



# Year 9 HISTORY



## Topic Titles

Britain 1900 – 1914

How the First World War changed the world

The 20<sup>th</sup> Century – History's "Age of Hatred"?

The Story of the Century

## Intent

Our curriculum is *broad, diverse and inclusive*. It allows our pupils to gain a sense of their own national and cultural identity through developing a thorough understanding of key events in the history of Britain and how they relate to global events. Through studying key events between 1900 and the present day they will begin to develop the key skills of the historian, using evidence critically and understanding history as a constructed narrative that varies depending on time, place and perspective.

## Links with other subjects

As pupils explore the changes that took place during the 20<sup>th</sup> century they will encounter various genres of music, influential pieces of art and a variety of cultural developments.

There will be the opportunity to revisit a well-known poem from the First World War and consider it in the context of their new historical knowledge.

## How will knowledge and skills be taught?

The curriculum is framed around enquiry questions. We approach each topic by breaking it down into smaller enquiries that link to three themes: power, beliefs and ordinary people. Through tackling these enquiry questions pupils will practice the skills of explanation, questioning interpretations, critical analysis and justifying opinions. These are transferrable and pupils will become questioning, curious citizens who are able to handle information in a balanced, critical way.

## How can parents help?

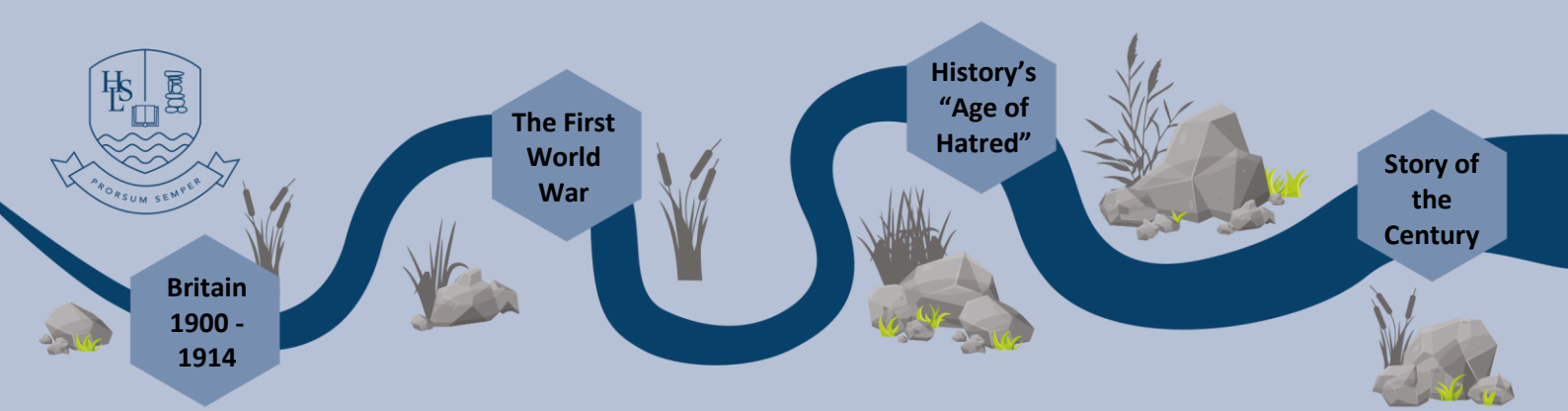
Parents can help by encouraging pupils to:

- remain up to date with homework and consolidation tasks
- ask for the term's 'Reach' reading article
- talk about what they are learning and ask questions, demonstrating curiosity
- encouraging pupils to talk to family members who may have their own memories of some of the later 20<sup>th</sup> century events
- talk about any family members who may have fought or played another role in the first World War, and perhaps research their personal story

