

Subject Curriculum Overview per Term

Subject: History		Subject Leader: Gary Ward	Year Group: 9	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
How did Germany become a Nazi dictatorship?	<p>Curriculum goal – Students will understand how Hitler rose to power and what it was like to live in the Nazi dictatorship</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> ➤ Know that the problems caused by the Treaty of Versailles made many Germans angry for revenge, and Hitler's policies exploited the economic and political problems in Germany ➤ Know that the Great Depression after 1929 made democracy weak and Hitler was made chancellor in 1933 ➤ Know that Nazi Germany was a police state, and the Nazis use propaganda and terror to control the population 		ideology, democracy, dictatorship, economic depression, communism, capitalism, nationalism, police state	<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 causes of, and, 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 		turning point, alliance, military	<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) 		Holocaust, Anti-Semitism, Ghetto, Concentration camp, Labour Camp, pogrom, Genocide, Persecution, Extermination	<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
How did the world survive the Cold War?	<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. 		Dollar imperialism, arms race, space race, flashpoint, refugee	<p>Knowledge checks as starters and plenaries</p> <p>End of module test:</p> <p>1 Key terminology</p> <p>2 Content knowledge</p> <p>3 Long-term knowledge</p>
Who came to Britain after the War?	<p>Curriculum goal – Students will understand that the end of the British Empire led to large-scale emigration from the Caribbean and India in the 1950s</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> ➤ Know how the troubles caused by the division of India, and the independence of Caribbean colonies were factors in migration ➤ Understand that Britain needed workers to help staff the NHS re-build bombed cities ➤ Immigrants suffered severe discrimination, and about the Windrush scandal 		Migration Immigrant Emigrant Windrush discrimination citizenship culture	<p>Knowledge checks as starters and plenaries</p> <p>End of module test:</p> <p>1 Key terminology</p> <p>2 Content knowledge</p> <p>3 Long-term knowledge</p>
How has popular protest changed the world?	<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. 		protest, rebellion, revolt, sacrifice, reform, franchise, political, riot, economic, religious, social, democracy, trade union, strike, Chartist, equality	<p>Knowledge checks as starters and plenaries</p> <p>End of module test:</p> <p>1 Key terminology</p> <p>2 Content knowledge</p> <p>3 Long-term knowledge</p>

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	➤ Make informed judgements about the relationship between the authorities and the public.		
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Crime and Punishment, c.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 changed in relation to the nature of society, beliefs and technology of each period ➤ Know that 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, JP, trial, jury, rehabilitation, deterrence, retribution, execution, petty crime, felony, treason, homicide, burglary, fraud, humiliation, capital and corporal punishment</p> <p><u>Medieval</u> – heresy, vagrancy, pillory, stocks, hue and cry</p> <p><u>Early Modern</u> – puritan, vagabond, moral crime, smuggling, highwayman, bridewell, Bloody Codes, transportation</p> <p><u>Industrial era</u> - Enlightenment, Bow Street Runners, Metropolitan Police, detective, witness, reform, separate & silent systems, treadmill</p> <p><u>C20 +</u> - consumer society, hooliganism, hate crime, cybercrime,</p>	<p>Knowledge checks as starters and plenaries</p> <p>Mid-module tests for each time period:</p> <p>1 Key terminology</p> <p>2 Content knowledge – multiple choice</p> <p>3 Long-term knowledge</p>

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		corruption, DNA, surveillance, crown courts, juvenile courts, abolition, borstal, Probation Service, parole, Community Service Order, Victim's Personal Statement	
How parents can support learning in the subject this academic year			
<p>*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.</p> <p>*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.</p> <p>*Encourage students to expand their knowledge and understanding through watching TV history series and documentaries, as well as historical dramas and films.</p>			
Recommended Reading			
<p>*BBC Bitesize and Spartacus Educational are trustworthy websites for students who want to explore any of the topics we cover in more depth.</p> <p>*BBC Teach has a wide range of short documentaries relating to many of the topics we teach. These can often be accessed via YouTube.</p>			
Points to note			

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*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.