

## Year 9 History Sequence

	Content Taught	National Curriculum	Essential Knowledge	Assessment	Rationale
<b>YEAR 9</b>					
<b>HT1</b>	<ul style="list-style-type: none"> <li>How should WW1 be remembered?  (Western Front)</li> </ul>	<p><b>National Curriculum</b> Challenges for Britain, Europe and the wider world 1901 to the present day: In addition to studying the Holocaust, this could include: Examples (non-statutory)</p> <ul style="list-style-type: none"> <li>the First World War and the Peace Settlement</li> </ul>	<p><b>Substantive Concepts</b> Trench Warfare Stalemate War of Attrition Chemical Warfare War Crimes Shellshock</p> <p><b>Skill</b> Source Utility</p> <p><b>Essential Reading - Depth</b> Daily Telegraph – Accrington Pals (see PPT folder) /Sheffield Pals</p>	<p><b>SA - Source Analysis</b> on Source Utility on Battle of the Somme</p> <p><b>SA - Knowledge Organiser Test – WW1 – Western Front.</b></p> <p><b>FA -</b> includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach</p>	<p>In the Year 9 scheme of learning essential knowledge is followed by lessons requiring students to BIAT.</p> <p>WW1 is studied in depth. WW1 is also the first modern war and allows use to explore the historical concepts of causation and significance. This links to previous learning regarding the nature of warfare - Battle of Hastings and English Civil War e.g. continuity and change. It also links to future learning e.g. Total War when examining the Holocaust</p>
<b>HT2</b>	<ul style="list-style-type: none"> <li>How should WW1 be remembered?  (Home Front)</li> </ul>	<p><b>National Curriculum</b> Challenges for Britain, Europe and the wider world 1901 to the present day: In addition to studying the Holocaust, this could include: Examples (non-statutory)</p> <ul style="list-style-type: none"> <li>the First World War and the Peace Settlement</li> </ul>	<p><b>Substantive Concepts</b> Total War Conscientious Objection Propaganda and Censorship. Utilitarianism.</p> <p><b>Skill</b> Historical Significance.</p>	<p><b>SA - Essay – How should WW1 be remembered?</b></p> <p>(We are also trialling students writing a 1000 word justification for their choice of memorial for WW1 for high ability students)</p>	<p>WW1 is also an opportunity to examine the concept of Total War by looking at the impact of WW1 on the Home Front. Through looking at DORA, censorship, propaganda and conscientious objection, it provides the opportunity to consider the utilitarian argument of whether it justifiable to sacrifice freedom</p>

			<p><b>Essential Reading - Breadth</b>  “Edith Cavell” - Great Tales from English History – Robert Lacey</p>	<p><b>SA - Knowledge Organiser Test – WW1 Home Front</b></p> <p><b>FA</b> - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach</p> <p>We also develop oracy in the classroom, through organising a conscientious objectors trial.</p>	<p>temporarily for the “greater good” of winning a war. WW1 also is an opportunity to consider the contribution of women and the wider Commonwealth. WW1 provides also creates the debate as to whether war can bring positive change and the importance of remembrance.</p>
<p><b>HT2 + 3</b></p>	<ul style="list-style-type: none"> <li>• Why did the Holocaust happen?</li> <li>• Is the Holocaust different to other genocides of the 20<sup>th</sup> Century?</li> </ul>	<p><b>National Curriculum</b>  Challenges for Britain, Europe and the wider world 1901 to the present day:</p> <ul style="list-style-type: none"> <li>- the inter-war years: the Great Depression and the rise of dictators</li> <li>- In addition to studying the Holocaust, this could include:</li> </ul>	<p><b>Substantive Concepts</b>  Nazism  Propaganda  Persecution  Prejudice  Discrimination  Anti-Semitism  Holocaust  Death Camps  Concentration Camps  Genocide</p> <p><b>Skill</b>  Similarity/difference</p> <p><b>Essential Reading – Depth</b>  Extract from - Elie Weisel – Night</p>	<p><b>SA - Essay –Similarity /Difference– Genocide Comparison</b></p> <p><b>SA - KNOWLEDGE ORGANISER TEST – Nazis and the Holocaust.</b></p> <p><b>FA</b> - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach</p>	<p><b>It is a requirement by law that Holocaust education is provided in KS3 History.</b> At a time when Holocaust denial is on the increase and the Home Office PREVENT strategy requires schools to tackle extremism, our school has a duty to provide meaningful lessons on the Holocaust and its’ causes. By far the biggest threat of extremism in Liverpool, is far right extremism - the sort of extremism that good quality Holocaust education can tackle.</p> <p>It is also important to put the holocaust into context of other genocides that have occurred before and after 1945, in order to be alert to similar atrocities in the future.</p>