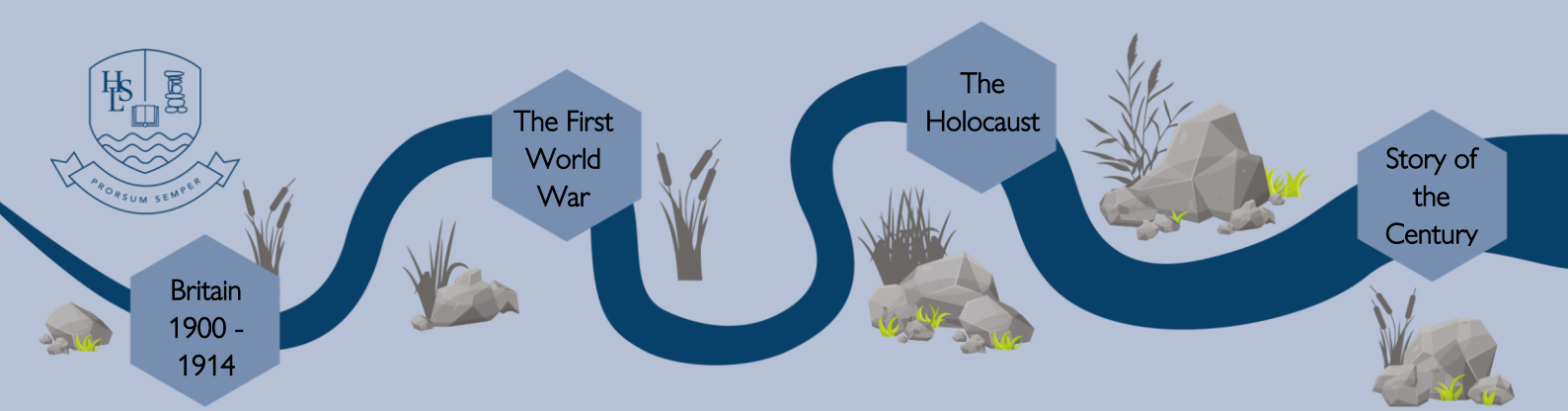
## Recommended Reading and Preparation for Learning

Pupils will have access to additional reading and online resources throughout the year, including the articles from BBC History magazine and extracts from key texts written by historians who are experts in their field. Pupils can access all these resources via the VLE, on the History pages.

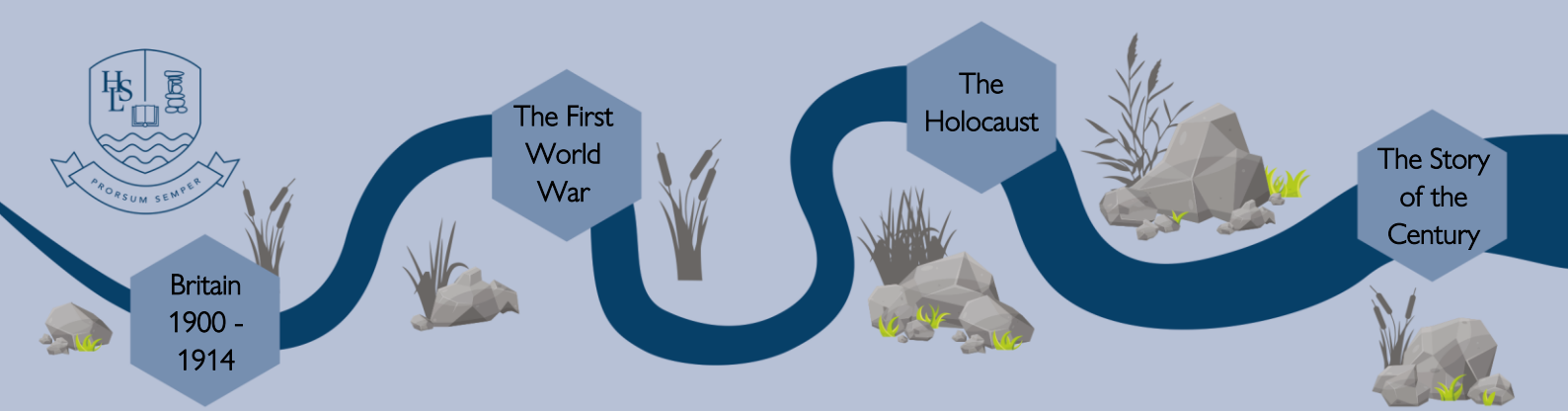
These resources will be added to throughout the year to ensure pupils have access to the most up to date historical thinking and stay abreast of new discoveries and events.



