

Term/Focus	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	<p><b>Topic: The First World War</b></p> <p><b>WORLD FOCUS</b></p>	<p><b>Topic: The Russian Revolution</b></p> <p><b>WORLD Focus</b></p>	<p><b>Topic: Trench Life</b></p> <p><b>BRITISH FOCUS</b></p>	<p><b>Topic: Post War Germany and the Rise of Hitler</b></p> <p><b>WORLD FOCUS</b></p>	<p><b>Topic: Second World War</b></p> <p><b>WORLD FOCUS</b></p>	<p><b>Topic: The Cold War</b></p> <p><b>WORLD FOCUS</b></p>
<p><b>Key knowledge and skills –</b> What core knowledge and key skills will be acquired and developed by students?</p> <p><b>Theme for the year: Democracy and Dictatorship</b></p> <p>Cultural capital for this year group is focused on the idea of democracy and dictatorship. It aims to develop understanding of how countries are run and how these governments and regimes can cause wars. This will help students to better understand the importance of a legitimate voting system and the role that leaders play in the lives of everyday citizens.</p>	<p>Core Knowledge and topics to cover:</p> <ol style="list-style-type: none"> <li>1.Long Term Causes</li> <li>2.Short Term Causes</li> <li>3. Recruitment</li> <li>4.Battle of Ypres</li> <li>5. Battle of Somme</li> <li>6. Battle of Arras and Vimy Ridge</li> <li>7. Passchendaele</li> <li>8. Battle of Cambrai</li> <li>9.Poppies</li> </ol> <p>Extended Writing: How far do you agree that the alliances caused the First World War?</p>	<p>Core Knowledge and topics to cover:</p> <ol style="list-style-type: none"> <li>1.Intro to Russia</li> <li>2.Tsarist Russia to Revolution</li> <li>3.Russia 1905-1913</li> <li>4.Rasputin</li> <li>5.February Revolution</li> <li>6.October Revolution</li> <li>7. Rise of Lenin</li> <li>8.Bolshevik v Menshevik</li> <li>9. Lenin’s Death – Power Struggle</li> <li>10.Rule of Stalin</li> <li>11.Death of Stalin</li> </ol> <p>Extended Writing: How far did life change from Tsarist Russia to Communist Russia?</p>	<p>Core Knowledge and topics to cover:</p> <ol style="list-style-type: none"> <li>1.Trenches intro</li> <li>2.Weapons of war</li> <li>3.Letters</li> <li>4. Artwork</li> <li>5. Photographs</li> <li>6.Poetry</li> <li>7.Interpretations</li> <li>8.Evacuation Route</li> <li>9. Treatment and Surgeries</li> </ol> <p>Extended Writing: How useful are sources A and B for an enquiry into trench life?</p>	<p>Core Knowledge and topics to cover:</p> <ol style="list-style-type: none"> <li>1.End of WW1</li> <li>2.Democracy and Treaty of Versailles</li> <li>3.Weimar Republic</li> <li>4. Hitler’s rise to power</li> <li>5.Hitler’s rise to Dictatorship</li> <li>6.Nazi Propaganda</li> <li>7.Who voted for Hitler</li> </ol> <p>Extended writing: Explain the importance of the Treaty of Versailles in causing the Second World War.</p>	<p>Core Knowledge and topics to cover:</p> <ol style="list-style-type: none"> <li>1.Causes</li> <li>2.Dunkirk</li> <li>3.Battle of Britain</li> <li>4.Pearl Harbor</li> <li>5.D-Day</li> <li>6.Atomic Bomb</li> <li>7.Holocaust Case Study</li> </ol> <p>Extended writing: Narrative account that analyses key events of the Second World War.</p>	<p>Core Knowledge and topics to cover:</p> <ol style="list-style-type: none"> <li>1.Capitalism v Communism</li> <li>2. Who started the Cold War?</li> <li>3.Atomic Bomb and Expansion</li> <li>4.Berlin</li> <li>5. Korea</li> <li>6. Cuba</li> <li>7. Vietnam</li> <li>8. Afghanistan</li> <li>9. Space Race</li> <li>10. End of Cold War</li> </ol> <p>Extended Writing: How close did we get to a ‘hot war’?</p>
	<p>Foundation / Developing</p> <p>Explain what the alliances were and how this led to the First World War.</p>	<p>Foundation / Developing</p> <p>Describe and Explain what life was like before and after the revolution.</p>	<p>Foundation / Developing</p> <p>Describe sources and explain basic differences. Use NOP effectively.</p>	<p>Foundation / Developing</p> <p>Explain the impact that the Treaty of Versailles had on Germany and how it caused the Second World War.</p>	<p>Foundation / Developing</p> <p>Explain the key events of the Second World War in chronological order.</p>	<p>Foundation / Developing</p> <p>Explain the key events of the Cold War and why they were a significant threat.</p>
	<p>Good / Exceptional</p> <p>Analyse the various causes of the war and evaluate the extent to</p>	<p>Good / Exceptional</p> <p>Analyse key changes and continuities. Evaluate the extent of which life had</p>	<p>Good / Exceptional</p> <p>Evaluate utility to make a judgement on how useful. Use NOPICK effectively. Cross reference.</p>	<p>Good / Exceptional</p> <p>Evaluate the role that the Treaty of Versailles played in leading to the Second</p>	<p>Good / Exceptional</p> <p>Analyse and evaluate the key events of the Second World War showing how one event led to</p>	<p>Good / Exceptional</p> <p>Evaluate and analyse the events and make a judgement as to how likely</p>

Subject: History

Year 9 Curriculum Map

	which alliances were solely responsible.	changed by comparing key themes,		World War by analysing a range of causes.	another. Decide on most significant event.	it was that another war occurred.
<b>Links to GCSE</b>	Base knowledge for Historical Environment topic. Focus on historical skill of causes and consequences. Question style uses wording like GCSE in preparation and to get students used to vocabulary.	Base knowledge for Superpower relations and Cold War GCSE topic. Focus on historical skill of change and continuity. Question style uses wording like GCSE in preparation and to get students used to vocabulary.	Base Knowledge for Historical Environment topic. Focus on historical skill of source analysis. Question style uses wording like GCSE in preparation and to get students used to vocabulary.	Base Knowledge for Germany topic. Focus on historical skill of Significance. Question style uses wording like GCSE in preparation and to get students used to vocabulary.	Focus on historical skill of significance. Question style uses wording like GCSE in preparation and to get students used to vocabulary.	Base knowledge for Superpower relations and Cold War GCSE topic. Focus on historical skill of significance. Question style uses wording like GCSE in preparation and to get students used to vocabulary.
<b>Homework</b> – Knowledge organiser created and on website?	Yes	Yes	Yes	Yes	Yes	Yes
<b>Responsive Teaching</b> – how do we assess and feed back to students in this subject (formative and summative)	<ol style="list-style-type: none"> <li>1. Summative – Extended Writing once a half term</li> <li>2. Summative – Recap quizzes / vocab quizzes every two weeks</li> <li>3. Summative – End of unit tests (where suitable)</li> <li>4. Formative - Whole-class feedback</li> <li>5. Formative - Highlighters to indicate areas of strength and areas for development</li> </ol>					
<b>Termly assessment content</b> – what content will be covered in your termly assessments (the two-week assessment window)?	Knowledge test on each topic and extended writing tasks will form termly assessment. Every topic covered in the half term will feature on the test.		Knowledge test on each topic and extended writing tasks will form termly assessment. Every topic covered in the half term will feature on the test.		Knowledge test on each topic and extended writing tasks will form termly assessment. Every topic covered in the half term will feature on the test.	

