

Year 9 History Curriculum Rationale

In Year 9, students will study a range of events and aspects of History that link to the themes of Conflict and Tension as well as a mini study on early medicine c1000-1800. The choice of topics studied requires them to develop critical and logical thinking skills by investigating a range of source materials and interpretations of the past. Emerging from the course of study, students will develop skills in using evidence to support viewpoints, writing for various purposes as well as analytical skills. Students will build on their KS2/3 studies and move towards developing historical skills. This year should also prepare students for the transition into KS4.

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
CONFLICT & TENSION: WW1	<p>Key Knowledge:</p> <p>Students Develop further their understanding of conflict gained in year 8 to look at how conflict changed in the 20th century.</p> <p>The unit focusses on the era of WW1. Second order concepts of cause and consequence and significance are strongly represented in this unit.</p> <p>Students look at the challenges faced in Europe at the start of the 20th century (Nationalism,</p>	<p>Builds on: students' historical knowledge developed in year 8 – war and conflict / empire and alliances.</p> <p>Leads to: greater use/understanding of historical context / use of chronological terminology / understanding of second order concepts.</p> <p>Also, links to GCSE Unit on Conflict and Tension 1918-1939</p> <p>Also links to year 9 RS topics on Just</p>	<p>Informal – in class low stakes questioning in each lesson.</p> <p>Task 1 – Forms quiz (multiple choice and short answer)</p>	<p>SPAG and reading for meaning and making inferences.</p> <p>Numeracy for understanding timelines, historical data etc.</p> <p>PSHE – considering feelings of others.</p>	<p>Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence).</p> <p>Linking – Connection finding</p> <p>Creating – The ability to generate ideas.</p>	<p>Homework is set every two weeks (1 hr).</p> <p>Consolidation of learning:</p> <ul style="list-style-type: none"> Extra reading materials is available via Teams. Consolidation / Revision tasks set near assessment points.

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	<p>Imperialism, Militarism, Alliances). Students are encouraged to make links to issues faced today across Europe and the world.</p> <p>Lessons will also look at the impact of recruitment, trench conditions including changes to weaponry and warfare in the period.</p> <p>Students develop further their understanding of conflict gained in year 8 to look at how conflict changed in the 20th century.</p> <p>Development of skills cause and consequence especially when</p>	War, Violence and Peace Making.				

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	looking at what caused WW1 and the impact of war / significance of key events such as the Battle of the Somme.					
CONFLICT & TENSION: Interwar period & WW2	<p>Key Knowledge:</p> <p>The unit focusses on the era of WW1 and WW2. Second order concepts of cause and consequence, change, and continuity and significance are strongly represented in this unit.</p> <p>Students look focus on leadership in this term and the skill of Interpretation is used to assess the battle of the Somme and the Leadership of British generals such as Haig. Students are</p>	<p>Builds on: students' historical knowledge developed at in year 6 (WW2).</p> <p>Leads to: supporting skill development in the use of source materials and applying knowledge to analyse and reach judgements on historical interpretations e.g. Historians views.</p> <p>Also, links to GCSE Unit on Conflict and Tension 1918-1939</p> <p>Also links to year 9 RS topics on Just</p>	<p>Informal – in class low stakes questioning in each lesson.</p> <p>Task 2 – Forms quiz (multiple choice and longer answer)</p>	<p>SPAG and reading for meaning and making inferences.</p> <p>Numeracy for understanding timelines, historical data etc.</p> <p>PSHE – considering feelings of others.</p>	<p>Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence).</p> <p>Linking – Connection finding</p> <p>Intellectual Confidence – articulate personal views based on evidence</p> <p>Empathy – understanding a range of viewpoints.</p>	<p>Homework is set every two weeks (1 hr).</p> <p>Consolidation of learning:</p> <ul style="list-style-type: none"> Extra reading materials is available via Teams. <p>Consolidation / Revision tasks set near assessment points.</p>

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	<p>expected to reach justified conclusions.</p> <p>Lessons will then look at the interwar year – why was peace not achieved in the long term. Topics will include the rise of nationalism (topical links).</p> <p>Development of skills in using cause and consequence when considering why revolutions happen / change and continuity in examining the results of revolution, both positive and negative / significance of individuals and events historically both then and now.</p>	<p>War, Violence and Peace Making.</p> <p><i>THROUGH SCHOOL LINKS:</i> <i>Year 6 study of WW2 (linked trip to France incl. Normandy Beaches)</i></p>				

