

# History



Year 9

Curriculum Map



## Year 9 - Autumn Term

### World War One and the Interwar Years

#### Prior Learning

In year 8, pupils have been adding to their foundations needed to explore more complex issues throughout History.

- They have a good understanding of all second order concepts, and can now begin to identify them as we go through the final year of key stage 3.
- Pupils are able to analyse a source and select appropriate quotes to back up their arguments when looking at specific questions. They are able to look at interpretations and select evidence that matches with their view, and also argue against it using their own knowledge.
- Pupils have explored a wide range of historical concepts by looking at the themes of Empire, Slavery and Industrial Revolution. They have been able to explore ideas across a span of 6 centuries and evaluate how these ideas have impacted us in the modern day.

#### What will I learn?

In the autumn term, pupils will continue to explore ideas of poverty, civil rights and warfare, themes that have been explored in the previous two year history curriculum.

- **World War One:** This unit will look in depth at the causes, events and consequences of World War One. It will look at both short and long term causes before looking at trench systems, the Battle of the Somme and the ways in which the war was brought to an end. Pupils will be given the opportunity to look at interpretations of General Haig and whether or not he was the Butcher of the Somme, and also on whether this was the 'war to end all wars.'
- **The Interwar Years:** This unit will look in depth at the ways that different countries were shaped after World War One. Pupils will look at the roaring 20s in America up until the financial crash in 1929, and then look at the similarities and differences through comparing the American experience to Britain following WW1. Pupils will then start looking at the leadup to WW2 with the role of the League of Nations in the Manchurian Crisis and their attempts to prevent another global war.

First order concepts	Second order concepts
<ul style="list-style-type: none"><li>• Equality</li><li>• Parliament</li><li>• Democracy</li><li>• Economy</li><li>• Social Class</li><li>• Prejudice</li></ul>	<ul style="list-style-type: none"><li>• Suffrage</li><li>• Reform</li><li>• Protests</li><li>• Socialism</li><li>• Conscription</li><li>• War</li></ul>
	<ul style="list-style-type: none"><li>• Similarity</li><li>• Difference</li><li>• Change</li><li>• Continuity</li><li>• Cause</li><li>• Consequence</li></ul>

#### How will I be assessed?


Pupils will be assessed in the following ways:

- Questioning and AfL within the lesson.
- Written work in their books once per unit.
- A knowledge test at the end of the unit
- An AoL assessment covering all three units at the end of the autumn term.

#### Next Steps

Pupils will be moving on to exploring in depth the theme of warfare by following it through to the Second World War, giving pupils the opportunity to evaluate the causes of the war, the events, and the consequences of it. From here, pupils will be looking at the Holocaust, continuing on with their theme of persecution from year 8. They will be looking at why this was allowed to happen, and the life of Jewish people in Germany before, during and after the war.

<b>Opportunities for Independent Learning</b>	<p><b>Meanwhile Elsewhere:</b> Looking at Japan and the Great Kanto Earthquake, focussing on how Japan went through a period of change following WW1.</p> <p><b>Historical Article Review:</b> Looking at the role of the Accrington Pals in the war and how it impacted on the area to have so many men go to war.</p> <p><b>Guided Reading:</b> Looking at the reasons America were finally brought into the war and the consequences their joining had on the war effort.</p>
<b>Personal Development and CEIAG</b>	<p>PSHCE: Community and Careers</p> <ul style="list-style-type: none"> <li>• About equality of opportunity in life and work</li> <li>• How to challenge stereotypes and discrimination in relation to work and pay</li> <li>• About employment, self-employment and voluntary work</li> <li>• How to set aspirational goals for future careers and challenge expectations that limit choices</li> </ul> <p>SMSC</p> <ul style="list-style-type: none"> <li>• Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.</li> <li>• Enable pupils to acquire a broad general knowledge of and respect for public Institutions and services in England</li> <li>• Encourage respect for other people.</li> </ul> <p>British Values</p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• The rule of law</li> <li>• Individual Liberty</li> <li>• Mutual respect</li> <li>• Tolerance those of different faiths (including none), cultures and beliefs</li> </ul> <p>Possible careers links in Law, Politics, Data Analyst, Archaeology and History Teacher</p>
<b>Enrichment Opportunities (Cultural Capital)</b>	<ul style="list-style-type: none"> <li>• The Accrington Pals Battalion: <a href="#">The Accrington Pals - WWI: The Pals Battalions - 1914 (1 Of 2) – YouTube</a></li> <li>• Manchester Imperial War Museum: <a href="#">What's on IWM North   Imperial War Museums</a> <ul style="list-style-type: none"> <li>• Prohibition in America: <a href="#">The United States Goes Dry - Alcohol Prohibition   THE GREAT WAR – YouTube</a></li> <li>• Hitler's rise to Power: <a href="#">Adolf Hitler's rise to power   History - Andrew Marr's History of the World – YouTube</a></li> </ul> </li> </ul>

