

KS3 Year 9 Curriculum Overview: History

Term / Length of Unit	Outline	Assessment	Home Learning	Communication skills	Numeracy	End Points
<p align="center">Autumn 1</p>	<p>Why did the Allies win WW2?</p> <ul style="list-style-type: none"> - Why did the Allies win WW2? - What was the impact of the Treaty of Versailles? - Why was there a Second World War? - How important was the Battle of Britain to allied victory? - How important was Pearl Harbour to allied victory? - How important was the Battle of Stalingrad to allied victory? - What happened at D-Day? - Assessment Prep - Assessment - What was the home front like during WWII? - Assessment Feedback 	<p>Students will explain why the allies won WW2 using three key battles studied. They will make a judgement on which battle was most significant to victory and why.</p>	<p>Revision for a mid-topic knowledge test</p> <p>Wider research and reading on key battles</p>	<p>Guided reading tasks</p> <p>Use of interpretations and contemporary evidence</p> <p>Use of key words and subject specific terminology</p> <p>Extended writing and use of PEE(L) structure</p>	<p>Chronology based tasks</p> <p>Interpreting statistical information</p>	<p>Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations</p> <p>Unit skills focus: Significance, causation</p> <p>Knowledge focus: Understand the key turning points and battles during WW2 which contributed to allied victory. To make a judgement on which battle was of greatest significance to victory and why.</p>
<p align="center">Autumn 2 - Spring 1</p>	<p>What was the Holocaust?</p> <ul style="list-style-type: none"> - How can original artefacts enrich our understanding of the Holocaust? - Germania: What was the Nazi vision for the future? - Why were the Jews targeted by the Nazis? - Did Nazi children receive an 'Education for Death'? 	<p>Students will complete two questions using primary sources: an inference question and a source utility question.</p>	<p>Independent research on groups impacted by the Holocaust and Nazi persecution.</p>	<p>Guided reading tasks</p> <p>Use of interpretations and contemporary evidence</p> <p>Use of key words and subject specific terminology</p>	<p>Chronology based tasks</p> <p>Interpreting statistical information</p>	<p>Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations</p> <p>Unit skills focus: Significance, source utility</p> <p>Knowledge focus: Develop a wider and deeper understanding of the Holocaust and groups persecuted under the Nazis. To understand anti-semitism and how this was used through Nazi ideologies and beliefs.</p>

	<ul style="list-style-type: none"> - Dehumanisation: How were the Jews forced out of Nazi society? - Ghettoisation: How accurate is 'The Pianist'? - How can we tell the story of resistance? - The Final Solution: What can a little girl tell us about life at Auschwitz-Birkenau? - Were the Jews actually 'liberated' in 1945? - Assessment Prep - Assessment - What does it mean to 'survive' the Holocaust? - Assessment Feedback 			Extended writing and use of PEE(L) structure		Students will consider what life during the Holocaust was like for Jewish people, as well as considering how liberated people really were after the end of the war.
<p>Spring 1 -</p> <p>Spring 2</p>	<p>Civil Rights Movement: Why has Robert F. Williams been forgotten?</p> <ul style="list-style-type: none"> - Who was Robert F. Williams? - How did the 'Southern way of life' affect the people of Monroe, North Carolina? - What was protesting like in Monroe, NC? - Why did Martin Luther King disagree with Robert's approach to desegregation? - How did Robert F. Williams end up on the FBI's most wanted list? - Should Robert F. Williams be in the National Civil Rights Museum? - Assessment Prep 	Students will write to the historian Adam Fairclough to argue why Robert F. Williams is significant and should be included in the narrative of Civil Rights	<p>Research on who the KKK were and why they were formed</p> <p>Complete an assessment preparation sheet for homework</p>	<p>Guided reading tasks</p> <p>Use of interpretations and contemporary evidence</p> <p>Use of key words and subject specific terminology</p> <p>Extended writing and use of PEE(L) structure</p>	<p>Chronology based tasks</p> <p>Interpreting statistical information</p>	<p>Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations</p> <p>Unit skills focus: Significance, historical interpretations</p> <p>Knowledge focus: Understand key events and individuals within the civil rights movement. Students will consider different forms of protest used and make a judgement on the effectiveness of each.</p>

	<ul style="list-style-type: none"> - Assessment - How does 'Hidden Figures' help us understand the Civil Rights Movement and the world today? - Assessment Feedback 					
<p style="text-align: center;">Spring 2 – Summer 1</p>	<p>What caused 9/11?</p> <ul style="list-style-type: none"> - What was 9/11? - Why have some Muslims and Christians not got along historically? - How did Europeans anger the Middle East? - How can such a small piece of land upset so many people? - Why did America's involvement with Israel anger the Middle East? - Where did Al-Qaeda come from? - Why did Al-Qaeda turn to terrorism? - How did the US continue to anger the Middle East? - Was 9/11 'mindless' terrorism'? - What caused 9/11? - Assessment Prep 	<p>Students will write an essay to explain the main causes of 9/11. Students will then make a judgement on which was the greatest cause and explain why.</p>	<p>Create a newspaper article on the main events and reactions to 9/11</p> <p>Comprehension reading task</p>	<p>Guided reading tasks</p> <p>Use of interpretations and contemporary evidence</p> <p>Use of key words and subject specific terminology</p> <p>Extended writing and use of PEE(L) structure</p>	<p>Chronology based tasks</p> <p>Interpreting statistical information</p>	<p>Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations</p> <p>Unit skills focus: cause and consequence, change and continuity, significance</p> <p>Knowledge focus: Understand key events of the 9/11 attacks. Understand historical conflicts, between Western countries and the Middle East which have contributed to growing tensions. Consider the role of terrorist organisations within the lead up to the 9/11 attacks.</p>

	<ul style="list-style-type: none"> - Assessment - Why is 9/11 relevant today? - Assessment Feedback 					
<p style="text-align: center;">Summer 2</p>	<p>How has MI5 defended the realm?</p> <ul style="list-style-type: none"> - Why was MI5 created? - WW1 operations - WW2 operations - Cambridge Spies <p>TBC</p>	<p>MI5 speaking and listening presentation task</p>		<p>Guided reading tasks</p> <p>Use of interpretations and contemporary evidence</p> <p>Use of key words and subject specific terminology</p> <p>Extended writing and use of PEE(L) structure</p>	<p>Chronology based tasks</p> <p>Interpreting statistical information</p>	<p>Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations</p> <p>Unit skills focus: use of primary evidence</p> <p>Knowledge focus: Understand the reasons for MI5 being set up and the role it has played in key historical events.</p>