



What is the Curriculum Intent?

The intent of the Year 9 History curriculum is to provide students with an understanding of the impact of global wars, political ideologies, and social changes in the 20th century. The curriculum covers the First World War, local history studies, the Holocaust, and extreme changes in the 20th century, encouraging students to engage with the causes and consequences of historical events and their ethical implications. These topics aim to develop students' ability to analyse complex historical issues, understand historical significance, and evaluate primary sources and interpretations.

How does the curriculum build on that from Y8 History?

- **Deepening Understanding of Power and Authority:** Building on the study of the English Civil War, Year 9 explores how power was contested in the 20th century, such as the rise of totalitarian regimes and the challenges to democratic governance.
- **Exploring Conflict, Warfare, and Cooperation:** Year 8 introduced students to early modern conflicts; Year 9 focuses on modern conflicts like the First World War (Topic 1a) and the ideological conflicts of the 20th century (Topic 2), examining their causes and global impact.
- **Analysing Ideas, Attitudes, and Beliefs:** The study of fascism and communism in the inter-war years (Topic 2) and the Holocaust (Topic 3) encourages students to reflect on the impact of ideologies and prejudices, understanding how beliefs can lead to catastrophic outcomes.
- **Examining Identity and Migration:** The curriculum examines how historical events, such as wars and ideological conflicts, have shaped individual and collective identities, and how displacement and migration affected societies.






What do students do with this knowledge or these skills?

- **Understand Cause and Consequence:** Students analyse the causes of the First World War and its consequences, developing a nuanced understanding of how events are interconnected.
- **Recognize Change and Continuity:** By studying the extreme changes of the 20th century, students identify significant shifts in political and social landscapes while recognizing enduring issues.
- **Engage with Ethical Questions:** The study of the fascism and communism (Topic 2) and the Holocaust (Topic 3) prompts students to reflect on moral and ethical issues, fostering a deeper understanding of human rights and justice.
- **Evaluate Primary Sources and Interpretations:** Through the analysis of local sources (Topic 1B) and global sources (Topic 2 and 3), students refine their skills in evaluating the reliability and perspective of historical evidence.

<p>How does the Year 9 curriculum align with the History National Curriculum?</p>	<p>How does the curriculum align with the Department's Curriculum Intent?</p>
<ul style="list-style-type: none"> • Covering Key Events and Themes: The curriculum includes studies of the First World War, the Holocaust, and 20th-century political changes, ensuring students understand significant historical developments. • Promoting Historical Enquiry: Students engage with questions such as "Was the Holocaust a 'straight' or 'twisted' path?" (Topic 3), encouraging them to explore historical enquiry and analyse evidence. • Supporting SMSC Development: The curriculum fosters students' spiritual, moral, social, and cultural development by exploring the ethical implications of the Holocaust and the impact of 20th-century ideologies. 	<ul style="list-style-type: none"> • Student-Centred Learning and Individual Needs: The Year 9 curriculum engages students with diverse interests and abilities, providing support and resources to ensure all students can succeed in their studies. • Lifelong Learning and Preparedness: The focus on understanding complex historical events and ethical issues prepares students for lifelong learning and engagement with the world. • Broad and Balanced Curriculum: The curriculum covers a range of topics, from global conflicts to social changes, providing students with a comprehensive understanding of 20th-century history. • Coherent and Sequential Learning: The curriculum builds on Year 8, ensuring that learning is coherent and prepares students to choose for more complex historical study at GCSE level. • Cultural Capital and Learning Beyond the Classroom: The inclusion of topics such as the First World War, Conflicts in the 20th Century and the Holocaust enriches students' cultural understanding and appreciation of history's direct relevance to contemporary issues.

What is included in the Year 9 History curriculum?

History lessons are structured as 'stepped enquiries', with a series of well-thought-out sequencing of lessons allowing students to progress in specific areas of historical thinking. KS3 lessons are **two lessons per fortnight**.

