

KS3 Curriculum Overview: Year 9 History

<p>1.Rationale to include: The changes in British society in the late 19th and 20th 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.</p>	<p>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.</p>
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Term 1:		Term 2:		Term 3:	
1:1: Women’s rights in Britain 1880-1920: The Fight for Suffrage.	1:2: Conflict and strife in Britain pre-1940’s	2:1: Minorities in Britain post war.	2:2: America, 1920–1973: The American Boom and society in the 1920s.	3:1: America, 1920–1973: The impact of the Great Depression, and 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 fight for women’s suffrage.	1:2: Students will develop their understanding of the economic problems facing Britain and its people	Autumn % Assessment
Topic Coverage	<p><u>Knowledge:</u></p> <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 <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Engage in critical historical enquiry • Interpret how and why events occur • Evaluate impacts on society <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Knowledge check quiz on unit to include key spellings • Single extended written answers 	<p><u>Knowledge:</u></p> <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 <p><u>Skills:</u></p> <ul style="list-style-type: none"> • engage in 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 extended written answers 	<p>Knowledge coverage:</p> <ul style="list-style-type: none"> ➤ The changing role of women and their rights. ➤ The changes in British society in the 20th century <p>Skills tested:</p> <ul style="list-style-type: none"> ➤ Interpretation skills ➤ Ability form an argument ➤ Selecting evidence ➤ Complex knowledge ➤ Cause and consequence <p>Assessment style/questions:</p> <ul style="list-style-type: none"> ➤ Describe two problems faced by the LGBTQ+ community in Britain ➤ “The Suffragettes were Terrorists” ➤ 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> Seneca & Educake fortnightly tasks set based on the rights of women in Britain by individual teachers.	<u>Home Learning:</u> Seneca & Educake fortnightly tasks set based on the General strike & Jarrow by individual teachers.	
Term 2	2:1: Students will develop their understanding of the challenges facing minority groups in Britain post WW1	2:2: Students will develop their understanding of the American Boom and society in the 1920s.	Spring % Assessment
Topic Coverage	<u>Knowledge:</u> <ul style="list-style-type: none"> 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 economic boom of the 1920s in the USA Explain the problems facing different groups in society. Evaluate the success and failures of 1920s USA <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 	Knowledge coverage: <ul style="list-style-type: none"> Challenges of minority groups in Britain 1920s USA Skills tested: <ul style="list-style-type: none"> Question and investigate Interpret how and why events occur Source evaluation Assessment style/questions: <ul style="list-style-type: none"> How convincing is the interpretation about life in 1920s America for Immigrants? Write an account of the struggles facing the Windrush Generation Describe two problems faced by Catholics in Northern Ireland
	<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 Troubles in Northern Ireland & Minority groups in Britain learning by individual teachers.	<u>Home Learning:</u> Seneca & Educake fortnightly tasks set based on 1920s USA by individual teachers.	

Term 3	3:1: Students Will develop their understanding of the impact of the Great Depression, and society	3:2: Students will develop their understanding of the Civil Rights Movement and challenges in society.	Summer % Assessment
Topic Coverage	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Describe the causes of the Great depression and its impact on the American people – Wider world links to be made. Investigate the presidential response to the depression Evaluate the impact of the depression on American society Investigate the impact of World War Two on the USA <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"> ➤ 1930s USA ➤ 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 2 problems faced by people during the 1930s ➤ In what ways was WW2 the main reason for ending the depression ➤ Which was the more significant cause for the Civil Rights Act: Presidents or protest groups
	<p><u>Reading/Literacy/Oracy:</u> Allowing students to read in class, as well as reading challenge sheets.</p>	<p><u>Reading/Literacy/Oracy:</u> Allowing students to read in class, as well as reading challenge sheets.</p>	
	<p><u>Home Learning:</u> Seneca & Educake fortnightly tasks set based on events on the Great Depression by individual teachers.</p>	<p><u>Home Learning:</u> Seneca & Educake fortnightly tasks set based on events on the Civil Rights Movements by individual teachers.</p>	