

Year 9 Curriculum Implementation: <b>History</b>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Knowledge &amp; Skills</b>	<p><b>Key Question:</b> How far was World War One a horror of gas, industrialised slaughter &amp; appalling human suffering?</p> <p>In Year 9 students will study World War One and learn about the human suffering and impact of industrialised warfare, which produced unprecedented casualties. We will cover a range of interlocking topics, from the long-term diplomatic tensions to the immediate factors that triggered war, as well as examine trench warfare, weapons and how the war was won and at what cost.</p> <p>We will study the following topic areas:</p> <ul style="list-style-type: none"> <li>•The factors that triggered a global war in 1914</li> <li>•Joining up, trench warfare, weapons and the Somme</li> <li>•Shellshock and the home front</li> <li>•The end of the war and its social consequences</li> </ul>	<p><b>Key Question:</b> How did the Nazi Party kill Democracy in Germany?</p> <p>In Year 9 students study the rise of the Nazi Party and examine the fragility of Democracy. This topic provides students with a crucial understanding of 20<sup>th</sup> Century history and equips them with vital knowledge and skill to understand the foundations of modern Europe. This is a "difficult" topic, it will encourage them to think critically, as well as explore complex factors that lead to political extremism, rather than simply presenting a "good against evil" narrative.</p> <p>We will study the following topic areas:</p> <ul style="list-style-type: none"> <li>•The Treaty of Versailles</li> <li>•The different ways to run a country and manage its economy</li> <li>•Germany in the 1920s and 1930s</li> <li>•Adolf Hitler and the rise of political extremism in Germany</li> </ul>	<p><b>Key Question:</b> Why did people disagree about life in Nazi Germany?</p> <p>In Year 9 we continue to develop and build on the topic further as the curriculum focuses on how Adolf Hitler and the Nazi Party transformed Germany from a democracy into a totalitarian dictatorship, whilst it then examines how German society was affected. This continues to be a sensitive and ‘difficult’ topic but continues the learning journey within the academic year through the 20<sup>th</sup> Century.</p> <p>We will study the following topic areas:</p> <ul style="list-style-type: none"> <li>•Life in Nazi Germany and the 1936 Olympics</li> <li>•Nazi popularity and education</li> <li>•The persecution of the Jews and other groups</li> <li>•The outbreak of WW2</li> </ul>	<p><b>Key Question:</b> Did Britain stand-alone during World War Two?</p> <p>Our students explore the myth of Britain's wartime isolation by uncovering the extensive and critical contributions of allies and overseas territories. This moves beyond the simplistic "Britain stood alone" narrative to reveal a more complex and globally connected history.</p> <p>We will study the following topic areas:</p> <ul style="list-style-type: none"> <li>•The Battle of Britain and evacuation</li> <li>•The contributions of soldiers from the British Empire</li> <li>•The factors that led to the end of WW2</li> </ul>	<p><b>Key Question:</b> Did Britain stand-alone during World War Two?</p> <p>As we progress into the summer term, we continue to study the final stages of WW2 and continue to examine how Britain did not stand alone, as well as how her Empire and warfare across the world was changing.</p> <p>We will study the following topic areas:</p> <ul style="list-style-type: none"> <li>•The use of atomic warfare against Japan</li> <li>•The impact that war had on the British Empire and its transition to the Commonwealth</li> <li>•Social change after WW2 and the 1950s</li> </ul>	<p><b>Key Question:</b> Why did authoritarian and democratic ideologies collide and how was life changing in the late 20<sup>th</sup> Century?</p> <p>The year 9 students bring key stage three at Balshaw's to a close by learning about the mid-to-late 20th century, whilst developing a range of historical knowledge and develop essential skills for critical thinking.</p> <p>We will study the following topic areas:</p> <ul style="list-style-type: none"> <li>•The Cold War and Space Race</li> <li>•Windrush and immigration</li> <li>•Protests and terror</li> <li>•How was life changing in Britain between the 1960s and the 1990s</li> </ul>
<b>Links to prior learning</b>	This will continue to build on students learning journey and take them into modern times as we engage and examine some of the most influential moments in the 20 <sup>th</sup> Century. It will encourage them to examine change and continuity and draw comparisons with the past but also reflect on how technology and industrialisation have changed warfare.	This will continue to build on students learning journey and take them deeper into the 20 <sup>th</sup> Century. It will build on top of their studies of WW1. This topic will also continue to build and develop source and analysis skills through both class-based tasks and assessments.	This will continue to build the students' knowledge through the early 20 <sup>th</sup> Century, as well as provides a specific case study for understanding complex themes like power, society, and conflict which they have already studied throughout the last two years at Balshaw's.	The curriculum at Balshaw's continues to examine and progress students through the topic and deeper into the consequences of World War II. Furthermore, studying World War II at Key Stage 3 provides a pivotal point for connecting and reinforcing topics across the curriculum, including other areas of History, English Literature and Religious Education.	This will continue to build on students learning journey and take them into modern times as we look at the end of WW2 and its consequences. It will also connect and build on many themes previously studied in both year 9 and Year 8 and Year 7, specifically as we look at technological change and the demand for people to gain more freedom.	This will continue to build on students learning journey and take them to the end of 20 <sup>th</sup> Century, It will cover a range of skills that have been developed throughout KS3 and give them a final point to assess and reflect how much has changed since 1066, whilst reflecting on the themes, power struggles and advancement that they have studied within the last three years.
