

Curriculum Overview: Year 9 HISTORY

Rationale: All Year 9 historians will follow a ‘foundation’ course that continues with National Curriculum topic coverage. This is for a range of reasons, including – a) we believe a year to embed a range of skills will raise the standards that students start Year 10 units with, b) the content covered in Year 9 will allow us to explore a lot of background (hinterland) knowledge that will help them to understand some of the complex subject material covered in the actual GCSE units (although there is no repetition of units), c) the linear nature of the reformed GCSEs plus the large scale / range of content needed means that teaching content in Year 9 that is not examined until Year 11 could be counter-productive, d) there is sufficient time in Years 10-11 to cover the required GCSE content. The units chosen for Year 9 allow for a chronological link with studies in Year 7 and 8, allowing full coverage of the National Curriculum (including the morally important study of the Holocaust which all students have the opportunity to access). Reading to understand meaning and interpretation is a key (and also developing) focus of our curriculum design. Diversifying the curriculum in Year 9 is an ongoing focus in order to broaden the knowledge and outlook of our students.

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading / Literacy
Year 9 Autumn 1	<p>How far did WWI live up to contemporary expectations? To include:</p> <ul style="list-style-type: none"> Life during WWI, in the trenches / front line and on the Home Front 	<p>In class assessment activities & FAR review process:</p> <ul style="list-style-type: none"> Describe Explain Source Utility 	<p>Educake quizzes</p> <p>Connection postcards: set for all, optional completion</p>	<p>Scheme of learning. Varied resources available in the department staff resources area.</p>	<p>Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations Unit skills focus: describe, explain, source utility Knowledge: see outline / SOL</p>	<p>Key terms:</p> <ul style="list-style-type: none"> Propaganda Morale Conscientious Objector Remembrance Recruitment Experience Describe Explain Evidence <p>Strategies: Guided reading Use of interpretations / contemporary evidence Key words definitions sheets</p>
Year 9 Autumn 2	<p>To what extent was Germany to blame for the outbreak of World War One? To include:</p> <ul style="list-style-type: none"> Causes of WWI – long term, short term, trigger. Overview of key events 		<p>Educake quizzes</p> <p>Connection postcards: set for all, optional completion</p>	<p>Scheme of learning. Varied resources available in the department staff resources area.</p>		<p>Key terms:</p> <ul style="list-style-type: none"> Militarism Alliances Imperialism Nationalism Assassination Cause Factor Trigger <p>Strategies: Guided reading Use of interpretations / contemporary evidence Key words definitions sheets</p>

Year 9 Spring 1	To what extent was World War Two 'Hitler's War'? To include: <ul style="list-style-type: none"> • Causes of WWII – inter-war years, role of Hitler, appeasement etc. 	In class assessment activities & FAR review process: <ul style="list-style-type: none"> • Describe • Explain • Historical interpretations 	Educake quizzes Connection postcards: set for all, optional completion	Scheme of learning. Varied resources available in the department staff resources area.	Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations Unit skills focus: describe, explain, historical interpretations Knowledge: see outline / SOL	Key terms: <ul style="list-style-type: none"> • Dictator / dictatorship • Treaty • Depression • Appeasement • Fascist • Interpretation • Causation • Factor Strategies: Guided reading Use of interpretations / contemporary evidence Key words definitions sheets
Year 9 Spring 2	How far did WWII change the lives of people at home? To include: <ul style="list-style-type: none"> • Life during WWII – living through the war • Overview of key events 		Educake quizzes Connection postcards: set for all, optional completion	Scheme of learning. Varied resources available in the department staff resources area.		Key terms: <ul style="list-style-type: none"> • Rationing • Evacuation • Home Front • Occupation • Describe • Interpretation Strategies: Guided reading Use of interpretations / contemporary evidence Key words definitions sheets
Year 9 Summer 1	Holocaust study Follows the HET scheme with resources centrally prepared. Flexible order of lessons depending on class engagement etc.	Through in class discussion and completion of learning booklet.	Connection postcards: set for all, optional completion	Scheme of learning. Varied resources available in the department staff resources area.	Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations. Unit skills focus: Empathy Knowledge: see outline / SOL	Key terms: <ul style="list-style-type: none"> • Holocaust • Persecution • Perpetrator • Collaborator • Bystander • Genocide • Anti-Semitism Strategies: Guided reading Use of interpretations / contemporary evidence

						Key words definitions sheets
Year 9 Summer 2	Campaigns for equality in the 20th century To include: <ul style="list-style-type: none"> • Focus on campaigns for equality across different groups / issues, e.g. Suffrage, Bristol Bus Boycott, Windrush scandal, LBGTQ+, Notting Hill Carnival etc... 	Through in class discussion and completion of class activities.	Educake quizzes Connection postcards: set for all, optional completion	Scheme of learning. Varied resources available in the department staff resources area.	Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations Unit skills focus: change & continuity Knowledge: see outline / SOL	Key terms: <ul style="list-style-type: none"> • Diversity • Campaign • Equality • Franchise • Suffrage Strategies: Guided reading Use of interpretations / contemporary evidence Key words definitions sheets