



Year 9 History PoS- tension and conflict

Learning	Loving	Living
<p>Key Knowledge</p> <p>Link apply and adapt</p> <p>Build knowledge and skills</p> <p>Self-regulated, reflective independent</p> <p>Know what they are good at and what to improve</p> <p>Stretched, challenged supported</p> <p>Wider ideas culture and the world</p> <p>Use technology flexibly and responsibly</p>	<p>Well informed global citizens</p> <p>Believe they can make a difference</p> <p>Shape community and school</p> <p>Care about the environment and each other</p> <p>Responsible for their own behaviour</p> <p>Grow spiritually</p> <p>Respect and tolerance</p> <p>Charity, volunteering and fundraising</p>	<p>Wider learning</p> <p>Leadership, teamwork, collaboration</p> <p>Success for all abilities</p> <p>Value creative subjects</p> <p>Interactions with the world of work</p> <p>Safety, mental and physical health</p> <p>Equipped for their unique future</p> <p>Apply to the world beyond</p>
Curriculum Intent		
<p><u>Provide pupils with the knowledge and skills they need in order to take advantage of opportunities, responsibilities and experiences of later life.</u></p> <ul style="list-style-type: none"> - Teach students historical skills such as explanation, judgement and source analysis in lessons and test them through assessments - Run trips for students in this year group - Whitechapel - Develop their understanding of knowledge in lessons and test these through knowledge tests - Empower students to think and act like `historians` - Student use creative skills in lesson and as part of homework tasks - Use the skill of empathy and decision making during lesson activities - Regular use of independent, pair and group work - Skill to how to interpret and judge sources/written work - Encourage inquisitive learning - Students are introduced to and carry out tasks that journalists, archaeologists, historians, designers and leaders of countries would fulfil - Regular use of metacognitive approaches <p><u>Clearly state the end points that pupils are building towards and the knowledge and skills required to reach them.</u></p> <ul style="list-style-type: none"> - Clear learning objectives and lesson outcomes to our lessons - Students are aware of their pathways and target grades and have a clear understanding of their strengths and areas of improvement - Clear outline of assessments that students are to complete - Regular use of peer/self-assessment reflect understanding - Building pathway to A Level History <p>Students review their progress regularly</p> <p><u>Is planned and sequenced so that new knowledge and skills build on what has been taught and builds towards clearly defined end points.</u></p>		



- Planned in chronological order of events
- Provide the 'big/wider picture' to historical events and time periods
- Students continue to practice their historical skills
- Students practice a skill before being assessed on them
- Topics taught are interlinked and reflected in a metacognitive approach

Has high ambition for all pupils

- Regular use of extension activities
- Challenging assessment tasks are used from the specification
- Critical thinking skills are explored and developed
- High expectations are apparent to students throughout the year

Term	Topic NB To include Spaced memory retrieval	No. of Lessons	Assessment
Autumn	<p>What were the turning points of WW2? Students will be taught about the key events of World War II such as the evacuation of Dunkirk, the invasion of Russia and the D-Day Landings. <i>Disciplinary concept: Similarities and difference</i> <i>Skills:</i> explanation</p>	8	<p>WW2 Assessment Knowledge: 12 marks Skills: 2 inferences Understanding: describe two features, PEEL paragraph</p>
	<p>How and why did the Holocaust happen? <i>The students will also look at the history of anti-Semitism across Europe and how this traces back beyond Nazi Germany. They will look at the actions that the Nazis took after taking power in 1933 and the approaches that they took.</i> <i>Disciplinary concept: Similarities and differences</i> <i>Skills:</i> Use of evidence, explanation</p>	6	
Spring	<p>How far did Britain protect its citizens in post-war Britain? <i>Students will look at post-war Britain and the development of rights including the creation of the welfare state and the increasing rights for women and immigrants from 1945-1960s.</i> <i>Disciplinary concept: Interpretations, significance</i> <i>Skills:</i> Use of sources, making a judgement</p>	7	<p>Knowledge test</p> <p>Post War Britain and Civil Rights Knowledge- 11 marks Skills- inference and provenance</p>
	<p>What did Civil Rights leaders really want? <i>This unit looks at three key Civil Rights movements- South Africa and Apartheid, USA and the 1960s Civil Rights Movement and the UK at the same time. We will look at figures such as Mandela, Malcolm X, Martin Luther</i></p>	10	