<b>Subject: History</b>		<b>Year Group: 9</b>		<b>Module: 12</b>	
<b>Module/Theme: Britain 1900 - 1914</b>					
<b>Topic Outline &amp; Aims (Intent)</b> Pupils will gain a comprehensive understanding of Britain in the decades immediately preceding the First World War, drawing on their knowledge of the Industrial Revolution and the changes that brought to Britain. They will be able to describe society and explain how the problems of the age caused tensions in society. They will be able to describe the situation in Britain and Europe on the eve of the First World War.					
<b>Key Skills and Knowledge taught through this topic: (Intent)</b> The skills focus for the module is <i>sources and interpretations</i> . Pupils will be able to use specific own knowledge to test the historian David Brooks' interpretation of the period as "the age of upheaval". In order to develop a comprehensive understanding of the period students will also learn about British class structure, the tensions that existed in society and the position of Britain in the wider world, as a prelude to studying the causes of the First World War.					
<b>Prior Learning: (Context)</b> KS2: Pupils may have studied the Victorians or key individuals from this period KS3: Links to modules on the Industrial Revolution and previous learning about political power and the fight for democracy		<b>Future Learning: (Context)</b> KS3: links to module 13, about the First World War, and also to aspects of the 'Story of the Century' module KS4: links to several likely modules to be studied as part of the GCSE course		<b>National Curriculum Links: (Context)</b> This module relates to the NC strand about challenges for Britain, Europe and the wider world 1901 to the present day	
<b>RRSA Links:</b> Article 6 – Life, survival and development Article 24 – Health and health services Article 32 – Child labour			<b>Assessment of Learning: (Impact)</b> SUMMATIVE: Key vocabulary 10-question test; Assessment including retrieval questions and an extended answer  FORMATIVE: Marking of practice responses testing interpretations  INFORMAL: low-stakes quizzes, questioning, show-me boards, retrieval practice, VLE self-marking quizzes		
<b>British Values Links:</b> Democracy					
<b>Eco Schools Links:</b> N/A					
<b>Reading / Enrichment:</b> Various articles from BBC History magazine, available on the VLE or via the 'Reach' folders in History classrooms  Links to videos and podcasts on the History section on the VLE		<b>Key Vocabulary: (Literacy)</b> <ul style="list-style-type: none"> <li>• social mobility</li> <li>• poverty line</li> <li>• suffrage</li> <li>• franchise</li> <li>• Conservative</li> <li>• Labour</li> <li>• Liberals</li> <li>• Trade union</li> <li>• general election</li> <li>• National Insurance</li> </ul>		<b>Numeracy Opportunities:</b> Source work using graphs and charts related to key question about poverty	
				<b>Career Links:</b> Historian Documentary maker Political commentator Archaeologist Museum curator Teacher/lecturer Archivist Journalist Heritage manager Researcher	



Subject: History		Year Group: 9		Module: 13	
Module/Theme: The First World War: The Conflict that Changed a Century					
<b>Topic Outline &amp; Aims</b> (Intent) This module is broad in scope, giving pupils a wide knowledge of the First World War, from the causes of the outbreak of war in 1914, through key events and the experiences of different groups, to the consequences of war in the short and long term for Britain and the wider world.					
<b>Key Skills and Knowledge taught through this topic:</b> (Intent) This module, being broad in nature, considers a range of key concepts: cause and consequence, change and continuity, significance and using sources and interpretations. Pupils will explore causes and understand how the interplay of different factors contributed to the outbreak of the war. They will consider significance for different groups, and study the long and short term political, social and economic consequences. Throughout the module pupils will use primary sources, and evaluate differing interpretations of key events.					
<b>Prior Learning:</b> (Context) <b>KS2:</b> Pupils may have studied aspects of the First or Second World Wars during this key stage.		<b>Future Learning:</b> (Context) <b>KS3:</b> Links to aspects of the final module which takes a holistic look at the 20 <sup>th</sup> century. <b>KS4:</b> Studying the consequences of the war such as the effect of the Treaty of Versailles on Germany supports the unit on Germany 1890-1945 at GCSE.		<b>National Curriculum Links:</b> (Context) This module relates to the NC strand about challenges for Britain, Europe and the wider world 1901 to the present day.	
<b>RRSA Links:</b> Article 19 – Protection from Violence Article 38 – Protection in War			<b>Assessment of Learning:</b> (Impact) <b>CUMULATIVE:</b> Key vocabulary 10-question test; Assessment including retrieval questions and an extended answer <b>FORMATIVE:</b> Marking of practice responses testing interpretations <b>INFORMAL:</b> low-stakes quizzes, questioning, show-me boards, retrieval practice, VLE self-marking quizzes		
<b>British Values Links:</b> Individual liberty					
<b>Eco Schools Links:</b> N/A					
<b>Reading / Enrichment:</b> Various articles from BBC History magazine, available on the VLE or in classrooms.  Links to videos and podcasts on the History section on the VLE.		<b>Key Vocabulary:</b> (Literacy) <ul style="list-style-type: none"> <li>• alliance</li> <li>• recruitment</li> <li>• conscription</li> <li>• trench</li> <li>• artillery</li> <li>• total war</li> <li>• remembrance</li> <li>• armistice</li> <li>• treaty</li> <li>• revolution</li> </ul>		<b>Numeracy Opportunities:</b> N/A	
				<b>Career Links:</b> Historian Documentary maker Political commentator Archaeologist Museum curator Teacher/lecturer Archivist Journalist Heritage manager Researcher	