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
CONFLICT & TENSION: The Cold War	<p>Key Knowledge:</p> <p>Students now focus on how tensions following the two world wars created the Cold War. Here students consider the impact of the relationships between Britain, USA and USSR.</p> <p>The unit focusses on the rise of the superpower and the increased tensions that dominate the period between 1945 and 1970.</p> <p>Students consider the justifications for dropping the Atomic Bomb, the 'iron curtain, differing ideologies of capitalism and communism.</p>	<p>Builds on: students' historical knowledge of Conflict from year 6 and unit 1 in year 9.</p> <p>Leads to: supporting skill development in the use of source materials and applying knowledge to analyse and reach judgements on historical interpretations e.g. Historians views.</p> <p>Also links to year 9 RS topics on Just War, Violence and Peace Making.</p>	<p>Informal – in class low stakes questioning in each lesson.</p> <p>Task 3 – Forms quiz (multiple choice and short answer)</p>	<p>SPAG and reading for meaning and making inferences.</p> <p>Numeracy for understanding timelines, historical data etc.</p> <p>PSHE – considering feelings of others.</p>	<p>Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence).</p> <p>Linking – Connection finding</p> <p>Intellectual Confidence – articulate personal views based on evidence</p>	<p>Homework is set every two weeks (1 hr).</p> <p>Consolidation of learning:</p> <ul style="list-style-type: none"> Extra reading materials is available via Teams. <p>Consolidation / Revision tasks set near assessment points.</p>

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	<p>Students will also explore the impact of WW2 on Europe and the divisions created by the conferences at the end of WW2.</p> <p>Students investigate soviet and US policies in Europe and in Asia. Links exploited: militarism in the early 20th century with the Arms & Space Race.</p> <p>Students may also study the Korean and Vietnam conflicts and the Cuban Missile Crisis.</p> <p>Development of skills in using change and continuity when investigating how tensions grew, how relationships between the USA and USSR</p>					

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	fluctuated / significance when considering how the Cold War shaped the modern world.					
HISTORY OF MEDICINE c1000-1800.	<p>Key Knowledge:</p> <p>Students are now challenged to apply knowledge gained in year 7 of medieval life to a mini thematic study on changes to medical practice during the medieval period.</p> <p>Students make links between beliefs and practices to assess the effectiveness of medical knowledge and treatment during this period.</p> <p>Students also extend their understanding of the influence of</p>	<p>Builds on: students' historical knowledge developed throughout year 8.</p> <p>Leads to: supporting skill development in the use of source materials and applying knowledge to analyse and reach judgements on historical sources e.g. provenance, content and context and utility.</p> <p>Also, links to RS Year 9 – Christian beliefs / GCSE History Health and The people topic / Year 7 Medieval Life.</p>	<p>Informal – in class low stakes questioning in each lesson.</p> <p>Task 4 – Forms quiz (multiple choice and shorter answer)</p>	<p>SPAG and reading for meaning and making inferences.</p> <p>Numeracy for understanding timelines, historical data etc.</p> <p>PSHE – considering feelings of others.</p>	<p>Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence).</p> <p>Linking – Connection finding</p> <p>Creating – The ability to generate ideas.</p>	<p>Homework is set every two weeks (1 hr).</p> <p>Consolidation of learning:</p> <ul style="list-style-type: none"> Extra reading materials is available via Teams. <p>Consolidation / Revision tasks set near assessment points.</p>

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	<p>other civilisations: impact of Christian and Islamic ideas on medicine.</p> <p>Students identify how issues in public health contributed to poor health in the period. Case studies include the Black Death (nature of the disease, medical efforts to treat it and the impact it had on medical progress)</p> <p>The unit concludes by looking at developments in medicine during the Renaissance period – new ideas from individuals such as Vesalius, Harvey, Hunter and Jenner.</p> <p>Development of skills reaching a sustained</p>					

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	judgement as to the extent to which medicine improved over the period studied.					