

# YEAR 9 HISTORY CURRICULUM PROGRESSION OVERVIEW

## Subject Curriculum Intent:

We aim to fire our pupils' curiosity so that they can ask questions about the world as it was, so that they can explain the world as it is. Understanding is based around a spine of British History. Enquiries are sequenced in a coherent way so students can examine the interconnected nature of Britain's relationship with the wider world to show the diversity of the inhabitants of the past. We aim to show students that history is an interpretation which can be constructed and contested. Therefore, students will not just learn the latter but, also develop their disciplinary knowledge of our unique skills such as causation and interpretation. Thus, the narrative and skill will be sequenced and weaved through our curriculum so that students are able to become 'history citizens,' aware of the emergence of national institutions, problems and values so that they are equipped and can participate in the world around them and move into the careers of their choosing.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic/ Enquiry Question	What can the Olympics tell us about the Twentieth Century? Why did women get the vote in 1918?	What could you include in a 30 second new bulletin to explain why World War began? 'Were 'Mud, rats, poppies and success' all that we should remember about WW1?	Could Britain have become a dictatorship in the 1930s'?	How did World War two have an impact on civilians?	How did the Holocaust happen and in what ways was it resisted? How far is the Historian John Darwin correct that the reason for decline as because it was Vast, Variegated and far flung'?	Did the Sixties really swing? Was religion the main reason for 9/11?
Core Knowledge/ Threshold Concept	Students will have knowledge of: A chronological overview of the key development in technology, authority, beliefs.  The reasons why women needed the vote. The militant tactics of the Suffragettes.	Students will know the reasons why women got the vote. That reasons can be prioritised and explained. Students will also know the short and term causes of World War One. The reasons why men were motivated to keep fighting. Challenges to the traditional view of the trenches; the 'often forgotten' men, the Richmond 16, the Hartlepool bombing and the impact of World War One.	Students will know: The reasons why Hitler was able to come to power, what happened at Cable Street and whether Cable Street is a turning point against British fascism in the 1930's.	Students will have an overview of the main battles in World War Two. Students will know about the bombing of London and Hiroshima, the impact of the events on civilians and the reasons why it was seen as necessary by the authorities.  Students will also have knowledge of Jewish life before the Holocaust.	Students will have knowledge of the steps towards the Final Solution, who the Holocaust involved and its legacy.  Students will know how the British Empire ended.	Students will know what the term 'swinging sixties mean' and society in the 1960s.

Why this learning now?	Learning is deliberately sequenced having considered what core knowledge is required to unlock deeper understanding of a topic and the ability to make connections between topics as that when implementing this intent, teachers can effectively and explicitly draw attention to where a historical concept/ key word/ behaviour/ pattern etc. has been seen previously and effectively expose the relationship through effective questioning.					
	Links to the national curriculum political power in Britain in 1745-1901 Challenges for Britain, Europe and the wider world 1901 to the present day.  Links to units on Civil War and the role of women in the sixteenth and seventeenth century studied previously in the spring of year 8. Furthermore, the opening lessons lay the chronological foundations for the remainder of the year.	Links to the national curriculum challenges for Britain, Europe and the wider world 1901 to the present day. Local history and  Links to year 7 & 8 autumn term. Revisits the reasons for conflict and links to Y8 Empire. Supports students understanding of the enquiries which follow and the study of medicine in World War One at GCSE and in terms of contextual knowledge for A level.	Links to the national curriculum challenges for Britain, Europe and the wider world 1901 to the present day.  Links back to previous unit in the autumn term in year 9 as it considers the impact of WW1 in Germany and also in Britain. Lays the foundations for the depth study of the rise of Hitler at GCSE whilst considering the growth of fascism at GCSE.	Links to the national curriculum challenges for Britain, Europe and the wider world 1901 to the present day. In addition to studying the holocaust.  Links back to year 7 summer and previous unit on the impact of World War Two and will help lay the foundations for students' study of the persecution of minorities at GCSE and A level.	Links to the national curriculum challenges for Britain, Europe and the wider world 1901 to the present day.  Links back to year 8 and the reasons for and experiences of empire and year 9 autumn term in which students have seen the impact of 'western' desires to expand their empire. This will lay the foundations for an understanding of the end of Empire which are studied in different contexts on paper 2 at GCSE and at A level on paper 2 and 3;.	Links to the national curriculum challenges for Britain, Europe and the wider world 1901 to the present day.  Links back to year 7, 8 and 9 enquiries considering society, status and diversity and links to the reasons for war which has been studied previously. This will lay the foundations for GCSE and A level.
Assessment Opportunities:	Firstly methods of formative assessment will be used in lessons to judge whether students are ready to move on. This could be through recall activities used in all lessons, directed questioning, low-stakes assessments and other AfL strategies. Secondly students will also be assessed through summative assessment to test their knowledge and disciplinary understanding at various points throughout the year.					
Learning at Home	Home learning is set on a two week cycle where students will receive a recall and retrieval quiz set on Educake. Students are given their own unique Educake account and their teacher will set questions for them to attempt. Students can retake the quiz multiple times to improve their score and enhance their learning. Students can also set quizzes themselves to test and improve their all-round knowledge and understanding of historical topics.					
Key Vocabulary	Democracy Militant	Armistice Conscientious objector	Fascism Dictator	Segregation Ghetto Resistance	Oppression Variegated Partition	Boycott Terrorism

<p>Spiritual, Moral, Social and Cultural concepts covered</p>	<ul style="list-style-type: none"> <li>• Knowledge of, and respect for, different people’s faiths, feelings and values</li> <li>• Sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> <li>• Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</li> <li>• Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain.</li> </ul>
<p>Links to careers and the world of work</p>	<p>Bench mark 7: Encounters with universities. For example, lectures by Teesside University and Durham and Holocaust Education Trust.</p> <p>Bench mark 4: Linking Learning to careers</p>