**Year 9 History**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Big Ideas | Imperialism Colonialism What is an Empire?What was slavery? | Democracy an dictatorship The Cult of Personality | Beginnings and DevelopmentsWhat are the causes of war? | Progression and aftermathWhat turning points were there in WWII? | ImperialismWho were the Native Americans  | Self- guided independent research |
| Topics | -The British Empire | -The First World War and Inter-war period | -The Second World War:  | -The Second World War:  | -America: the History of the USA  | -Individual ‘Mystory’ project |
| Assessment | -Formal summative assessment on the British Empire | -WWI summative assessment | -WW2 Beginnings summative assessment | -WW2 end of topic summative assessment | -USA summative assessment | -Peer and teacher presentation assessment  |
| Skills | Explaining factorsComparing interpretationsUsing sourcesUnderstanding chronology and key historical events | Explaining multiple factorsExplaining interpretationsUsing sourcesUnderstanding chronology and key historical events | Explaining multiple factorsExplaining interpretationsEvaluating sourcesUnderstanding chronology and key historical events | Prioritising multiple factorsEvaluating interpretationsEvaluating sourcesUnderstanding chronology and key historical events | Prioritising multiple factorsEvaluating interpretationsUnderstanding chronology and key historical events | Prioritising multiple factorsEvaluating interpretationsUnderstanding chronology and key historical eventsResearch |

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| Building on Prior Learning | -British Empire builds on prior learning from Y8 of Industrial Britain in the period 1750-1900, focusing here on the growth of the Empire and international aspects.-First World War topic builds on prior learning from First/Middle/Primary school education on the significance of these events in the country’s history.-Second World War topic builds on prior chronological learning of WWI topic.-America/USA topic is largely new learning but can develop from individual prior knowledge if applicable. Adds international aspect to periods already studied, eg Puritan England under Cromwell and why some escaped to start a new life on the American continent. Aspects of this topic also connect with prior topics on Industrial Britain.-Topics are thereafter chronological and show progression through historical periods, with recurring themes. |
| Links with other subjects | -Maths: use of statistical sources and data, as well as dates.-RE/PSHE/Citizenship: Empire/ topic contains big moral questions and debates about coming to terms with our nation’s past actions and legacy-MFL/Geography: ALL topics in Y9 involve learning and understanding other nations and Britain’s place (geographical and political) in the world. Key terms in foreign languages are required to be learned. |
| SMSC links | Exploring the impact of the first and second world war in different contexts and the effect this had on the world. Exploring the impact of the social policies introduced by the Nazis within the study of the Holocaust and persecution of Jews. Feminism and the role of women within the home front in World War two. Changing attitudes in regards to the study of the Slave Trade.  |
| Extracurricular opportunities | -Trips:-Liverpool Slavery Museum (Empire/Slavery topic)-Imperial War Museum and Churchill War Rooms (WWI and WWII) |
| Literacy  | Students are introduced to a years worth of subject specific terminology and key terms – displayed in class and in books – students develop their speaking and listening skills through questioning and their presentation and recital of written answers – students learn to work effectively in groups and contribute vocally to class discussion | Numeracy  | Using chronological dates and sequencing, makes estimates, Handling data; interpret data and statistics within the Holocaust.  |
| A successful learner in this subject will demonstrate | -The ability to  :-explain multiple reasons and judge their importance -compare interpretations and judge their reliability-judge the utility of pictorial evidence and question its value-describe key events , assess their consequences, and judge their significance |
| Impact on personal development | -Students begin to give reasons or explanations for their views correctly, based on examples of evidence.-They begin to ask questions of new information and acknowledge who has written it, when and why-Students begin to recognise change and think about whether this occurs with positive or negative outcomes and for whom-They learn to recognise and appreciate the views of others and explain why they may hold them |

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| Ways to support student learning in this subject |
| * Closed questioning testing builds the evidence base and bank of knowledge used to illustrate and prove answers
* Asking students to justify or evidence their views and interpretations of events
* Differentiate between cause and consequence to help students consider impact
* Make sure students always check the origins, authors and possible purpose of articles, news and views that they consume
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