<b>Assessment</b>	Teachers will use a variety of both formative and summative assessments as we engage in our topic areas and link it to the main question. In class we will select from the following: <ul style="list-style-type: none"> <li>•Extended writing tasks within their books, linked to feedback and redraft time.</li> <li>•Targeted questioning.</li> <li>•Peer and self-assessment tasks.</li> <li>•Class discussions and mini whiteboard tasks.</li> <li>•Concept mapping tasks.</li> <li>•Quizzes and factual recall in starters or plenaries.</li> </ul>	Teachers will use a variety of both formative and summative assessments as we engage in our topic areas and link it to the main question. In class we will select from the following: <ul style="list-style-type: none"> <li>•Extended writing tasks within their books, linked to feedback and redraft time.</li> <li>•Targeted questioning</li> <li>•Peer and self-assessment tasks</li> <li>•Class discussions and mini whiteboard tasks</li> <li>•Concept mapping tasks</li> <li>•Quizzes and factual recall in starters or plenaries</li> </ul>	Teachers will use a variety of both formative and summative assessments as we engage in our topic areas and link it to the main question. In class we will select from the following: <ul style="list-style-type: none"> <li>•Extended writing tasks within their books, linked to feedback and redraft time</li> <li>•Targeted questioning</li> <li>•Peer and self-assessment tasks</li> <li>•Class discussions and mini whiteboard tasks</li> <li>•Concept mapping tasks</li> <li>•Quizzes and factual recall in starters or plenaries</li> </ul>	Teachers will use a variety of both formative and summative assessments as we engage in our topic areas and link it to the main question. In class we will select from the following: <ul style="list-style-type: none"> <li>•Extended writing tasks within their books, linked to feedback and redraft time</li> <li>•Targeted questioning</li> <li>•Peer and self-assessment tasks</li> <li>•Class discussions and mini whiteboard tasks</li> <li>•Concept mapping tasks</li> <li>•Quizzes and factual recall in starters or plenaries</li> </ul>	Teachers will use a variety of both formative and summative assessments as we engage in our topic areas and link it to the main question. In class we will select from the following: <ul style="list-style-type: none"> <li>•Extended writing tasks within their books, linked to feedback and redraft time</li> <li>•Targeted questioning</li> <li>•Peer and self-assessment tasks</li> <li>•Class discussions and mini whiteboard tasks</li> <li>•Concept mapping tasks</li> <li>•Quizzes and factual recall in starters or plenaries</li> </ul>	Teachers will use a variety of both formative and summative assessments as we engage in our topic areas and link it to the main question. In class we will select from the following: <ul style="list-style-type: none"> <li>•Extended writing tasks within their books, linked to feedback and redraft time</li> <li>•Targeted questioning</li> <li>•Peer and self-assessment tasks</li> <li>•Class discussions and mini whiteboard tasks</li> <li>•Concept mapping tasks</li> <li>•Quizzes and factual recall in starters or plenaries</li> </ul>
<b>Home learning</b>	Teachers will seek to consolidate and focus learning and may use the following tasks: <ul style="list-style-type: none"> <li>• They will be asked to prep for tests with revision.</li> <li>• Make fact files, revision mats or mind map tasks.</li> <li>• Complete research tasks and consolidate learning with various activities such as 10 bullet points.</li> <li>• Read information sheets or watch clips posted.</li> <li>• Make information poster tasks.