

In year 9 we teach the following modules over the course of the year. Each module draws on prior learning from previous years and builds on understanding from the KS2 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS3 and KS4.



## Year 9 History Curriculum

### Why did the Tsar lose his throne?

Rationale	Linking/Looking	Knowledge acquisition: to know... That/What (declarative) How to (procedural) When to (conditional)	Key Tier 2/3 vocabulary	Homework expectations	Skills and enrichment
<p>This module focused on the origins of the Cold War which can be traced back to the Russian Revolution in 1917. Russia withdrew from WWI and the consequences led to a rise in Communist Dictatorships which affected Britain's role in WWII and the post war years.</p>	<p><b>LINKING</b> Builds on students' prior work on power and relationships between European powers established during the topic on WWI at the end of Year 8.</p> <p><b>LOOKING</b> Continuing to examine the changing nature of power in Europe and how the Russian Revolution led to an ideological transformation in Russia with the ramifications of the Cold War continued to be examined in</p>	<p><b>To know...</b> <b>What</b> the main core ideologies of the 20<sup>th</sup> century are</p>	Fascism Capitalism Communism	Key words and definitions revision (followed by an in-class quiz)	<p><b>Subject specific skills:</b> Cause and consequence, change and continuity, similarity and difference, inference, evaluation, analysis, critical thinking, oracy, literacy</p> <p><b>Numeracy:</b> chronological sequencing, scaled timelines</p> <p><b>Literacy:</b> Historical terminology, structured paragraphs, including continuing to develop PETb, Common Marking Task 1</p> <p><b>Reading:</b> analysing written, visual and oral sources</p>
		<p><b>To know...</b> <b>What</b> pre-revolutionary Russia was like</p>	Peasant Autocracy Tsar		
		<p><b>To know...</b> <b>What</b> the causes of the Russian Revolution were</p>	Short term cause Long term cause Revolution		
		<p><b>To know...</b> <b>What</b> the events of the Russian Revolution were</p>	Bolsheviks Lenin Peace, land and bread		
		<p><b>To know...</b> <b>What</b> the consequences of the Russian Revolution were</p>	Consequence Civil War Abdicate		
		<p><b>To know...</b> <b>What</b> led to the execution of the Tsar</p>	Execution Romanov	FROG Quiz Lessons 1-6	
		<p><b>To know...</b> <b>How to</b> explain why the Russian Revolution happened</p>	Causation		



	<p>KS3 Conflict in Asia and KS5 GDR/USSR course.</p>	<p><b>When to</b> use PETb paragraphs to effectively communicate a response</p>			<p><b>Writing:</b> extended writing with evidence</p>
		<p><b>To know...</b>  <b>What</b> happened to the Tsar's children</p>	<p>Anna Anderson  Evidence  Reliability</p>		<p><b>Oracy:</b> structured discussion using historical language  Critical thinking: evaluating sources for utility and bias. ABC questioning</p> <p><b>Cultural capital:</b>  Political systems, Stalin and Lenin, development of competing ideologies in the 20<sup>th</sup> century</p> <p><b>Links to national curriculum:</b>  Chronological narrative, wider world history, historical concepts- change and continuity, significance, Challenges to Europe and the wider world from 1901</p>

