

Medium Term Planning Document: History Year 9

Curriculum Intent Overview:

To learn about the past by exploring diverse people and places from different periods.

Curriculum Intent:

The aim of the history curriculum is to build and grow a wide-ranging interest and passion for history by studying the past so that pupils can understand the world they live in today, which will show progress at each key stage. The passionate and engaged student will be able to foster and develop their written, oral and analytical skills through independent, logical and inquisitive thinking, combined with a tolerant approach to contrasting opinions. Underpinning this academic goal, the curriculum will focus on key aspects of character and allow the students to cultivate a strong set of British values to inform an understanding of the world we live in and their own place in it. A strong and inclusive Key Stage 3 curriculum will enable the students to analyse primary source material, looking at the concepts of reliability and usefulness before making judgements on the merits of the sources. It will provide students with opportunities for reasoned debates, to listen to other people's arguments and provide reasoned counterpoints in a respectful manner. The curriculum has recently been updated to provide a more diverse, wide-ranging and thought-provoking series of lessons including a range of black and women's history across the world. At Key Stage 4, the curriculum will expand on the issues and some of the topics studied at Key Stage 3. Topics such as Elizabeth I and the Cold War will be studied to provide students with an understanding of both British history and the wider world. The curriculum will focus on understanding a wider aspect to life than their immediate community, realising that other people think differently and believe different things. Furthermore, these units are enhanced in the Key Stage 5 curriculum where students will study the origins of British democracy and build on their knowledge gained during KS3 and KS4 to assess the development and change in Russia and the USSR. They will gain the facilitation skills, including how to write academically, how to reference resources and how to work independently, alongside resilience and character traits required to successfully attain places at university, including some of the top universities in the world. Underpinning this academic goal, students will be tolerant of the views of others and be able to respectfully articulate their points to others.

'Why This, Why Now?'

In our planning, we have asked ourselves 'why this, why now?' Here we provide some examples of the curriculum choices we have made, and why the units have been placed in the order we have chosen:

Unit	Topic	Why now?	Themes taught	Links to future topics
LP1	World War One	<p>The unit picks up international relations c.1900 and explores who the Great Powers were, retrieving prior learning from European empires and especially the role of the British Empire.</p> <p>Whilst the core enquiry is focused on causation there are resources focused on troops, and support workers, from around the Empire and their experience. We consider how they have been remembered over time. The role of Empire during war will feed into future</p>	<ul style="list-style-type: none"> • Campaign (military) • Civilian • Foreign Policy • Imperialism • Industrialisation • Nationalism • Propaganda 	<ul style="list-style-type: none"> • Y9 – The Suffragettes • Y9 – World War Two • Y10 – Medicine Through Time

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		<p>learning around the development of 20th century Britain, feeding into stories such as Harold Moody in unit 5.</p> <p>The focus on the outbreak of war builds on understanding of long and short term, regional and global causes. There are also resources available on the Western Front and key military campaigns and their leadership. The home front and the extent of propaganda to sign up and join the cause is also explored. This will support with learning in the next unit, on women's suffrage and the role WWI played.</p>	<ul style="list-style-type: none"> • State • Terrorism • Treaty 	
LP2	The Suffragettes	<p>Throughout their KS3 studies students have encountered notable women across time and place, ranging from Empress Zoe, Eleanor of Aquitaine, to Queen Elizabeth and Victoria. However, across their studies women have often been seen as having different rights and responsibilities as men. In this unit students will study how women strove towards equal voting rights throughout the 19th century and the impact this had on how women were perceived. Students will also study how and why the electorate widened in general, including the place in society of working-class men. Students explore the key campaigns led by women, the Suffragettes, and the Suffragists, and consider which methods were most successful and why, and how far progress was made. This unit also links back to the World War One unit, as students will consider the impact of war on the role of women, and how that resulted in changed attitudes and power.</p> <p>This unit lays the foundations of women's role in 20th century Britain and is picked up in unit 5 through the exploration of different groups of women and through individuals, such as Claudia Jones, and in unit 6 through feminist movements.</p>	<ul style="list-style-type: none"> • Authority • Autocracy • Bill • Campaign • Capitalism • Conservative • Feminism • Liberal • Liberty • Middle Class • Parliament • Propaganda • Radical • Reform • Socialism • Suffrage • Terrorism • Working Class 	<ul style="list-style-type: none"> • Y9 – Post war Britain • Y9 – Civil Rights in Britain • Y10 – Medicine Through Time • Y11 – Elizabethan England
LP3	<p>World Order:</p> <ul style="list-style-type: none"> - Rise of extremism - World War Two - Origins of the CW 		<ul style="list-style-type: none"> • Anarchism • Communism • Dictator • Fascism • Foreign Policy • Nationalism 	<ul style="list-style-type: none"> • Y9 – The Holocaust • Y11 – Superpower Relations • Y12/13 – Tsarist and Communist Russia

