




Curriculum Overview for History - Year 9 (Autumn Term)

<p>Half Term 1: World War one: The Great War?</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Knowledge of the long-term causes of the war, including: militarism, alliances, imperialism and nationalism • Knowledge of the immediate causes of the war, including: the assassination of Franz Ferdinand, the Serbian Ultimatum • Knowledge of the outbreak of the war and establishment of the trench system • Knowledge of military recruitment tactics and propaganda • Knowledge of the key events of the war, including the battles of: the Somme, Verdun, Passchendaele. • Knowledge of the progressive work of medicine during the war, particularly the work of Harold Gillies • Knowledge of the Home Front and the role played by women • Knowledge of the perception of conscientious objectors and the reasons they had • Knowledge of the contributions of soldiers from across the British Empire • Knowledge of the Armistice and the end of the war • Knowledge of the terms of the Treaty of Versailles and the consequences of the treaty. 		<ul style="list-style-type: none"> - Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class. - Syllabification of key words. - Pupils will analyse a variety of text sources, gaining inference from these. - Pupils will develop core skills in: description, explanation, analysis, evaluation and judgement making through historical context.
<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> - All lessons will pull upon one of the core skills of the subject: chronology, causation, change and continuity, source/interpretation analysis and judgement making. - These lessons will be formulated mainly around the concept of 'change and continuity'; and so pupils will examine a mixture of literary and archaeological evidence, as well as key events and people, to provide evidence on judgements about this. 		<ul style="list-style-type: none"> - Militarism - Alliances - Imperialism - Nationalism - Assassination - Ultimatum - Propaganda - Trench warfare - The Somme - Verdun - Passchendaele - Prosthetics - The Home Front - Conscientious Objectors - Armistice - Treaty of Versailles
<ul style="list-style-type: none"> - This will also include the building of literacy and oracy skills to help pupils build greater confidence in developing answers both verbally and in writing. 		<p>Assessment at the end of the unit will be made up of short answer questions, to check pupil's substantive knowledge, and long answer questions to help build confidence in historical writing.</p>



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		<p>Collect scores from formative assessments in the classroom – multiple choice questions, low stakes.</p> <p>Completion of an extended piece of writing throughout the unit around key judgements.</p>
		<p>Homework will be issued fortnightly for 30-40 minutes and will reinforce learning from the substantive knowledge.</p>
<p><u>Half Term 2: Why do we study the Second World War?</u></p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Knowledge of escalation of tensions during the 1930's, particularly the actions of Adolf Hitler • Knowledge of the outbreak of the war • Knowledge of the events of Dunkirk and their significance • Knowledge of the events of the Blitz, and the response of the British people to it • Knowledge of the actions of the British people on the Home Front • Knowledge of the actions of the soldiers of the British Empire, and their significance • Knowledge of life for those living under Nazi control • Knowledge of the role of the French resistance and Charles de Gaulle and the significance of this on the war • Knowledge of the role of Alan Turing and the significance of this on the war • Knowledge of the events of D-Day and their significance • Knowledge of the events of Pearl Harbour and their significance • Knowledge of the events of Hiroshima and Nagasaki, and their significance • Knowledge of the consequences of the end of the war <p>Disciplinary Knowledge:</p>		<ul style="list-style-type: none"> - Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class. - Syllabification of key words. - Pupils will analyse a variety of text sources, gaining inference from these. - Pupils will develop core skills in: description, explanation, analysis, evaluation and judgement making through historical context.
		<ul style="list-style-type: none"> - Adolf Hitler - Neville Chamberlain - Appeasement - Fascism - Blitzkrieg - The Blitz - Dunkirk - Home Front - Nazi - Resistance - Charles de Gaulle - Alan Turing - D-Day - Pearl Harbour - Nagasaki/Hiroshima

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<ul style="list-style-type: none"> - All lessons will pull upon one of the core skills of the subject: chronology, causation, change and continuity, source/interpretation analysis and judgement making. 		<ul style="list-style-type: none"> - The Cold War - Communism
<ul style="list-style-type: none"> - These lessons will be formulated mainly around the concept of 'change and continuity'; and so pupils will examine a mixture of literary and archaeological evidence, as well as key events and people, to provide evidence on judgements about this. - This will also include the building of literacy and oracy skills to help pupils build greater confidence in developing answers both verbally and in writing. 		<p>Assessment at the end of the unit will be made up of short answer questions, to check pupil's substantive knowledge, and long answer questions to help build confidence in historical writing.</p> <p>Collect scores from formative assessments in the classroom – multiple choice questions, low stakes.</p> <p>Completion of an extended piece of writing throughout the unit around key judgements.</p>
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