

Curriculum Content Map

Subject: History

Year group: 9

	Term 1				Term 2				Term 3			
	UNIT 1		UNIT 2		UNIT 3		UNIT 4		UNIT 5			UNIT 6
Month	September	October	November	December	January	February	March	April	May	June	July	
Virtue	Friendliness & Civility	Justice & Truthfulness	Courage	Generosity	Gratitude	Good Speech	Good Temper & Humour	Self-Mastery		Compassion	Good Sense	
Skill	Listening	Leadership	Problem-Solving	Creativity	Staying Positive	Speaking	Staying Positive	Aiming High		Speaking	Teamwork	
Curriculum Content	Working conditions during the industrial revolution Life in the industrial town The hat trade in Luton and the surrounding areas The Great Exhibition The pre-1832 political system The Peterloo Massacre The passage and consequences of the 1832 Reform Act.		The Anti-Corn Law League Poor Law and Factory Reformers Petitioning The Suffragists and the Suffragettes. Women during WW1.		Empires before WW1 Kaiser Wilhelm's imperial ambitions The scramble for Africa and the Moroccan crises. The legacy of the Holocaust		The MAIN reasons for the outbreak of WW1 The Bosnian Crisis The assassination of Archduke Franz Ferdinand.		The Schlieffen Plan The Western Front The Wider War – Gallipoli Changes in Allied Forces Military Developments Germany surrenders			The Treaty of Versailles Reasons for the outbreak of WW2 Life on the Home Front during WW2.
National Curriculum area	Ideas, political power, industry and empire: Britain, 1745-1901		Ideas, political power, industry and empire: Britain, 1745-1901		Challenges for Britain, Europe and the wider world 1901 to the present day		Challenges for Britain, Europe and the wider world 1901 to the present day		Challenges for Britain, Europe and the wider world 1901 to the present day			Challenges for Britain, Europe and the wider world 1901 to the present day
Link to Virtue	By exploring political changes in Britain, we shall explain how friendliness and civility created a sense of political consensus and movement for electoral change.	We shall explore the justice and truthfulness needed to create a more democratic political system in Britain.	How did political reformers demonstrate courage?	Why political reformers and politicians demonstrated generosity of spirit to one another in times of political change.	Showing gratitude for what we have. How we can show generosity to one another so we don't repeat the mistakes of the past.	By demonstrating good speech our students will understand how conflicts can be resolved.	Our students will understand the good temper and good humour needed to avoid war in 1914.	Our students will understand the good temper and good humour needed to deal with tense international relations prior to 1914..	How did soldiers and officers demonstrate self-mastery to overcome obstacles of war during the period 1914-18.	How did soldiers demonstrate self-mastery and compassion for one another in the trenches.	How do we demonstrate compassion for one another in times of conflict?	Why was there a lack of good sense before 1939?
Link to Skill	Listening to political speeches and the views of others.	The leadership of political leaders and popular political leaders.	How did political reformers work together to solve political problems.	How did political groups use creativity to promote political change?	How did Britain stay positive in the years leading up to WW1? Why it is important to speak out against antisemitism.	Ensuring we speak out against injustice	Ensuring we can communicate effectively so conflicts do not arise	How did people and politicians stay positive during WW1?	Why did Schlieffen Aim High with his plan to invade Europe? Aiming high with military development.	Speaking to one another and communicating during times of war.	Speaking about loss and life in Europe leading up to the ending of war in 1918.	How did people in Britain work as a team during WW2?
