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| **Year 9 CURRICULUM MAP : History 2022-2023** |
|  | **Autumn** | **Spring** | **Summer** |
| **Unit Length** | **2 topics covered in the Autumn Term** | **2 topics covered in the Autumn Term**  | **2 topics covered in the summer term** |
| **Assessment Objectives** | **AO1** Demonstrate Knowledge and understanding (25%)**AO2**Explain and Analyse events (25%)**AO3**Analyse and evaluate using sources (25%)**AO4**Analyse and evaluate using interpretations (25%) | **AO1** Demonstrate Knowledge and understanding (25%)**AO2**Explain and Analyse events (25%)**AO3**Analyse and evaluate using sources (25%)**AO4**Analyse and evaluate using interpretations (25%) | **AO1** Demonstrate Knowledge and understanding (25%)**AO2**Explain and Analyse events (25%)**AO3**Analyse and evaluate using sources (25%)**AO4**Analyse and evaluate using interpretations (25%) |
| **Description of the Topic and Key Learning Outcomes** | **Unit One – World War and Inter-War Years** 1. Re-Cap of WW1 knowledge
2. Assessment from last year
3. Why did WW1 end?
4. The Big Three/Aims
5. The Terms of the Treaty of Versailles

Intentional monitoring task – Terms of The treaty essay. 1. Different ways to run a country – capitalism VS Communism
2. Women’s Rights and Campaign (MINI unit on the suffragettes) 5-9 lessons
3. End of unit Assessment

**Unit Two – Nazi Germany** 1. The Great Depression
2. Why did The Nazi party become popular?
3. Who voted for Hitler?
4. How did Hitler become Chancellor/Dictator
5. Life in Hitler’s Germany - education, youth, terror, propaganda and women Intentional monitoring task – How did Hitler control the people of Germany?
6. End of Unit Assessment
 |  **Unit Three – Holocaust** 1. Where does Anti-Semitism stem from?
2. Kristallnacht
3. Kindertransport
4. Jewish Resistance
5. Camps and Ghettos

**Unit Four - World War Two unit** 1. Road to War
2. Dunkirk
3. Battle of Britain
4. D Day
5. Atomic Bomb
6. End of Unit Assessment – ATLP

*Potential for further investigation of the Blitz and the Battle of Stalingrad* Last assessment of the year could potentially be here or in the final term. Students will begin to select options at this point.  |  **Unit Five – Post 1945** 1. How did Britain change after war?
2. What happened to the Empire?
3. HMS Windrush
4. Causes of Cold War
5. Life in Berlin
6. How has the cold war changed the world?
7. Conflict in the Middle East
8. War on Terror
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| **Milestone Assessments** | **Two Assessments** **Two Intentional Monitoring task**  | **One Assessment** **End of Year Assessment**  | **End of Year Assessment**  |
| **CEIAG** | Careers links this term will focus on developing understanding of the diplomacy and democracy in a law setting. The ability to read evidence and evaluate will be taught as a transferable skill. | Careers links this term will focus on developing understanding of society and roles which work to support those in need. From both units students can explore the organisation of charity, groups who defend the rights of others and in some cased the lawful act of protest. Roles which would include the need for effective communication and collaboration. | Careers links this term will focus on developing understanding of civil rights from the perspective of the people and government. Our students may want to explore the possibility of working in government so will be taught about values, integrity of the role and when it can it challenged.  |
| **RRSA** | Article 14: Freedom of thought, belief and religionArticle 1: Freedom of association Article 24: Health and the Health servicesArticle 28: Right to education | Article 14: Freedom of thought, belief, and religion Article 28: Right to educationArticle 29: Goals of educationArticle 27: Adequate standard of living  | Article 12: Respect for the views of the child Article 26: Social security Article 37: Inhumane treatment and detention  |
| **Wider Curriculum Links** | English – Suffragettes Life in Germany Enrichment – Position of Women in society  | RE – Treatment of people and respect from and for religion. Judaism English – Merchant of Venice  |  Geography – LIC, HICEnrichment – democracy  |
| **Literacy Programme**  | * PEEL structure
* WOW Words
* Decode it NOW
* Guided practice/model answers
* Sentence Starters
* Creative Writing.
 | * Essay writing
* WOW words
* Decode it now
* Sentence Starters
 | * PEEL structure
* WOW Words
* Decode it NOW
* Guided practice/model answers
* Sentence Starters
* Creative Writing.
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| **Useful websites/videos**  | Rise of Evil BBC Teach clips Jojo RabbitSuffragette Youtube/Netflix  |
| **Wider Reading** | Life in Germany – Richard Bessel Private Peaceful - MorpurgoMunich – Robert Harris  | Merchant of Venice – Shakespeare Boy in striped Pyjamas – Boyne Diary of Anne Frank  | Vietnam – Max Hastings1984 – Orwell The Cold War – Gaddis  |
| **Independent Learning Tasks** | Mind-map revision homeworkRetrieval practice homework Knowledge Organiser practice Questions.  | Mind-map revision homeworkRetrieval practice homework Knowledge Organiser practice Questions. | Mind-map revision homeworkRetrieval practice homework Knowledge Organiser practice Questions. |