

KS3 Curriculum Overview: Year 9 History

1.Rationale to include: They begin with the Holocaust which complements the learning from the previous summer term. Pupils will then look at the changes in British society in the late 19 th and 20 th century. They will be able to explain the conditions that led to the Jack the Ripper murders by examining the role of women rather than glamorising the murders themselves. This will then lead onto an enquiry on the Suffragettes and their impact on Britain and society. Learners will then examine the development of workers rights and the history of marginalised groups such as Windrush Generation in Britain and the discrimination faced by LGBTQ+ community. Learners will then examine the troubles in Northern Ireland and the impact of these.		2.A learner in Year 9 will be able to: Develop engagement in critical historical enquiry, develop questioning and investigation skills, source evaluation skills, historical interpretation skills, interpret how and why events occur and reach conclusions.	
Term 1:		Term 2:	Term 3:
1:1: Holocaust	1:2: Women's rights in Britain 1880-1920: The Fight for Suffrage.	2:1: Conflict and strife in Britain pre-1940's	2:2: Minorities in Britain post war.
		3:1: America, 1920–1973: The changes in post war on society	3:2: America, 1920–1973: The Civil Rights Movement and challenges in society.
Term 1	1:1: Students will develop their understanding of the Holocaust and its impact on societies today	1:2: Students will develop their understanding of the fight for women's suffrage	Autumn % Assessment
Topic Coverage	<u>Knowledge:</u> <ul style="list-style-type: none"> How the persecution of Jews developed under the Nazis – it was over many years and was gradual (Steps to Genocide) What the Holocaust was – pupils will study features of the Holocaust such as a death camp without studying graphic images or accounts. How resistance came in many forms not just violence. Who were the victims, bystanders and perpetrators? What can be learnt from studying the Holocaust? Reflections on the past and the present 	<u>Knowledge:</u> <ul style="list-style-type: none"> Describe the impact of the Whitechapel women Investigate the impact of the murders on different communities in England Explain the impact of suffrage on the lives of women Evaluate the impact of suffrage on British society Describe the strife of workers in Britain post WW1 Explain the economic problems facing Britain in the early twentieth century. Evaluate the rise of extremism in Britain pre-WW2 	Knowledge coverage: <ul style="list-style-type: none"> ➤ The Holocaust ➤ The changing role of women and their rights. ➤ The changes in British society in the 20th century
	<u>Skills:</u> <ul style="list-style-type: none"> Engage in critical historical enquiry Interpret how and why events occur Evaluate impacts on society 	<u>Skills:</u> <ul style="list-style-type: none"> engage in critical historical enquiry question and investigate interpret how and why events occur reach conclusions 	Skills tested: <ul style="list-style-type: none"> ➤ Interpretation skills ➤ Ability form an argument ➤ Selecting evidence ➤ Complex knowledge ➤ Cause and consequence
	<u>Assessment:</u> <ul style="list-style-type: none"> Knowledge check quiz on unit to include key spellings Single extended written answers 	<u>Assessment:</u> <ul style="list-style-type: none"> Knowledge check quiz on unit to include key spellings Single extended written answers 	Assessment style/questions: <ul style="list-style-type: none"> ➤ Describe Q ➤ Knowledge Q's ➤ How far do you agree with this statement? Use evidence from your own knowledge to help you understand this.
	<u>Reading/Literacy/Oracy:</u> Allowing students to read in class, as well as reading challenge sheets.	<u>Reading/Literacy/Oracy:</u> Allowing students to read in class, as well as reading challenge sheets.	