## Was World War II inevitable?

Rationale	Linking/Looking	Knowledge acquisition: to know... That/What (declarative) How to (procedural) When to (conditional)	Key Tier 2/3 vocabulary	Homework expectations	Skills and enrichment
<p>Students gain an understanding of the reasons why World War Two happened, students must understand this to study the Holocaust, which is a compulsory element of the National Curriculum. It is fundamental that students understand the rise of fascism to understand the Holocaust.</p>	<p><b>LINKING</b> </p> <p>Builds on Y8 topic of WWI with connections to the ramifications of the Treaty of Versailles. It also connects to understanding core ideologies as fascism emerged as a key ideology in the early 20<sup>th</sup> century (alongside communism).</p> <p><b>LOOKING</b> </p> <p>We will later examine the impact of the Holocaust, which is the only compulsory aspect of the History National Curriculum. The understanding of this content will also link to students'</p>	<p><b>To know...</b> <b>What</b> the Treaty of Versailles was</p>	<p>Treaty of Versailles War Guilt Reparations</p>	<p>Key words and definitions revision (followed by an in-class quiz)</p>	<p><b>Subject specific skills:</b> Chronological understanding; comparison and judgement; source analysis; interpretation evaluation; change and continuity; significance; explanation</p> <p><b>Numeracy:</b> timelines and maps; chronology</p> <p><b>Literacy:</b> etymology of words, extended writing tasks, spellings and definitions of key words</p> <p><b>Reading:</b> analysing written, visual and oral sources and the comprehension of this source material</p> <p><b>Writing:</b> extended writing with evidence, including the PETb</p>
		<p><b>To know...</b> <b>What</b> the German reaction to the Treaty of Versailles was</p>	<p>Dictated peace (Diktat)</p>		
		<p><b>To know...</b> <b>What</b> happened at the Battle of Cable Street</p>	<p>Fascism Poverty 'The Slump'</p>		
		<p><b>To know...</b> <b>What</b> happened to cause the Jarrow Crusade</p>	<p>Crusade Great Depression Ellen Wilkinson</p>		
		<p><b>To know...</b> <b>What</b> led to the rise of dictators in Europe</p>	<p>Hitler Mussolini Stalin</p>		
		<p><b>To know...</b> <b>That</b> Hitler become Chancellor of Germany in 1933</p>	<p>Chancellor Reichstag</p>	<p>FROG Quiz Lessons 1-6 (include questions about topic 1)</p>	



coursework at KS5 which focuses on appeasement.	<b>To know...</b> <b>That</b> Hitler become Dictator of Germany in 1934	Fuhrer Enabling Act Night of the Long Knives		structure, Common Marking Task 2  <b>Oracy:</b> structured discussion using historical language; ABC discussions; Critical thinking: evaluating sources for utility and bias  <b>Cultural capital:</b> Politics and current affairs, extremist ideologies and their consequences  <b>Links to national curriculum:</b> Chronological study, cause and consequence, wider world history, analyse trends, historical enquiry, wider world 1901-present day
	<b>To know...</b> <b>That</b> Hitler controlled people using terror	SS Gestapo Himmler		
	<b>To know...</b> <b>That</b> Hitler controlled people using propaganda	Propaganda Goebbels Nuremburg		
	<b>To know...</b> <b>That</b> Hitler controlled people using education, youth organisations and gender roles	Hitler Youth Gender roles		
	<b>To know...</b> <b>That</b> Hitler claimed to improve the German economy	Economy Autarky Economic miracle		
	<b>To know...</b> <b>That</b> Chamberlain and Britain used the policy of appeasement	Appeasement Chamberlain		
	<b>To know...</b> <b>That</b> Hitler used aggressive foreign policy	Foreign Policy Anschluss League of Nations	FROG Quiz Lessons 1-13 (include questions about topic 1)	
	<b>To know...</b> <b>How to</b> explain what the main cause of World War II was	Inevitable		

## Was World War II a 'Total War'?

Rationale	Linking/Looking	Knowledge acquisition: to know... That/What (declarative) How to (procedural) When to (conditional)	Key Tier 2/3 vocabulary	Homework expectations	Skills and enrichment
<p>Students gain understanding of the critical events during World War Two, students must understand this to study the Holocaust, which is a compulsory element of the course.</p>	<p><b>LINKING</b> </p> <p>Students have examined the rise of extreme ideologies in the 20<sup>th</sup> century. This links to communism and fascism, especially the consequences of Hitler's rise to power.</p> <p><b>LOOKING</b> </p> <p>We will later examine the impact of the Holocaust, which is the only compulsory aspect of the History National Curriculum. The understanding of this content will also link to students' coursework at KS5</p>	<p><b>To know...</b> <b>What</b> the main events of WWII were</p>	<p>Significance Allies Axis</p>	<p>Key words and definitions revision (followed by an in-class quiz)</p>	<p><b>Subject specific skills:</b> Chronology, cause and consequence, change and continuity, similarity and difference, inference, evaluation, analysis, critical thinking, oracy, literacy</p> <p><b>Numeracy:</b> chronology, timelines</p> <p><b>Literacy:</b> extended writing, key terminology, interpretation analysis</p> <p><b>Reading:</b> reading and comprehending sources</p> <p><b>Writing:</b> extended writing with evidence, including the PETb structure</p> <p><b>Oracy:</b> structured discussion using</p>
		<p><b>To know...</b> <b>What</b> happened at Dunkirk in 1940</p>	<p>Dunkirk 'Miracle' Operation Sealion</p>		
		<p><b>To know...</b> <b>What</b> happened at the Battle of Britain</p>	<p>Battle of Britain RAF Luftwaffe</p>		
		<p><b>To know...</b> <b>What</b> the Home Front was like during WWII</p>	<p>Home Front Air Raid Evacuation</p>		
		<p><b>To know...</b> <b>That</b> propaganda and censorship were used during WWII</p>	<p>Propaganda Censorship DORA</p>		
		<p><b>To know...</b> <b>What</b> led to the D-Day landings in 1944</p>	<p>Amphibious landings D-Day Normandy</p>	<p>FROG Quiz Lesson 1-6 (include questions about topic 1-2)</p>	