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			<ul style="list-style-type: none"> • Patriot • Revolution • Sanction • Socialism • Superpowers • Totalitarian 	
LP4	The Holocaust	<p><i>The Holocaust is directed learning on the national curriculum.</i></p> <p>The unit begins by looking at the persecution of Jewish communities through time, going as far back to their expulsion from Britain by Edward I in 13th century. It builds on learning from unit 3, on the rise of the dictators, by looking at how groups are marginalised and scapegoated in other societies, e.g., Russia, through pogroms.</p> <p>Specific knowledge is built on when zooming in on Hitler’s regime and the escalation of the 1930s through economic, social, and political persecution.</p> <p>The chaos of WWII and the role of different groups of perpetrators and individuals are the regime are explored.</p> <p>There are also resources included from the Holocaust Education Trust and UCL available which emphasise the diversity of the Jewish population of Europe, focusing on individual stories to highlight cultural differences.</p> <p>Other minorities that were persecuted will be included when examining persecution under the Nazi regime.</p> <p>We also examine other conflicts where acts of genocide have been carried out e.g. Rwanda, Kosovo, Cambodia.</p>	<ul style="list-style-type: none"> • Authority • Civil Liberties • Civilian • Dictator • Genocide • Minority • Nationalism • Persecution • Populism • Recession • Resistance • Totalitarian • Treaty • Tyranny 	<ul style="list-style-type: none"> • Y8 – The Industrial Revolution • Y8 – The British Empire • Y9 – 20th century civil rights • Y9 – The Holocaust
LP5	20 th century civil rights	<p>This unit of emphasis the experiences of Black people living in Britain, the period covers post WWI, up to the 1970s. It explores the barriers faced in society, the systemic prejudice in key institutions</p>	<ul style="list-style-type: none"> • Amendment • Authority • Bill • Campaign 	<ul style="list-style-type: none"> • Y9 – 20th century Britain • Y11 – Elizabeth I • Y12/13 - NEA

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		<p>such as education and the police and importantly focuses on the actions of Black people to campaign for local issues.</p> <p>We explore different methods of grassroots activism and women's voices from the book 'Heart of the Race' introducing the idea of soft power, spheres of influence and the importance of motherhood in changing communities. The enquiry question (How did Black people campaign for equality in Britain and what changed?) itself can be challenged, as campaign could be substituted for protest or fight, and what changed can be challenged and is subjective depending on the evidence looked at and the parameters of the time frame explored. The content focuses mainly on the controllables for Black people and doesn't focus on Powell and the riots, this content is picked up in more detail in the Post-War British unit. There is an emphasis on self-determination, empowerment, and community-based success in face of systematic barriers and racism.</p> <p>There is an additional lesson on Stephen Lawrence and the Macpherson Report.</p>	<ul style="list-style-type: none"> • Civil Rights • Constitution, • Doctrine • Feminism • Grassroots • Institutional racism • Judiciary • Minority • President • Propaganda • Racism • Resistance 	
LP6	Post-war Britain	<p>KS3 culminates with an important delve into post war society, with a focus on health, migration, and women.</p> <p>This unit is designed to develop students' knowledge and understanding about the key features of Post-War Britain, focusing on the years 1945 to 1979. The extent to which British society changed across this period is the key enquiry across the unit. Some historians have called this time period the 'Age of Consensus', because of the policy agreements between the Labour and Conservative parties during this time before its dismantlement under Thatcherism. Many of the acts of the Labour government elected in 1945, for example the creation of the NHS, nationalisation, and the creation of the Welfare State, were kept by the Conservative governments of the 1950's and 1960's. Nonetheless, this era of consensus in politics was not uniform, and</p>	<ul style="list-style-type: none"> • Authority • Civilian • Conservative • Culture • Domestic Policy • Feminism • Liberalism • Middle class • Migration • Nationalisation • Taxation • Trade Union • Working class 	<ul style="list-style-type: none"> • Y11 – Superpower relations

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		<p>there were a stark number of social and cultural changes during this time which this unit aims to explore.</p> <p>This is the end point for those not continuing with history at KS4 and aims to provide some understanding of 20th century society and provide knowledge and skills to navigate the world they live in today.</p>		
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The Medium Term Planning document below is designed to show the journey that every student takes through our curriculum. Some elements of the curriculum may be taught over several lessons, others in a single lesson.

