

## History Year 9 Curriculum Overview

What is the Year 9 History curriculum aiming to achieve?		
What do we want our Year 9 Historians to be like?	How are we building on prior learning?	How can parents/carers support their child's learning?
1. Becoming articulate and deeply knowledgeable subject specialists 2. Write, speak and adopt the habits of historians, for example making substantiated judgements 3. Have a deep respect for evidence 4. Use academic vocabulary confidently 5. Sparked students' curiosity and passion for learning about the past. 6. Be ready for GCSE study.	To encourage students to think critically about what changed in Britain and the wider world since as Britain and the world became more global in its outlook. To gain historical perspective between regional, national and international history.	<ul style="list-style-type: none"> <li>• Visit museums and places of historic interest.</li> <li>• Encourage students to watch and read the news to connect history to present day events.</li> <li>• Show an interest in their historical learning and encourage them in their homework tasks.</li> <li>• Seek out opportunities to watch documentaries in the media.</li> </ul>

How are we organising the Year 9 History curriculum?					
	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Topics	Unit 1: Why do people protest? Thematic Depth Study	Unit 1: Why was WW1 a turning point in history?	Unit 2: How did Fascism and Communism fuel totalitarian rule between the World Wars?	Unit 3: How and why did the Holocaust happen?	Unit 3: How close did the world come to ending in the Cold War?
Threshold Concepts	<b>Causation and significance</b> The importance of events in relation to others and the causes of events.	<b>Interpretations:</b> The past does not change, but understanding of the past does. Historical debate on causes of WW1.	<b>Utility Evidential Enquiry:</b> Historical evidence needs to be interrogated.	<b>Change &amp; continuity/similarity &amp; difference:</b> The extent of change is as important	<b>Substantive Knowledge and understanding of historical concepts</b> Cross-relationships with those of other periods.
Skills	Describe change Explain causation, significance Evaluate. Analyse & identify meaning of sources. Evaluate, using evidence	Analyse interpretation meanings Evaluate - Support a view with evidence	Analyse - Identify value of the evidence Evaluate utility of the evidence and support with contextual knowledge	Identifying change and continuity, causes and consequences, similarities and differences, and the significance of past events through evidence.	Identifying change, continuity, causes and consequences, similarities and differences, the significance using evidence. Evaluating the above through evidence.
Enrichment within the curriculum	Historians are given the opportunity to attend Ancient History club at lunchtimes. Guest speakers are invited in where possible. Reading historical fiction and non-fiction is encouraged. Above and Beyond research homework is set once per half term.				
Cross curricular links	History links are made to <b>Careers</b> in the Law, Police work, social work, Forensics, journalism, architectural design, civil engineering, micro-biology and other areas of medical science. RS, Geography, PSHE.				
Extra-curricular opportunities	Students are able to seek help and support from their teachers outside lessons at any time either in person or via email contact. Historians are given the opportunity to extend learning outside of the classroom as much as possible. Extra-curricular trip to the Battlefields of Belgium and France.				

What are the intended outcomes of the Year 9 History curriculum?					
	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Opportunities to show progress (Assessments)	Unit 1 Knowledge & Skills: describe & explain	Above and Beyond Local/personal history research	Unit 2: Assessment using source analysis and evaluation skills.	Unit 3: Exam revision and preparation to give students best chance of	Above and Beyond history research activity. Spelling and Definition tests

	Evaluate sources & interpretations. Weekly knowledge recall quiz	project using WW1 soldiers. Spelling and Definition tests In-class enquiry question extended writing.		success for end of KS3.	In-class enquiry question extended writing.
Impact on personal development (SMSC)	Students will learn to not accept things at face value. They will understand how events of the past are relevant to today's society, giving them more empathy with issues in society such as diversity, human rights, the development of the British nation and values.				
Preparation for the next stage of education	To encourage study of GCSE History with secure foundation of complex historical concepts.				