

Subject Curriculum Overview for Academic Year 2022/2023

Subject: History		Subject Leader: Gary Ward	Year Group: 9	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Who won the struggle between dictatorship and democracy between the wars?	<p>Curriculum goal - Students will understand how rival ideologies resulted in the rise of dictatorships in the 1920s and 1930s</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> ➤ Understand how rival political ideologies divided the world ➤ Understand how Stalin’s dictatorship went ‘wrong’ ➤ Know about life in the USA in the ‘Roaring 20s’ ➤ Know how the USA experienced the Great Depression ➤ Know why Hitler was able to rise to power in Germany 		<p>Ideology, democracy, dictatorship, economic depression, communism, capitalism, nationalism, police state</p>	<p>Knowledge checks as starters and plenaries</p> <p>End of module test: 1 Key terminology 2 Content knowledge 3 Source analysis</p>
What were the key features of the Second World War?	<p>Curriculum goal – Students will understand how Hitler’s leadership of Germany helps explain why the Allies won the Second World War.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> ➤ Know about early German successes and Hitler’s decisions over the course of the war ➤ Understand the roles of the USA and USSR in eventual victory in 1945 ➤ Understand the controversy over the atomic bomb in 1945 		<p>Turning point, alliance, military</p>	<p>Knowledge checks as starters and plenaries</p> <p>End of module test: 1 Key terminology 2 Content knowledge 3 Source analysis</p>
How can we understand the Holocaust?	<p>Curriculum goal – Students will be able to analyse how the Nazis were able to carry out an attempted genocide against the Jews and other minority groups of Europe.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> ➤ Understand how the actions of those involved can be categorised as bystanders, perpetrators, victims and resisters ➤ Know about Nazi policy and how it developed during the war (segregation – ghettos, immigration; Einsatzgruppen – mass murder; Final Solution – industrialised extermination) 		<p>Holocaust, anti-semitism, ghetto, concentration camp, labour camp, pogrom, genocide, persecution, extermination</p>	<p>Knowledge checks as starters and plenaries</p> <p>End of module test: 1 Key terminology 2 Content knowledge 3 Source analysis</p>

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Subject: History		Subject Leader: Gary Ward		Year Group: 9		SPRING TERM	
Topic	Key Learning Points			Key Vocabulary		Assessments	
<p>How did the world survive the Cold War?</p>	<p>Curriculum goal – Students will understand how the ideological battle between East and West led to the verge of nuclear war.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> ➤ Know how the USA and USSR became ideologically opposed superpowers ➤ Understand the importance of Cold War flashpoints such as Berlin, Hungary and Cuba. ➤ Understand the reasons for the USA’s defeat in Vietnam. ➤ Know how the Cold War ended. 			<p>Dollar imperialism, arms race, space race, flashpoint, refugee</p>		<p>Knowledge checks as starters and plenaries</p> <p>End of module test: 1 Key terminology 2 Content knowledge 3 Source analysis</p>	
<p>How has popular protest changed the world?</p>	<p>Curriculum goal – Students will understand a range of factors that have motivated people to risk fighting for change and the impact of the sacrifices they have made.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> ➤ Know about the tradition of protest in British history. ➤ Understand why some social groups have been willing to risk their lives and freedom to gain political, economic and religious reform. ➤ Make informed judgements about the relationship between the authorities and the general public. 			<p>Protest, rebellion, revolt, sacrifice, reform, franchise, political, riot, economic, religious, social, democracy, trade union, strike, Chartist, equality</p>		<p>Knowledge checks as starters and plenaries</p> <p>End of module test: 1 Key terminology 2 Content knowledge 3 Source analysis</p>	

Subject Curriculum Overview for Academic Year 2022/2023

Subject: History		Subject Leader: Gary Ward		Year Group: 9	SUMMER TERM
Topic	Key Learning Points		Key Vocabulary		Assessments
Crime and Punishment, 1250- the present	<p>Curriculum goal – Students will understand how changes in politics, religion, society and technology led to the evolution of crime, law enforcement and punishment.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> ➤ Know ways in which society changed in phases across the 800 year period ➤ Know that perceptions of crime and methods of law enforcement changed in relation to the nature of society, beliefs and technology of each period ➤ Understand how different periods saw varying degrees of change and continuity in punishments 		<p><u>Generic</u> – sheriff, constable, Justices of the Peace (JPs), trial, assizes, jury, punishment, rehabilitation, deterrence, retribution, change and continuity, execution, petty crime and felony, arson, forgery, treason, homicide, burglary, larceny, fraud, humiliation, capital punishment, corporal punishment</p> <p><u>Medieval</u> – manor court, heresy, vagrancy, pillory, stocks, sanctuary, hue and cry</p> <p><u>Early Modern</u> – Puritan, vagabond, moral crime, smuggling, highwayman, petty sessions, bridewell, Bloody Code, hard labour, transportation</p> <p><u>Industrial era</u> - Enlightenment, white-collar crime, Bow Street Runners, magistrate, Metropolitan Police, detective, prosecution, witnesses, transportation, prison reform, separate system, silent system, treadmill</p> <p><u>C20 +</u> - Consumer society, car crime, football hooliganism, hate crimes, cybercrime, drug crime, corruption, community policing, DNA, surveillance, crown courts, juvenile courts, crown prosecution service, abolition, borstals, probation service, parole, community service order, victim’s personal statement</p>		<p>Knowledge checks as starters and plenaries</p> <p>Mid-module tests for each time period:</p> <ol style="list-style-type: none"> 1 Key terminology 2 Content knowledge 3 Source analysis

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How parents can support learning in the subject this academic year

*As preparation for the demands their children will experience as they approach their GCSEs, we ask that parents encourage students to develop their organisation skills, such as meeting homework deadlines.

*We know that some students will be tempted to spend longer on homework than necessary. Please emphasise that we only expect to see work that reflects a maximum of one hour's work.

*Encourage students to expand their knowledge and understanding through watching TV history series and documentaries, as well as historical dramas and films.

Recommended Reading

*BBC Bitesize and Spartacus Educational are trustworthy websites for students who want to explore any of the topics we cover in more depth.

*BBC Teach has a wide range of short documentaries relating to many of the topics we teach. These can often be accessed via YouTube.

Points to note

*The Crime and Punishment unit, taught in the summer term, is a GCSE unit but we will not emphasise the GCSE style assessment that will be required at the end of Key Stage 4. Rather, we will apply the same assessment techniques as throughout Key Stage 3. Students will however be given the same revision resources as for the other GCSE units and will have access to GCSEPod to support them in their learning.