

**Year 9 Curriculum Overview [2019-2020] – Planning for Progression  
Subject – History**

<b>Schedule</b>	<b>Term</b>	<b>Knowledge &amp; Understanding</b>	<b>Literacy Skills</b> Building vocabulary Developing oral skills Developing reading skills Developing writing skills	<b>Key Skills</b> Subject Skills Numeracy Skills 21 <sup>st</sup> Century Skills Employability Skills	<b>Assessment</b> Formative Interim Summative
<b>Autumn Term</b>	<b>Half Term 1</b>	Introduction to GCSE  Outline for exam requirements  Begin paper two- Health Through time- link to Church History	Use of timeline to show chronology Challenging misconceptions by speaking and listening in class Students to frame their own SRL questions to promote independent learning Source based skills- why is the intended audience always important when looking at a source	Wide range of careers require basic medical/scientific knowledge for example Doctors Nurses Paramedic Research scientist forensics In addition, many employers also value skills such as extracting information from a text and placing a value on its worth- for example Police	Interim Assessment on <ul style="list-style-type: none"> <li>- Key terms</li> <li>- Chronology</li> <li>- Role of the church</li> </ul> Formative assessment on Galen and Hippocrates using GCSE pass paper
	<b>Half Term 2</b>	Health through Time – Development including renaissance and Public Health changes and modern medicine.  The diminishing role of the Church  Assessment of GCSE skills using past papers	Developed argument  Full understanding of another point of view  Ability to write conclusions which may or may not challenge accepted doctrine  Writing to inform in a concise and timely way	Wide range of employers need employees who can-  -justify their own viewpoint  -respect differing views  -summarise both and give a recommendation  E.g.- civil service/ business planning/ local authorities	Summative timed assessment at start of half term using the Church as an instrument of medical change with reference to Islamic medicine

<b>Spring Term</b>	<b>Half Term 3</b>	Germany 1890-1945 Introduction Germany to collapse of Weimar/rise of Nazis	Extended paragraphs showing a range of reasons and how they are inter linked For example, extracting key points from the German constitution and be able to draw an inference on long term impact Example- being able to write for eight marks (two paragraphs) an extended answer using connectives and compound sentences about the key reasons for the collapse of Weimar.	Financial controls and the importance of monetarism Awareness of extremism  Importance of preserving democracy (British values)  The importance of constitutional change which is vital for jobs in government	Formative assessments using a range of 4-mark source questions. It is expected that this will require considerable practice at this stage  Progressing to 4,4,8 development
	<b>Half Term 4</b>	The Nazi State  Rise of Evil 1929-1933  Life in Nazi Germany including during world war two	Use of key vocabulary including a limited number of German terms for example  Lebensraum  Kristallnacht  White Rose  The importance of pictorial propaganda and how it influences target markets  The power of three in advertising  Analysis of a range of factors before extended writing discussing significance and comparison	Human rights abuses  Awareness of moral courage and making lonely decisions and having the courage to maintain an opinion in the face of opposition  Understanding the importance of a multi-cultural society  Marketing and advertising jobs – use of a message moulded to a target market	Summative assessment to include questions from both papers and timed. This will be our first point to assess accurately who is underachieving against exam criteria

<b>Summer Term</b>	<b>Half Term 5</b>	Conflict and Tension 1919-1939 Treaty of Versailles League of Nations Great Depression	Developed use of revision tools such as spider diagrams/ revision cards for salient points/highlighted points	Importance of leadership and failure of leadership for example a lack of long term planning and strategy  Financial control and interdependence of trade	Formative assessment on this topic to include- TOV Aims of Big Three Impact of their aims Presentation items may be included at this point of formative assessments and spider diagrams may be appropriate. Level 4 modelling may be required in feedback
	<b>Half Term 6</b>	Conflict and Tension Appeasement German Foreign policy Nazi Soviet Pact	Focus on  - The comparison questions - The significance question and for both be able to show the correct techniques	Conflict resolution  Deal making and thinking long term	Increased use of sources and all students must show in formative assessments confidence with provenance for example in Low Cartoons