

## Year 9 Curriculum Overview [2022-2023]

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

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

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Summer Term	Knowledge & Understanding			Literacy Skills  Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
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<b>HT5</b>	<ul style="list-style-type: none"> <li>Why were youth gangs an issue in society in the 1960s</li> </ul>	<ul style="list-style-type: none"> <li>The effect of evacuation on family life</li> <li>The rise of gang culture</li> <li>case study on Craig and Bentley</li> </ul>	<ul style="list-style-type: none"> <li>Evacuation during WW2</li> </ul>	<ul style="list-style-type: none"> <li>Judging between conflicting opinions</li> <li>Use of language and it's double meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Leadership</li> </ul>	<ul style="list-style-type: none"> <li>“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</li> </ul>
<b>HT6</b>	<ul style="list-style-type: none"> <li>How far had Britain really changed Britain by the 1980's</li> </ul>	<ul style="list-style-type: none"> <li>Changes in music and finance for young people</li> <li>The rise of Mrs Thatcher and her policies in the long term</li> <li>The Falklands war and national pride</li> <li>The Miners strike and collapse of communities</li> <li>Cold war</li> <li>The troubles in Northern Ireland</li> </ul>	<ul style="list-style-type: none"> <li>Development of changes and challenges in society</li> </ul>	<ul style="list-style-type: none"> <li>Comparison of two historical opinions</li> <li>Judgement based on evidence</li> </ul>	<ul style="list-style-type: none"> <li>Organising</li> <li>Leadership</li> <li>Risk management</li> </ul>	<ul style="list-style-type: none"> <li>“There is no such thing as Society” (16 marks)</li> <li>How far do you agree to develop the knowledge required for GCSE</li> </ul>