

### History Year 9 Curriculum:

The KS3 curriculum intent for the teaching of history aspires to achieve the following: to provide our students with a wide-ranging foundation knowledge of British history and aspects of world history, based on the 2014 National Curriculum content, using overview and depth; through this to develop and apply their skills in historical analysis so that they have enquiring minds; also to instil a striving for academic excellence and, finally, to inspire an interest in, and love of the subject.

There are seven main aspects of **History** that will be covered in Year 9:

1. Develop knowledge and understanding of the History of Britain; local history; how Britain has influenced and been influenced by the wider world; and significant aspects of the history of the wider world
2. Develop an understanding of, and an ability to use, abstract terminology such as 'communism'
3. Analyse events in terms of concepts such as continuity and change; cause and consequence; similarity and difference; significance; perspectives such as economic and political, local, regional, national and international; and short and long term .
4. Analyse contrasting interpretations of the past in term of how and why they have been constructed.
5. Carry out historically valid enquiries by developing analytical skills in interrogating source material to make inferences, analyse reliability, usefulness and value.
6. Analyse the significance of events: making connections between events, drawing contrasts, and analyse trends within periods and over long arcs of time.
7. Developing skills in extended writing by producing relevant, structured and evidentially supported work by increasingly use key words and phrases, criteria and key terms to make an argument.

#### Autumn Term:

##### Ideas, political power, industry and empire: Britain, 1745-1901 (continued):

The rise of the British Empire; the Transatlantic Slave Trade; Abolition; interpretations of the impact of the British Empire; Transport changes: canals and railways; popular protest; the emergence of democracy; the Suffragettes.

**Concepts such as:** empire, colonies, plantation, Triangular Trade, abolition, evangelical, capitalism, Methodism, laissez faire, trade unions, democracy, Parliament, House of Commons, House of Lords, pocket boroughs, rotten boroughs, constituencies, the suffrage, the ballot, Whig, Tory, radical, Conservative, Liberal, Labour Party, Suffragists, Suffragettes.

#### Spring Term:

##### Challenges for Britain, Europe and the wider world, 1901-present: Was the Twentieth Century an age of progress?

**1. What was the impact of World War One?** The causes of World War One; recruitment; trench warfare; a world war; the Home Front and the impact on women's lives; the Russian Revolution; Germany's defeat; the Treaty of Versailles; the USA in the Jazz Age; the USSR under Stalin; Nazi Germany; Appeasement and the causes of World War Two

**Concepts such as:** imperialism, nationalism, great powers, mobilisation, alliance, conscription, propaganda, total war, Home Front, reparations, League of Nations, Tsar, autocracy, capitalism, ideology, communism, socialism, Nazism, Fascism, one-party state, dictatorship, secret police, censorship, concentration camps, Gulag, appeasement.

#### Summer Term:

##### Challenges for Britain, Europe and the wider world, 1901-present: (continued)

**2. What was the impact of World War Two?** World War Two; The Holocaust; the Cold War – overview; decolonisation: end of empire; Post-War Britain; European Union; United Nations

**Concepts such as:** Axis, Allies, Blitzkrieg, total war, rationing, evacuation, resistance, occupation, Social Darwinism, Aryan, Anti-Semitism, genocide, ghetto, concentration camp, death camp, the Final Solution, the Holocaust, isolationist, propaganda, war crimes, capitalism, communism, Cold War, superpower, satellite state, sphere of influence, nuclear arms race, SpaceRace, proxy wars, NATO, Warsaw Pact Iron Curtain, containment, decolonisation, independence, European Union, United Nations, Security Council.

##### Significant society in world history: the USA in the 20<sup>th</sup> Century

The USA in World War One; The Jazz Age; the Great Depression & the New Deal; impact of World War Two on the USA; Cold War & McCarthyism; Civil Rights

**Concepts such as:** the American Dream, mass production, shares, capitalism, mass immigration, Prohibition, organised crime, the Great Depression, the New Deal, McCarthyism, Ku Klux Klan, segregation, Civil Rights.

#### Key objectives:

**Whilst the factual content for History varies from term to term the following skills are being developed on an ongoing basis throughout the year:**

1. **Knowledge and understanding:** they work with increasing independence to develop a detailed and predominantly analytical historical knowledge & understanding of more complex changes, including long term changes within a wider chronological and geographical framework. They demonstrate this in their detailed reference to events, dates and technical terms. With increasing independence they produce extended assignments on a range of increasingly complex topics that are well organised and detailed.
2. **Understand and deploy an increasing range of abstract concepts,** including more complex economic, political & ideological terms.
3. **Analytical writing:** they work with increasing independence in producing extended written work that explains periods of History in a variety of ways such as significance, causes & consequences, continuity & change, similarity & difference; and perspectives such as economic and political, local, regional, national and international, and short and long term.
4. **Interpretations:** they work with increasing independence in analysing and contrasting more complex interpretations of the past, explaining how and why they have been constructed.
5. **Analysis of source evidence:** they work with increasing independence in using sources to answer an enquiry. They can make a range of inferences or cross-references from a wide variety of source types. They also show increasing independence in producing valid analysis of the reliability and usefulness of a wide variety of source types for an enquiry. They will draw increasingly independent conclusions which show reasonable success in reaching a developed and balanced judgement that combines the content and provenance of the sources to reach a judgement.
6. **Analyse the significance of events:** they work with increasing independence in analysing the significance of a wide range of inter-connected events within a wide chronological and geographical framework . Devising their own criteria, they assess the role of events in complex changes, weigh their respective importance, draw contrasts, and analyse trends within periods and over long arcs of time.
7. **Developing skills in extended writing:** they work with increasing independence to produce predominantly relevant, structured, balanced and evidentially supported work. They will make accurate use of a wide range of key terms & concepts with confidence and show increasing independence in devising their own criteria to make judgements and in making links and comparisons between factors to develop an argument. They working with increasing independence to produce sustained analyses and reach well developed and analytical conclusions about increasingly complex judgements.

#### Key Performance Standards

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2. **Understand and deploy an increasing range of abstract concepts,** including more complex economic, political & ideological terms.
3. **Analytical writing:** they work with increasing independence in producing extended written work that explains periods of History in a variety of ways such as significance, causes & consequences, continuity & change, similarity & difference; and perspectives such as economic and political, local, regional, national and international, and short and long term.
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6. **Analyse the significance of events:** they work with increasing independence in analysing the significance of a wide range of inter-connected events within a wide chronological and geographical framework. Devising their own criteria, they assess the role of events in complex changes, weigh their respective importance, draw contrasts, and analyse trends within periods and over long arcs of time.
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