

Year 9 History

The Year 9 History curriculum has been designed to engage students and give them an understanding of the world they live in. It builds on the Year 7 and 8 curriculum and focuses specifically on the Twentieth century but with links to prior learning.

Students study the interwar years during the Autumn term, looking at the impact of the First World War and the difficulties faced by peacemakers in 1919. They go on to study the League of Nations and the attempts at creating a lasting peace and begin to look at why it failed, focusing in particular at the structural problems of the League. Students will consider the impact of the Wall Street Crash and the Depression and focus specifically on Germany. They will look at the causes of the rise of Hitler, life in Hitler's Germany and his foreign policy. This section of work will provide the foundations for the GCSE History course studied in Year 11, as well as giving students the context for understanding the modern world.

The Spring term will focus on the Second World War and events up to 1945. Students will learn about the key events of the war throughout the world, as well as looking at events on the home front and considering the role of Empire. The work done previously on life in Hitler's Germany will provide the context for the unit of work on the Holocaust, which has been prepared using materials provided by the Holocaust Educational Trust. Students look at the development of discrimination and persecution leading to the Final Solution. By focusing on specific people such as Nicholas Winton and Anne Frank, the students get an understanding of the scale and impact of the tragedy.

The focus of the Summer term is on the post-war world looking at global events such as the Cold War and 9/11, as well as events in Britain such as Windrush and the creation of the NHS. The aim of these lessons is for students to gain a clearer understanding of the world they are living in today.

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 aim of the work in Year 9 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. Some of the topics will provide the basis for future learning at GCSE level. The curriculum also allows students to practise valuable skills which are transferable across subjects such as constructing balanced arguments, using evidence to substantiate ideas and interpreting sources.

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)	Twentieth Century: Effects of the First World War - 1920s - Aims of the peacemakers - Provisions of the Treaty of Versailles - Reaction to the Treaty - League of Nations: structure - Golden Twenties? - Wall Street Crash and the Depression - Problems faced by the League - Why the League collapsed	Hitler's Germany - 1930s - How Hitler got into power - Life in Hitler's Germany - Hitler's foreign policy aims - Hitler's foreign policy: events - Why did the Second World War break out?	Second World War - Dunkirk - Battle of Britain - Homefront - 1941 - D-Day	Second World War - End of the war and the Atomic bomb - Role of Empire Holocaust - Introduction and pre-war Jewish life - Jewish persecution in Nazi Germany - Nicholas Winton - Final Solution and camps - Anne Frank - Why we continue to remember	Post war world - Impact of Second World War - Cold War - Britain in 1950s and 1960s (creation of NHS, Windrush, Beatles etc)	Post war world - American civil rights in the 1950s and 1960s - Martin Luther King - Assassination of JFK - Life in Britain in 1970s/80s (Falklands War, miners' strike etc) - 9/11 There is a possibility for an independent research unit
Assessment						

Independent Learning:
<p>Independent learning is a core part of learning and serves to support the learning in class, enrich the student experience and develop learning skills. There are several types of Independent learning set in History such as:</p> <ul style="list-style-type: none"> ● Reading a provided article on a certain topic e.g. Nicholas Winton (to be studied in the following lessons) ● Producing a specific piece of work such as a letter from the time which builds on the knowledge learnt in the lesson or completing a task set in lesson ● Researching a new topic to be studied in a following lesson ● Project work on a specific topic e.g. Homefront ● Exam-style questions – given with a lot of support and teacher input in lesson time

