

## KS3 Long Term Curriculum Plan: History, Year 9

Curriculum Aim: The Year 9 History Curriculum at Chace continues to develop the major skills and concepts of Historical study, moving towards the more historically challenging concepts such as interpretation and significance in the final year of KS3. As well as this the Year 9 curriculum seeks to investigate the final stage of the narrative of the UK through looking at the 20<sup>th</sup> Century, and in particular seeing how the 20<sup>th</sup> Century can be interpreted differently and looking at the long term themes of power, democracy, and human rights.

Link to prior learning: The Year 9 Curriculum continues to develop the narrative of the UK started in Years 7 and 8, and builds on the skills and concepts that students have developed so far, seeking to bring their historical study up to the present day, ready for the demands of KS4.

Rationale of sequencing: This is the final part of the narrative of the UK, and as such follows a fairly straightforward narrative, chronological arc. Where students are asked to engage with events slightly out of chronology, it is in order to develop thematic trends, or focus on setting the context for other developments. For example, it is necessary to study all of Nazi Germany before going back to 1933 to begin a study of the Holocaust.

	Focus / Topic	Knowledge & Skills (from NC/Programmes of Study)	Assessment
Autumn 1	20 <sup>th</sup> Century overview  Causes of World War I  World War I	<p>The Year 9 curriculum begins with a broad overview of the 20<sup>th</sup> Century, allowing students to engage with <b>change and continuity</b>, as well as looking at <b>thematic changes</b>.</p> <ul style="list-style-type: none"> <li>• Changes in the 20<sup>th</sup> Century</li> </ul> <p>The curriculum then moves on to explore the <b>causes</b> of World War I and then to <b>challenge the accepted, government sponsored interpretation</b> of the War as depicted in They Shall Not Grow Old.</p> <ul style="list-style-type: none"> <li>• Alliances</li> <li>• Arms Race</li> <li>• Empire, Black Hand</li> <li>• Trench Warfare</li> <li>• Empire Soldiers</li> </ul>	<p>Why did World War I break out? – Essay.</p> <p>Why did men join the Army in 1914? – Essay.</p>
Autumn 2	World War I  Russian Revolution  The inter-War years	<p>In looking at the impact of World War I, we also look at the different changes that the War created not just in Britain, but in Russia, the US, and Germany.</p> <ul style="list-style-type: none"> <li>• Impact of War</li> <li>• Women at War</li> <li>• Tsarism</li> <li>• Capitalism vs. Communism</li> <li>• The Russian Revolution</li> <li>• Treaty of Versailles</li> <li>• Roaring 20s</li> <li>• Depression</li> </ul>	<p>Evaluation of ‘They Shall Not Grow Old’.</p> <p>Why was there a Russian Revolution?</p> <p><b>Source Investigation on the Treaty of Versailles.</b></p>
Spring 1		<p>In studying the <b>impact</b> of the Treaty of Versailles and the Depression, we then look at the rise of Nazism in Germany and the end of democracy, as well as life in the new Nazi state to <b>evaluate interpretations</b> of how the Nazi Party kept</p>	

	<p>The Rise of the Nazi Party</p> <p>Life in Nazi Germany</p>	<p>control.</p> <ul style="list-style-type: none"> <li>• Weimar Germany</li> <li>• Nazi Party</li> <li>• Impact of the Depression</li> <li>• Police State</li> <li>• Propaganda</li> <li>• Education</li> </ul>	<p>Essay: How did the Nazis come to power?</p> <p>Source utility on the Nazis.</p>
Spring 2	The Holocaust	<p>With the context of Nazi Germany from the previous half term, we can turn our attention to the <b>changing</b> treatment of the Jewish population of Europe under Nazi rule, as well as looking at the <b>causes</b> of the Holocaust and the <b>evidence</b> on responsibility.</p> <ul style="list-style-type: none"> <li>• Historic anti-Semitism</li> <li>• Changing position of German Jews</li> <li>• Ghettos</li> <li>• Responsibility</li> </ul>	<p><b>Changing treatment of Jewish people in Germany. – Essay</b></p>
Summer 1	World War II	<p>The Year 9 curriculum continue with an investigation in the to causes and events of World War II, looking at the significance of different turning points in the war.</p> <ul style="list-style-type: none"> <li>• Causes of War</li> <li>• Key turning points</li> <li>• D-Day</li> </ul>	<p>What caused World War II? – Essay.</p>
Summer 2	<p>The Cold War</p> <p>The Modern World Introduction to GCSE History</p>	<p>The Year 9 curriculum looks at rounding off the year with a look at conflicts from the post-War world, including the Cold War and the protests of the 20<sup>th</sup> Century in the UK.</p> <ul style="list-style-type: none"> <li>• Atomic Bomb</li> <li>• Cold War</li> <li>• Protests in the 20<sup>th</sup> Century</li> </ul> <p>The Year 9 curriculum ends with a look at some of the key elements of the Crime and Punishment course that students will look at in Year 10, giving an overview of how this theme has changed over 1000 years and giving students an understanding of the broad thematic trends.</p> <ul style="list-style-type: none"> <li>• Crime and Punishment Overview</li> <li>• Changes in Crime and Punishment over time</li> </ul>	<p>Narrative Account of the Cold War.</p>

Further Information

Please see the following links for useful support with the Year 9 curriculum:

<https://spartacus-educational.com/>

<https://www.bbc.co.uk/history/british/>