

## Year 9 Curriculum – 2022-23

	Autumn Term		Spring Term		Summer Term	
	1	2	3	4	5	6
<b>Key Concepts</b>	Cause and consequence		Significance		Interpretations	
<b>Topic</b>	<u>Radicals and Revolutions</u>		<u>The Cold War</u>		<u>GCSE History: USA, 1920-1973</u>	
<b>Knowledge and understanding (National Curriculum)</b>	<ul style="list-style-type: none"> <li>Ideas, political power and empire</li> <li>Challenges for Britain, Europe and the wider world</li> </ul>		<ul style="list-style-type: none"> <li>Significant issues in history</li> </ul>		<ul style="list-style-type: none"> <li>Significant issues in history</li> </ul>	
<b>Assessment</b>	Presentation	Formal exam questions	Debate	Formal exam questions	Key Topic Tests	
<b>Why this?</b>	This topic provides wider contextual knowledge on changing power and control within nations and to allow students to engage with challenging and unfamiliar ideology and concepts. This is practice for the thematic study at GCSE and A Level and provides a wide historical context for studying subsequent topics in greater depth.		This unit gives a good contextual picture of the relations between two political extremes. Important for students to see how political extremes can spill over into conflict and providing a secure foundation for students to understand the Red Scare as part of the GCSE unit.		20 <sup>th</sup> Century USA is specifically mentioned in the National Curriculum as a significant society	
<b>Why now?</b>	The concepts of republicanism, radicalism and revolution are difficult to understand. These are covered in Year 9 to make best use of students growing contextual understanding of history and the wider world. These radical ideas provide a starting point for considering the concept of world war and civil rights that are covered at GCSE.		Following the end of WW2, the Cold War began immediately throughout the second half of the 20 <sup>th</sup> Century.		GCSE is started in Year 9 to provide development and challenge for the disciplinary skills developed across KS3. It also allows student who have opted for GCSE History in KS4 to begin their studies and develop their exam technique in preparation.	
<b>Curriculum links</b>	KS3 English- Dickens ( <i>A Tale of Two Cities</i> ). T2 topic follows on from the Russian Revolution; GCSE topic has lessons on the impact of communism in the USA.		Current affairs, GCSE USA- Red Scare English: Animal Farm		Deeper knowledge and understanding of civil rights covered in Y8	

<b>Skills &amp; Characteristics</b>	Analysis and evaluation of sources. Different types of sources will be used, including visual and written sources. Demonstrate knowledge, understanding and analysis of historical events utilising any of the second order historical concepts.	Demonstrate knowledge and understanding of the key features and characteristics of the period studied.	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.
<b>Aspirations &amp; Careers</b>	<p><b>CEIAG</b> Careers Fairs Work Experience GCSE options evening</p> <p><b>Cultural Capital</b> Pupils are encouraged to make links between current events, like international relations between countries and the studies on the Cold War and race relations in the USA</p> <p><b>Extra-curricular</b> History club WWI and WWII battlefields educational visit GCSE Historical enquiry educational visit</p>		
<b>Yearly End Points</b>	<p><b>Basic:</b> Students will be able to identify and describe the key features of events, individuals, and periods. Students will be able to make connections of similarity and difference between time periods. Students will begin to explain the significance of historical events, individuals and/ or periods. Students will be able to explain events, individuals and periods in detail, focusing on second order historical concepts. Students will analyse primary sources to make supported judgements. Students will explain opposing interpretations of events, individuals and periods and begin to assess why these might differ.</p>	<p><b>Clear:</b> Students will be able to explain the key features of events, individuals, and periods. Students will be able to explain similarity and difference between time periods. Students will confidently explain the significance of historical events, individuals and periods. Students will be able to give a detailed account of events, individuals and periods, closely focusing on second order historical concepts. Students will analyse primary sources to assess their utility and support their arguments. Students will explain opposing interpretations of events, individuals and periods and explain why these might differ.</p>	<p><b>Detailed:</b> Students will be able to give a detailed account of events, individuals, and periods. Students will be able to assess the reasons for similarity and difference between time periods. Students will evaluate the long and short-term significance of historical events, individuals and periods. Students will be able to give a complex account of events, individuals and periods, closely focusing on second order historical concepts. Students will analyse primary sources to assess their utility and make clear and sustained judgements on content and provenance. Students will evaluate opposing interpretations of events, individuals and periods and use context to assess why these might differ.</p>