	<p>which focuses on appeasement and the reasons for WWII.</p>				<p>historical language. Critical thinking: evaluating sources for utility and bias, ABC questioning</p> <p><b>Cultural capital:</b> Links understanding of 20<sup>th</sup> century conflicts, ideological divisions.</p> <p><b>Links to national curriculum:</b> chronological study, cause and consequence, wider world history, analyse trends, historical enquiry, wider world 1901-present day</p>
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## How was the Holocaust allowed to happen?

Rationale	Linking/Looking	Knowledge acquisition: to know... That/What (declarative) How to (procedural) When to (conditional)	Key Tier 3 vocabulary	Homework expectations	Skills and enrichment
<p>Studying the Holocaust provides an opportunity to examine warning signs that can indicate the potential for mass atrocity. The lessons illustrate the dangers of prejudice, discrimination, antisemitism and dehumanization, whilst revealing a range of human responses and raises important considerations about societal and individual</p>	<p><b>LINKING</b> </p> <p>This is a continuation of studying the events of WWII. This will link back to our studying of Hitler's rise to power to show how antisemitism escalated from 1933 due to Hitler become Chancellor and having legal access to power.</p> <p><b>LOOKING</b> </p> <p>Students studying KS5 history can go on the Holocaust Educational Trust visit to Auschwitz. It also is referenced through understanding the establishment of</p>	<p>To know... <b>That the Pyramid of Hate is a theory of how prejudice spreads</b> <b>How to</b> reflect on the importance of not allowing any form of discrimination to become acceptable</p>	Prejudice Anti-Semitism Stereotypes	Key words and definitions revision (followed by an in-class quiz)	<p><b>Subject specific skills:</b> Chronology, cause and consequence, change and continuity, similarity and difference, inference, evaluation, analysis, critical thinking, oracy, literacy</p> <p><b>Numeracy:</b> chronology, timelines</p> <p><b>Literacy:</b> writing arguments about significance, use of PETb writing structure</p> <p><b>Reading:</b> reading and comprehending sources, interpreting different sources</p> <p><b>Writing:</b> extended writing with evidence, including the PETb structure</p>
		<p>To know... <b>That Anti-Semitism was legalised in Nazi Germany</b></p>	Nuremburg laws Kristallnacht		
		<p>To know... <b>That Nazi Germany used violence against Jews</b></p>	Ghetto Persecution		
		<p>To know... <b>What forms of resistance were used against the Nazis ghettoisation</b></p>	Ghettoisation Resistance		
		<p>To know... <b>That ordinary German citizens were involved in the Holocaust</b></p>	Complicity Bystander Judgement		
		<p>To know... <b>What happened at Grafeneck Castle</b></p>	Killing Centres		
		<p>To know... <b>What the Final Solution was</b></p>	Final Solution Concentration camps Auschwitz		

<p>motivations and pressures that lead people to act as they do - or to not act at all.</p>	<p>East and West Germany, and the legacy of the Second World War.</p>	<p>To know...  <b>That there were 'Heroes of the Holocaust'</b></p>	<p>Liberation  Remembrance</p>		<p><b>Oracy:</b> structured discussion using historical language, ABC questioning and debates</p> <p><b>Cultural capital:</b> Links to Holocaust and Genocide memorial</p> <p><b>Links to national curriculum:</b> Change and continuity, significance, chronological narrative, challenges for Britain post-1901</p>
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