

YEAR 9 History CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent

To support students to understand their own lived experience within the current political, economic and social landscape by building on the foundation of their prior learning to study events of the 20th Century and their impact in the short and the long term. Approaching history through enquiries which utilise a variety of lenses (e.g. local), means that it is intrinsically interesting because it supports our understanding of the world and how people behave while also developing the skills and knowledge needed for GCSE success.

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Topic	<p>CHALLENGES FOR BRITAIN, EUROPE AND THE WIDER WORLD, 1901 TO THE PRESENT DAY</p> <p>(10 weeks)</p>	<p>CHALLENGES FOR BRITAIN, EUROPE AND THE WIDER WORLD, 1901 TO THE PRESENT DAY</p> <p>(13 weeks)</p>	<p>CHALLENGES FOR BRITAIN, EUROPE AND THE WIDER WORLD, 1901 TO THE PRESENT DAY</p> <p>(6 weeks)</p>	<p>STUDY OF A SIGNIFICANT SOCIETY OR ISSUE IN WORLD HISTORY AND ITS INTERCONNECTIONS WITH OTHER WORLD DEVELOPMENTS</p> <p>(6 weeks)</p>	<p>STUDY OF A SIGNIFICANT SOCIETY OR ISSUE IN WORLD HISTORY AND ITS INTERCONNECTIONS WITH OTHER WORLD DEVELOPMENTS</p> <p>(5 weeks)</p>
Crucial Knowledge	<p>What are the key people, events and themes of the Twentieth Century? (1 lesson)</p> <p>Children can give some examples of people or events which happened during the 1900s</p>	<p>What were the causes of World War II? (5 lessons)</p> <p>Y9 understand causes of World War II such as the harshness of the Treaty of Versailles and Hitler's Foreign Policy.</p> <p>How could the Holocaust happen?</p>	<p>Was World War II a Total War? (8 lessons)</p> <p>Students can give examples of how the war had an impact on the Home Front as well as abroad, including the impact of the dropping of the atomic bombs on Japan.</p>	<p>What were the consequences of the dropping of the atom bomb? (5 lessons)</p> <p>Students understand the difference between Communism and Capitalism. They can give some examples of the impact of the Cold War e.g. the Korean and Vietnam Wars.</p>	<p>How far has responses to pandemics such as Covid 19 changed since the Medieval period? (10 lessons)</p> <p>Students understand how Medieval medicine contrasts to modern approaches e.g. supernatural cures, influence of Greek and Roman doctors such as Hippocrates and</p>

	<p>What were the long and short term causes of World War I? (4 lessons)</p> <p>Students give examples of short term causes of the war like the assassination of Franz Ferdinand as well as long term causes such as the naval race, imperialism and the rise of Germany.</p> <p>How useful are sources to give us a balanced view of trench life? (3 lessons)</p> <p>Children can give some sources about trench life e.g. letters, photos and posters. They understand that some do not give an accurate view.</p> <p>Why are there different interpretations of Haig's role at the Somme? (4 lessons)</p> <p>Students understand why Haig was known as the</p>	<p>How does evidence help us build up an understanding of the Holocaust? (14 lessons)</p> <p>Students understand that the Jews have suffered persecution throughout history (not just during the Holocaust). They can explain different types of evidence about the Holocaust e.g. eye witness testimony, photos, evidence from court trials, buildings etc. They understand how ordinary people might become involved.</p> <p>ASSESSMENT</p>	<p>What difference did World War II make to Saltburn? (2 lessons)</p> <p>Students can give examples of how the war had an impact on Saltburn including bombing and evacuation.</p> <p>How can I develop my own enquiry into an aspect of World War II? (2 lessons)</p> <p>Children understand that historians select sources to form an enquiry, that they draw information from them and reach conclusions.</p>	<p>How significant was the fall of the Berlin Wall? (2 lessons)</p> <p>Students begin to develop an awareness of the significance of the fall of the Berlin Wall for people at the time but also in terms of its symbolising the end of the Cold War.</p> <p>How has history shaped the experiences of people around the world? (1 lesson)</p> <p>Students understand that history makes a difference to peoples' lives now e.g. communism has shaped the experience of people in North Korea and the Triangular Trade has an ongoing impact.</p> <p>ASSESSMENT</p>	<p>Galen, difference in hospital provision from today and approaches to public health / epidemics such as the Black Death.</p>
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	<p>'butcher of the Somme' but also that some historians dispute this interpretation.</p> <p>How significant was World War I? (7 lessons)</p> <p>Students understand more than one reason the war was significant e.g. lives lost, countries involved, medical developments, change in womens' roles etc.</p> <p>ASSESSMENT (2 lessons)</p>				
<p>Why this learning now?</p>	<ul style="list-style-type: none"> • Broadly chronological framework • Develops understanding of the causes and triggers for conflict • Background for GCSE to avoid cognitive load in Y10 as they deepen understanding (e.g. alliances / naval race) 	<ul style="list-style-type: none"> • Broadly chronological framework • The consequences of WWI inform the causes of WWII • Y9 have more sensitivity to grapple with the complexities of the Holocaust 	<ul style="list-style-type: none"> • Broadly chronological framework • Work on WWII gives opportunities to build on work completed on WWI. • Work on the atom bomb underpins Cold War unit. 	<ul style="list-style-type: none"> • Broadly chronological framework • Background for GCSE to avoid cognitive load in Y11 as they deepen understanding (e.g. Communism / Cold War links to Red Scare and McCarthyism) 	<ul style="list-style-type: none"> • Provides a transition unit to GCSE so that students can begin to understand the depth of knowledge required and the pace of lessons while maintaining a KS3 style of enquiry question, WINs tasks and can contrast knowledge with the familiar (the Covid 19 pandemic).