Sequencing 	<u>Builds upon</u> Knowledge acquired in year 8.6 about the agricultural revolution and how this sparked the industrial revolution. Students apply this to Britain during the 19th century and how life and society evolved as a result of these socio-economic changes. The Peterloo inquiry allows pupils to immerse themselves in contemporary sources and knowledge of prevailing attitudes in order to answer the question of who was to blame. Year 9 will be able to explain how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world		<u>Builds upon</u> This unit broadens our students knowledge of the demand for political change established in 9.1, as students apply this to interrogate a wide range of sources to support or challenge a hypothesis. Year 9 will be able to give reasons about sources' usefulness, established in 8.4-6, by using detailed deep contextual knowledge of the time they were produced. Year 9, based on their analysis of the suffragettes, will also be able to evaluate, confidently, the significance of this movement based on a detailed understanding of events and knowledge of wider events established in 8.2-3.		<u>Builds upon</u> This unit builds thematically and chronologically from the 19th century to the early 20th century, united by the role women played in WW1. Furthermore, it links to previous study in 7.9 to 6.1-3 on the role of empire as we explore diplomatic relations in Europe before 1914 and the role of empire building as a key driver generating the march towards the outbreak of WW1. In this unit, students will build on the skill of assessing and evaluate different perspectives about the causes of events using historians and an awareness of other historical event: namely the outbreak of WW1. Students will also be		<u>Builds upon</u> Knowledge acquired in 9.3 concerning the outbreak of WW1. Students will extend their chronological understanding of the progress of WW1 and its significance based upon the skill of formulating convincing and substantiated arguments and evaluations about historical significance based on a detailed understanding of historical events. Knowledge of the changed in weaponry from 8.5 is also reintroduced to students.		<u>Builds upon</u> Students sharpen their developing knowledge of WW1 and how it progressed chronologically. Our students are able to formulate an evaluative stance on why there are different interpretations about why the course of the war developed in the way it did and why ultimately it came to an end. This unit builds on knowledge established in 9.3 and 9.4 and allows students to expand upon their capacity to construct convincing and substantiated arguments and evaluations about historical significance based on a detailed understanding of historical events – 8.5-9.3.		<u>Builds upon</u> Knowledge of the progression from the 19th to the 20th century established across the year 9 curriculum, as well as the way weaponry developed in 8.5 Students will consolidate skills linked to source evaluation, forming substantiated judgements, issues of causation and deep source analysis. Students will be able to form evaluations, supported by their contextual knowledge, of reasons underpinning the outbreak of ww2. The Holocaust was also studied in 9.4. This represents an opportunity to place this in its proper chronological segment, as we altered the sequencing to ensure it	