History	Year 9 – Half Term 1		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
World War One	Who were the world's 'Great Powers' in 1914?		9.1.1 - Who were the Great Powers.pptx 9.1.1 - Info sheet.pub
	How did the alliance system cause the First World War?		9.1.2 - Alliance system.pptx 9.1.2 - Info sheet.pub
	How did militarism cause the First World War?	• Bell work starter quizzes	9.1.3 - Militarism.pptx 9.1.3 - Info sheet.pub
	What was the 'spark' that led to WWI?	• Formative knowledge checks in lessons	9.1.4 - Spark that led to WW1.pptx 9.1.4 - Info sheet.pub
	Why did World War One start in 1914?	• Extended writing self-assessment	9.1.5 - Why did WW1 start.pptx 9.1.5 - Info sheet.pub
	Why did men join the army during World War One?	• End-of-unit test	9.1.6 - Why did men join the war effort.pptx 9.1.6 - Info sheet.pub
	What was war on the Western Front like?		9.1.7 - War on the Western Front.pptx 9.1.7 - Info sheet.pub
	Were the lions led by donkeys during the Battle of the Somme?		9.1.8 - Were the lions led by donkeys.pptx 9.1.8 - Info sheet.pub
	Key Words:		

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History	Year 9 – Half Term 2		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
The Suffragettes	What was the issue with voting in the 19 th century?	<ul style="list-style-type: none"> Bell work starter quizzes Formative knowledge checks in lessons Extended writing self-assessment 	9.2.1 - Lesson.pptx
			9.2.1 - Information sheet.pub
	Why was suffrage desired by 19 th century women?		9.2.2 - Lesson.pptx
			9.2.2 - Information sheet.pub
	What role did popular protest play in widening male suffrage?		9.2.3 - Lesson.pptx
			9.2.3 - Information sheet.pub
	How did politicians respond to popular protest?		9.2.4 - Lesson.pptx
			9.2.4 - Information sheet.pub
	Who were the Suffragettes and Suffragists?		9.2.5 - Lesson.pptx
	9.2.5 - Information sheet.pub		
What was the impact of WW1 on universal suffrage?	9.2.6 - Lesson.pptx		
	9.2.6 - Information sheet.pub		
Why did some women gain the vote in 1918?	9.2.7 - Lesson.pptx		
	9.2.7 - Information sheet.pub		
Who played the biggest role in female suffrage?	9.2.8 - Lesson.pptx		
	9.2.8 - Information sheet.pub		
	Key Words:		

Summative Assessment:

Pupil Mid-Year Assessments will take place at the end of half term 2. These will cover all content taught in the first 2 half terms. This assessment will inform pupil Rank Order in the subject.

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History	Year 9 – Half Term 3			
Topic	Content	Formative Assessments?	Link(s) to an example lesson	
World Order: - Rise of extremism - World War Two	Aims of the Treaty of Versailles	<ul style="list-style-type: none"> Bell work starter quizzes Formative knowledge checks in lessons Extended writing self-assessment End-of-unit test 	9.3.1 - Lesson.pptx 9.3.1 - Information sheet.pub	
	Political ideologies in the 20 th century		9.3.2 - Lesson.pptx 9.3.2 - Information sheet.pub	
	How did Russia become communist?		9.3.3 - Lesson.pptx 9.3.3 - Information sheet.pub	
	Stalin and the USSR		9.3.4 - Lesson.pptx 9.3.4 - Information sheet.pub	
	Why did Hitler become leader of Germany?		9.3.5 - Lesson.pptx 9.3.5 - Information sheet.pub	
	Explore the enquiry		9.3.6 - Lesson.pptx 9.3.6 - Information sheet.pub	
	How significant were events at Dunkirk?		9.3.7 - Lesson.pptx 9.3.7 - Information sheet.pub	
	How significant was the Battle of Stalingrad?		9.3.8 - Lesson.pptx 9.3.8 - Information sheet.pub	
Key Words:				

