



Year 9 History

Intent	Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Clarity around knowledge	Theme / topic	How was WW1 caused and what was the impact of it?	What different types of government exist?	Why did Russia become a dictatorship in the early 20 <sup>th</sup> century?  Who was Hitler and what was his ideology? (steps to WWII and genocide)	What lessons can we learn from the history of genocide? (1945)  How has genocide affected the world <u>post 1945</u> ?	Why did the relationship between the East and the West deteriorate after 1945? (1945 onwards)	If time cover post 1945 Genocides: - Rwanda - Bosnia
	Key substantive knowledge	<p><b><u>MAIN causes –</u></b></p> <ul style="list-style-type: none"> <li>• Militarism</li> <li>• Alliances</li> <li>• Imperialism</li> <li>• Nationalism</li> <li>• Trigger- Assassination of Franz – Ferdinand</li> <li>• Analysis of a variety of WW1 posters.</li> <li>• Looking at the message (motive of the author namely the Government.</li> <li>• Understand the trench layout and how this caused a</li> </ul>	<p>-Understand the differences between a Democracy and Dictatorship.</p> <p>- Pupils to understand the different leadership types.</p> <p>- Pupils to understand the ‘political spectrum.’</p> <p>Knowledge of ‘left wing’ and ‘right wing’ politics.</p>	<p><b>The Russian royal family is an example of a failed monarchy after centuries of rule. The dynasty ended after a revolution – focuses on the concept of change/turning points.</b></p> <p><b>-Need to know the man inter-linked reasons for the failed dynasty:</b></p> <p>The geography of Russia</p> <p>-The Russian Society/ life</p> <p>-The Family circumstances</p> <p>-The Tsar’s character</p> <p>-The Tsarina’s character</p> <p>-Lenin his early life and beliefs</p>	<p>-roots of anti-Semitism as an international concept.</p> <p>-link in ‘pyramid of hate.’</p> <p>-Nazi views on race and ideology/pseudoscience.</p> <p>- Persecution of Jews and other minorities between 1933 – 1939. This includes Nazi methods of spreading hateful propaganda and indoctrination of the population.</p> <p>- Methods of violence – link back to the pyramid of hate to show the gradual path and build up to genocide.</p> <p>- The Final Solution</p> <p>- Consequences of the Holocaust (within this cover the Nuremberg Trials and refer to Denazification)</p>	<p><b><u>Cold War</u></b></p> <p>- 4 Zone of Occupation</p> <p>Unique position of Berlin &amp; how this caused tension.</p> <p><b>-Denazification</b> of the Germans</p> <p>- Causes, Events and Consequences of the Blockade/ Building of the Berlin Wall.</p> <p>-Cuban Missile Crisis</p>	

		<p>static war. Explain.</p> <ul style="list-style-type: none"> <li>• Be able to describe the Trench conditions- environment and resulting diseases.</li> <li>• Development of Plastic surgery and prosthetics</li> <li>• Recognition of Shell Shock</li> <li>• Impact of the <b>Treaty of Versailles.</b></li> </ul>		<p>-Control of Russia under Lenin – propaganda and increased censorship</p> <p><b>Hitler:</b> Early years of Hitler. How his upbringing and life’s experience determined his Anti-Semitism and racism. Race – what is it? Hitler’s beliefs and Pseudo science. Hatred <b>of Treaty of Versailles</b> and how this leads to his Aggressive &amp; Expansionist Foreign Policy- Steps <b>to War</b></p>			
	Disciplinary knowledge	<ul style="list-style-type: none"> <li>- Short term/ling term causation.</li> <li>- Analysis of consequence</li> <li>- TOV</li> </ul>	Description of each government type.	<p>Short term/long term causes.</p> <ul style="list-style-type: none"> <li>-Analysis of change and consequence.</li> <li>- knowledge recall to explain reasons for the Russian Revolution.</li> </ul>	<p>Formulating a <b>judgement</b> – who was to blame? Using evidence to support arrive at a Judgement but mainly what can a lack of evidence imply.</p> <p><b>Explanation of Consequences of event.</b></p> <p><b>Source utility</b></p>	<p>Topics studied to promote Extended writing – Cause / Consequence Focus on <b>IMPACT ie. Turning Point and History’s place in modern society today.</b></p> <p><b>Students should be able to comment on change over time in terms of political and international relationships.</b></p>	
Clarity around sequencing	Main links across the curriculum	<p><b>Theme: How far is war and conflict a catalyst for change?</b></p> <p>Year 7 summer term Year 8 Autumn term</p>	This is prior knowledge needed for next topic and future topics such as Cold War.	Brings in context from WW1 and Russia’s failed militarism. Pupils will be shown that Russia’s industry	Links to various topics within Year 8 with the core focus being <b>persecution</b> and the <b>question of equality.</b> Students will also see	<p><b>Cold War</b> Key turning points in the 20<sup>th</sup> century that encroached on peoples’ human rights.</p>	

