

Year 9 History Curriculum.

| Year 9 | | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
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| History | Topic | World War II | The Holocaust | The Civil Rights Movement | The Cold War | The Vietnam War | Conflict in the Middle East |
| | Why this and why now? | Students now understand how Hitler rose to power in Germany (Y8 HT5). To develop this further, students will look at Hitler's foreign policy, and international relations in this period, to understand the causes of World War Two. Students are working through the Twentieth century chronologically to understand the impact/consequences of events. Students are also building on their understanding of causation focused on in Y7 (Norman Conquest), Y8 (British Empire), analysing key events such as Dunkirk and the impact on the Home Front. | Students have contextual knowledge from studying the rise of Hitler in Germany and the methods used by the Nazis to secure support and control. This will provide background to help students to understand persecution of the Jews and other minority groups. Students will also build on their understanding of slavery, racism & inequality studied in Y8 (Slave Trade). | Following WWII and the Holocaust, this unit follows on chronologically and it is important students understand the later struggles faced by African Americans and Black Britons. This will also build upon the knowledge students have from Year 8 of 17 th century Africa and the Slave Trade. From the legacy of Slavery, students will become more equipped to understand the nature of modern society and the roots of racism, in order to challenge such stereotypes. | This unit builds sequentially from students' understanding of global conflict studied at the beginning of Year 9, when we have studied the end of World War II. This continues the story and adds wider context than simply the British perspective. Students will also have a greater understanding of the context of post-World War II USA from the Civil Rights unit and be able to develop their knowledge of different ideologies when introducing Communism and Capitalism. | This unit continues with the theme of the Cold War, analysing the events of the Vietnamese war. The intent of this unit is to look at why the war began, but additionally how the Viet Cong tactics were able to overcome the American threat. With the unit rounding off with analysing turning points and the change in public opinion. The previous unit is focused on the Cold War, and this unit builds on the idea of different ideologies competing in the 20th Century. Particularly on the concepts of Capitalism and Communism. | This unit builds on the theme of twentieth century conflict that students have developed throughout Year 9 and will bring students from the creation of Israel to the modern day. This unit will also enable students to understand the modern-day threats of terrorism and link to the historic involvement of western powers in the Middle East. It will also link to students' developing knowledge of ideology from the Year 9 Cold War and Vietnam units and also build upon concepts such as imperialism from Year 8. It is a vital unit for students to understand the modern world they live in. |
| | What is the essential knowledge that needs to be remembered? | Students study international relations in the 1930s focusing on the causes and key events of World War Two; The Big Three and what they wanted, the terms of the | Students will understand the historic persecution of the Jews in Europe. They will develop this further by looking at the systematic persecution of the Jews and other | Students will build on their understanding of the transatlantic slave trade to understand the struggle faced by African Americans and Black Britons over the next 250 | Students will build on their knowledge of World War II by assessing how the dropping of the Atomic Bomb led to a decline in Superpower relations. It is also | Students will develop knowledge on reasons for US involvement, such as the Domino Theory and the Gulf of Tonkin incident. They will also develop an understanding of tactics of | Students will build upon their knowledge of the Cold War and the political landscape following World War II. Students will develop knowledge of the creation of Israel, the |

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| | | Treaty of Versailles, the long term causes of World War Two, reasons for the appeasement policy, Dunkirk and if the mission was a failure, Blitz Spirit and interpretations of the success, evacuation and interpretations of the success, rationing and interpretations and the impact on the Home Front. | minority groups. This will include; the Nuremberg Laws, Nazi Propaganda, ghettos, concentration camps, the final solution, Jewish resistance, opposition, Anne Frank, Battalion 101, responsibility and remembrance. | years. They will focus specifically on the period of reconstruction, 1920s, WW1, WW2, the Civil Rights Movement, Black Power Movement and the Black Lives Matter Movement. | important that students understand how the conferences of 1945 increased tensions between the superpowers. Students will also analyse capitalism and communism and make links to the Cold War and wider society. Other important historical events such as the Berlin Airlift, Marshall Aid, the Berlin Wall, the Cuban Missile Crisis and the Space Race. | the US and Viet Cong. Students will also analyse turning points, opposition to the war and the end of the War and outcomes. | Arab-Israeli War, the impact on Palestinians and the intifada. This will build upon students' knowledge of the Crusades and the Islamic world from Year 7. Students will also look at the involvement of the USSR and western powers in Afghanistan, 9/11, the War on Terror and modern-day terrorism. |
| | What is the assessment intent and how will you assess? | Midpoint Assessment - Explain the causes of World War Two and if you think the war was inevitable. (Focus on causation A01,A02) End of Unit Assessment – To what extent did Britain fight a 'total war' during WWII. (Focus on causation A01,A02) | Midpoint Assessment - In what ways were the lives of Jews affected by Nazi policies? (This will focus on change/impact A01, A02) End of Unit Assessment – What was the Holocaust and why is it significant? (Focus on historical significance A01, A02) | Midpoint Assessment - How far had life changed for Black Americans since the Civil War? (This will focus on change/impact A01, A02) End of Unit Assessment – Y9 Wider Study: To what extent did the Civil Rights Movement lead to changes for African Americans? (This will focus on change/impact A01, A02) | Midpoint Assessment - What were the origins of the Cold War? (Focus on causation A01,A02) End of Unit Assessment – Which events nearly led to the Cold War turning into a 'Hot War'? (Focus on causation A01,A02) | End of Unit Assessment – Will focus on the Tet Offensive (Usefulness of sources A01, A03). | End of Unit Assessment – Focus on Britain's involvement in the Middle East. (Interpretations A01, A04) |
| | How does it cover the NC | This is a study of the challenges for Britain, Europe and the wider world 1901 to the present day | This is a study of the challenges for Britain, Europe and the wider world 1901 to the present day | This is a study of Britain, Europe & the wider world 1901-Present Day: social, cultural & technological change | This is a study of the challenges for Britain, Europe and the wider world 1901 to the present day | This focuses on a study of a significant society or issue in world history and its interconnections with other world developments | This is a study of the challenges for Britain, Europe and the wider world 1901 to the present day |