</li> </ul>	Teachers will seek to consolidate and focus learning and may use the following tasks: <ul style="list-style-type: none"> <li>•They will be asked to prep for tests with revision</li> <li>•Make fact files, revision mats or mind map tasks</li> <li>•Complete research tasks and consolidate learning with various activities such as 10 bullet points</li> <li>•Read information sheets or watch clips posted</li> <li>•Make information poster tasks</li> </ul>	Teachers will seek to consolidate and focus learning and may use the following tasks: <ul style="list-style-type: none"> <li>•They will be asked to prep for tests with revision</li> <li>•Make fact files, revision mats or mind map tasks</li> <li>•Complete research tasks and consolidate learning with various activities such as 10 bullet points</li> <li>•Read information sheets or watch clips posted</li> <li>•Make information poster tasks</li> </ul>	Teachers will seek to consolidate and focus learning and may use the following tasks: <ul style="list-style-type: none"> <li>•They will be asked to prep for tests with revision</li> <li>•Make fact files, revision mats or mind map tasks</li> <li>•Complete research tasks and consolidate learning with various activities such as 10 bullet points</li> <li>•Read information sheets or watch clips posted</li> <li>•Make information poster tasks</li> </ul>	Teachers will seek to consolidate and focus learning and may use the following tasks: <ul style="list-style-type: none"> <li>•They will be asked to prep for tests with revision</li> <li>•Make fact files, revision mats or mind map tasks</li> <li>•Complete research tasks and consolidate learning with various activities such as 10 bullet points</li> <li>•Read information sheets or watch clips posted</li> <li>•Make information poster tasks</li> </ul>	Teachers will seek to consolidate and focus learning and may use the following tasks: <ul style="list-style-type: none"> <li>•They will be asked to prep for tests with revision</li> <li>•Make fact files, revision mats or mind map tasks</li> <li>•Complete research tasks and consolidate learning with various activities such as 10 bullet points</li> <li>•Read information sheets or watch clips posted</li> <li>•Make information poster tasks</li> </ul>

<b>Cultural Capital and extra-curricular opportunities</b>	Studying World War I and examining trench warfare provide students essential knowledge, experiences and cultural reference points needed to understand the 20 <sup>th</sup> Century. It moves beyond simple facts by connecting students to a shared historical narrative, fostering empathy, whilst providing a foundation for understanding broader cultural and societal issues. They will also reflect on death, suffering and the need for diplomacy and kindness.	Studying the rise of Hitler and the Nazi Party in Germany, along with life between the wars, provides significant cultural capital by grounding students in a period of immense change and trauma. This knowledge helps students understand modern society, culture and politics. They will also learn to think critically and make comparisons between, democracy, media, propaganda and extremism from that time and our world today.	Studying the Holocaust and the beginning of World War II provides significant cultural capital by building the learners knowledge, skills, and values as they examine social factors, as well as global politics. They will also reflect on the topic and be required to show empathy, as well as emotional maturity.	Studying the Battle of Britain, the role of the Empire in WWII, and the war's conclusion provides significant cultural capital. It moves students beyond simple facts to a deeper appreciation of national identity, global interconnectedness, as well as the complex, long-lasting consequences of historical events that shaped the remainder of the 20 <sup>th</sup> Century and arguably still the world we live in today.	Studying the decline of the British Empire, the rise of atomic warfare, and the conclusion of WWII provides pupils with profound cultural capital. It offers a critical perspective on global power dynamics, the foundations of modern society, and the ethical challenges inherited from the 20th Century. It sets the stage for the Cold War and the 21 <sup>st</sup> Century.	Studying the Cold War, the Windrush generation, and other events of protest and change in the mid-to-late 20th century builds cultural capital by equipping pupils with knowledge, critical thinking skills, and a deeper understanding of the forces that have shaped modern society. This is not about memorising facts alone but about providing context for understanding contemporary issues, from global power struggles to multiculturalism and civil rights.
