

History Curriculum Overview - Year 9

		Autumn 1 The First WW	Autumn 2 The First WW	Spring 1 Suffragettes	Spring 2 & Summer 1 The Peace Treaties & WW2	Summer 2 The Holocaust
Learning outcomes/ composite knowledge		To know the events leading up to how The First World War began.	To know how the First World War unfolded and the impact it had on the society	To know about the Suffragettes, who they were and the role they played in History	To know about The Peace Treaties To know about WW2, the causes, the events, the impact and the aftermath	To know about the Holocaust, and the significant impact it had on History
Knowledge Components	Substantive (Topic Knowledge)	<p>To know:</p> <ul style="list-style-type: none"> Who was Kaiser Wilhelm The Schlieffen plan Cartoons and propaganda The Empire Imperialism Alliances Nationalism Militarism Assassination of Duke Ferdinand and the impact 	<p>To know:</p> <ul style="list-style-type: none"> About Soldiers and signing up Propaganda Trench life Stalemate Significant Individuals Significant battles - the Somme 	<p>To know:</p> <ul style="list-style-type: none"> Who they were How did they gain the vote? Why women couldn't vote The Suffragette movement How the war changed the way the women's vote was viewed Key events Significant figure in the movement 	<p>To know:</p> <ul style="list-style-type: none"> What were the causes of WW2? (Germany 1918- 1933) The Treaty of Versailles The League of Nations Wall St crash & impact Appeasement The rise of Hitler and actions Nazi Soviet Pact Impact across the globe Turning points during WWII Experience of Total War on the Home Front 	<p>To know:</p> <ul style="list-style-type: none"> About genocide (The concept of genocide: historic and modern) The events of the holocaust What life was like for Jews in the Ghetto? Auschwitz-Birkenau How did discrimination lead to genocide? What happened in Rwanda? Modern day Genocide What can be done?
	Disciplinary knowledge (how)	<p>I can:</p> <ul style="list-style-type: none"> Describe links between the different events (Chronological understanding). write, communicate, considering a point, with evidence and an explanation (PEE). 	<p>I can:</p> <ul style="list-style-type: none"> Describe links between the different events (Chronological understanding). write, communicate, consider a point, with evidence and an explanation (PEE). 	<p>I can:</p> <ul style="list-style-type: none"> Describe links between the different events (Chronological understanding). Understanding of the part the war played. Write, communicate, considering a point, with 	<p>I can:</p> <ul style="list-style-type: none"> Describe links between the different events. Consideration of WW1 to establish those links. Write, communicate, considering a point, with evidence and an explanation (PEE). Presentation of findings using appropriate technology and oracy. 	<p>I can:</p> <ul style="list-style-type: none"> Describe links between the different events (Chronological understanding). write, communicate, considering a point, with evidence and an explanation (PEE). explain reasons for a judgement

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	<p>explain reasons for a judgement about an event or individual (significance).</p> <p>Identify features of society before and after and explain these changes in more detail.</p> <p>identify MAIN causes of the war and develop a deeper understanding of long and short term causes.</p> <p>consider points of view by looking closely at a variety of sources.</p> <p>refer to the provenance of the sources looked at in detail and describe the message and draw inferences.</p>	<p>explain the significance and reasons for a judgement about an event or individual.</p> <p>Change and Continuity – features of war and how fought, changes that were brought about due to the event.</p> <p>describe weapons used and their impact. The stalemate that resulted.</p> <p>consider points of view by looking closely at a variety of sources.</p> <p>refer to the provenance of the sources looked at in detail and describe the message and draw inferences.</p>	<p>evidence and an explanation (PEE), also, Oracy, verbally explaining their point of view.</p> <p>Explain significance and reasons for a judgement about an event or individual. The tactics used etc..</p> <p>Identify features of society before and after and explain these changes in more detail.</p> <p>consider the way women had been treated prior. Interpretation – consider points of view by looking closely at a variety of sources. refer to the provenance of the sources looked at in detail and describe the message and draw inferences.</p>	<p>explain significance and reasons for a judgement about an event or individual. Use prior knowledge to evidence any conclusions.</p> <p>identify features of society before and after and explain these changes in more detail. Look back at WW1 for comparison on way fought and differences seen, including technological development, pros and cons.</p> <p>Identify causes of the war and develop a deeper understanding of previous events having a profound impact.</p> <p>consider points of view by looking closely at a variety of sources. Analysis and evaluation of sources.</p> <p>refer to the provenance of the sources looked at in detail and describe the message and draw inferences.</p>	<p>about an event or individual (significance).</p> <p>Identify features of society before and after and explain these changes in more detail.</p> <p>identify MAIN causes of the war and develop a deeper understanding of long and short term causes.</p> <p>consider points of view by looking closely at a variety of sources. refer to the provenance of the sources looked at in detail and describe the message and draw inferences.</p>
Substantive Concepts	Conflict Consequence	Conflict Consequence	Conflict Consequence	Conflict Consequence	Conflict Consequence
National Curriculum reference	Challenges for Britain, Europe and the Wider world 1901 to the present day	Challenges for Britain, Europe and the Wider world 1901 to the present day	Challenges for Britain, Europe and the Wider world 1901 to the present day	Challenges for Britain, Europe and the Wider world 1901 to the present day	Challenges for Britain, Europe and the Wider world 1901 to the present day
Common misconceptions	<p>Gaps in knowledge,</p> <p>The british were naively enthusiastic for war</p>	<p>Gaps in knowledge,</p> <p>The british were naively enthusiastic for war</p>	<p>Gaps in knowledge,</p> <p>Methods used being broader</p> <p>That all women were</p>	<p>Gaps in knowledge,</p> <p>US declared war after pearl harbour</p> <p>Hiroshima bomb</p>	<p>Gaps in knowledge,</p> <p>The british were naively enthusiastic for war</p>

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Exemplar composite Task(s)	Define war Timeline of modern warfare Playground example	Weapons and how they were developed, what would you use, create? Simple re-enactment of trench warfare A day in the trenches	People's museum Manchester workshop. Diary entries	How would you feel? The meeting to discuss terms A day in the life experience open writing	Define war Timeline of modern warfare Playground example