

**Year 9 Curriculum Overview [2020-2021]**  
**Subject – History**

Autumn Term	Knowledge & Understanding			Literacy Skills  Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components  [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
<b>HT1</b>	The causes of World War Two	<ul style="list-style-type: none"> <li>• Hitler's foreign policy-Living Space</li> <li>• The reasons for Appeasement</li> <li>• The rearmament of Germany</li> <li>• Failure of the League of Nations</li> </ul>	<ul style="list-style-type: none"> <li>• The Treaty of Versailles</li> <li>• Abdication of the Kaiser</li> </ul>	<ul style="list-style-type: none"> <li>• Extracting key information including inferences from sources e.g. "Pax Germanica"</li> <li>• Key vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Ethical decision making</li> <li>• Planning</li> <li>• Problem solving</li> <li>• negotiation</li> </ul>	<ul style="list-style-type: none"> <li>• "Appeasement was the main cause of the second world war" How far do you agree?</li> </ul>
	The Home Front during World war Two	<ul style="list-style-type: none"> <li>• Rationing</li> <li>• Conscription</li> <li>• The role of women (Including SOE/ Bletchley park)</li> <li>• Bombing and evacuation</li> </ul>	<ul style="list-style-type: none"> <li>• Home front in Great War</li> <li>• Changing position of women in society</li> </ul>	<ul style="list-style-type: none"> <li>• Key vocabulary</li> <li>• Comprehension of sources</li> <li>• Diary of an evacuee</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Ethical decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Formal assessment on the long- term importance of evacuation in Britain</li> </ul>
	Key Battles of World War two	<ul style="list-style-type: none"> <li>• Dunkirk</li> <li>• The Battle of Britain</li> <li>• D-day</li> </ul>	<ul style="list-style-type: none"> <li>• New weapons of war from WW1</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Churchill's language after Dunkirk- "Deliverance not Victory"</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Positive attitude</li> <li>• Risk Management</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of the terror of D-Day</li> </ul>
<b>HT2</b>	<ul style="list-style-type: none"> <li>• The role of Winston Churchill as a wartime leader</li> </ul>	<ul style="list-style-type: none"> <li>• His accession as Prime Minister in 1940</li> <li>• Speech to Parliament</li> <li>• Decision to bomb French ports</li> <li>• "mobilising" the English language</li> <li>• Dresden</li> <li>• Comparison linking to PHSCE lessons to develop an in-depth view of Churchill</li> </ul>	<ul style="list-style-type: none"> <li>• Source analysis</li> <li>• Highlighting judgement in formative assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Developing the skill of bringing together short- and long-term consequences and forming a judgement.</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking: -organising -Positive attitude despite difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Overall judgement given both good and bad examples of leadership</li> </ul>

				<ul style="list-style-type: none"> <li>Use of repetition in speeches</li> </ul>		
	<ul style="list-style-type: none"> <li>Why was Winston Churchill defeated in 1945</li> </ul>	<ul style="list-style-type: none"> <li>Churchill's tactics and use of "Gestapo"</li> <li>"Cheer Winston Vote Labour"</li> <li>The Beveridge Report</li> </ul>	<ul style="list-style-type: none"> <li>Evacuation of children in the war and impact on middle class England</li> </ul>	<ul style="list-style-type: none"> <li>Use of short phrases to persuade</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Leadership</li> <li>Economic awareness</li> </ul>	<ul style="list-style-type: none"> <li>Why is the Beveridge Report so important</li> </ul>
	<ul style="list-style-type: none"> <li>The Creation of the NHS</li> </ul>	<ul style="list-style-type: none"> <li>The election of 1945</li> <li>Labour landslide</li> <li>The opposition of doctors to the NHS</li> <li>The role of Nye Bevan</li> <li>The resignation of Bevan</li> </ul>	<ul style="list-style-type: none"> <li>The impact of the Beveridge Report</li> </ul>	<ul style="list-style-type: none"> <li>Use of primary sources on each person and selection of key vocabulary – "Stuff their mouths with gold"</li> </ul>	<ul style="list-style-type: none"> <li>Economic awareness</li> <li>Leadership</li> <li>Planning</li> <li>communication</li> </ul>	<ul style="list-style-type: none"> <li>Why did Bevan and others resign</li> </ul>

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<b>HT3</b>	British society and Migration before 1948	<ul style="list-style-type: none"> <li>Local Depth study of Bert Trautman who changed the history of Manchester</li> <li>The contribution of Empire troops to the war effort</li> </ul>	Impact of WW2 on British society  -The Home front and position of women	Students to be given sentence starters which show explanation and development-E.g.- "This was a more important reason because..."	-negotiating -Problem solving Decision making	In second composite-

	How did immigration into Britain change after 1948	<ul style="list-style-type: none"> <li>• The British Nationality Act</li> <li>• The attempts to limit immigration in the 1960's</li> <li>• The experience of immigrants in Britain</li> </ul>	The Empire during the Great War	Explaining change over time. Developed reasoning	Problem solving Planning Literacy	Using Powell to draw links with modern language and as a source to evaluate and analyse a source
<b>HT4</b>	The Changing position of women in the 1950s	<ul style="list-style-type: none"> <li>• The Butler Education Act and its impact</li> <li>• "White heat of Technology" and McMillan's views</li> <li>• "Good Housewife Guides"</li> <li>• Education of Girls and beginning of university education</li> </ul>	The key issues for female leaders in persuading men	Use of Propaganda- implied meaning in a text	Ethical decision making -communication	Source comparison Of two conflicting views about women and work in 1950's (one in favour one against)
	The increased power of women in the 1960s and 1970s	<ul style="list-style-type: none"> <li>• The importance of the contraceptive pill</li> <li>• The laws on divorce/abortion/matrimony and their impact on careers</li> <li>• Disruption to Miss World</li> <li>• The Equal Pay Act and the Dagenham strike</li> <li>• The rise of Mrs Thatcher</li> </ul>	Male attitudes  The modern church compared to the importance of the church in earlier part of the century – and earlier	Inference and irony from a source  Power of propaganda	Emotional intelligence  Economic Literacy  Organising	"To what extent had women achieved equality by 1975?"

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<b>HT5</b>	Why were youth gangs an issue in society in the 1950s	<ul style="list-style-type: none"> <li>The effect of evacuation on family life</li> <li>The rise of gang culture</li> <li>case study on Craig and Bentley</li> </ul>	-Evacuation during WW2	-Judging between conflicting opinions -Use of language and it's double meaning.	-Problem solving -Leadership	“To what extent was the execution of Bentley Justified. Why have opinions changed over time” as this can link to a number of relevant features today
<b>HT6</b>	How far had teenage culture really changed Britain by the 1970s	<ul style="list-style-type: none"> <li>Changes in music and finance for young people</li> <li>Emergence of sub-cultures</li> <li>Era of protest e.g.; CND, Vietnam</li> </ul>	- development of gang culture from previous composite	- Comparison of two historical opinions -judgement based on evidence	-organising -Leadership -risk management	Use of data source showing young people and their heroes and aspirations- was there really a sixties revolution