<b>Literacy</b>	Teachers will seek to develop literacy skills by facilitating: <ul style="list-style-type: none"> <li>•Reading, listening and writing in lessons.</li> <li>•Class discussions and debating skills.</li> <li>•Extended writing.</li> <li>•Developing subject specific vocabulary.</li> <li>•Interpretation and reading comprehension tasks.</li> <li>•Reading for argument and developing critical source analysis.</li> </ul>	Teachers will seek to develop literacy skills by facilitating: <ul style="list-style-type: none"> <li>•Reading, listening and writing in lessons</li> <li>•Class discussions and debating skills.</li> <li>•Extended writing</li> <li>•Developing subject specific vocabulary</li> <li>•Interpretation and reading comprehension tasks</li> <li>•Reading for argument and developing critical source analysis</li> </ul>	Teachers will seek to develop literacy skills by facilitating: <ul style="list-style-type: none"> <li>•Reading, listening and writing in lessons</li> <li>•Class discussions and debating skills</li> <li>•Extended writing</li> <li>•Developing subject specific vocabulary</li> <li>•Interpretation and reading comprehension tasks</li> <li>•Reading for argument and developing critical source analysis</li> </ul>	Teachers will seek to develop literacy skills by facilitating: <ul style="list-style-type: none"> <li>•Reading, listening and writing in lessons</li> <li>•Class discussions and debating skills</li> <li>•Extended writing</li> <li>•Developing subject specific vocabulary</li> <li>•Interpretation and reading comprehension tasks</li> <li>•Reading for argument and developing critical source analysis</li> </ul>	Teachers will seek to develop literacy skills by facilitating: <ul style="list-style-type: none"> <li>•Reading, listening and writing in lessons.</li> <li>•Class discussions and debating skills</li> <li>•Extended writing</li> <li>•Developing subject specific vocabulary</li> <li>•Interpretation and reading comprehension tasks</li> <li>•Reading for argument and developing critical source analysis</li> </ul>	Teachers will seek to develop literacy skills by facilitating: <ul style="list-style-type: none"> <li>•Reading, listening and writing in lessons</li> <li>•Class discussions and debating skills</li> <li>•Extended writing</li> <li>•Developing subject specific vocabulary</li> <li>•Interpretation and reading comprehension tasks</li> <li>•Reading for argument and developing critical source analysis</li> </ul>
<b>Numeracy</b>	Teachers will seek to develop numeracy skills by encouraging students to:  <ul style="list-style-type: none"> <li>•Interpret charts and graphs.</li> <li>•Analysing statistics.</li> <li>•Sequencing dates.</li> <li>•Monitoring time and completion of questions.</li> <li>•Working out marks and scores from assessments.</li> </ul>	Teachers will seek to develop numeracy skills by encouraging students to:  <ul style="list-style-type: none"> <li>•Interpret charts and graphs</li> <li>•Analysing statistics</li> <li>•Sequencing dates</li> <li>•Monitoring time and completion of questions</li> <li>•Working out marks and scores from assessments</li> </ul>	Teachers will seek to develop numeracy skills by encouraging students to:  <ul style="list-style-type: none"> <li>•Interpret charts and graphs</li> <li>•Analysing statistics</li> <li>•Sequencing dates</li> <li>•Monitoring time and completion of questions</li> <li>•Working out marks and scores from assessments</li> </ul>	Teachers will seek to develop numeracy skills by encouraging students to:  <ul style="list-style-type: none"> <li>•Interpret charts and graphs</li> <li>•Analysing statistics</li> <li>•Sequencing dates</li> <li>•Monitoring time and completion of questions</li> <li>•Working out marks and scores from assessments</li> </ul>	Teachers will seek to develop Teachers will seek to develop numeracy skills by encouraging students to:  <ul style="list-style-type: none"> <li>•Interpret charts and graphs</li> <li>•Analysing statistics</li> <li>•Sequencing dates</li> <li>•Monitoring time and completion of questions</li> <li>•Working out marks and scores from assessments</li> </ul>	Teachers will seek to develop numeracy skills by encouraging students to:  <ul style="list-style-type: none"> <li>•Interpret charts and graphs</li> <li>•Analysing statistics</li> <li>•Sequencing dates</li> <li>•Monitoring time and completion of questions</li> <li>•Working out marks and scores from assessments</li> </ul>
