

Year 9 HISTORY						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half term 5	Half term 6
Topic	Industrial Britain and the Historic Environment: Whitechapel.	The 20th Century: Power, Diversity and Conflict, 1900-1918 Women and the Vote. The First World War.	The 20th Century: Power, Diversity and Conflict, 1917 -1945 The Bolshevik Revolution. Fascism and the Spanish Civil War. The Second World War. The Holocaust.	The 20th Century: Power, Diversity and Conflict, 1945-1990 The end of empire. The Cold War. Conflict: Vietnam and the Falklands. The end of the Cold War,	The 21st Century: Challenges for Humanity - Lessons from History? Power, beliefs, Global warming, conflict, political change. Local History: Family research and local History. Kington and global conflict.	Conflict and Tension: The First World War, 1894-1918. Part One: The Causes of the First World War
Key Concepts	The Historical Environment: give students a coherent understanding of change and continuity across a long sweep of history and each cover all three specified eras. Social, political and economic change and the part played by various factors in shaping the	Understanding and weighing up causes and consequences.	Understanding and weighing up causes and consequences.	Understanding and weighing up causes and consequences.	Local and family History within context of global history.	The Alliance System: The Triple Alliance; Franco-Russian Alliance; Relations between the 'Entente' powers; The Triple Alliance; Franco-Russian Alliance; Relations between the 'Entente' powers. The crises in Morocco and the Balkans (1908-1909) and their effects on international relations. Anglo-German rivalry: Britain and the challenges to Splendid

	history of Britain.					Isolation; Kaiser Wilhelm's aims in foreign policy, including Weltpolitik; Colonial tensions; European rearmament, including the Anglo- German naval race. Outbreak of war: Slav nationalism and relations between Serbia and Austria-Hungary; The assassination of Archduke Franz Ferdinand in Sarajevo and its consequences; The July Crisis; The Schlieffen Plan and Belgium; Reasons for the outbreak of hostilities and the escalating war.
Knowledge and Understanding Milestones	Social and economic problems in Whitechapel Problems policing Whitechapel	Significance – Suffragettes, Suffragists and WWI Causes of WWI Life on the Western Front -	Significance of the Bolshevik Revolution The USA in the 1920s – Prohibition and experiences of Black Americans.	Experiences and Remembrance – The Holocaust Cause – The Cold War Cause and Consequence – end	Local History and global links	The Alliance System: government; internal problems; industrial strength; military strength; naval strength; relations with neighbouring countries; fears and aspirations;