<p><b>HT4</b></p>	<ul style="list-style-type: none"> <li>“America on Trial” – a study of US Foreign Policy 1945 to 2008</li> </ul>	<p><b><u>National Curriculum</u></b></p> <ul style="list-style-type: none"> <li>At least one study of a significant society or issue in world history and its interconnections with other world developments.</li> </ul>	<p><b>Substantive Concepts</b>  Foreign Policy  Communism  Capitalism  Cold War  Terrorism  Containment  Terrorism  Qutbism</p> <p><b>Skill</b>  Interpretation Analysis</p> <p><b>Essential Reading – Depth and Consolidation</b>  Extract for John Hersey’s account of Hiroshima.</p>	<p><b>SA - Interpretation analysis</b> – US Foreign Policy.</p> <p><b>FA</b> - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach</p>	<p>The USA unit is a vehicle to develop the skills of analyzing source content (especially interpretations) and provenance for reliability and usefulness. It develops an understanding of the US foreign policy between 1945-2008, including Vietnam which will deepen and enrich their understanding in preparation for their study of the Cold War</p>
<p><b>HT5</b></p>	<ul style="list-style-type: none"> <li>“America on Trial” – a study of US Foreign Policy 1945 to 2008</li> </ul>	<p><b><u>National Curriculum</u></b></p> <ul style="list-style-type: none"> <li>At least one study of a significant society or issue in world history and its interconnections with other world developments.</li> </ul>	<p><b>Substantive Concepts</b>  Foreign Policy  Communism  Capitalism  Cold War  Terrorism  Containment  Terrorism  Qutbism</p> <p><b>Skill</b>  Essay Writing</p> <p><b>Essential Reading – Depth</b>  John Riddenhour account from Time Magazine of My Lai Massacre (extract)</p>	<p><b>SA - Interpretation Essay</b> – US Foreign Policy</p> <p><b>KNOWLEDGE ORGANISER TEST</b> – US Foreign Policy</p> <p><b>FA</b> - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach</p>	<p>The USA unit is a vehicle to develop the skills of analyzing source content and provenance for reliability and usefulness. It develops an understanding of the US foreign policy between 1945-2008, including Vietnam which will deepen and enrich their understanding in preparation for their study of the Cold War</p>

<p><b>HT6</b></p>	<ul style="list-style-type: none"> <li>• Was the Toxteth riot really a riot?</li> <li>• Writing the Scarman Report – What do you think was the most important cause of the Toxteth Riots?</li> </ul>	<p><b><u>National Curriculum</u></b> Challenges for Britain, Europe and the wider world 1901 to the present day</p> <ul style="list-style-type: none"> <li>- Social, cultural and technological change in post-war British society</li> <li>- <b>Local History Study</b> - a depth study linked to one of the British areas of study listed above</li> </ul>	<p><b>Substantive Concepts</b> Multiculturalism Nativism Police Harassment Racism Prejudice Discrimination Uprising Riot Inner city Deindustrialization</p> <p><i>Skill – Change and Continuity – PPE</i></p> <p><b>Essential Reading</b> <b>Depth</b> Eye Witness Account of the Toxteth Riots.</p>	<p><b>SA - Cumulative PPE</b></p> <p><b>FA</b> - includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach</p>	<p>This unit has been selected to look at multiculturalism and Britain and for students to appreciate the diverse experience of British people post-WW1 as well as post-Windrush. This links to prior learning about John Blanke, Oluduah Equainao and Chartists William Cuffay.</p> <p>This also is an opportunity to explore local history in relation to the Toxteth Uprising, as well as the national picture – e.g. Brixton Riots, SUS Law, discrimination, National Front etc. It builds upon prior learning about equality through the unit of suffragettes. It is an opportunity to debate whether Britain is really equal by the 1980s.</p>
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