	<ul style="list-style-type: none"> The course of the war builds on causes and helps avoid cognitive overload at GCSE by giving crucial knowledge on one Battle (the Somme) 				
Assessment Opportunities:	<p>Every lesson has a recall starter and there are opportunities for Q & A / embedded AfL tasks (e.g. using WINs)</p> <p>Formative – extended writing at the end of each unit.</p> <p>Summative - Assessment at the end of the unit (multiple choice and short answer questions to test knowledge and vocabulary) as well as extended writing to assess understanding of (a) Explanation - causation, (b) How interpretations differ, (c) Why interpretations differ and (d) Description. Assessment covers prior as well as current topic.</p>	<p>Every lesson has a recall starter and there are opportunities for Q & A / embedded AfL tasks (e.g. using WINs)</p> <p>Formative – extended writing at the end of each unit.</p> <p>Summative - Assessment at the end of the unit (multiple choice and short answer questions to test knowledge and vocabulary) as well as extended writing to assess understanding of (a) Explanation – writing a balanced answer about an interpretation, (b) How interpretations differ and (c) Description (including change in 2 different periods). Assessment covers prior as well as current topic.</p>	<p>Every lesson has a recall starter and there are opportunities for Q & A / embedded AfL tasks (e.g. using WINs)</p> <p>Formative – extended writing at the end of each unit.</p> <p>Summative - Assessment at the end of the unit (multiple choice and short answer questions to test knowledge and vocabulary) as well as extended writing to assess understanding. Assessment covers prior as well as current topic.</p>		
Learning at Home	<p>Minimum of one homework a fortnight on average</p> <p>Extended writing or poster on causes of WWI.</p>	<p>Minimum of one homework a fortnight on average</p> <p>Revision tasks using knowledge organisers</p>	<p>Minimum of one homework a fortnight on average</p>	<p>Minimum of one homework a fortnight on average</p> <p>Research on enquiry / writing up enquiry. Revision tasks using knowledge organisers</p>	<p>Minimum of one homework a fortnight on average</p>
National Curriculum Links	<p>Challenges for Britain, Europe and the wider world 1901 to the present day</p>	<p>Challenges for Britain, Europe and the wider world 1901 to the present day</p>	<p>Challenges for Britain, Europe and the wider world 1901 to the present day</p>	<p>Challenges for Britain, Europe and the wider world 1901 to the present day</p>	<p>Development of Church, State & Society in Medieval Britain, 1066 – 1509</p>

Key Vocabulary (Etymology words)	Arms Race Assassination Triple Entente Censorship Propaganda	Appeasement Foreign Policy Treaty	Evacuation Kindertransport Holocaust Total War	Capitalism Communism Containment	Surgery Theory Supernatural
Spiritual, Moral, Social and Cultural concepts covered	<p>The History curriculum provides students with the opportunity to learn about how to formulate an enquiry, the use of sources (including being critical consumers of information from films and other sources) as well as to develop their understanding of global citizenship.</p> <p>Concepts covered include:</p> <ul style="list-style-type: none"> • Spiritual – Importance and impact of the Medieval church e.g. on Health, impact of belief on peoples’ lives e.g. treatment of religious groups in Nazi Germany • Moral - Ethics of war – Does anybody win in war? • Social - Racial Prejudice – the Holocaust • Cultural - Citizenship and international relations e.g. forgotten armies (WWI), Vocabulary development 				
Links to careers and the world of work	<ul style="list-style-type: none"> • Links to careers through skills and content (e.g. Medicine) 				