

YEAR 9 History Curriculum Overview

	AUTUMN		SPRING		SUMMER	
	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3	Learning Cycle 4	Learning Cycle 5	Learning Cycle 6
Topic	To what extent did life change for ordinary people in Whitechapel between 1880 and 1914?	How different were experiences of the First World War?	What were the consequences of the Second World War?	Why did the Holocaust happen?	Were the 1960s really “swinging” for everyone?	How significant was the Cold War to the citizens of Berlin?
Critical Prior Knowledge	<ul style="list-style-type: none"> • Study of migration in Year 7. • Study of the Industrial Revolution in Year 8. 	<ul style="list-style-type: none"> • Life in Industrial Whitechapel 	<ul style="list-style-type: none"> • Study of consequences of invasion in Year 7 • Concept of power through monarchy 	<ul style="list-style-type: none"> • Race: Transatlantic Slave Trade y8 • Judaism: Migration y7 • Persecution: Migration y7 	<ul style="list-style-type: none"> • Women’s suffrage movement in Year 7 • Poverty in Industrial Revolution • Windrush unit provides prior knowledge of racial intolerance 	<ul style="list-style-type: none"> • Atom Bomb • Dictatorship
Overall Intent (Big ideas and key concepts)	<p>Life in Whitechapel was harsh. Although some progress was made, desperate poverty and limited opportunities remained even after 1914.</p> <p><u>Concepts</u> Democracy Protest Catholic Anti-Semitism</p>	<p>Whilst the majority of the fighting took place on the Western Front, it involved men & women from all over the Empire.</p> <p><u>Concepts</u> Diversity Significance</p>	<p>World War II has a long-lasting impact on the stability and shaping of Europe/World</p> <p><u>Concepts</u> Dictatorship Fascism Impact of defeat</p>	<p>The Holocaust took place because of anti-Semitism, Nazi control of Europe, actions of individuals, indifference and technology.</p> <p><u>Concepts</u> Anti-semitism Persecution Holocaust</p>	<p>Impact of WWII on Britain. Welfare State and economic recovery that followed WWII.</p> <p><u>Concepts</u> Protest Prejudice</p>	<p>The rivalry between the superpowers had wide ranging and sometimes unforeseen consequences for the citizens of Berlin.</p> <p><u>Concepts</u> Dictatorship Significance Government</p>

Essential Knowledge milestones (What students must master)	<ul style="list-style-type: none"> • Life in Whitechapel. • Migration of Jewish and Catholic people into Whitechapel. • Working Conditions. The Match Women’s strike and the Dock Workers Strike. • The experiences of “The Five”. • The role of the WSPU and Kitty Marion in the campaign for the vote. 	<ul style="list-style-type: none"> • Long term causes of WWI • Assassination of Archduke Franz Ferdinand • Recruitment campaigns • Life on the Western Front • Stories of the “forgotten armies”. • Female Heroines of WWI. • Conscientious objectors. 	<ul style="list-style-type: none"> • Features of a dictatorship • Invasion of Poland in 1939 by Nazis & Soviets. • Resistance in Poland • Battle of Stalingrad as a turning point • The bombing of Hiroshima • Examination of the scholarship surrounding the main reason for dropping the bomb • Consequences and Impact of defeat on a chosen country (Japan) • USA as world’s policeman 	<ul style="list-style-type: none"> • What was the Holocaust? • Other people who were persecuted • Why were Jewish people targeted? • Life for Jewish people before the war • Timelines of persecution • Kristallnacht • Nuremburg Laws, 1935 • Life in the ghettos 	<ul style="list-style-type: none"> • Cultural developments in the 60s – pop music/children’s television/fashion/Mods and Rockers/the concept of the “teenager” • Technological developments TV ownership/cars/the Mini • Gay Pride • Women’s Liberation • Other groups Experiences of the disabled/ Traveller communities 	<ul style="list-style-type: none"> • Big picture of the Cold War • Berlin Airlift • Building the Berlin Wall • East and West Berlin • Fall of the Berlin Wall
Cultural Capital	<ul style="list-style-type: none"> • Use of scholarship • Incorporation of diverse voices 	<ul style="list-style-type: none"> • Inclusion of diverse voices • Challenging of accepted historical narratives 	<ul style="list-style-type: none"> • Diversity of opinion and evaluation of opposing views • Virtual tour of modern-day Hiroshima 	<ul style="list-style-type: none"> • Inclusion of diverse voices • Examination of how society treats “otherness” 	<ul style="list-style-type: none"> • Focus on historically marginalized groups • Challenging stereotypes 	<ul style="list-style-type: none"> • Foundational history of major European city
Mode of Retrieval	Assessment	Assessment	Assessment	Assessment	Assessment	Assessment

ECC Student Characteristics	<ol style="list-style-type: none"> 1. Being healthy and staying safe- By covering topics such as public health and trench conditions students are reminded of the importance of basic hygiene and the impact of poor public health. 2. Developing resilient learners- Activities are challenging and the use of interleaving and retrieval activities encourages students to keep trying. Students are also given opportunities to develop their extended writing and the “no hands up” activities encourages all students to participate. 3. Developing aspiration and encouraging students to consider careers in History- The History Department has high expectations of all students and sets tasks to stretch and challenge all students. The department use the Careers resources provided to promote the study of History at P16 and FE, as well as providing information on how History can be used in future careers. The inclusion of extension links on the knowledge organisers encourages students to explore the topics beyond the taught curriculum. 4. Showing respect and developing good behaviours- The department has high expectations of behaviour and participation in lessons and staff follow the ECC behaviour policy in lessons with a reward focused approach. We have increased the diversity of our curriculum to allow students the opportunities to develop empathy, understanding and respect of different groups within our community. 5. Developing student confidence and communication skills- The department use mini whiteboards to encourage all students to participate in lessons and develop their confidence. The use of key words on the Knowledge Organisers provides students with the vocabulary necessary to communicate their ideas about History with confidence. 6. Developing mutual respect and tolerance of different cultures- The rewriting of the curriculum to include more diverse topics and to celebrate the positive contributions of women, LGBTQ+, and people of differing heritages, enables students to develop their respect and tolerance of differing cultures. Students are also encouraged to cultivate their own opinions and listen to the opinions of others with respect. 					
Connection to future learning (When is this developed / revisited)?	Protest in the 1960s Medicine through time GCSE slum housing. Nazi Germany and Cold War Democracy	Students receive the foundational knowledge needed for the WWI section of our Medicine GCSE module in year 10.	This unit sets the foundation for Superpower Relations and the Cold War. Introduces theme of dictatorship which is revisited for Nazi Germany.	Students will have the context of the Holocaust as a foundation for our Weimar and Nazi Germany module in Year 11.	Concept of racial intolerance as foundation and context for 1930s Germany in year 11. Provides a wider context for British history.	Concept of Communism and its impact on people. Links to Superpower Relations module, year 10.