

History

Year 9 Curriculum

ASPIRE – ENDEAVOUR - SUCCEED

Purpose and aims

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Threshold concepts

Chronological understanding, Substantive knowledge, Cause and Consequence, Change and Continuity, Significance, Evidential Enquiry, Interpretation. In addition to these key principles students will also need to have a grasp of the following concepts:

- The changing picture of political power, the role of industry and the growth of empire: Britain, 1745-1901
- The developing challenges for Britain, Europe and the wider world 1901 to the present day. in terms of social, racial, cultural developments, as well as the changing political picture across Europe, with the roles of Fascism, Communism and democracy.
- The impact of Dictators, including the key role of fascism and persecution of Jews (and other key groups) during WW2.

Sequence of learning

The **Year 7** Curriculum has a strong focus on the Medieval life of the Anglo Saxons and Normans, moving into the life of Early Britons. This focus on Medieval life is key because it lays the foundation for '*chronologically secure knowledge and understanding of British, local and world history*' (National Curriculum - History) It will enable students to draw connections and make contrasts between significant events during the Y7 Curriculum, but also how those events lay the foundations for future events in their further studies in Y8/Y9 and beyond.

In **Year 8** students encounter the transition from Medieval History to the age of new experiences and encounters of the Renaissance. Contrasting religious views of the Early and late Tudors, reaching a justification for the Elizabethan Religious Settlement whilst also examining how new inventions, such as the Printing Press and Gunpowder caused a change in the spread of new ideas, a period of enlightenment in Europe which ultimately sees Britain emerge as a dominant force globally.

In year 9, we see a continuation of the focus of the growth of Britain into an Empire, the role of the Empire, and how it is protected, expanded and enhanced by the Royal Navy. The extensive negative connotations of Empire, with the acts of the Slave Trade. We also expand our view of this period moving into the 18th and 19th centuries, examining the role of European affairs, examining the impact of the French Revolution on Britain and vice versa. Finally arriving at the 21st century focussing on the causes, events and outcomes of both WWI and WWII, spending extensive time examining the geo-politics of the interwar years and how inaction and fear of war, lead to a growth in confidence of dictators, both of Fascism and Communism.

The decision to deliver this material chronologically, rather than thematically, was carefully considered and ultimately the need for students to *'understand both the long arc of development and the complexity of specific aspects of the content'* (National Curriculum – History) best lent itself for Chronological study and understanding.

Subject knowledge

British Empire and Slavery

- K5.1. British Settlement of North America in 17th C – 13 colonies
- K5.2. Effect of Colonisation on Native American Population
- K5.3. Caribbean profitability for England
- K5.4. What were British motivations for settling in America and the Caribbean
- K5.5.1. Prior rule of India in 16th/17th Centuries
- K5.5.2. East India Company – British Factories
- K5.5.3. Mughal Empire
- K5.5.4. Treaty of Allahabad
- K5.6.1. Australian native population- treatment
- K5.6.2. The Royal Navy and James Cook
- K5.6.3. Cook's voyage to the Pacific and settlement of Australia
- K5.6.4. First British Settlers in Australia
- K5.6.5. Early Australian Wealth
- K5.7.1. Seven Years War
- K5.7.2. Lord Anson and Royal Navy reforms
- K5.7.3. Britain's role as a Global Power.
- K5.8.1. Consumer goods available in Britain during the 18th Century
- K5.8.2. Colonial fashions and new national identity
- K5.8.3. Colonial trade and the impact on the growth of Cities and the policy of mercantilism.
- K6.9 Slave Trade – The exportation of enslaved Africans to the Americas
- K6.9.2. Triangular Trade – British involvement
- K6.9.3. Conditions on Slave Ships – Olaudah Equiano
- K6.9.4. The impact of the Slave Trade on Britain
- K6.9.5. What was life like for a slave?
- K6.9.6. Punishments for slaves
- K6.10. Abolitionism – Methods
- K6.10.2. Abolitionism – opposition

The French Revolution

- K7.1 The Ancien Regime – Why did the people rise up against it?
- K7.1.2. The peasants and the Bourgeoisie – conflict with Ancien Regime
- K7.1.3. The third estate and the National Assembly
- K7.1.4. Revolution – Storming of the Bastille
- K7.2. French Revolution – when did it become a step too far?
- K7.2.2. Louis XVI – Relationship with the revolutionaries.
- K7.2.3. War with Austria and Prussia 1792
- K7.2.4. The Terror - The Guillotine
- K7.3. Liberty! Equality! Fraternity!
- K7.4. Maximillian Robespierre
- K7.5. The rise of Napoleon and the legacy of the revolution
- K7.5.2. Napoleon – Character
- K7.6. Britain's response and views on the French Revolution
- K7.6.2. Act of Union 1800