Topic		Enquiry Question	Substantive Concepts	Disciplinary Concepts
	Topic 1A: The First World War	<i>Which historian is right about why the First World War started?</i>	<p>Conflict, Warfare, and Cooperation: The alliances, tensions, and events that led to the war.</p> <p>Power and Authority: The role of national and imperial ambitions in sparking the conflict.</p> <p>Global Interactions: The international dimensions of the war and its global impact.</p>	<p>Historical Interpretations: Comparing different historians' views on the causes of the war.</p> <p>Cause and Consequence: Analysing the complex web of causes that led to the outbreak of war.</p> <p>Similarity & Difference: Examining different perspectives on the war's origins across various nations.</p>
	Topic 1B: Local History Study	<i>Why did Sarah Barnes campaign to get her son's name on a war memorial?</i>	<p>Identity: The importance of remembering individuals in the context of war and collective memory.</p> <p>Cultural Expression: The role of war memorials in society and the act of commemorating the fallen.</p> <p>Power and Authority: The decision-making processes behind whose names are included on memorials.</p>	<p>Historical Significance: Understanding why commemoration matters and its impact on local communities.</p> <p>Primary Sources: Using letters, local records, and personal accounts to explore the campaign.</p> <p>Cause and Consequence: Examining Sarah Barnes's campaign highlights how personal motivations (cause) led to actions that influenced community memory and recognition of wartime sacrifices (consequence).</p>
	AH Module: Echoes of the Ancients	<i>What can we learn about ancient civilizations through the study of their sources and achievements?</i>	<p>Power and Authority: The governance and organization of ancient civilizations, such as the Persian Empire's use of satrapies to maintain control over vast territories, reveal how their methods of rule influenced stability, achievements, and conflicts.</p> <p>Ideas, Attitudes, and Beliefs: The complex philosophies and belief systems of ancient civilizations, including Greek democracy, Persian administration, and Roman legal principles, shaped their societies and continue to influence modern governance and justice.</p> <p>Cultural Expression: The art, architecture, and literature of ancient civilizations, such as Greek temples like the Parthenon and epic works like Homer's Iliad, provide insights into their values, beliefs, and perspectives on heroism and religion.</p>	<p>Primary Sources: Artefacts, inscriptions, and texts like Herodotus's Histories offer direct evidence of how ancient peoples viewed themselves and their world, helping students understand historical events and perspectives.</p> <p>Change and Continuity: Examining the evolution and persistence of political systems, religious beliefs, and cultural practices across time and regions helps us trace patterns of transformation and enduring traditions in ancient civilizations.</p> <p>Historical Significance: Events, achievements, or figures from ancient civilizations, such as the development of democracy in Athens, are remembered for their profound and lasting impact on the trajectory of history and modern society.</p>
	Topic 2: Conflict in the Twentieth Century	<i>How did new ideas cause conflict in the 20th century?</i>	<p>Ideas, Attitudes, and Beliefs: The emergence of ideologies such as nationalism, fascism, communism, and their role in causing conflicts.</p> <p>Conflict, Warfare, and Cooperation: How these new ideas led to wars and revolutions.</p> <p>Power and Authority: The challenge posed by new ideologies to traditional power structures.</p>	<p>Cause and Consequence: Exploring how new ideas sparked conflicts and their impact on societies.</p> <p>Similarity & Difference: Comparing various 20th-century conflicts helps identify common causes and strategies, as well as unique aspects, providing a deeper understanding of how different contexts shaped these conflicts.</p> <p>Historical Significance: Assessing the impact of ideological conflicts on the 20th century.</p>
	Topic 3: The Holocaust	<i>Was the Holocaust a 'straight' or 'twisted' path?</i>	<p>Social Structures and Inequalities: The role of anti-Semitism, racism, and other forms of discrimination in enabling the Holocaust.</p> <p>Ideas, Attitudes, and Beliefs: Nazi ideology and its influence on German society.</p> <p>Identity: The systematic targeting of Jews and other groups based on identity.</p>	<p>Cause and Consequence: Understanding the factors that led to the Holocaust and its aftermath.</p> <p>Historical Interpretations: Different historical perspectives on how and why the Holocaust occurred.</p> <p>Primary Sources: Survivor testimonies, Nazi documents, and photographs provide direct evidence of the Holocaust, helping to understand its scale, mechanisms, and impact on individuals and communities.</p> <p>Historical Significance: The impact of the Holocaust on world history and collective memory.</p>