	<h2>Year 9 - Spring Term</h2> <h3>World War Two and The Holocaust</h3>
<b>Prior Learning</b>	<p>In the autumn term, pupils were studying World War One and the interwar years.</p> <ul style="list-style-type: none"> <li>• Pupils have been building on skills needed in History by focusing on the themes of warfare, social classes, and the roaring 20s with a specific focus on cause and consequence.</li> <li>• They have been developing their source analysis skills by working on why different sources are different and what we can learn from them about a particular aspect of a topic.</li> <li>• Pupils have also been developing their ability to look at cause and consequence with a focus on World War One. They have been able to specifically identify which causes were the most significant and then why the consequences of the war were so severe.</li> </ul>
<b>What will I learn?</b>	<p>In the spring term, pupils will continue to develop their idea of warfare and conflict by focussing on WW2 and the Holocaust</p> <ul style="list-style-type: none"> <li>• <b>World War Two:</b> This unit will look at the causes, events and consequences of the Second World War. Pupils will be looking at why a war on this scale was able to happen again after countries agreed to never let it reach this point. They will be looking at the differences</li> </ul>

	<p>between the two wars, as well as looking at life at home in the blitz and evacuations, and the D-Day landings and attacks at Pearl Harbour. Pupils will also be given the chance to look at the consequences, specifically with the development of new medicines, nuclear weaponry and the start of the United Nations. They will also begin to look at why the relationships between America and Russia deteriorated rapidly after the end of the war.</p> <ul style="list-style-type: none"> <li>• <b>The Holocaust:</b> In this unit, pupils will explore the life for Jewish people in Europe across the 1920s and 30s. The unit will begin with looking at what life was like in Germany before Hitler came to power, before moving on to look at the gradual process of oppression that occurred within the 1930s. Pupils will be looking at sources of evidence that shows them what happened beyond this and with the final solution with a focus on the conditions and treatment of Jewish people within camps such as Auschwitz. We will also begin to look at other genocides that have happened since, and evaluate why the Holocaust was not the last time events like it have happened.</li> </ul> <table border="1" data-bbox="461 577 1422 864"> <thead> <tr> <th data-bbox="467 584 783 613">First order concepts</th> <th data-bbox="783 584 1102 613"></th> <th data-bbox="1102 584 1415 613">Second order concepts</th> </tr> </thead> <tbody> <tr> <td data-bbox="467 613 783 855"> <ul style="list-style-type: none"> <li>• War</li> <li>• Empire</li> <li>• Imperialism</li> <li>• Appeasement</li> <li>• Conscription</li> <li>• Democracy</li> </ul> </td> <td data-bbox="783 613 1102 855"> <ul style="list-style-type: none"> <li>• Parliament</li> <li>• Dictatorship</li> <li>• Fascism</li> <li>• Conquest</li> </ul> </td> <td data-bbox="1102 613 1415 855"> <ul style="list-style-type: none"> <li>• Similarity</li> <li>• Difference</li> <li>• Change</li> <li>• Continuity</li> <li>• Cause</li> <li>• Consequence</li> </ul> </td> </tr> </tbody> </table>	First order concepts		Second order concepts	<ul style="list-style-type: none"> <li>• War</li> <li>• Empire</li> <li>• Imperialism</li> <li>• Appeasement</li> <li>• Conscription</li> <li>• Democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Parliament</li> <li>• Dictatorship</li> <li>• Fascism</li> <li>• Conquest</li> </ul>	<ul style="list-style-type: none"> <li>• Similarity</li> <li>• Difference</li> <li>• Change</li> <li>• Continuity</li> <li>• Cause</li> <li>• Consequence</li> </ul>
