment of immigrants and African Americans. They will learn about Prohibition and the social problems linked with this. 	<ul style="list-style-type: none"> Students will learn the second order skills of change and continuity, cause and consequence to understand what was happening in the USA in the 1920's They will learn to evaluate sources and they will develop their written skill to help them show a balanced argument. They will learn to evaluate the significance of events and individuals. 	<p>At the end of the unit students will have an assessment based on GCSE style questions on the USA in the 1920's. This will be marked, graded and formative feedback will be given. Books will be checked and marked with formative comment where appropriate during the half term.</p>	<p>Homework menu. There are a range of differentiated tasks and students will be directed via Satchel which to complete and at which point. Where appropriate the teacher may give another homework which could be a written piece of work or a research task.</p>	<p>English – extended writing. PEE paragraphs</p> <p>Research and evaluation.</p> <p>Listening and attentive – learning new information</p> <p>Use of Film clips to develop understanding of the era.</p>
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