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History	Year 9 – Half Term 4		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
The Holocaust	Historical anti-Semitism in Europe	<ul style="list-style-type: none"> Bell work starter quizzes Formative knowledge checks in lessons Extended writing self-assessment 	9.4.1 - Lesson.pptx 9.4.1 - Information sheet.pub
	Jewish life experiences before the Nazis		9.4.2 - What was the Jewish experience of European life before the Nazis.pptx 9.4.2 - Information sheet.pub
	What was life like for Jews under the Nazi regime?		9.4.3 - What was life like for Jews under the Nazi regime.pptx 9.4.3 - Information sheet.pub
	How did WW2 effect Jews in Europe?		9.4.4 - How did the outbreak of WWII effect the Jews in Europe.pptx 9.4.4 - Information sheet.pub
	What was the Final Solution?		9.4.5 - What was the role of leading Nazis in the Final Solution.pptx 9.4.5 - Information sheet.pub
	How did the Jews fight back?		9.4.6 - Did the Jews fight back.pptx 9.4.6 - Information sheet.pub
	What was life like for women in Auschwitz?		9.4.7 - What was life like for women in Auschwitz.pptx 9.4.7 - Information sheet.pub
	The Nuremburg Trials		9.4.8 - The Nuremberg Trials.pptx 9.4.8 - Information sheet.pub
	Key Words:		

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History	Year 9 – Half Term 5		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
20th century civil rights	What should Dr Harold Moody be remembered for?	<ul style="list-style-type: none"> • Bell work starter quizzes • Formative knowledge checks in lessons • Extended writing self-assessment 	9.5.1 - Why should Moody be remembered.pptx 9.5.1 - Information Sheet.pub
	Was there a typical post-war migrant experience?		9.5.2 - Post-war migration.pptx 9.5.2 - Information sheet.pub
	How much progress did Black campaigns make in work and education?		9.5.3 - Civil Rights in the 1960s.pptx 9.5.3 - Information sheet.pub
	The role of women in the British Black Power movement		9.5.4 - Women and Black Power.pptx 9.5.4 - Information sheet.pub
	Enquiry question		9.5.5 - Enquiry Question.pptx 9.5.5 - Information sheet.pub
	Stephen Lawrence and the MacPherson report		9.5.6 - Stephen Lawrence.pptx 9.5.6 - Information sheet.pub
	LGBT rights in Britain		9.5.7 - LGBTQ+ rights in Britain.pptx 9.5.7 - Information sheet.pub
	What was the impact of the Jim Crow laws?		9.5.8 - Jim Crow.pptx 9.5.8 - Information sheet.pub
Key Words:			

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Summative Assessment:

Pupil End of Year Assessments will take place at the start of half term 6. These will cover all content taught in the first 5 half terms. This assessment will inform pupil Rank Order in the subject. As well as the content listed below, there is an expectation that staff will work with pupils to improve knowledge in areas of weakness identified in the summative assessments. This may include in school and out of school intervention, and collaborative and independent study.

History	Year 9 – Half Term 6		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Post-war Britain	How was Britain impacted by WW2?	<ul style="list-style-type: none"> Bell work starter quizzes Formative knowledge checks in lessons Extended writing self-assessment 	9.6.1 - How was Britain impacted by WW2.pptx 9.6.1 - Information sheet.pub
	The creation of the NHS		9.6.2 - Creation of the NHS.pptx 9.6.2 - Information sheet.pub
	Immigration after 1945		9.6.3 - Immigration after 1945.pptx 9.6.3 - Information sheet.pub
	Post-war immigration		9.6.4 - Post war immigration.pptx 9.6.4 - Information sheet.pub
	How did politicians deal with immigration?		9.6.5 - How did politicians deal with immigration.pptx 9.6.5 - Information sheet.pub
	How has immigration developed British society?		9.6.6 - How has immigration developed Britain.pptx 9.6.6 - Information sheet.pub
	Life for women in the 40s and 50s		9.6.7 - Life for women in the 40s and 50s.pptx 9.6.7 - Information sheet.pub
	Life for women in the 60s and 70s		9.6.8 - Life for women in the 60s and 70s.pptx 9.6.8 - Information sheet.pub
	Key Words:		