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<p><b>How will I be assessed?</b></p>	<p>Pupils will be assessed in the following ways:</p> <ul style="list-style-type: none"> <li>• Questioning and AfL within the lesson.</li> <li>• Written work in their books once per unit.</li> <li>• A knowledge test at the end of the individual units</li> <li>• An AoL assessment covering the Interwar Years and the Second World War.</li> </ul>						
<p><b>Next Steps</b></p>	<p>In the summer term, pupils will be looking at life in Britain following WW2. Our Modern Britain unit will look thematically at how certain events have shaped the world we live in today, for instance, women, racism, LGBTQ+ rights and terrorism. Pupils will be looking at these events over 100 years to provide them with a clear understanding of what has changed to get us to the point we are at today. Pupils will then be looking at the Modern World, and how the world was shaped following WW2 looking at each of the decades with a focus on change and continuity. Pupils will look at events such as the moon landings and 9/11.</p>						
<p><b>Opportunities for Independent Learning</b></p>	<p><b>Meanwhile Elsewhere:</b> Mahatma Gandhi protests over British involvement in India. This will link to the Holocaust as it will show how the British suppressed the lives of the Indian people at a time where Hitler was suppressing the lives of the Jewish people.</p> <p><b>Historical Article Review:</b> The ‘roaring 20s’ and the Wall Street Crash. Looking at how world events impacted on Germany and encouraged people to vote for Hitler in Germany.</p> <p><b>Guided Reading:</b> The Nuremberg Trials, and the consequences for the SS guards who stood by and allowed the Holocaust to happen.</p>						
<p><b>Personal Development and CEIAG</b></p>	<p>PSHCE: Discrimination</p> <ul style="list-style-type: none"> <li>• How to manage influences on beliefs and decisions about group think and persuasion</li> <li>• How to develop self-worth and confidence</li> <li>• How to recognise and challenge racism and religious discrimination</li> </ul> <p>SMSC</p> <ul style="list-style-type: none"> <li>• Encourage respect for other people; and</li> <li>• Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.</li> </ul> <p>British Values</p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• The rule of law</li> </ul>						

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<b>Enrichment Opportunities (Cultural Capital)</b>	<ul style="list-style-type: none"> <li>• National Holocaust Centre and Museum: <a href="#">The National Holocaust Centre and Museum</a> <ul style="list-style-type: none"> <li>• Tova Friedman – A Conversation With a Holocaust Survivor: <a href="#">A Conversation with Tova Friedman - Holocaust Survivor – YouTube</a></li> <li>• The Israel Palestine Conflict Simplified: The Israel-Palestine conflict: a brief, simple history – YouTube</li> </ul> </li> </ul>

