



Year 9 curriculum – 2024-2025

	Autumn Term				Spring Term		Summer Term		
	HT1	HT1	HT2	HT2 AND 3	HT3 and 4	HT4	HT5	HT5 and 6	HT6
Key Concepts	The Holocaust – Why and how did The Nazis engage in genocide alongside World War?	The roots of communism in Europe -	The Cold War and the Vietnam War “Why did the world turn cold after ww2” and why did the USA lose the Vietnam War?	Threats to the West “How did threats to democracy change after Vietnam?”	Depth study: Post war Britain How did Britain change after the Second World War?	Independent study project (mini EPQ) Students to conduct their own study of an element of history	Depth Study of the USA 1920s – How Roaring was 1920s USA	Depth Study of the 1930s, How did the 1930s deal with the depression?	How did the USA change after the Second World War?
Knowledge & Understanding (National Curriculum) <i>Skills are across the whole year.</i>	Building on previous learning from Year 8 History on life in Nazi Germany, students will begin to study the mandatory unit of KS3, understanding key groups in the holocaust	This is a key topic to understand the rest of this year, GCSE and beyond. To go back to the roots of communism in Russia to understand how it becomes such a global	Building on prior knowledge learnt about communism, students will learn about key moments in the Cold War and how the world faced a different threat after the death of Hitler. They	Building on their knowledge of ww1, 2 and Vietnam and communism, students will understand that the west has dealt with further challenges and threats in the form of terrorism.	This is our second depth study of the curriculum going back to an exclusive focus on Britain. It introduces concepts such as political parties and	Students will be given a list of topics to engage with to see what areas they are interested in and produce a 600 word EPQ style project and present to their teacher or the class.	This is the final amount of a depth study focussing on the USA as this is revisits concepts from the 1920s interwar period and allows students to further develop the three main	The foundations of the elements of depression have been explored in year 8 in the interwar period. Continuing on from the 1920s study, students will be able to contrast the 1920s to the 1930s and understand how the impact of the WSC had lasting effects on America.	This unit allows students to explore the cultural and social revoluton that happened in the USA because of the Second World War. Students need to understand that the USA did not bare the brunt of either World War and as a result had direct prosperity. Ready for GCSE, they will be able



	<p>and how overtime persecution increased. Students will begin looking at what it was like to be Jewish at the turn of the 20th century. They will then explore over a series of lessons how persecution increased via laws, ghettos and the final solution. Opposition to the treatment of Jews will also be assessed.</p> <p>Mandatory National curriculum topic.</p>	<p>problem in the 20th century. It also allows students to build deeper knowledge on social, political and economic history encompassing all those key areas. We will begin by studying the end of Tsarism and why ww1 and how Rasputin and the Tsarina undermined the system. Then looking at the work of Lenin and Stalin in cementing the roots of communism. Students will then compare Stalin to Hitler,</p>	<p>will also see how communism led to direct conflict in Asia with the Vietnam war and the West actively trying to contain communism.</p> <p>We will begin by addressing the atom bomb as this was seen by many historians as the start of the cold war and address a series of events that increase tension in the post war period. After the Cuban missile crisis, we will look over a</p>	<p>Students will investigate three terrorism examples in the modern day, 911/the IRA and Lee Rigby's murder. They will understand how extremism is a problem in modern Britain and how problems that leaders have to deal with are different to how they have ever been.</p> <p>NC: challenges for Britain, Europe and the wider world 1901 to the present day</p>	<p>the impact of these political parties on the local area. It also gives a talking point as much of this is what student's grandparents and parents went through.</p> <p>We will begin with the Welfare state and the impact of the Labour Party after the Second World War, followed by an overview of different political,</p>	<p>*National curriculum local study or another area dependent on student choice</p>	<p>strands of political, economic and social history. This includes the economic boom and key figures like Henry Ford, then looking at social changes such as prohibition, the KKK and immigrants.</p> <p>NC: Depth study of the 20th century</p>	<p>It will begin with an overview of the depression and its affect on key groups, followed by how President Hoover dealt with the depression and ultimately costing him the 1932 election. It also reintroduces President Roosevelt in a different light to the Second World War and how he tried to reform the economy through the New Deal. It also re explores the idea of opposition to political figures.</p> <p>NC: Depth study of the 20th century</p>	<p>to make links between the 1950s and the 1920s. We will begin by revisiting the idea of economic prosperity and the 1950s boom with a focus on how it is different to the one after the first world war, then exploring cultural and social change in the 1950s such as the rise of teenagers. Linking back to the second red scare, which takes us back to the concepts visited in term 1 with the cold war.</p> <p>NC: challenges for Britain, Europe and the wider world 1901 to the present day</p>
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		<p>addressing the misconception that Hitler is the only “villain” in the 20th century. NC: challenges for Britain, Europe and the wider world 1901 to the present day</p>	<p>series of lessons at the Vietcong tactics and how this led to the defeat of the USA unexpectedly and how this is different to any other warfare that students have previously studied. NC: challenges for Britain, Europe and the wider world 1901 to the present day</p>		<p>economic and social change throughout the post war years such as immigration and windrush in the 1960s and 1970s, the impact of the collapse of the empire and a key study of Thatcherism which is extremely relevant giving our local community. We will end the unit with an introduction to the impact</p>				
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					<p>of media on Princess Diana's death, a topic that we think we will have to cover more of when history evolves.</p> <p>NC: challenges for Britain, Europe and the wider world 1901 to the present day</p>				
Skills	<p>R <i>Develop RESILIENCE</i></p>				<p>★ <i>Tackling challenging extended writing tasks using the 4-5-1 rule in a timely manner and incorporating complex subject specific vocabulary.</i></p>				



