

Curriculum Catch-Up Statement History Year 9

During school closure, students were set work on the Industrial Revolution and Civil Rights. Work in Year 9 does not build on these topics in terms of knowledge but within this work they will have missed some opportunities to complete **guided work with Sources and interpretations and write essays**. In order to successfully complete Year 9 work, students do need to be able to critically analyse sources, judge differing interpretations and write extended answers to questions. As they have not had as much practice of these as would usually have been the case, the level of skill will be probed informally in Year 9, and additional time taken to cover any areas of weakness discovered. In the Autumn Term of Year 9, students complete an extensive depth study of World War One, it will be possible to reduce some of this content if necessary, and redirect some of that time to acquiring and developing the missing skills

History Unit Overview Year 9

History - Year 9 Term 1 – World War One (depth study)

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>A brief overview of the 20th century; The causes of WW1; the soldiers' everyday experience of WW1; the fighting of WW1; the Treaty of Versailles.</p>	<p>KNOWLEDGE: an idea of the chronological order of events in the 20th century. Then, what tensions there were in Europe in the early 20th C. leading to the outbreak of war in 1914; the daily life of a soldier in the trenches and beyond; the treatment on the Home Front of conscientious objectors; changing technology and fighting techniques; the role of General Haig; the terms of the Treaty of Versailles. UNDERSTANDING: Why, and how, factors such as alliances contributed to starting the war and understanding that those causes had different levels of significance; that soldiers' experiences of the war were many and varied; that war often brings about changes in technology and some areas of medicine; that historians have interpreted the role of key people differently over time; that the unfair</p>	<p>Engagement and interest demonstrated through active participation in lessons e.g. seeking to find out more about topics, linking in family history, taking a key role in the Haig debate or the Dragon's Den on developments. In oral discussion key ideas are supported with examples / evidence and this, and attainment in tests, shows high levels of retention of knowledge as lesson sequences develop. Written work always includes examples / evidence and is written with clarity. It focuses well on the question set. In their 16mark essay assessment, they explain the effect of a range of factors leading to WW1, often in</p>	<p>Revision techniques are discussed regularly and further opportunities to practice revision skills are offered here. Students have frequently answered causation questions including in essays e.g. in Unit 2 of Year 7. This unit develops that work by adding evaluation and judgement. Source work and interpretations builds on that done in Y7 (e.g. Richard III) and Y8 (Civil War and Empire).</p>	<p>Textbook: '20th Century World'</p>

	<p>nature of the terms of the Treaty of Versailles had implications for peace in Europe.</p> <p>SKILLS: Writing an evaluative essay with a developed conclusion; writing an essay making inferences from two sources and judging their usefulness; writing an essay about two key features of an aspect of trench life; research, to be able to effectively consider different interpretations of General Haig; debating the role of Haig; revision – for essays and knowledge test.</p>	<p>context, and make supported judgements.</p> <p>Independent research on home learning and classroom tasks is completed fully and accurately.</p> <p>The analysis of contemporary source material is done with a deep understanding of the context of its production and in detail.</p>	<p>Looking ahead this unit links to the Historic environment section of the History GCSE course, which is nested within Paper 1, and covers the ‘British Sector of the Western Front 1914-18: injuries, treatment and the trenches.’ It also links to the final unit of A’ level Paper 3 ‘The British Experience of Warfare: c.1790 to c.1918’</p>	
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History - Year 9 Term 2 – Disasters and the fight for the vote

