

Year 9 History

The Year 9 History curriculum has been designed to engage students by looking at the events of the 20th century in more depth as well as beginning to learn the skills and knowledge necessary as part of the GCSE course. It builds on the work covered as part of the Key stage 3 curriculum and looks in specific detail at key areas.

The curriculum begins by focussing in the first half term at the causes and events of the First World War. The focus is slightly different to that in Year 8 as a wider view is considered by looking at the role of soldiers from the empire, Chinese workers, women and even the part played by Richmond School in the war. This gives students the context needed when looking at the next topic, that of the causes of the Second World War. The impact and consequences of the First World War has great resonance throughout the 20th century and the initial unit enables students to deepen their understanding as well as begin to practise exam skills.

From November, students begin to study the GCSE exam unit Conflict and Tension 1918-1939. They look at the Paris peace treaties and the issues faced by the Big Three at the end of the war, the successes and failures of the League of Nations and the causes of the Second World War. As well as studying the key questions, such as why did the League fail and why did war break out in 1939, students practise exam-style questions, particularly interpreting sources.

In the last term, students look at events of the Second World War, particularly those not covered in detail by the Key Stage 3 curriculum, such as the Battle of Britain and the home front. They then go onto look at the beginnings of the Cold War and study some of the events, such as the division of Germany and the Vietnam war. Depending on time and student interest, the assassination of JFK and the Holocaust might also be studied. Students also have the opportunity to do some self-guided independent research on a topic which interests them. These have included why the Titanic sank, whether Peaky Blinders is historically accurate and why the Plains Indians were wiped out. The Year 9 exams take place at the end of the year and some lesson time as well as homework are dedicated to revising the Conflict and Tension material. The aim of the work this term is to widen the students' knowledge and understanding of the modern world and to give them the opportunity to learn and explore topics which they find particularly interesting.

Methods of deepening and securing knowledge:	
Retrieval practice	Retrieval practice is evident through starter activities where students use prior learning to complete a low stakes quiz, identify individuals and the importance of their work or offer their opinion on a topic. An image or cartoon is often used to aid students' retrieval of information. Reflective plenaries often link to prior learning as well as to current learning therefore checking students' knowledge and understanding.
Elaboration	Students are regularly encouraged to elaborate on a written or picture source using their own knowledge to help them assess how useful the source is to an historian. They verbally and in written form expand on their ideas and justify their opinions and these are often shared with the whole class.
Concrete examples	Concrete examples are used with assessment work or longer pieces of written work as students can see how to structure their ideas and include precise examples and explanation to improve their marks.
Dual coding	Dual coding is a strategy that students use to aid revision with use of highlighting and symbols etc.

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic(s)	Context – First World War - Causes of First World War - Trench life - Battle of the Somme - Haig – hero or villain? - Passchendaele - Role of Empire and China - Old Boy's - Conscientious objectors - How we remember	Conflict and Tension GCSE unit Paris Peace Treaties - Aims of the peacemakers - Provisions of the Treaty of Versailles - Reactions to the Treaties - Other peace treaties	League of Nations - Aims and membership of League - League's structure - League in the 1920s - Events surrounding Manchuria - Abyssinia - Causes of the failure of the League	Hitler's foreign policy - Hitler's aims - Early foreign policy - Rhineland - Anschluss - Appeasement - Czechoslovakia - Nazi-Soviet Pact	Events in the global world - Overview of Second World War - Battle of Britain and Blitz - Homefront - D-Day - Atomic bomb - Cold War - Vietnam - Assassination of JFK	Events in the global world Revision work of Conflict and Tension topic for Year 9 exams
Assessment	- Interpretations of the Somme	- Paris Peace Treaties - 4 and 16 mark question	- League of Nations	- Hitler's foreign policy	- Individual projects	- Conflict and Tension paper
CEIAG (<i>Careers that are linked to that topic</i>)	The skills learnt as part of the Year 9 course are highly valued and are transferable across a wide range of careers. Employers and universities greatly value GCSE History and the skills that students have to demonstrate, such as source interpretation, being able to write a balanced argument and reaching substantiated conclusions. Specific careers that students have pursued in recent years after studying GCSE History include: law (solicitor and barrister), medicine, museum work, archaeology, work in the heritage sector, teaching, journalism,					

Homework:

Homework is a vital aspect of the Year 9 curriculum, with students expected to complete regular tasks depending on the topics studied.

When studying the Conflict and Tension exam unit, students will be given regular practice questions to complete and will need to revise for the end of topic assessments and the Year 9 exam in the Summer term.

When studying the non-examined elements of the curriculum, then students will be given homeworks such as a newspaper account of the assassination of Franz Ferdinand or a letter from the nurses during the battle of Passchendaele. There will be an opportunity to complete homeworks in a more creative manner with the designing or building of a First World War memorial. In the summer term, students will also spend time at home on their independent project.