

INTENT: Curriculum Overview (Year 9) History

<p>A learner in Year 9 will know: The impact of totalitarian states on the world post WW1. Students will also look at the causes and events of WW2. Learners will primarily focus on turning points in WW2 such as Dunkirk and the Battle of Britain. Students will also learn about the Holocaust including looking at antisemitism throughout history and how we should remember the Holocaust. Students will then study the Cold War and how it shaped the second half of the 20<sup>th</sup> century. Finally, students will examine how the USA developed into the dominant nation of the 20<sup>th</sup> century</p>		<p>A learner in Year 9 will be able to: demonstrate knowledge and understanding of the key features and characteristics of America 1920-1973, explaining and analysing historical events using second-order historical concepts, analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied and analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	
Term 1	<p>1:1: Topics/Themes <b>Rise of dictatorships</b></p>	<p>1:2: Topics/Themes: <b>WW2</b></p>	
	<p><b>Knowledge:</b></p> <p>Students will be exploring the rise in dictators across Europe in the 20<sup>th</sup> Century</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>engage is critical historical enquiry</li> <li>question and investigate</li> <li>interpret how and why events occur</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>➤ Knowledge check with spellings and definitions</li> <li>➤ DIRT</li> </ul> <p><b>End point:</b></p> <p>Have an appreciation of the environment that allowed dictators from different ideologies to seize power across Europe</p>	<p><b>Knowledge:</b></p> <p>Students will be looking at the causes and some key events of WWII</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>engage is critical historical enquiry</li> <li>question and investigate</li> <li>interpret how and why events occur</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>➤ Knowledge check with spellings and definitions</li> <li>➤ DIRT</li> </ul> <p><b>End point:</b></p> <p>Understand the complex causes of WW2. Develop key knowledge of ‘Big Events’ and their significance on the conflict</p> <p>Evaluate the impact of war on the general population.</p>	<p>Autumn % Assessment (<i>ensure differentiated assessment is planned too</i>)</p> <p>Knowledge coverage:</p> <p>The changing nature of politics in Europe post WW1.</p> <p>WW2 and key events</p> <p><b>Skills tested:</b></p> <p>Interpretation skills</p> <p>Ability form an argument</p> <p>Selecting evidence</p> <p>Complex knowledge</p> <p>Cause and consequence</p> <p><b>Assessment style/questions:</b></p> <p><b>Describe two causes of WW2</b></p> <p><b>Explain the impact of two dictators on their Countries</b></p>
Term 2	<p>2:1 <b>Holocaust</b></p>	<p>2:2: Topics/Themes – <b>Cold War</b></p>	
	<p><b>Knowledge:</b></p> <p>Students will be studying the Holocaust, from life pre 1930 Germany, through to the liberation and importance of remembering.</p> <p><b>Skills:</b></p>	<p><b>Knowledge:</b></p> <p>Students will be investigating the causes and some of the key events of the Cold War.</p> <p><b>Skills:</b></p>	<p>Spring % Assessment (<i>ensure differentiated assessment is planned too</i>)</p> <p>Knowledge coverage:</p> <p><b>The Holocaust</b></p> <p><b>Cold War</b></p>

	<ul style="list-style-type: none"> <li>engage is critical historical enquiry</li> <li>question and investigate</li> <li>interpret how and why events occur</li> </ul> <p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>➤ Knowledge check with spellings and definitions</li> <li>➤ DIRT</li> </ul> <p>End point:</p> <ul style="list-style-type: none"> <li>The Holocaust developed over many years. The persecution of Jews had taken place over many centuries. It was not just exclusive to Germany and the Nazi regime – they were able to manipulate centuries of prejudice using social, political and economic fears.</li> <li>How the persecution of Jews developed under the Nazis – it was over many years and was gradual (Steps to Genocide)</li> <li>What the Holocaust was – pupils will study features of the Holocaust such as a death camp without studying graphic images or accounts.</li> <li>How resistance came in many forms not just violence.</li> <li>How liberation resulted in different ways for different people.</li> <li>Who were the victims, bystanders and perpetrators</li> </ul> <p>What can be learnt from studying the Holocaust? Reflections on the past and the present</p>	<ul style="list-style-type: none"> <li>engage is critical historical enquiry</li> <li>question and investigate</li> <li>interpret how and why events occur</li> </ul> <p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>➤ Knowledge check with spellings and definitions</li> <li>➤ DIRT</li> </ul> <p>End point:</p> <p><b>Understand how the Cold War developed over the second half of the 20<sup>th</sup> century. Students should be able to explain how the Cold War manifested itself in different theatres across the globe</b></p>	<p><b>Skills tested:</b></p> <p>Interpretation skills Ability form an argument Selecting evidence Complex knowledge Cause and consequence</p> <p><b>Assessment style/questions:</b></p> <p>Explain how the treatment of the Jewish people of Europe escalated throughout the 1930's</p> <p>How useful is the source to a historian studying the start of the Cold War</p>
Term 3	3:1 <b>USA 1920-41</b>	3:2: Topics/Themes: <b>Post WW2-USA</b>	Summer % Assessment ( <i>ensure differentiated assessment is planned too</i> )
	<p><b>Knowledge:</b></p> <p>Students will be looking at the life during 1920s USA, from the economic boom to the Wall st Crash.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>engage is critical historical enquiry</li> <li>question and investigate</li> <li>interpret how and why events occur</li> </ul> <p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>➤ Knowledge check with spellings and definitions</li> <li>➤ DIRT</li> </ul> <p><b>End point:</b></p>	<p><b>Knowledge:</b></p> <p>Students will be looking at the development of post war USA.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>engage is critical historical enquiry</li> <li>question and investigate</li> <li>interpret how and why events occur</li> </ul> <p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>➤ Knowledge check with spellings and definitions</li> <li>➤ DIRT</li> </ul> <p><b>Formative Assessment:</b></p> <p>Summer Exam Assessments</p> <p><b>End point:</b></p>	<p>Knowledge coverage: USA 1920-73</p> <p>Skills tested:</p> <p>Interpretation skills Ability form an argument Selecting evidence Complex knowledge Cause and consequence</p> <p>Assessment style/questions:</p> <p>Describe two causes of the economic boom</p> <p>Write an account of how the Civil Rights movement developed over time.</p>

	<p><b>Students able to analyse reasons for the Economic Boom in the USA and how this affected, both positively and negatively the ordinary people of the USA</b></p>	<p><b>Students will be able to explain how the emergence of the Civil Rights movement affected the USA as well as assess the reasons for the growth of the American economy</b></p>	
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