

KAA Curriculum Overview		HISTORY	Year 9	EOY Exam	Sequencing and Progression		
Rationale The Year 9 History curriculum explores the fundamental skills required to succeed: recall, select and communicate their knowledge; using historical terminology; demonstrating their understanding through explanations; using historical sources to understand different interpretations in history; and demonstrating excellent spelling, punctuation and grammar in their work. The programme of study will ensure all students have a breadth of understanding on the key features that have formed modern British society through the exploration of how various groups fought for greater civil rights. They will build on their studies from Year 7 and 8 to explore the complex relationship between powerful nations during WW1 and explore how the nature of government and of war changed in the 20th Century. Students will study the evolution of democracies and dictatorships, power, revolution and political ideologies of communism and capitalism.				<i>What content and skills will be assessed in the EOY exam?</i> Exam Paper Year 9: Section A: Knowledge test - 10 Qs Section B: <ul style="list-style-type: none"> Short answer (one paragraph: Source) - Progress, women marks Short answer (one paragraph: Interp - what is the argument? & do you agree?) - Causes February Revolution Section C: Longer essay - HFDYA - Hitlers rise to power Link to model exam papers here		How does this year build on what they've learnt last year? Ideas of power (empire), revolution and protest (civil rights movement) will build a good foundation upon which to study the two world wars (soldiers from India and Caribbean), Progress in modern 20th Century Britain and the Russian Revolution How will it benefit them as they move forward next year? BW and LW to build on core skills at GCSE - skills were introduced and built on from Year 7 with new aspects added each year - by Year 9 assessments reflect the bulk of skills needed to succeed at GCSE. Content wise students are introduced to the context of Paper 3 by studying the effect of WW1 on Germany. Students study a global enquiry into the Cold War which lays the foundation of the eurocentric Paper 2. Themes such as the Windrush generation are touched upon in the progress SOW which will lay the schema for Paper 1.	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Sum 1	Sum 2	
Link to MTP Overview		Link to MTP Overview	Link to MTP Overview	Link to MTP Overview	Link to MTP Overview	Link to MTP Overview	
Topic studied & Fertile Question	Thematic study: Progress 20th Century Britain Fertile Question: To what extent was the 20th century a century of progress? Causes WW1 Fertile Question: Was WW1 a tragedy or a Crime?	Experience of WW1: Source Enquiry Fertile Question: Was WW1 a tragedy or a crime? (cont'd) Post War Germany Fertile Question: How can a country go from democracy to dictatorship?	Rise of Hitler Fertile Question: How can a country go from democracy to dictatorship? (cont'd) Holocaust Fertile Question: Did evil really triumph because good people did nothing?	Holocaust Fertile Question: Did evil really triumph because good people did nothing? (cont'd) Russian Revolution Fertile Question 1: Why did the Russians turn against their Tsar?	Russian Revolution Fertile Question 2: How did the Bolsheviks and Stalin transform Russia into a super power? WW2 Fertile Question: How did WW2 trigger a global cold war?	REVISION LESSONS Cold War around the World Fertile Question: How do you fight a war of ideas?	
Adjustments following last assessments / evaluation.	Edit lessons to bring in HFDYA skills prior to LW		Consistency - do we use CNOP, COPE or 4 Ws? Ensure alignment with Year 8 and GCSE!			Can we make lessons more interactive - e.g. EOY project? Too content heavy?	
Key knowledge and skills students need to have gained by the end of the unit	<ul style="list-style-type: none"> Change vocabulary - extent and significance of change race relations post WW1 Windrush generation - how much has life changed for modern minorities in Britain Gender rights - how much did the vote change lives for women? What was life like for LGBTQ communities in the 20th century 	<ul style="list-style-type: none"> Students to explore the MAIN factors that fueled Europe towards war Core causation language e.g. short term, long term and trigger causes Schlieffen plan, recruitment and life on the front line and home front. Understanding the cause of allied victory in the war Core skill - source analysis - equipping students with the correct language and skills to analyse sources. Exploring the impact of WW1 on postwar Germany through studying the reaction to the Treaty of Versailles The differences between democracy and dictatorship 	<ul style="list-style-type: none"> Causation - how did Hitler become chancellor? - PLUGS Causation and Consequence - how did Hitler consolidate his power -NERF The Holocaust - setting the context: <ul style="list-style-type: none"> Antisemitism pre WW1 Anti-Semitism in Nazi Germany 	The Holocaust - what happened? <ul style="list-style-type: none"> Development from violence to genocide - exploring extent of change in treatment of Jewish Germans and European Germans as WW2 unfolds Exploring other minorities and how their experiences of the final solution differed Resistance to the Holocaust The Russian Revolution <ul style="list-style-type: none"> Exploring the nature of the Tsars power, the effect of WW1 and the causes of his abdication - again exploring the long term, short term and trigger causes 	<ul style="list-style-type: none"> Introducing students to the political idea of communism Exploring how communism was established in the USSR and the impact of Stalin's rule - FYPs and modernisation Overview of WW2 in two lessons - P1 German successes and P2 German failures - to set the context for the Cold War Study on the consequences of WW2 - atomic bomb, tensions rising within the Grand Alliances, Potsdam and Yalta and the split of Germany 	<ul style="list-style-type: none"> REVISION Lessons on core content (see KO) and skills needed for the exam How to revise - modelling good revision practise Walking talking mocks Cold war around the world - looking at how the nature of war has changed, for example proxy wars in Asia, the Middle East and how the war fought in Europe. Exploring the flash points such as the Cuban Missile Crisis and periods of reduced tension such as detente 	
How is understanding assessed at the end of the unit	LW: HFDYA (Progress) BW: HFDYA (Progress)	LW: Source Utility - WW1 BW: Source Utility - WW1	LW & BW: Interpretations: Evans/Gellately debate	LW: Why did WW1 help turn the people of Russia against their Tsar? BW: Explain why the Tsar had to abdicate	LW: Consequences of Stalin's modernisation BW: Consequences of WW2	EOY EXAM (see above on what will be assessed)	