

History department - Year 9 scheme of work

National curriculum: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239075/SECONDARY_national_curriculum_-_History.pdf				
Term	Title	Unit content	Key vocabulary	Resource links:
Autumn	World War I	<p>Knowledge taught:</p> <p>What caused WWI?</p> <ul style="list-style-type: none"> To describe the assassination of Franz Ferdinand. To make a judgement on what was the most significant long-term cause of World War One. To describe the Schlieffen plan and explain why it failed and its consequences <p>What would life have been like during WWI?</p> <ul style="list-style-type: none"> To describe the different methods of recruitment and explain why men signed up for WWI. To explain what life was like in the trenches. To evaluate the role of Douglas Haig. <p>What was the significance of WWI?</p> <ul style="list-style-type: none"> To explain how WWI impacted medicine. To explain why World War One is called a World War. 	<p>Concept</p> <p>People</p> <p>Linked to previous learning</p> <p>Linked to GCSE</p> <p>Franz Ferdinand</p> <p>Gavrilo Princip</p> <p>Militarism</p> <p>Alliances</p> <p>Imperialism</p> <p>Nationalism</p> <p>Propaganda</p> <p>Conscription</p> <p>Stalemate</p> <p>Western front</p> <p>Butcher</p> <p>Haig</p> <p>Skin graft</p> <p>Shrapnel</p> <p>Empire</p> <p>Walther Thull</p> <p>Kulbir Thapa</p> <p>Havildar Awal Nur</p> <p>Eugene Bullard</p> <p>Censorship</p>	<p>Autumn - WWI</p>

		<ul style="list-style-type: none"> To understand the significant contribution soldiers from the British Empire made to WWI. <p>Key skills developed:</p> <ul style="list-style-type: none"> Cause and consequence Significance Categorising factors Chronology Critical thinking Writing a newspaper article Analysing and evaluating historical events and figures Sources – analysis, inferences, comparing Extended writing – PEE paragraphs Extended writing – Source Question 		
Spring	Russian Revolution	<p>Knowledge taught:</p> <p>Causes</p> <ul style="list-style-type: none"> To be able to explain the long-term causes of the Russian Revolution. To be able to explain the short-term causes of the Russian Revolution. To be able to explain why Rasputin was unpopular. Describe the impact of Rasputin on the reputation of the Tsar. <p>Course</p> <ul style="list-style-type: none"> To be able to explain how the Bolsheviks overthrew the Provisional Government in October 1917. To be able to explain why Lenin was able to take power. 	<p>Tsar Serf/ peasant Rasputin Marxism Duma (parliament) Lenin Tsarina Bolshevik Provisional Government Petrograd Soviet Communism Dictatorship Stalin Trotsky USSR</p>	Spring - Russian Revolution

		<p>Consequences</p> <ul style="list-style-type: none"> • To be able to evaluate whether Lenin was good or bad for Russia. • To be able to explain the main consequences of the Russian Revolution for different people. • To be able to evaluate whether Trotsky or Stalin was best suited to leading Russia after Lenin's death. • To be able to explain how Stalin became the leader of the USSR. • To be able to explain how Stalin ruled Russia. <p>Key skills developed:</p> <ul style="list-style-type: none"> • Cause and consequence • Significance • Categorising factors • Chronology • Critical thinking • Writing a newspaper article • Analysing and evaluating historical events and figures • Sources – analysis, inferences, comparing. • Extended writing – PEE paragraphs • Extended writing – Source Question 	<p>Censorship Purge Cult of personality</p>	
Summer	Civil rights	<p>Knowledge taught:</p> <ul style="list-style-type: none"> • To gain a broad overview of how slavery ended. • To be able to explain what life was like for Black people after slavery. • To be able to evaluate the impact of WWII on Black people's Civil Rights. • To be able to explain the significance of the Emmett Till case. • To be able to explain the significant events in education for Civil Rights. 	<p>Slavery Grandfather clause Literacy tests Disenfranchise Jim Crow Laws Brown vs. Board of Education Little Rock 9 James Meridith</p>	<p>Summer 1 - Civil rights</p>

		<ul style="list-style-type: none"> • To be able to explain the significance of Rosa Parks. • To be able to compare the lives, achievements and beliefs of Martin Luther King and Malcom X. • To evaluate the achievements of the Civil Rights activists up until the late 1960s. • To evaluate how far things have changed since slavery for Black people in America today. <p>Key skills developed:</p> <ul style="list-style-type: none"> • Cause and consequence • Significance • Categorising factors • Chronology • Critical thinking • Mock interview • Analysing and evaluating historical events and figures • Sources – analysis, inferences, comparing. • Extended writing – PEE paragraphs • Extended writing – Source Question 	<p>Montgomery Bus Boycott Sit in's KKK Non-violent protest Martin Luther King Malcom X Peace and minds</p>	
<p>Summer 2 (2 lessons)</p>	<p>Holocaust</p>	<p>Knowledge taught:</p> <ul style="list-style-type: none"> • To be able to define and describe the Holocaust. • To identify the different roles played by people involved. <p>Key skills developed:</p> <ul style="list-style-type: none"> • Significance 	<p>Resistor Victim Perpetrator</p>	<p>Summer 2 - Holocaust</p>