

**Subject: HISTORY**

**Year: 9**

**Course Outline 2022 - 2023**

**Autumn 1**  
(... Weeks)

**Autumn 2**  
(... Weeks)

**Spring 1**  
(... Weeks)

**Spring 2**  
(... Weeks)

**Summer 1**  
(... Weeks)

**Summer 2**  
(... Weeks)

**What are we studying? (Big idea/question(s))**

**Year 9 History - POWER & WAR: Conflict & Tension**

Focus on who has the power, at what point and how this power imbalance affects rights and treatment.

Questions to be considered throughout the different elements of Year 7 History:

What do we mean by power? Who holds the power? Which institutions and individuals have power?

What forms of power are revealed? How does power lead to conflict? How does war break out?

What kinds of wars are there? How can we compare conflicts? What are the social consequences of conflict?

**The Interwar Years**

Armistice/Treaty of Versailles  
Russian Revolution  
Political Ideologies

**Causes of World War II**

Rise of Hitler  
Causes of the War

**World War II**

Blitzkrieg  
Home Front (& women)  
Evacuation  
Rationing  
End of the War  
Pearl Harbour/Atomic Bomb

**The Holocaust**

Historic Anti-Semitism  
Life for Jews in Germany  
Early erosion of rights  
Escalation + Final Solution  
Einsatzgruppen  
Ghettos  
Camps  
Other victims  
Liberation

START GCSE HISTORY

**Why are we studying this? (procedural knowledge, purpose or progression)**

The aim of Year 9 History is to continue to develop students' procedural knowledge they will need to succeed in History. The knowledge they will be accumulating will support learning in Key Stage 4 (primarily by providing contextual knowledge and developing historical skills, especially second-order concepts). The focus on international History and conflict allows us to consider wider power structures and foreign powers alongside British values and to understand the creation of the modern world. Chronologically the time periods studied in this year are sequenced after the knowledge from Years 7 and 8. Historical procedural knowledge (source analysis, interpretations, change, continuity etc.) will be developed throughout.

<p>Develops students' understanding of the world today and key historical events. Links to modern questions on conflict and tension.</p> <p>Develops students' understanding of society and culture today, modern takes on democracy and the way power had been held and authority demonstrated. This allows for comparison with later study.</p> <p>Develops an understanding of the 20<sup>th</sup> century and the conflicts that arose.</p> <p>Develops the understanding of change/continuity in terms of conflict, warfare, tension and who holds power.</p> <p>Develops knowledge of changing power structures and the influence of foreign powers.</p>	<p>Develops an understanding of the key events that changed the modern world internationally and their impact on Britain. Particular links to democracy, civil rights, the power of individuals and persecution.</p> <p>Develops students' understanding of challenges to authority and the changing institutions of power.</p> <p>Develops an understanding of the 20<sup>th</sup> century and the conflicts that arose.</p> <p>Develops the understanding of change/continuity in terms of conflict, warfare, tension and who holds power.</p> <p>Develops knowledge of changing power structures and the influence of foreign powers.</p>	
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**How will this be assessed?**

Frequent use of low stakes testing and knowledge tests. Regular use of all question stems (a variety is encouraged and tracked in the dept AO tracker for KS3) in lessons, to be marked and given feedback on – ideally one question every 3-5 lessons, including the questions required below to allow for moderation (as well as a wide variety of others). Mid- and end of year assessments will be decided within dept but will cover a range of question stems and cover the essential topics of study as identified in the Year 8 specification document.

<p>Moderation Questions:</p> <p>AO1 – <i>Describe two terms of the Treaty of Versailles.</i></p> <p>AO2 &amp; AO3 – <i>Which of the following was the most important reason for the rise of Hitler and the Nazi Party in Germany:</i></p> <ul style="list-style-type: none"> <li>• <i>The failures of the Treaty of Versailles</i></li> <li>• <i>The role of Hitler himself?</i></li> </ul>	<p>Christmas Exam – Range of AO types and a knowledge only section.</p> <p>Moderation questions:</p> <p>AO4 – <i>How useful is Source A to an historian studying evacuation?</i></p> <p>AO1 &amp; AO2 – <i>Write an account of the ways in which the Nazi party limited the rights of Jews in the Third Reich before 1942.</i></p>	<p>End of Year Exam – Range of AO types and a knowledge only section.</p> <p>Continue with moderation questions and full paper exams at GCSE History.</p>
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<b>RWCM</b>	Key terminology work (spelling tests, definitions, vocabulary tasks). Extended writing tasks (and support). Extended reading and associated tasks. Timeline/chronology work. Frequent opportunities to access literacy in all lessons.
<b>Extra-curricular experiences</b>	External speaker about Kindertransport. Possible trip to Eden Camp for students to connect vocational roles and their position in Historical events (e.g. mechanics during WWII). <i>Not extra-curricular but additional activities – e.g. Treaty of Versailles roleplay activity.</i>
<b>Careers Links</b>	Researchers, Historians, Politicians, Teachers, Detectives, Journalists, Lawyers etc. (frequent references during tasks, e.g. Human Rights lawyers in the Holocaust, diplomats in the Treaty of Versailles).
<b>Independent Learning</b>	Regular homework (once per fortnight). Content consolidation and quizzing. Assessment practice. Regular research homework opportunities. Frequent spelling test homework. Pre-reading opportunities etc.
<b>Essential Equipment</b>	Basic school equipment (Black pen, Green pen, Pencil, Ruler, Rubber)