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| **Year 9 Curriculum Overview [2023-2024]**  **Subject History** | | | | | | |
| **Enquiry Questions**  **Autumn Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **HT1** |  |  |  |  |  |  |
| **Is Dr Fern Riddel right to describe the Suffragettes as terrorists?** | To understand who made up the protest for women’s rights and whether the Suffragettes were too extreme in their tactics. | **Concepts:**  Power and Rights  Changing societies  **Disciplinary Knowledge:**  Cause  Consequences  Significance;  Evidence;  Change and continuity   * Suffragists * Suffragettes * Diversity within the organisations * Tactics * Role of women in WW1 | Substantive and Disciplinary knowledge recall at the start of each lesson | * Explicit vocabulary, * Guided reading; * Oracy/ debate; * Extended writing | * Analysis; * Evaluation of different views; * Understanding differences * Critical thinking * Team work | MCQ’s  Formative Assessment extended writing |
| **HT2** |  |  |  |  |  |  |
| **Who were the Campaigners who challenged the lack of equality between Black and White people in Britain and America in the 20th Century?** | To understand what the Civil Rights Movement was and how people campaigned for equality in the USA and Britain during the 20th Century | **Concepts:**  Power and Rights  Changing societies  The Wider World  **Disciplinary Knowledge:**  Change and Continuity  Similarity and Difference  Cause  Consequence  Evidence  Significance   * The Emancipation Act and the Jim Crow Laws * Who opposed Black equality after the Emancipation Act? * Events that were significant in the campaign for Civil Rights in the USA * Events that were significant to the campaign for Civil Rights in Britain * Judgement – was equality won? | Substantive and Disciplinary knowledge recall at the start of each lesson | * Explicit vocabulary, * Guided reading; * Oracy/ debate; * Extended writing | * Analysis; * Evaluation of different views; * Understanding differences * Critical thinking * Team work | MCQ’s  Summative Assessment of substantive and disciplinary knowledge learnt in Term 1 |
| **Year 9 Curriculum Overview [2021-2022]**  **Subject History** | | | | | | |
|  | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **HT3 and HT4** |  |  |  |  |  |  |
| **How did the ‘War to end all wars’ lead to WW2?** | To be able to explain the causes and consequences of WW2. | **Concepts:**  Invasion and Conflict  **Disciplinary Knowledge:**  Cause  Consequence  Evidence  Significance  Changing societies  Ideology   * Why did German people hate the Treaty of Versailles? * Hitler’s early life * Nazi social policies * How did the Nazis establish control? : Propaganda and terror * What was life like for Jewish people in the Shoah * Was there a turing point for Jewish people in the 1930’s? * An increase in persecution * What was the ‘Final Solution’? * Who was to blame for the Holocaust * Why have there been Genocides since? | Substantive and Disciplinary knowledge recall at the start of each lesson | * Explicit vocabulary, * Guided reading; * Oracy/ debate; * Extended writing | * Analysis; * Evaluation of different views; * Understanding differences * Critical thinking * Team work | MCQ’s  Formative Assessment Extended Writing  Summative Assessment of substantive and disciplinary knowledge learnt in Term 2 |
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| **Year 9 Curriculum Overview [2021-2022]**  **Subject History** | | | | | | |
| **Summer**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **HT5** |  |  |  |  |  |  |
| **Has the NHS always faced challenges?**  **How can a war be cold?** | To understand the reasons why the NHS was formed and why it faces opposition today  To understand what made the Cold War a ‘war’ when there was little actual fighting and to be able to explain the causes, events and consequences of it. | **Concepts:**  Changes in societies  Ideologies  Science and Technology  Economics  **Disciplinary Knowledge:**  Significance  Change and Continuity  Evidence  Cause  Consequence   * Who made the NHS? * What was the early NHS? * Why was there opposition to the NHS? * What pressures does it face today?   **Concepts:**  Power and Rights  Invasion and Conflicts  Economy and Industry  The Wider World  **Disciplinary Knowledge:**  Evidence  Cause  Consequence  Significance   * What caused the Cold War * What were Satellite States? * Berlin flashpoint 1: the Berlin Blockade | Substantive and Disciplinary knowledge recall at the start of each lesson  Substantive and Disciplinary knowledge recall at the start of each lesson | * Explicit vocabulary, * Guided reading; * Oracy/ debate; * Extended writing * Explicit vocabulary, * Guided reading; * Oracy/ debate; * Extended writing | * Analysis; * Evaluation of different views; * Understanding differences * Critical thinking * Team work * Analysis; * Evaluation of different views; * Understanding differences * Critical thinking * Team work | Formative Assessment of using Evidence |
| **HT6** |  |  |  |  |  |  |
|  |  | * Other key events of the Cold War including the Belrlin Wall, Cuban Missile Crisis and Afghanistan * The fall of the USSR * End of the USSR | Substantive and Disciplinary knowledge recall at the start of each lesson |  |  | MCQ’s  Summative Assessment of substantive and disciplinary knowledge learnt over the year |