	A Possess AMBITION					★ <i>Regular use of curriculum checkpoints where students are expected to respond to feedback in a timely manner as well as responding to think pink boxes.</i>			
	I Demonstrate INTEGRITY					★ <i>Taking responsibility for all work produced within lessons. Demonstrating and upholding strong moral and ethical values when learning about particular topics throughout the year.</i>			
	S Embed Self-Discovery					★ <i>Revisiting key concepts in the retrieve to succeed and completing independent homework tasks. Revising, using the school website for exams.</i>			
	E Display EMPATHY					★ <i>Understanding and having compassion when learning about more complex and ethically challenging topics such as the holocaust and terrorism.</i>			
Curriculum Links	Building on previous learning from Year 8 History on life in Nazi Germany but also explored through literature in English and	The links to ww1 revisit content from year 8 but allow deeper understanding of GCSE content in year 10. We are also revisiting key historical	builds on knowledge from the War in Asia in year 8, reminding the students of the significance of this. We will then study key events in the cold war and	Building on their knowledge of ww1, 2 and Vietnam and communism, students will understand that the west has dealt with further challenges and	Building on prior concepts of political, economic and social history and allowing students an indepth understanding of post war Britain.	Links to A Level history as students are required to pick a topic and conduct research. Preparing them for university.	Foundation knowledge for GCSE History that students will use again but also links to 1920s interwar study in year 8 and the three key elements of	This links to the cold war previously studied in half term 1 with the red scare, the economic boom of the 1920s and students will be able to make similarities between that and the post war years in Britain.	



	war, suffering and evil in RE.	concepts such as “revolution and revolt” which have been present in topics such as the peasants revolt earlier down the school. It also allows students to build deeper knowledge on social, political and economic history encompassing all those key areas.	how they worsened relations between the east and west, building on how warfare has changed over time.	threats in the form of terrorism. By understanding this they are understanding how warfare and threats to the west have changed since world war 2, with reference to their own lives. Links to RE which also studies terrorism.			history political, economic and social.	Curriculum links to art and music with the study of Rock and Roll and the Beat Generation.	
Assessment	CCP – Explain how persecution increased over time, also revising year 8 Nazi Germany content.	Formal exam which will cover previous content and a key focus on comparing Stalin and Hitler as leaders.	Curriculum checkpoint: Retrieval knowledge from previous topics with a focus on warfare “The building of the Berlin Wall	Curriculum checkpoint: “Vietnam was the biggest tragedy for the west in Post war Britain” - Source analysis task	Curriculum checkpoint: Retrieval knowledge “Britain was made worse after the Second World War”	Teacher judgement linked to RAISE	Assessed on the formal exam along with other topics, focus on how roaring life was in the 1920s.	Curriculum checkpoint on the impact of the New Deal on the depression and retrieval of previous topics.	



			was the worst point in the Cold War”						
Aspirations & Careers	Museum director, public speaker	Politician, Factory working	Science industry/STEM	Police, emergency services.	Politician, charity work, media	Research director, preparing directly for A level/University	Business links	Agricultural works	Music, singer, artist.