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| **Year 9 Curriculum Overview [2024-2025]**  **Subject History** | | | | | | |
| **Enquiry Questions**  **Autumn Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **HT1** |  |  |  |  |  |  |
| **Is Dr Fern Riddel right to describe the Suffragettes as terrorists?** | To understand who made up the protest for women’s rights and whether the Suffragettes were too extreme in their tactics. | **Concepts:**  Power and Rights  Changing societies  **Disciplinary Knowledge:**  Cause  Consequences  Significance;  Evidence;  Change and continuity   * Suffragists * Suffragettes * Diversity within the organisations * Tactics * Role of women in WW1 | Substantive and Disciplinary knowledge recall at the start of each lesson | * Explicit vocabulary, * Guided reading; * Oracy/ debate; * Extended writing | * Analysis; * Evaluation of different views; * Understanding differences * Critical thinking * Team work | MCQ’s  Formative Assessment extended writing |
| **HT2** |  |  |  |  |  |  |
| **Were enslaved people truly free after the Emancipation Act?**  **Why did people vote for a Dictator** | To understand what the Civil Rights Movement was and how people campaigned for equality in the USA and Britain during the 20th Century  To be able to explain the causes and consequences of WW2. | **Concepts:**  Power and Rights  Changing societies  The Wider World  **Disciplinary Knowledge:**  Change and Continuity  Similarity and Difference  Cause  Consequence  Evidence  Significance   * The Emancipation Act and the Jim Crow Laws * Who opposed Black equality after the Emancipation Act? * Events that were significant in the campaign for Civil Rights in the USA * Judgement – was equality won? * Impact of WW1 * Treaty of Versailles * Appeal of Hitler * Why did people vote for the Nazis * Women in Nazi Germany * Children in Nazi Germany * How did the Nazis establish control? * Propaganda and censorship | Substantive and Disciplinary knowledge recall at the start of each lesson | * Explicit vocabulary, * Guided reading; * Oracy/ debate; * Extended writing | * Analysis; * Evaluation of different views; * Understanding differences * Critical thinking * Team work | MCQ’s  Summative Assessment of substantive and disciplinary knowledge learnt in Term 1 |
| **Year 9 Curriculum Overview [2021-2022]**  **Subject History** | | | | | | |
|  | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **HT3** |  |  |  |  |  |  |
| **How did the Holocaust happen?** | To understand the events that led up to the Holocaust and how the Nazis imposed the Final Solution. | **Concepts:**  Changes in societies  Ideologies  Science and Technology  Economics  **Disciplinary Knowledge:**  Significance  Change and Continuity  Evidence  Cause  Consequence  How have Jews been treated over time?  Anti-Semitism in Europe  Persecuted Groups  Ghettos  Death Camps  Responsibility  How should we remember the Holocaust? | Substantive and Disciplinary knowledge recall at the start of each lesson | * Explicit vocabulary, * Guided reading; * Oracy/ debate; * Extended writing | * Analysis; * Evaluation of different views; * Understanding differences * Critical thinking * Team work | MCQ’s  Formative Assessment: Using evidence |
|  |  |  |  |  |  |  |
| **Year 9 Curriculum Overview [2021-2022]**  **Subject History** | | | | | | |
| **Summer**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **HT4** |  |  |  |  |  |  |
| **What was the Turning Point in WW2?** | To understand what caused WW2 and what happened to ensure that the Allies eventually won. | **Concepts:**  Changes in societies  Ideologies  Science and Technology  Economics  **Disciplinary Knowledge:**  Significance  Change and Continuity  Evidence  Cause  Consequence   * What were the causes of WW2? * Dunkirk * Battles * Battles * The Blitz * Bletchley Park and Alan Turing * Home front * End of war in Europe | Substantive and Disciplinary knowledge recall at the start of each lesson | * Explicit vocabulary, * Guided reading; * Oracy/ debate; * Extended writing | * Analysis; * Evaluation of different views; * Understanding differences * Critical thinking * Team work | Formative Assessment of using Evidence |
| **HT5** |  |  |  |  |  |  |
| **How can a war be cold?** | To understand what made the Cold War a ‘war’ when there was little actual fighting and to be able to explain the causes, events and consequences of it. | **Concepts:**  Power and Rights  Invasion and Conflicts  Economy and Industry  The Wider World  **Disciplinary Knowledge:**  Evidence  Cause  Consequence  Significance   * The Atomic Bomb * Start of the Cold War * Other key events of the Cold War including the Berlin Wall, Cuban Missile Crisis and Afghanistan * The fall of the USSR * End of the USSR | Substantive and Disciplinary knowledge recall at the start of each lesson |  |  | MCQ’s  Summative Assessment of substantive and disciplinary knowledge learnt over the year. |
| **HT6** |  |  |  |  |  |  |
| **Into the Modern World** | To understand the changes and continuities that happened both socially and politically in Britain in the second part of the 20th Century. | **Concepts:**  Power and Rights  Invasion and Conflicts  Economy and Industry  The Wider World  **Disciplinary Knowledge:**  Evidence  Cause  Consequence  Significance   * The fifties * The Sixties * The seventies * The Eighties * The Ninieties |  |  |  |  |