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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 RightsChanging societies**Disciplinary Knowledge:**CauseConsequencesSignificance; 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’sFormative 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 CenturyTo be able to explain the causes and consequences of WW2. | **Concepts:**Power and RightsChanging societiesThe Wider World**Disciplinary Knowledge:**Change and ContinuitySimilarity and DifferenceCauseConsequenceEvidenceSignificance* 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’sSummative 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 societiesIdeologiesScience and TechnologyEconomics**Disciplinary Knowledge:**SignificanceChange and ContinuityEvidenceCauseConsequenceHow have Jews been treated over time?Anti-Semitism in EuropePersecuted GroupsGhettosDeath CampsResponsibilityHow 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’sFormative Assessment: Using evidence |
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| **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 societiesIdeologiesScience and TechnologyEconomics**Disciplinary Knowledge:**SignificanceChange and ContinuityEvidenceCauseConsequence* 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 RightsInvasion and ConflictsEconomy and IndustryThe Wider World**Disciplinary Knowledge:**EvidenceCauseConsequenceSignificance* 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’sSummative 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 RightsInvasion and ConflictsEconomy and IndustryThe Wider World**Disciplinary Knowledge:**EvidenceCauseConsequenceSignificance* The fifties
* The Sixties
* The seventies
* The Eighties
* The Ninieties
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