		<p>Experiences of trench warfare</p> <p>Women at war - Why was Mata Hara executed?</p> <p>WWI in Africa.</p> <p>Remembrance.</p>	<p>Depression – experiences of the 1930s.</p> <p>Causes – British volunteers in the Spanish Civil War</p> <p>The fight against British fascism – the Battle of Cable Street</p> <p>Should we remember Winston Churchill?</p> <p>Experiences and Remembrance – The Holocaust</p>	<p>of the British Empire</p> <p>Cause and consequence – Vietnam</p> <p>End of the Cold War</p>		<p>Nationalism; Arms race; alliance; balance of power; colonies; empire.</p> <p>Which countries would fear Germany and why?</p> <p>How did other countries react to Germany’s growing economic and military strength?</p> <p>Was a major European War inevitable?</p> <p>What was the most serious underlying source of tension in Europe? How the Moroccan Crises and Balkan Crises impacted upon relations between the major powers and increased the tension in Europe.</p> <p>Anglo-German rivalry: Splendid Isolation; Weltpolitik; naval rivalry and the ‘two power standard’; dreadnoughts.</p>
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Scaffolding for SEND to ensure quality first teaching	Scaffolds Sentence stems Frayer models for key vocabulary Glossaries Disciplinary literacy reading strategies Guided reading activities Challenge tasks Model answers Targeted questioning Knowledge Organiser tests Recall quizzes Dual-coding	Scaffolds Sentence stems Frayer models for key vocabulary Glossaries Disciplinary literacy reading strategies Guided reading activities Challenge tasks Model answers Targeted questioning Knowledge Organiser tests Recall quizzes Dual-coding	Scaffolds Sentence stems Frayer models for key vocabulary Glossaries Disciplinary literacy reading strategies Guided reading activities Challenge tasks Model answers Targeted questioning Knowledge Organiser tests Recall quizzes Dual-coding	Scaffolds Sentence stems Frayer models for key vocabulary Glossaries Disciplinary literacy reading strategies Guided reading activities Challenge tasks Model answers Targeted questioning Knowledge Organiser tests Recall quizzes Dual-coding	Scaffolds Sentence stems Frayer models for key vocabulary Glossaries Disciplinary literacy reading strategies Guided reading activities Challenge tasks Model answers Targeted questioning Knowledge Organiser tests Recall quizzes Dual-coding	Scaffolds Sentence stems Frayer models for key vocabulary Glossaries Disciplinary literacy reading strategies Guided reading activities Challenge tasks Model answers Targeted questioning Knowledge Organiser tests Recall quizzes Dual-coding
Careers input	General – historical skills. Debate and Analysis – general careers skills. Objectivity, communication, decision making, critical thought.	General – historical skills. Debate and Analysis – general careers skills. Objectivity, communication, decision making, critical thought.	General – historical skills. Debate and Analysis – general careers skills. Objectivity, communication, decision making, critical thought.	General – historical skills. Debate and Analysis – general careers skills. Objectivity, communication, decision making, critical thought.	General – historical skills. Debate and Analysis – general careers skills. Objectivity, communication, decision making, critical thought.	General – historical skills. Debate and Analysis – general careers skills. Objectivity, communication, decision making, critical thought.

Links (prior knowledge, future knowledge)	These units build on: coverage of the historic environment, diversity and ordinary life in earlier units. These units prepare students for: later studies on ordinary life and diversity.	These units build on: coverage of women, diversity, conflict and power in earlier units. These units prepare students for: later studies on women, diversity, conflict and power.	These units build on: coverage of power, diversity and conflict in earlier units. These units prepare students for: later studies on power, diversity and conflict.	These units build on: coverage of power, diversity and conflict in earlier units. These units prepare students for: later studies on power, diversity and conflict.	These units build on: coverage of power, diversity and conflict in earlier units. These units prepare students for: later studies on power, diversity and conflict.	These units build on: coverage of power and conflict in earlier units. These units prepare students for: later studies on power and conflict.
Key Vocabulary	Historical Environment, change and continuity, Social, political and economic change.	Suffragettes, Suffragists, Remembrance.	Bolshevik Revolution, Prohibition, Depression, fascism	Remembrance – The Holocaust, The Cold War, British Empire	Local and Global	Militarism, Alliances, Imperialism, Nationalism; Arms race; balance of power; colonies; empire.
Review and Assessment Dates (including opportunities for retrieval practice)	Formative Assessment: Students do Challenge tasks based on the content of the units. Students self and peer review.	Formative Assessment: Students do Challenge tasks based on the content of the units. Students self and peer review.	Formative Assessment: Students do Challenge tasks based on the content of the units. Students self and peer review. Summative Assessment:	Formative Assessment: Students do Challenge tasks based on the content of the units. Students self and peer review.	Formative Assessment: Students do Challenge tasks based on the content of the units. Students self and peer review. Summative Assessment:	Formative Assessment: Students do Challenge tasks based on the content of the units. Students self and peer review. Summative Assessment:

	Summative Assessment: Knowledge Organiser to support End-of-topic Knowledge and source assessments.	Summative Assessment: Knowledge Organiser to support End-of-topic Knowledge assessments.	Knowledge Organiser to support End-of-topic Knowledge assessments.	Summative Assessment: Knowledge Organiser to support End-of-topic Knowledge assessments.	Knowledge Organiser to support End-of-topic Knowledge assessments.	Knowledge Organiser to support End-of-topic Knowledge assessments.
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