

History Curriculum Year 9

In Year 9 we will use the first three half terms to deliver twentieth century content which will include the Home Front in the two world wars and the political developments in Europe between the wars. They will continue the development of their ability to demonstrate resilience, particularly when dealing with emotionally and intellectually demanding topics such as dictatorship, civilian bombing and the Holocaust. We will consistently provide opportunities to reinforce the analytical writing style and source skills developed since yr7 and work towards the level of skill required at GCSE.

Why did the Great War start and end? Autumn Yr9 (5 lessons)

Curriculum goal – Students will understand what led to the outbreak of war in 1914 and why the Armistice was agreed in 1918

Students will:

- Know there were long-term and short-term causes of war breaking out in 1914
- Categorise the reasons why Germany was defeated in 1918
- Apply their knowledge to write creative prose about a German soldier at the end of the war

Key vocabulary and concepts: long-term and short-term causes; rivalry; nationalism; militarism; imperialism; alliances; flash point; assassination

Assessment: Make a judgement on the reasons for German defeat in 1918

How did life change on the Home Front? Autumn Yr9 (3-4 lessons)

Curriculum goal - students will understand how the economic and social pressures of wartime resulted in significant changes in the relationship between government and public

Students will:

- Make inferences about how DORA and propaganda affected the lives of the British public
- Describe the contribution women made to the war effort
- Apply their knowledge to write creative prose about munitionettes during the war

Key vocabulary and concepts: Act (law); DORA; munitions; propaganda; war effort; shells; collaboration; restriction

Assessment: Exam-style source questions on women during the war

What was the result of the struggle for dictatorship and democracy between the wars? Autumn Yr9 (12 lessons)

Curriculum goal - Students will understand how rival ideologies resulted in the rise of dictatorships in the 1920s and 30s

Students will:

- Know the impact of the Treaty of Versailles on Germany
- Identify why left and right-wing ideologies appealed to different people
- Investigate a variety of factors that led to the Russian Revolution
- Compare Stalin's dictatorship to Orwell's Animal Farm
- Know how the USA experienced the 'roaring 20s' and the Great Depression
- Interpret the way events in Weimar Germany and the Wall St Crash led to the rise of Hitler
- Describe life for children and women in Nazi Germany
- Apply their knowledge to write creative prose about people's views on the Treaty of Versailles

Key vocabulary and concepts: left-wing; right-wing; Nationalist; Socialist; Communist; moderate; dictator; capitalism; depression (economic)

Assessment: Judgement on the causes of the rise of Hitler

Who was to blame for the Second World war starting in 1939? Autumn yr9 (4 lessons)

Curriculum goal – Students will understand how the relationships between leading countries in the 1930s led to the outbreak of war in 1939.

Students will:

- Know how the League of Nations allowed dictatorships to act aggressively
- Make a judgement on how Hitler's actions made war more likely
- Make a judgement on whether Appeasement was the right policy for Britain
- Apply their knowledge to create propaganda cartoons

Key vocabulary and concepts: appeasement; re-armament; dictatorship; democracy; pacifism; propaganda; aggression; 'hearts and minds';

Assessment – Appeasement essay to GCSE exam style

What were the key turning points of the Second World War? Autumn Yr9 (4 lessons)

Curriculum goal – Students will understand how Hitler’s leadership of Germany helps explain why the Allies won the Second World War.

Students will:

- Know about early German successes and Hitler’s decisions on the course of the war
- Interpret the roles of the USA and USSR in eventual victory in 1945
- Make a judgement on the importance of Hitler’s ‘mistakes’
- Apply their knowledge to write empathic creative prose about Dunkirk

Key vocabulary and concepts: morale; front (battle); evacuation; disadvantage; moral superiority; atom bomb;

Assessment: Exam-style essay – was the USA right to use the atom bomb?

How did Britain survive? Autumn Yr9 (5 lessons)

Curriculum goal – Students will understand how the British people and government responded to threat of invasion.

Students will:

- Produce an interpretation about Dunkirk
- Make a judgement about the RAFs victory in the Battle of Britain
- Produce an interpretation about the ‘Blitz Spirit’
- Know about a variety of experiences of evacuation
- Know how Churchill’s image was used as propaganda
- Apply their knowledge to create a piece of propaganda about a turning point

Key vocabulary and concepts: survival; morale; evacuation; turning point; tactics; strategy; propaganda;

Assessment: Analyse primary sources on the Blitz Spirit for comprehension and utility

How can we understand the Holocaust? Year 9 Spring term (6 lessons)

Curriculum goal – Students will understand how the Nazis were able to carry out an attempted genocide against the Jews and other minority groups of Europe.

Students will:

- Categorise the actions of those involved as bystanders, perpetrators, victims and resisters
- Know about Nazi policy and how it developed during the war
- Describe the actions of resisters to the Nazis
- Apply their knowledge to write empathic prose about the experience of a character from Schindler’s List

Key vocabulary and concepts: anti-Semitism; genocide; Holocaust; ghetto; persecution; concentration camp; extermination camp;

Assessment: Reach a judgement about why it was so hard for victims to resist

The Cold War – how did the World divide into Capitalist and Communist camps? Yr9 Spring term (7 lessons)

Curriculum goal – Students will understand how the ideological battle between East and West led to the verge of nuclear war.

**Teaching of this unit will depend upon groups having either 2 or 3 lessons per week in Yr9. If only 2, they may need to start on the GCSE content earlier, meaning less time for the Cold War unit.*

Students will:

- Know how the USA and USSR became ideologically opposed superpowers
- Interpret the responsibility for flashpoints such as Berlin, Hungary and Cuba
- Make a judgement on the reasons for the USA’s defeat in Vietnam
- Know how the Cold War ended
- Apply their knowledge to write creative prose

Key vocabulary and concepts: capitalist; communist; flashpoint; (dollar) imperialism; arms race; crisis; space race;

Assessment: GCSE style source questions on Cold War