- K7.6.3. Fear of Napoleon
- K7.6.4. Battle of Trafalgar
- K7.7. Fall of Napoleon
- K7.7.2. The role of the Russian Army
- K7.7.3. Battle of Waterloo
- K7.7.4. Napoleon's exile 1815

WW1

- K8.1. Alliances and Entente
- K8.1.2. Empirical Europe
- K8.1.3. Pan-Slavism
- K8.2. Execution of Archduke Franz Ferdinand
- K8.2.2. The Schlieffen Plan
- K8.3. Western Front
- K8.3.2. Trench Warfare
- K8.3.3. Battle of the Somme
- K8.4. Naval Blockade of Germany
- K8.5. RMS Lusitania
- K8.6. The 'Hundred Days'
- K8.6.2. End of WW1
- K8.7. Suffrage and the Suffragettes
- K8.7.2. Representation of the People Act

Rise of the Dictators

- K9.1. Communism – Marx and Engels
- K9.1.2. Bolshevik Revolution Oct 1917
- K9.1.3. Vladimir Lenin
- K9.2. Reds V Whites – Civil War
- K9.3. Five Year plan – failures
- K9.3.2. The Terror 1937-1938
- K9.4. The Treaty of Versailles
- K9.4.2. The Weimar Republic and the rise of Nazism
- K9.4.3. Principles of Fascism
- K9.5. The Reichstag fire and the Third Reich
- K9.5.2. Aryanism and Anti-Semitism (The Nuremberg Laws)
- K9.5.3. Kristallnacht and the Night of the Long Knives
- K9.6. Appeasement – Neville Chamberlain
- K9.6.2. Spanish Civil War
- K9.6.3. Anschluss and the Nazi Soviet Pact
- K9.7. WW2 – Outbreak

WW2

- K10.1. Blitzkrieg and Dunkirk
- K10.1.2. The Luftwaffe and Operation Barbarossa
- K10.2. Winston Churchill – Character
- K10.2.2. The Blitz and Evacuation of Children
- K10.3. Role of Women in the War effort
- K10.3.2. Beveridge and the 5 great evils – Welfare State
- K10.4. Einsatzgruppen
- K10.4.2. The Wannsee Conference
- K10.4.3. Death Camps
- K10.5. War in the Pacific – Pearl Harbour
- K10.5.2. The Greater East Asian Co-Prosperity Sphere
- K10.5.3. The Battle of Midway
- K10.6. Stalingrad
- K10.6.2. The Enigma
- K10.6.3. D-Day
- K10.6.4. The Manhattan Project – Hiroshima and Nagasaki

Curriculum links to careers

Students discuss the changing role of Military Personnel. Students will begin their examination looking at the changing nature and subsequent reforms of the Royal Navy c.1751 (Topic One: K5.7.2. Lord Anson and Royal Navy reforms) and use Unifrog to examine the differences in the recruitment requirement of Modern Day Navy. <https://www.unifrog.org/student/careers/keywords/royal-navy-officer>

This will form part of an ongoing project of work which will also examine the role of the Army (Topic 3-WWI: K8.3.2. Trench Warfare) using Unifrog again - <https://www.unifrog.org/student/careers/keywords/soldier> as well as the RAF, examining their response to the Luftwaffe (Topic 5-WW2: K10.1.2. The Luftwaffe and Operation Barbarossa) again using Unifrog to support this <https://www.unifrog.org/student/careers/keywords/raf-officer> During the Summer term we will invite one of our military links to discuss roles within the military and entry level requirements. Students will then complete a fact file comparing the role and equipment used by military personnel during WW1 and WW2 and compare with modern day equipment.

Procedural knowledge

- S1 How to apply keywords (from the knowledge organiser) accurately in verbal and written work
- S2 How to recall historical events with chronological accuracy
- S3 How to recount historical accounts.
- S4 How to interpret historical artefacts and text.
- S5 How to compare different interpretations of historical events (eg opposing interpretations)
- S6 How to apply historical evidence as evidence to support an argument
- S7 How to apply an understanding of provenance when critiquing an artefact/source/interpretation.
- S8 How to identify similarities and differences of groups (eg denominations)
- S9 How to identify similarities and differences of groups (eg eras)
- S10 How to evaluate historical artefacts/sources/interpretations for their usefulness..