Subject: History		Year Group: 9		Module: 14	
Module/Theme: History's 'Age of Hatred': The Holocaust					
<b>Topic Outline &amp; Aims (Intent)</b> Pupils will gain an understanding of the Holocaust, focusing on 'how' and 'why' the Holocaust happened. They will be able to define the term 'Holocaust', describe life for European Jews before the Second World War and the treatment of Jews in Germany from 1933 onwards. They will know how Nazi Germany carried out the Holocaust, how Jewish people and others resisted, and explain the consequences of the Holocaust.					
<b>Key Skills and Knowledge taught through this topic: (Intent)</b> There are two skills foci for this module: cause and consequence, and significance. Students will be able to relate previous learning about the treatment of Jewish people over time to the Holocaust. They will be able to identify the methods used by Hitler and Nazis to make the Jewish people scapegoats. They will be able to explain the significance of the Holocaust and its impact in the long and short term.					
<b>Prior Learning: (Context)</b> <b>KS2:</b> Pupils may have studied Judaism as a world religion as part of the RE curriculum. <b>KS3:</b> Pupils will have studied the expulsion of the Jews from Gloucester in the medieval period.		<b>Future Learning: (Context)</b> <b>KS3:</b> Students may use their learning about the Holocaust to understand other 20 <sup>th</sup> century genocides. <b>KS4:</b> Pupils will study the Holocaust in greater depth in Year 10, as part of the PSE/RSHE/RE programme.		<b>National Curriculum Links: (Context)</b> This module relates to the NC strand about challenges for Britain, Europe and the wider world 1901 to the present day and is a statutory requirement.	
<b>RRSA Links:</b> Article 2 – no discrimination Article 19 – protection from violence Article 37 – children in detention Article 38 – protection in war			<b>Assessment of Learning: (Impact)</b> This module is taught at the time of the end of key stage/year exams. Students will have recently completed a summative assessment and therefore assessment will be informal and formulative, rather than cumulative. <b>FORMATIVE:</b> Marking of notes and tasks completed in exercise books. <b>INFORMAL:</b> low-stakes quizzes, questioning, show-me boards, retrieval practice, VLE self-marking quizzes.		
<b>British Values Links:</b> Individual liberty Mutual respect and tolerance					
<b>Eco Schools Links:</b> N/A					
<b>Reading / Enrichment:</b> Various articles on the VLE or available in the classroom, from BBC History magazine and other stage-appropriate sources.  Links to podcasts and videos on the student area of the History VLE.		<b>Key Vocabulary: (Literacy)</b> <ul style="list-style-type: none"> <li>• Holocaust</li> <li>• genocide</li> <li>• persecution</li> <li>• antisemitism</li> <li>• scapegoat</li> <li>• Nazi Germany</li> <li>• dictator</li> <li>• concentration camp</li> <li>• death camp</li> <li>• the Final Solution</li> <li>• ghetto</li> <li>• Einsatzgruppen</li> <li>• deportation</li> <li>• collaborator</li> </ul>		<b>Numeracy Opportunities:</b> Source-work using graphs and charts, related to the topic.  Contextual timeline activities.	
				<b>Career Links:</b> Historian Documentary maker Political commentator Archaeologist Museum curator Teacher/lecturer Archivist Journalist Heritage manager Researcher	