	<h2>Year 9 – Summer Term</h2> <h3>100 Years in Britain and Into the Modern World</h3>						
<b>Prior Learning</b>	<ul style="list-style-type: none"> <li>• Pupils have continued to develop skills such as what sources are, why people have different opinions on events and how they come to their conclusions.</li> <li>• They have been developing their source analysis skills by focussing on how sources can be useful to us, and why certain sources are more useful than others.</li> <li>• Pupils have been looking at the interwar years, and how the events of the First World War influenced the policies of different countries in different ways.</li> <li>• Pupils have also been developing their ability to look at change and continuity, similarity and difference in detail by drawing comparisons to the First World War, and identifying why the Second World War led to different consequences. Pupils will have been evaluating whether there was a significant improvement or not by looking at whether lessons had been learned about the treatment of Germany during the Treaty of Versailles.</li> </ul>						
<b>What will I learn?</b>	<p>In the summer term, pupils will be looking at Britain following WW2 and how the modern world changed throughout the late 1900s.</p> <ul style="list-style-type: none"> <li>• 100 Years in Britain: Pupils will be looking thematically at how different issues have developed over the course of the past 100 years. They will have the opportunity to look at how racism, terrorism, LGBTQ and Women’s rights have gone through periods of change and continuity. We will be looking at the differences and similarities of responses to these issues and focus on how these have impacted the world we live in today.</li> <li>• Modern World: Pupils will then spend a term looking at the changes and continuities globally following the second world war, with a specific focus on the 60s, 70s, 80s and 90s. Pupils will have the opportunity to study the moon landings and then end the unit with the events of 9/11, and how it has shaped the way we lead our lives today.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">First order concepts</th> <th style="text-align: left; padding: 5px;">Second order concepts</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>• War</li> <li>• Dictatorship</li> <li>• Fascism</li> <li>• Genocide</li> <li>• Antisemitism</li> <li>• Economy</li> </ul> </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>• Independence</li> <li>• Remembrance</li> <li>• Prejudice</li> <li>• Discrimination</li> <li>• Communism</li> <li>• Religion</li> </ul> </td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>• Similarity</li> <li>• Difference</li> <li>• Change</li> <li>• Continuity</li> <li>• Cause</li> <li>• Consequence</li> </ul> </td> </tr> </tbody> </table>	First order concepts	Second order concepts	<ul style="list-style-type: none"> <li>• War</li> <li>• Dictatorship</li> <li>• Fascism</li> <li>• Genocide</li> <li>• Antisemitism</li> <li>• Economy</li> </ul>	<ul style="list-style-type: none"> <li>• Independence</li> <li>• Remembrance</li> <li>• Prejudice</li> <li>• Discrimination</li> <li>• Communism</li> <li>• Religion</li> </ul>		<ul style="list-style-type: none"> <li>• Similarity</li> <li>• Difference</li> <li>• Change</li> <li>• Continuity</li> <li>• Cause</li> <li>• Consequence</li> </ul>
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	<ul style="list-style-type: none"> <li>• A knowledge test at the end of the individual units</li> <li>• An AoL assessment covering the Holocaust and the Israel Palestine conflict.</li> <li>• An end of year assessment covering all topics that have been looked at across the year.</li> </ul>
<b>Next Steps</b>	<p>Pupils will be moving into their GCSE year, and so they will be using the transferable skills from History, such as data analysis and essay writing, to support them through their next two years. Those pupils who are continuing on with history at GCSE, will be moving on to look at Early Elizabethan England. They will continue to use the skills they have developed – source and interpretation analysis and chronology, to begin to develop an in-depth knowledge of the Elizabethan era.</p>
<b>Opportunities for Independent Learning</b>	<p><b>Meanwhile Elsewhere:</b> The Korean War. Pupils can look at how North Korea's invasion of South Korea caused an increase in global tensions that led to the modern-day problems with Korea.</p> <p><b>Historical Article Review:</b> Black Lives Matter, pupils can look at how the BLM movement in recent years has been affected by racial tensions in the modern day, and how the past 100 years has impacted on this.</p> <p><b>Guided Reading:</b> European Integration and the creation of the EU. Pupils can look at how the EU was created to support the expanding needs of Europe, and how Britain's decision to leave in the modern day has impacted on this.</p>
<b>Personal Development and CEIAG</b>	<p>PSHCE: Addressing extremism and radicalisation</p> <ul style="list-style-type: none"> <li>• About communities, inclusion, respect and belonging</li> <li>• About the Equality Act, diversity and values</li> <li>• About how social media may distort, mis-represent or target information in order to influence beliefs and opinions</li> <li>• How to manage conflicting views and misleading information</li> <li>• How to safely challenge discrimination, including online</li> <li>• How to recognise and respond to extremism and radicalisation</li> </ul> <p>SMSC</p> <ul style="list-style-type: none"> <li>• Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.</li> <li>• Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures; encourage respect for other people.</li> </ul> <p>British Values</p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• The rule of law</li> <li>• Individual Liberty</li> <li>• Mutual respect</li> <li>• Tolerance those of different faiths (including none), cultures and beliefs</li> </ul> <p>Possible careers links in Law, Politics, Data Analyst, Archaeology and History Teacher</p>
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