			able to apply this skill to the Holocaust in a series of 6 lessons. They will construct convincing and substantiated arguments and evaluations about historical significance based on a detailed understanding of historical events building on skills established in 9.1 to 2.			matched up with Holocaust memorial day.
	Is further developed in Students in 9.2 to 9.6 will be able to confidently use an extensive bank of historical knowledge to agree and disagree about historical change and continuity, diversity and causation across a wide range of periods and contexts. Their knowledge of life in Britain during the 19 th -century will evolve as they apply this to the political significance of the 1832 Reform Act and the extra-parliamentary political action that ensued in the mid-century.	Is further developed in Year 9 will build on the work of the suffragettes in WW1 and apply their knowledge and skills associated with source analysis acquired in 9.1 They will be able to formulate reasons assessing why a source may or may not be useful in 9.3 based on their rich contextual knowledge.	Is further developed in Students will be able to confidently use an extensive bank of historical knowledge to agree and disagree about historical change and continuity, diversity and causation across a wide range of periods and contexts to explain the reasons for the outbreak of WW1 in 9.5 and assess interrogate a wide range of sources to support or challenge a hypothesis. They will be able to give reasons about a source's usefulness by using detailed contextual knowledge of the time they were produced in 9.6 and 9.7 on reasons for the outbreak of WW1.	Is further developed in Year 9 will enrich their appreciation and knowledge of WW1 and assess why there was a stalemate on the Western Front and how this impacted the life of soldiers during this conflict. Our students will be able to evaluate different perspectives about the causes of events using historians and an awareness of other historical events established in 9.1 by interrogating interpretations of war came to an end in 1914.	Is further developed in Knowledge of the end of the first world war is developed in 9.6 and reasons underpinning the outbreak of WW2. Our students will build on the skills of construct convincing and substantiated arguments and evaluations about historical significance based on a detailed understanding of historical events. Additionally, interrogating a wide range of sources to support or challenge a hypothesis and linking their detailed contextual knowledge of the time they were produced.	Is further developed in Knowledge of WW2 and the growth of the welfare state will be revisited in GCSE History for Britain: Health and the People All skills developed across years 7 to 9 will be reinforced in years 10 and 11.
Retrieval 	Retrieval pyramids, mind maps and freya model.	Retrieval pyramids, mind maps and freya model.	Retrieval pyramids, mind maps and freya model.	Retrieval pyramids, mind maps and freya model.	Retrieval pyramids, mind maps and freya model.	Retrieval pyramids, mind maps and freya model.
New Learning 	Students will learn about life in towns and cities during the industrial revolution. Moreover, students will investigate the Great Exhibition and its significance. In this unit, students will also examine the pre-1832 political system: namely rotten boroughs. Year 9s will investigate why there were calls for political reform and how this spared the march of the blanketeers, the Peterloo massacre, 1832 Reform Act and the rise of the Chartist movement	In the post-1832 period, our students will examine the significance of extra-parliamentary political groups such as the Anti-Corn Law League, the abolition movement for slavery and the Poor Law reformers. Students will compare similarities and differences in tactics and explain why these groups were so successful politically and what were the consequences of their political actions in the long-term for British political and social life. In this unit, our students enrich their understanding of popular political movements by examining the suffragists and suffragettes. We compare their respective tactics, consider the treatment of women and the Cat and Mouse Act. We also assess the significance of the first world war as a reason why women were ultimately given the vote in 1918	Year 9 will consider the role of imperialism as a source of tension prior to 1914 and build an understanding of Kaiser Wilhelm's Weltpolitik. Students will learn about the Holocaust – what led to it? What happened during the Holocaust, as well as assessing its legacy to the present day. This study, fits in with Holocaust memorial day.	Year 9 will consider the causes and consequences of militarism, alliances, imperialism and nationalism as sources for the outbreak of WW1. Additionally, we shall investigate the assassination of Franz Ferdinand in 1914. In this topic, students will investigate life in the trenches. We will look at the conditions including health, comradeship and shellshock. We will evaluate the causes and consequences of the reasons why there was a stalemate on the western front	During this unit, students will build an understanding of the significance of major battles such as Marne, Verdun and the Somme. Additionally, students will evaluate the key reasons why the war ended in 1918 including the Ludendorff offensive and the Hundred Days. In unit, students will bridge their understanding of the first world war, by looking at the Treaty of Versailles. Our students will examine and explain how international relations developed and subsequently deteriorated during the inter-war years. We shall investigate the rise of fascism in Europe and the failures of appeasement in combatting the rise of Nazism in Germany. Ultimately, our students will be able to evaluate which factor contributed most significantly to the outbreak of WW2	In this unit, students will explain how life in Britain changed during WW2. Notably, we shall explore differences before and during the war. Our students will be able to explain how rationing, conscription and the Blitz. Students will be able to use primary source material to broaden their understanding of life during the war and assess the legitimacy of these materials in presenting a realistic presentation of life in Britain during this global conflict.
Independent Practice 	Extended writing opportunities Source analysis Source and interpretation practice	Extended writing opportunities Source analysis Source and interpretation practice	Extended writing opportunities Source analysis Source and interpretation practice	8 mark and 20 mark question Extended writing opportunities Source analysis Source and interpretation practice	Extended writing opportunities Source analysis Source and interpretation practice 8 mark and 20 mark question	Extended writing opportunities Source analysis Source and interpretation practice
Misconceptions 	Empire is a force for positive change.		WW1 was not fought by the Nazis.		WW1 and WW2 happened straight after one another.	
Vocabulary and Comprehension 	Political Economic Social	Slavery Emancipation Suffrage	Antisemitism Weltpolitik Expansion	Outbreak Stalemate	Attrition	Endurance Evacuation Blitzkrieg

