

Year 9 Big Picture – History

<i>Autumn 01</i> <i>Weeks 1 – 7 (7 weeks)</i>	<i>Autumn 02</i> <i>Weeks 9 – 15 (7 weeks)</i>	<i>Spring 01</i> <i>Weeks 18 - 23 (6weeks)</i>
<p>Content: Women’s suffrage Women’s suffrage: In this unit students will study how women strove towards equal voting rights throughout the 19th century and the impact this had on how women were perceived. Students will also study how and why the electorate widened in general, including the place in society of working-class men. Through this unit students understanding of the concepts of power and authority are developed, particularly in relation to who held power and different types of authority. Students explore the key campaigns led by women, the Suffragettes, and the Suffragists, and consider which methods were most successful and why, and how far progress was made. This unit also links back to the World War One unit, as students will consider the impact of war on the role of women, and how that resulted in changed attitudes and power.</p> <p><i>Skills: source analysis assessing usefulness. Cause, consequence and significance.</i></p>	<p>Content: World War One Content includes the long causes of the war: Militarism, Alliances, Imperialism and Nationalism. We also explore the ‘trigger cause’ through the assassination of Franz Ferdinand and students distinguish between long- and short-term causes. Key events such as recruitment, equipment and weapons and the impact of trench warfare.</p> <p><i>Skills: causes and consequences, significance and source analysis using NOP.</i></p>	<p>Content: Hitler’s rise to power and the Holocaust: This unit will explore who Hitler was and which factors contributed to his rise to power. Students will look at the significance of propaganda, terror and Hitler’s own personality. This unit will also evaluate the impact of the ‘Great depression’ in Germany and how this contributed to Hitler’s rise to power.</p> <p>Students will study what the Holocaust was through personal stories. This is a very sensitive topic and all classes will be briefed about the sensitivity and seriousness of this topic before the first lesson.</p> <p><i>Skills: source analysis assessing usefulness. Cause, consequence and significance and introduction to judgement.</i></p>
<p>Assessment Objectives Knowledge, source and interpretation work. “Explain the significance of the suffragette movement” (12 marks) Cultural capital: Democracy and protest</p>	<p>Assessment Objectives Mini test: How useful is this source (8 marks) Big test assessing the M.A.I.N causes of the war and key features of WWI. Cultural capital: How modern Europe has been shaped. Impact of War.</p>	<p>Assessment Objectives Mini test “Propaganda was the main factor contributing to Hitlers’ rise to power.” How far do you agree? 16 marks) Big test assessing units 1, 2 and 3. Knowledge section Source analysis section Extended writing section Cultural capital: Warnings from history, propaganda and War</p>

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Mini test 1 extended writing	Mini test 1 source analysis Mini test 2 extended writing	Big test 1: Knowledge, source analysis and extended writing.
<i>Spring 02</i> <i>Weeks 25 – 30 (6 weeks)</i>	<i>Summer 01</i> <i>Weeks 33 –38(6 weeks)</i>	<i>Summer 02</i> <i>Weeks 40– 46 (7 weeks)</i>
<p>Content: World War 2 and its aftermath</p> <ul style="list-style-type: none"> • What caused the Second World War? • Who fought and died in the Second World War? • Who was to blame for the Second World War? • How successful was evacuation? • What happened at Dunkirk? • What happened in the Battle of Britain? • What happened in the Blitz? • How did the Second World War change the role of women in Britain? • Why was Germany defeated in the Second World War? • Was America right to drop the bomb? <p><i>Skills: source analysis assessing usefulness. Cause, consequence and significance and judgment.</i></p>	<p>Content: How did Europe fall under the control of dictators?</p> <p>This unit is made up of three mini-enquiries, which zoom in on big questions about world order during the 20th century. Within each enquiry, students will seek to answer the enquiry question, approaching it from different perspectives and grappling with new content and ideas before approaching an ‘explore the enquiry’ lesson. This structure is similar to that of key stage 4 lessons and in that way, prepares students for bigger more conceptual ideas and analytical thinking. Each enquiry does take on a different skill focus, requiring students to apply what they have learnt across key stage 3 and be able to respond to more high level questioning, bringing them towards the level of skill required at key stage 4.</p>	<p>Content: ‘Whitechapel case study’ (Crime and Punishment Unit)</p> <ul style="list-style-type: none"> • Introduction to Industrial England • Living conditions in Whitechapel • Working in Whitechapel • Immigration in Whitechapel <p>Revision and completion of EOY UL assessment</p> <p><i>Skills: Source analysis, describe features, ‘follow up’ source skills.</i></p>
<p>Assessment Objectives</p> <p>Knowledge, source and interpretation work.</p> <p>Cultural capital: Key events. Tolerance. Warnings from History.</p> <p><i>Cultural capital: Industrial period, changes to society.</i></p>	<p>Assessment Objectives</p> <p>Students should be able to identify the point of view of a given interpretation and use their own knowledge to explain the reasoning behind this point of view and any limitations to it.</p> <p><i>Cultural capital: Ideologies, capitalism, communism, fascism.</i></p>	<p>Assessment Objectives</p> <p>Completion of End of Year UL assessment. Revise all content covered this year- to be assessed.</p> <p>Cultural capital: Industrial period, changes to society.</p>
Mini test 1 extended writing	Mini test 1 interpretations Mini test 2 extended writing	Big test 2: Knowledge, source analysis and extended writing.