



Year 9 History Curriculum Overview

Rationale: The Year 9 curriculum is designed to give students an understanding of the 20th century world, looking at WWI, WWII and its consequences. The final unit is a study of the British Empire, with a focus on India, Ireland and then migration into Britain and its impact.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn 1 <ul style="list-style-type: none"> WWI 	<p>Our main focus this term is the causes of the First World War and life on the Western Front. We will look at medical provision and how this evolved as the RAMC responded to the unique nature of wounds in wartime.</p> <ul style="list-style-type: none"> The world in 1900 The causes of WWI Life in trenches with a focus on medical provision <p>Throughout we develop the ability to explain, analyse and evaluate historical knowledge, controversies and sources.</p> <p>Careers information – lawyer/solicitor</p>	<p>Causes of WWI – 16 mark question</p> <p>Skills assessed:</p> <ul style="list-style-type: none"> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Explain and analyse historical events and periods studied using second order historical concepts. 	<ul style="list-style-type: none"> Key word spelling test Assessment revision activity on the causes of WWI Research family’s involvement in WWI <p>Optional Home learning</p> <ul style="list-style-type: none"> Watch the Netflix documentary on the causes of WWI Engage with the range of topics and activities on BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zn29cmn
Autumn 2 <ul style="list-style-type: none"> WWI – 4 weeks The inter-war years/causes of WWII – 3 weeks 	<p>We continue with medical provision and then begin to look at other aspects of the war, including the role of women and the home front. We also look at how the war ended which prepares students for the interwar years and the causes of World War II.</p> <ul style="list-style-type: none"> Life in trenches with a focus on medical provision WWI: the Home Front and the role of women 	<p>Medicine: western front - 4 and 8 mark source questions</p> <p>Skills assessed:</p> <ul style="list-style-type: none"> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. 	<ul style="list-style-type: none"> Key word spelling test Assessment revision activity WWI medicine Black History month: how was the Empire involved in WWI and WWII? <p>Optional Home learning</p> <ul style="list-style-type: none"> A research project on European dictators: Mussolini, Hitler, Stalin Engage with the range of topics and activities on BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zn29cmn

	<ul style="list-style-type: none"> • WWI: why did the USA join, why did the allies win? • Treaty of Versailles • The dictators and political extremism <p>Throughout we develop the ability to explain, analyse and evaluate historical knowledge, controversies and sources.</p>		
<p>Spring 1</p> <ul style="list-style-type: none"> • WWII 	<p>This term we focus on World War II, beginning with its causes and its relationship to makes made at the end of World War II. We then examine various aspects of World War II that offer insight into the distinct nature of this conflict.</p> <ul style="list-style-type: none"> • WWII: Causes • WWII: Dunkirk • WWII: Battle of Britain and the Blitz and evacuation • The role of women • WWII: Dresden <p>Throughout we develop the ability to explain, analyse and evaluate historical knowledge, controversies and sources.</p> <p>Careers information – media researcher</p>	<p>Appeasement – 12 mark question</p> <p>Skills assessed:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. • Explain and analyse historical events and periods studied using secondorder historical concepts. 	<ul style="list-style-type: none"> • Key word spelling test • Assessment revision activity on appeasement • Research family’s involvement in WWII <p>Optional Home learning</p> <ul style="list-style-type: none"> • Watch the movie The Darkest Hour • Engage with the range of topics and activities on BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zn29cmn
<p>Spring 2</p> <ul style="list-style-type: none"> • WWII 	<p>We continue to examine various aspects of World War II that offer insight into the distinct nature of this conflict.</p> <ul style="list-style-type: none"> • WWII: atomic bomb • WWII: the Holocaust 	<p>WWII: atomic bomb – 16 mark question</p> <p>Skills assessed:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the key features and 	<ul style="list-style-type: none"> • Key word spelling test • Assessment revision activity on the arguments for and against the use of atomic bombs to end the war in Japan • Research project on the impact of WWII on Leamington Spa and Warwickshire <p>Optional Home learning</p>

	<ul style="list-style-type: none"> • WWII: the end of the war <p>Throughout we develop the ability to explain, analyse and evaluate historical knowledge, controversies and sources.</p>	<p>characteristics of the periods studied.</p> <ul style="list-style-type: none"> • Explain and analyse historical events and periods studied using secondorder historical concepts. 	<ul style="list-style-type: none"> • Watch the movie The Pianist or Schindler’s List. Please check the age ratings for these movies • Engage with the range of topics and activities on BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zn29cmn
<p>Summer 1</p> <ul style="list-style-type: none"> • The British Empire 	<p>This term we begin a unit that examines the positives and negatives of the British Empire. The story is told through three case studies: Ireland, India and colonial migration into Britain after World War II.</p> <ul style="list-style-type: none"> • Empire's early beginnings • India focusing on the East India Company, 1857 Mutiny, Amritsar Massacre, Ghandi and independence • Ireland focusing on the Act of Union 1801, key characters in the push for independence such as Daniel O’Connell and Michael Collins, the Potato Famine, the Easter Rising and eventual independence. <p>Throughout we develop the ability to explain, analyse and evaluate historical knowledge, controversies and sources.</p>	<p>India – source question</p> <p>Skills assessed:</p> <ul style="list-style-type: none"> • Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. 	<ul style="list-style-type: none"> • Key word spelling test • Assessment revision activity on Indian independence • International Schools project: how should we remember the British Empire? <p>Optional Home learning</p> <ul style="list-style-type: none"> • Watch the movie Ghandi • Engage with the range of topics and activities on BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zn29cmn
<p>Summer 2</p> <ul style="list-style-type: none"> • The British Empire 	<p>This term we begin a unit that examines the positives and negatives of the British Empire. The story is told through three case studies: Ireland, India and colonial migration into Britain after World War II.</p>	<p>Ireland – 12 mark</p> <p>Skills assessed:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the key features and 	<ul style="list-style-type: none"> • Key word spelling test • Assessment revision activity on the Irish famine • Research project: how is your family connected to the British Empire? <p>Optional Home learning</p> <ul style="list-style-type: none"> • Watch the movie Michael Collins

	<ul style="list-style-type: none"> • Ireland focusing on the Act of Union 1801, key characters in the push for independence such as Daniel O’Connell and Michael Collins, the Potato Famine, the Easter Rising and eventual independence. • Migration in modern Britain <p>Throughout we develop the ability to explain, analyse and evaluate historical knowledge, controversies and sources.</p>	<p>characteristics of the periods studied.</p> <ul style="list-style-type: none"> • Explain and analyse historical events and periods studied using secondorder historical concepts. 	<ul style="list-style-type: none"> • Watch the Windrush documentary of YouTube https://www.youtube.com/watch?v=MbNH4JBQjSY&t=3111s • Engage with the range of topics and activities on BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zn29cmn
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