

CURRICULUM MAP (Long term plan)

SUBJECT :History

YEAR GROUP:9

| | Cycle 1 Autumn | Cycle 2 Spring | Cycle 3 Summer |
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| Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum | Chapter 1 Getting the vote & Chapter 2 The First WWI | Chapter 3 and 4 Conflict in the 20th Century including the Holocaust | Chapter 5 The Middle East Chapter 6 Change |
| Disciplinary knowledge - what skills are practised? Source analysis, interpretation, Chronology, Change and Continuity Causation Inferences Analytical narrative Consequences | Underpinned by a focus on Diversity Empire and Revolution students use enquiry. Students understand the development of democracy in Britain. Students focus on the enfranchisement of women from the 19th Century to the present day. Students recognise the M.A.I.N causes of WWI. Students increase knowledge, as the unit illustrates local national and international connections. Highlighting and challenging misconceptions along the way. Skills: Inferences x2 Change and Continuity Causation | Underpinned by a focus on Diversity Empire and Revolution students use enquiry. Students analyse the cold war and the shift in post war WWII geopolitics. Students understand historical persecution of Jews, the Holocaust and its legacy Students increase knowledge, as the unit illustrates local national and international connections. Highlighting and challenging misconceptions along the way. Skills: Analytical narrative, Consequences, Source analysis interpretations | Underpinned by a focus on Diversity Empire and Revolution students use enquiry. Students appreciate the long term causes of the conflict in the Middle East including the Gulf War. Students understand the different methods used to introduce change from individual civil political action to the use of military and international conflicts. Students increase knowledge, as the unit illustrates local national and international connections. Highlighting and challenging misconceptions along the way Skills: Source analysis reliability, Interpretation |

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| <p>Key questions (What is the learning about?)</p> | <p>Chapter 1 Getting the Vote</p> <ul style="list-style-type: none"> • How democratic was Britain in the 19th Century? • What's the truth about Victorian Women? • How did women get the vote? • How much more democratic was Britain by 1930? <p>Chapter 2 The First World War</p> <ul style="list-style-type: none"> • Why did the First World War start in 1914? • What was the First World War like? • Whose navy was the biggest and best? • Who fought and where? • What was it like to be in the trenches ? | <p>Chapter 3 Conflict in the 20th Century</p> <ul style="list-style-type: none"> • How did new ideas cause conflict? • What did communists and fascists believe in • What is Fascism? • What were the main events of the Second World War? • Was the use of nuclear weapons against Japan justified? • How do you fight a Cold War? Why did Korea become a cold war battlefield? • How close did the world come to destruction over Cuba? • How was the USA drawn into the Vietnam War? • What has caused conflict in the 20th century <p>Chapter 4 The Holocaust</p> <ul style="list-style-type: none"> • To what extent were Jews persecuted before the Holocaust ? • The rise of anti-semitism • What was life like for Jews in Nazi Germany? • How were the Nazis able to implement the final solution? • How did the Holocaust begin? | <p>Chapter 5 The Middle East</p> <ul style="list-style-type: none"> • What are the long term causes of conflict in the Middle East? • The Ottoman Empire and why Arabs wanted independence • Why Britain went back on its promises about Arab Independence ? • Why Arabs in the Middle East supported Britain against the Ottoman Empire • The consequences of the First World War for the Middle East? • The reasons for the conflict between Arabs and Jews in Palestine ? • What caused the Arab-Israeli War? • How did the Cold War cause conflict in the Middle East ? • What caused the Iran- Iraq War? • Why is the Middle East in the news so much? |
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| | | <ul style="list-style-type: none"> • Was there Jewish resistance against the Nazis? • Why did the Holocaust Happen? | |
| Assessment | PPC at the end of each chapter based on skills and knowledge marked by teacher and fix it time applied Live marking | PPC at the end of each chapter based on skills and knowledge marked by teacher and fix it time applied Live marking | PPC at the end of each chapter based on skills and knowledge marked by teacher and fix it time applied Live marking |
| Literacy (L), Numeracy (N), Oracy (O) opportunities | (L) analysis of change and continuity/ interpretations (O) Students to debate POV (N) The size of the armies the. The rate of the shells falling in WWI. The economic consequences of WWI for Germany | (L) analysis of change and continuity/ interpretations (O) Students to debate POV (N) economic consequences of WWII Marshall Plan | (L) analysis of change and continuity/ interpretations (O) Students to debate POV |
| Cross Curricular Opportunities | <p>Chapter 1 Citizenship: Different forms of public action designed to force change pressure groups Chronology of the gradual enfranchisement of the population. Citizenship: suffragettes</p> <p>Chapter 2 English literature: War poetry Rupert Brooke /Wilfred Owen Geography: new countries that exist after WWI. R.E Conscientious objectors pacifism</p> | <p>Chapter 3: R.E: Just war theory Conscientious Objectors pacifism. Citizenship: Different forms of government Communism Vs Capitalism. Geography: Which parts of the world were Communist and Capitalist</p> <p>Chapter 4: R.E: Just war theory Conscientious Objectors pacifism. Citizenship: UNDHR</p> | <p>Chapter 5 Geography: Exploring the Middle East. RE: what it means to be a Muslim sunni /shia . Citizenship different form of government</p> <p>Chapter 6 Citizenship pressure groups the development of insider and outsider groups gender and class relations</p> |
| SMSC / Character/Careers (C) (personal development) | https://www.bbc.co.uk/bitesize/tags/z7p6d6f/jobs-that-use-history/1 https://www.history.org.uk/student/resource/2914/careers-in-history | | |
| Equality and Diversity | Diverse representation within text/ videos/website links shared. | Diverse representation within text/ videos/website links shared. | Diverse representation within text/ videos/website links shared. |



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| Importance of using local, national and international connections to make curriculum relevant & accessible to all students from every background | Display shows a variety of people from different genders, ethnicities & abilities | Display shows a variety of people from different genders, ethnicities & abilities | Display shows a variety of people from different genders, ethnicities & abilities Chapter 5 - this topic contains an insight how Britain has been shaped by its former empire and how this has consequences for divergent ethnicities today |
| Super Curriculum (personal development) | NHDC education services- local links | NHDC education services- local links | NHDC education services- local links |