

Year 9 Curriculum Overview [2021-2022]

Subject – History

Autumn Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT1	The causes of World War Two	<ul style="list-style-type: none"> Hitler's foreign policy-Living Space The reasons for Appeasement The rearmament of Germany Failure of the League of Nations 	<ul style="list-style-type: none"> The Treaty of Versailles Abdication of the Kaiser 	<ul style="list-style-type: none"> Extracting key information including inferences from sources e.g. "Pax Germanica" Key vocabulary 	<ul style="list-style-type: none"> Ethical decision making Planning Problem solving negotiation 	<ul style="list-style-type: none"> "Appeasement was the main cause of the second world war" How far do you agree?
	The Home Front during World war Two	<ul style="list-style-type: none"> Rationing Conscription The role of women (Including SOE/ Bletchley park) Bombing and evacuation 	<ul style="list-style-type: none"> Home front in Great War Changing position of women in society 	<ul style="list-style-type: none"> Key vocabulary Comprehension of sources Diary of an evacuee 	<ul style="list-style-type: none"> Planning Ethical decision making 	<ul style="list-style-type: none"> Formal assessment on the long- term importance of evacuation in Britain
	Key Battles of World War two	<ul style="list-style-type: none"> Dunkirk The Battle of Britain D-day 	<ul style="list-style-type: none"> New weapons of war from WW1 	<ul style="list-style-type: none"> Use of Churchill's language after Dunkirk- "Deliverance not Victory" 	<ul style="list-style-type: none"> Leadership Positive attitude Risk Management 	<ul style="list-style-type: none"> Assessment of the terror of D-Day
HT2	<ul style="list-style-type: none"> The role of Winston Churchill as a wartime leader 	<ul style="list-style-type: none"> His accession as Prime Minister in 1940 Speech to Parliament Decision to bomb French ports "mobilising" the English language Dresden Comparison linking to PHSC lessons to develop an in-depth view of Churchill 	<ul style="list-style-type: none"> Source analysis Highlighting judgement in formative assessments 	<ul style="list-style-type: none"> Developing the skill of bringing together short- and long-term consequences and forming a judgement. Use of repetition in speeches 	<ul style="list-style-type: none"> Critical thinking: -organising -Positive attitude despite difficulties 	<ul style="list-style-type: none"> Overall judgement given both good and bad examples of leadership
	<ul style="list-style-type: none"> Why was Winston Churchill defeated in 1945 	<ul style="list-style-type: none"> Churchill's tactics and use of "Gestapo" "Cheer Winston Vote Labour" The Beveridge Report 	<ul style="list-style-type: none"> Evacuation of children in the war and impact on middle class England 	<ul style="list-style-type: none"> Use of short phrases to persuade 	<ul style="list-style-type: none"> Communication Leadership Economic awareness 	<ul style="list-style-type: none"> Why is the Beveridge Report so important
	<ul style="list-style-type: none"> The Creation of the NHS 	<ul style="list-style-type: none"> The election of 1945 Labour landslide The opposition of doctors to the NHS The role of Nye Bevan The resignation of Bevan 	<ul style="list-style-type: none"> The impact of the Beveridge Report 	<ul style="list-style-type: none"> Use of primary sources on each person and selection of key vocabulary – "Stuff their mouths with gold" 	<ul style="list-style-type: none"> Economic awareness Leadership Planning communication 	<ul style="list-style-type: none"> Why did Bevan and others resign

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HT3	British society and Migration before 1948	<ul style="list-style-type: none"> Local Depth study of Bert Trautman who changed the history of Manchester The contribution of Empire troops to the war effort 	Impact of WW2 on British society -The Home front and position of women	Students to be given sentence starters which show explanation and development-E.g.- “This was a more important reason because...”	-negotiating -Problem solving Decision making	In second composite-
	How did immigration into Britain change after 1948	<ul style="list-style-type: none"> The British Nationality Act The attempts to limit immigration in the 1960’s The experience of immigrants in Britain 	The Empire during the Great War	Explaining change over time. Developed reasoning	Problem solving Planning Literacy	Using Powell to draw links with modern language and as a source to evaluate and analyse a source
HT4	The Changing position of women in the 1950s	<ul style="list-style-type: none"> The Butler Education Act and its impact “White heat of Technology” and McMillan’s views “Good Housewife Guides” Education of Girls and beginning of university education 	The key issues for female leaders in persuading men	Use of Propaganda- implied meaning in a text	Ethical decision making -communication	Source comparison Of two conflicting views about women and work in 1950’s (one in favour one against)
	The increased power of women in the 1960s and 1970s	<ul style="list-style-type: none"> The laws on divorce/abortion/ matrimony and their impact on careers Disruption to Miss World The Equal Pay Act and the Dagenham strike The rise of Mrs Thatcher 	Male attitudes The modern church compared to the importance of the church in earlier part of the century – and earlier	Inference and irony from a source Power of propaganda	Emotional intelligence Economic Literacy Organising	“To what extent had women achieved equality by 1975?”

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HT5	Why were youth gangs an issue in society in the 1960s	<ul style="list-style-type: none"> The effect of evacuation on family life The rise of gang culture case study on Craig and Bentley 	-Evacuation during WW2	-Judging between conflicting opinions -Use of language and it's double meaning.	-Problem solving -Leadership	“To what extent was the execution of Bentley Justified. Why have opinions changed over time” as this can link to a number of relevant features today
HT6	How far had Britain really changed Britain by the 1980's	<ul style="list-style-type: none"> Changes in music and finance for young people Emergence of sub-cultures Era of protest for example Oargreave The rise of Mrs Thatcher and her policies in the long term The Falklands war and national pride The Miners strike and collapse of communities Cold war The troubles in Northern Ireland 	- development of gang culture from previous composite	- Comparison of two historical opinions -judgement based on evidence	-organising -Leadership -risk management	Use of data source showing young people and their heroes and aspirations- was there really “ such a thing as society”