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Three disasters of the 20th Century; the fight to extend the right to vote.</p>	<p>KNOWLEDGE: what happened in three (of four possible) disasters – Titanic, Aberfan, Chernobyl or Hillsborough including the attitudes of those in authority over these events; the position of women in Edwardian Britain and the campaign of the Suffragettes and Suffragists in trying to bring about change to this; attitudes towards the campaigners and their campaigns.</p> <p>UNDERSTANDING: Why three of these disasters took place and any similarities between them; how different women’s lives were in the past and that this was not a homogenous experience but varied by social class etc.; the different ways in which some present day rights and freedoms for all genders and classes were fought for and attained - including an awareness of the cost of this to individuals, that the extension of democratic rights was needed for many men as well as women; that not all women supported the campaign for the vote and not all men opposed it.</p> <p>SKILLS: Writing a causation essay; writing a similarities essay; revision for essays and knowledge test; listening skills in class discussion and discussing gender and class issues with respect</p>	<p>Engagement and interest demonstrated through active participation in lessons e.g. seeking to find out more about topics .</p> <p>In oral discussion key ideas are supported with examples / evidence and this, and attainment in tests, shows high levels of retention of knowledge as lesson sequences develop. There is also evidence of a growing awareness that people in the past had a variety of experiences which do not always fit commonly accepted narratives.</p> <p>Written work always includes examples / evidence and is written with clarity. It focuses well on the question set. Nuanced, rather than broad and sweeping statements are often included.</p> <p>In their 12mark essay assessment, they explain the role of at least three factors in causing their chosen disaster. 4 mark question refers to two disasters and supports the stated similarity with details.</p> <p>Independent work on home learning tasks is completed fully and accurately.</p>	<p>Revision techniques are discussed and expected to be used regularly and further opportunities to practice revision skills are offered here.</p> <p>Students have previously answered causation questions. This unit gives a further opportunity to practice this skill on a topic which students find particularly interesting and which can therefore enhance their attainment. Looking ahead this question is of a type which appears on each of the three history GCSE exam papers.</p> <p>A similarity and difference question also appear as an access question in GCSE Paper 1.</p> <p>Knowledge links to Unit 6 in Y8 – the fight for democracy in the 19th century.</p>	<p>Textbook: ‘20th Century World’</p>

History - Year 9 Term 3 – World War Two

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>The policy of appeasement in the 1930s; significant military actions of WW2; Life on the British Home Front; the Holocaust; Weimar Germany.</p>	<p>KNOWLEDGE: what appeasement is and how it was used as a policy in Europe in the 1930s; a range of military events of WW2 including Dunkirk, the Battle of Britain, the 2nd Battle of El Alamein, Pearl Harbour, D-Day, the use of the atomic bombs on Japan; rationing, the Blitz, evacuation, the role of civilian volunteers; the gradual separation of Jewish people and others in Nazi Germany, life in the ghettos, the Final Solution. The situation of Germany after WW1, the establishment of a new constitution, Weimar art and culture, economic and political challenges to the new constitution, the role of Gustav Stresemann in improving the situation in Germany and the changes that were wrought.</p> <p>UNDERSTANDING: Reasons for the policy of appeasement; what makes an event significant; the roots of antisemitism, that this was not confined to Germany, the way human rights of certain groups were taken away in Germany and then in occupied Europe, the ways in which the Final Solution was made possible; why a new constitution was needed in Germany after WW1, why it had weaknesses which could be exploited, why there was an economic crisis in 1923, how Stresemann's policies were able to improve the situation.</p> <p>SKILLS: Group work; giving a presentation; thinking skills and teamwork (Escape Room on challenges to Weimar); essay writing; revision.</p>	<p>Engagement and interest demonstrated through active participation in lessons e.g. seeking to find out more about topic. In oral discussion key ideas are supported with examples / evidence and this shows high levels of retention of knowledge as lesson sequences develop.</p> <p>Written work always includes examples / evidence and is written with clarity. It focuses well on the question set. This will also be the case in group work presentations i.e. giving reasons why their WW2 military event was significant. Independent research on home learning and class work tasks is completed fully, accurately and may include support for other members of their team when working in groups.</p> <p>The analysis of significance in their essay on military events of WW2 will be fully supported e.g. by explaining change which it led to</p> <p>In teamwork, the ability to lead skilfully, e.g. by including all team members, or to take on a given task willingly and with commitment will be shown, as will actions aimed at aiding the whole team to success such as sharing ideas and making connections.</p>	<p>Revision techniques are discussed regularly and further opportunities to practice revision skills are offered here.</p> <p>In Year 9 term 1 student essays evaluated the significance of factors leading to WW1, here they will be judging the significance of military actions</p> <p>Looking ahead this unit covers some of the content of Paper 3 unit 1, for students who have opted for GCSE history whilst allowing all students to gain knowledge of the political conditions in which extremist parties can flourish.</p>	<p>Textbook: '20th Century World'</p>