			<p>Students have studied the theme of 'power and control' in Year 7 – Medieval kings (Absolute Monarchy)</p>	<p>was poorly developed compared to other European nations.</p> <p>Students can see how traditional institutions such as a monarchy has been challenged over time.</p> <p>Summer term – year 7</p> <p>Spring term – year 8</p>	<p>from Russian topic that persecution and inequality eventually led to <b>revolutions</b> in Russia. What is the legacy of the Holocaust?</p> <p>Introduction to the Holocaust to show how prejudice and acts of discrimination can escalate in to racial violence.</p> <p>Beneficial to show that 'Anti-Semitism' was not just a Nazi ideology, that in fact it had existed for centuries. Links to previous lessons from Autumn term about ideologies.</p>	<p>Links back to the contrasting ideologies of communism and capitalism – different types of government – studied in the earlier part of the year.</p> <p>Also looks at the cost of expansion on peoples' lives – links to Year 8 study on the Slave Trade</p>	
	<p>Authentic cross curricular links</p>	<p>SMSC – creates an awareness and context behind Remembrance Day.</p>	<p>-Political links</p>	<p>Links to Literature – a lot of historiography and novels have been written about the life and death of the Tsars.</p> <p>Could be some good reads for the reading curriculum to explore – the mystery of Anastasia.</p> <p>Hitler study – links to SMSC, R.S and geography in terms of Hitler's expansion</p>	<p>Religious Studies.</p> <p>-Migration of key groups due to persecution.</p> <p>-PSHE – tolerance</p> <p>- Political ideologies</p> <p>English Literature – narratives and autobiographies of the persecuted and imprisoned.</p> <p>Anne Frank's Diary.</p>		

				which caused people to migrate.			
Vocabulary	Key words	<ul style="list-style-type: none"> <li>- Alliance system</li> <li>- Militarism</li> <li>- Nationalism</li> <li>-Nationalism</li> <li>-Naval race</li> <li>-Assassination</li> </ul>	<ul style="list-style-type: none"> <li>- Political Spectrum</li> <li>Left Wing</li> <li>Right Wing</li> <li>Extremist</li> <li>Ideology</li> <li>Fascism</li> <li>Communism</li> <li>Constitutional</li> <li>Monarchy</li> <li>Absolute Monarchy</li> <li>Representative</li> <li>Democracy</li> <li>Dictatorship</li> </ul>	<ul style="list-style-type: none"> <li>Tsar</li> <li>Tsarina</li> <li>Tsarevich</li> <li>Imperial Family</li> <li>Empire</li> <li>Hierarchy</li> <li>Clergy</li> <li>Serfs</li> <li>Urban</li> <li>Rural</li> <li>Romanov</li> <li>Peasants</li> <li>Dynasty</li> <li>Abdicate</li> <li>Bolshevik</li> </ul>	<ul style="list-style-type: none"> <li>Anti-Semitism</li> <li>Racial profiling</li> <li>Classification</li> <li>Symbolisation</li> <li>Dehumanisation</li> <li>Organisation</li> <li>Polarisation</li> <li>Preparation</li> <li>Extermination</li> <li>Denial</li> <li>Prejudice</li> <li>Genocide</li> <li>Indoctrinate</li> <li>Einsatzgruppen</li> <li>Ghetto</li> </ul>	<ul style="list-style-type: none"> <li><u>Cold War</u></li> <li>Brinkmanship</li> <li>Communism</li> <li>Capitalism</li> <li>Superpower</li> <li>Denazification</li> <li>Tyranny</li> <li>Sector</li> <li>Deteriorate</li> </ul>	
Assessment	Summative assessment	<p>Assessment</p> <p>Assassination of Franz Ferdinand (causes of WW1)</p> <ol style="list-style-type: none"> <li>1. MCQ</li> <li>2. Source investigation</li> <li>3. Extended piece</li> </ol>	Multiple Choice knowledge test on different types of government	<p>Extended piece – Explain why the Tsar needed to abdicate.</p> <p>Extended piece – Explain how Lenin controlled Russia.</p>	<p>MCQ about Nazi ideology.</p> <p>Source investigation focused on persecution</p> <p>Extended piece of writing – focused on explanation.</p>	<p>MCQ about War.</p> <p>Investigation of sources</p> <p>Extended piece about the Cold War.</p>	
Links to the real world / careers / PD		<p>Helps students to understand the different causes of major world conflicts.</p> <p>Gives an understanding of how political and military tension can lead to war.</p> <p>Gives context to important days such as ‘Remembrance.’</p>	Enables students to understand the different governing styles historically and in the world today.	<p><b>Discussion about morality:</b></p> <p>The Tsar did a poor job of leading Russia but did the Bolsheviks take it too far?</p> <p>Highlights the importance of forensic science and DNA technology in uncovering the truth about the Tsars.</p>	<p>Discussion about who was to blame? Could link to the ‘Pyramid of hate.’ Are normal civilians to blame?</p> <p>Nazi Hunters: In the News, former Nazis are still being arrested for <b>crimes against humanity.</b></p> <p>The scars from genocide are still evident today – Auschwitz.</p>	<p>Students should be able to debate how close we came to worldwide conflict and compare it to the modern-day crisis between the Ukraine and Russia. This will highlight that History can repeat itself – thus demonstrating the importance of studying history.</p>	

				Introduces the Soviet Union to the pupils – links to current affairs in Eastern Europe.			
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