	<u>Home Learning:</u> Fortnightly tasks set based on Holocaust learning by individual teachers. This will be done sensitively and will not be online learning to reduce exposure to graphic material.	<u>Home Learning:</u> Seneca & Educake fortnightly tasks set based on the rights of women in Britain by individual teachers.	
Term 2	2:1: Students will develop their understanding of the economic problems facing Britain and its people	2:2: Students will develop their understanding of Troubles in Ireland	Spring % Assessment
Topic Coverage	<u>Knowledge:</u> <ul style="list-style-type: none"> Describe the strife of workers in Britain post WW1 Explain the economic problems facing Britain in the early twentieth century. Evaluate the rise of extremism in Britain pre-WW2 Identify different minority groups in Britain after WW2 Describe the struggles various minority groups had in Britain Evaluate the impact of the conflict on British society. <u>Skills:</u> <ul style="list-style-type: none"> engage is critical historical enquiry Interpret sources using relevant knowledge question and investigate interpret how and why events occur reach conclusions <u>Assessment:</u> <ul style="list-style-type: none"> Knowledge check quiz on unit to include key spellings Single long written answers Definitions 	<u>Knowledge:</u> <ul style="list-style-type: none"> Describe the relationship between Ireland and England Explain the legacy and problems of partition. Explain the key events and consequences of the Troubles <u>Skills:</u> <ul style="list-style-type: none"> engage is critical historical enquiry question and investigate interpret how and why events occur <u>Assessment:</u> <ul style="list-style-type: none"> Knowledge check quiz on unit to include key spellings Single long written answers Definitions 	<u>Knowledge coverage:</u> <ul style="list-style-type: none"> Challenges of minority groups in Britain 1920s USA <u>Skills tested:</u> <ul style="list-style-type: none"> Question and investigate Interpret how and why events occur Source evaluation <u>Assessment style/questions:</u> <ul style="list-style-type: none"> Describe Q's Knowledge Q's Significance Q's
	<u>Reading/Literacy/Oracy:</u> Allowing students to read in class, as well as reading challenge sheets.	<u>Reading/Literacy/Oracy:</u> Allowing students to read in class, as well as reading challenge sheets.	
	<u>Home Learning:</u> Seneca & Educake fortnightly tasks set based on the post war society in Britain learning by individual teachers.	<u>Home Learning:</u> Seneca & Educake fortnightly tasks set based on the Troubles in Northern Ireland & Minority groups in Britain learning by individual teachers.	
Term 3	3:1: Students will develop an understanding of the development of American society after 1945	3:2: Students will understand the campaigns for Civil Rights as well as Feminism and other minority rights	Summer % Assessment

Topic Coverage	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Investigate the impact of World War Two on the USA The Consumer society McCarthyism <p><u>Skills:</u></p> <ul style="list-style-type: none"> Interpret & evaluate sources using relevant knowledge engage is critical historical enquiry question and investigate interpret how and why events occur <p><u>Assessment:</u></p> <ul style="list-style-type: none"> Knowledge check quiz on unit to include key spellings Single long written answers Definitions 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Describe the different forms of protest Investigate how the US presidents dealt with the social and legal challenges in the USA Evaluate the success and failures of the Civil Rights movements in the USA <p><u>Skills:</u></p> <ul style="list-style-type: none"> Engage is critical historical enquiry Question and investigate Interpret how and why events occur Reach conclusions <p><u>Assessment:</u></p> <ul style="list-style-type: none"> Knowledge check quiz on unit to include key spellings Single long written answers Definitions 	<p>Knowledge coverage:</p> <ul style="list-style-type: none"> ➤ Impact of WW2 on USA ➤ The Civil Rights Movements <p>Skills tested:</p> <ul style="list-style-type: none"> ➤ Question and investigate ➤ Interpret how and why events occur <p>Assessment style/questions:</p> <ul style="list-style-type: none"> ➤ Describe Q's ➤ Knowledge Q's ➤ Significance Q's
	<p><u>Reading/Literacy/Oracy:</u></p> <p>Allowing students to read in class, as well as reading challenge sheets.</p>	<p><u>Reading/Literacy/Oracy:</u></p> <p>Allowing students to read in class, as well as reading challenge sheets.</p>	
	<p><u>Home Learning:</u></p> <p>Seneca & Educake fortnightly tasks set based on events on the post war society in the USA by individual teachers.</p>	<p><u>Home Learning:</u></p> <p>Seneca & Educake fortnightly tasks set based on events on the Civil Rights Movements by individual teachers.</p>	