<b>Careers Information, Education, Advice and Guidance (CEIAG)</b>	Studying the history of World War I and World War II develops a wide array of desirable skills for employers across many sectors. It is less about the specific historical knowledge and more about the transferable skills gained from analysing complex events, interpreting evidence, and constructing arguments. History gives a versatile set of transferable skills that are highly valued in management, politics, teaching, the legal profession, heritage management and the Civil Service to name just a few. Notably students will be working on developing: <ul style="list-style-type: none"> <li>•Critical thinking skills</li> <li>•Reading, listening and writing in lesson</li> <li>•Class discussions and debating skills</li> <li>•Extended writing assessment tasks</li> <li>•Developing subject specific vocabulary</li> <li>•Interpretation and reading comprehension tasks</li> </ul>	Transferable skills for further study and employment: <ul style="list-style-type: none"> <li>•Critical thinking skills</li> <li>•Reading, listening and writing skills</li> <li>•Class discussions and debating skills</li> <li>•Data analysis skills</li> <li>•Reading for argument and developing critical source analysis skills</li> </ul>	Transferable skills for further study and employment: <ul style="list-style-type: none"> <li>•Critical thinking skills</li> <li>•Reading, listening and writing skills</li> <li>•Class discussions and debating skills</li> <li>•Data analysis skills</li> <li>•Reading for argument and developing critical source analysis skills</li> </ul>	Transferable skills for further study and employment: <ul style="list-style-type: none"> <li>•Critical thinking skills</li> <li>•Reading, listening and writing skills</li> <li>•Class discussions and debating skills</li> <li>•Data analysis skills</li> <li>•Reading for argument and developing critical source analysis skills</li> </ul>	Transferable skills for further study and employment: <ul style="list-style-type: none"> <li>•Critical thinking skills</li> <li>•Reading, listening and writing skills</li> <li>•Class discussions and debating skills</li> <li>•Data analysis skills</li> <li>•Reading for argument and developing critical source analysis skills</li> </ul>	Transferable skills for further study and employment: <ul style="list-style-type: none"> <li>•Critical thinking skills</li> <li>•Reading, listening and writing skills</li> <li>•Class discussions and debating skills</li> <li>•Data analysis skills</li> <li>•Reading for argument and developing critical source analysis skills</li> </ul>
<b>Spirituality</b>	Studying World War I, particularly the Battle of the Somme and trench warfare, can contribute to a pupil's spiritual development by prompting them to reflect on universal themes of sacrifice, mortality, hope and despair. It encourages a deeper engagement with the human condition and the profound questions that arise during extreme adversity, moving beyond simply learning historical facts.	Studying 1930s Germany, and the rise of Nazis can foster a child's spirituality by encouraging them to reflect on human values and the choices people make. This is done by teaching the importance of compassion, promoting empathy for victims of injustice and crucially inspiring children to stand up against hatred. It will also show them how precious and fragile democracy is and let them examine the challenges, as well as dilemmas that people in the not-so-distant past faced.	Studying the Holocaust, life in Nazi Germany, and the start of WWII can profoundly develop a student's spirituality by fostering deep reflections on the nature of good and evil. This is not tied to any single religion but rather focuses on an individual's personal search for purpose and moral understanding in response to a complex topic in history.	Studying the Battle of Britain and the contributions of soldiers from all over the Empire can develop a learner's spirituality by encouraging reflection on themes of courage, sacrifice, and interconnectedness. By moving beyond a simplified, nationalistic narrative, students can explore the universal human values demonstrated during a time of immense crisis.	Studying the decline of the British Empire, the rise of atomic warfare, and the conclusion of World War II can profoundly develop students' spirituality by engaging them to reflection on interconnectedness, moral responsibility, and the human capacity for both immense cruelty and transformative change. This reflection can foster a sense of purpose and ethical awareness.	Studying the Cold War, the Windrush generation, and the events of protest and social change in the mid-to-late 20th century can develop a student's spirituality by engaging them with questions of justice, identity, interconnectedness, as well as moral courage. These topics and reflection of them can foster spiritual growth by exploring universal human struggles and aspirations.

How can parents support the curriculum?	<ul style="list-style-type: none"><li>•Check that students have completed homework set by their teacher</li><li>•Discuss and ask them what they learnt in class today</li><li>•Take students to visit historical sites that link to their learning in class, such as churches, buildings and museums</li><li>•Watch linked documentaries or take up wider reading and research with your children at home</li><li>•Research family History and see if you can make any connections between your family history and events like the war</li></ul>	<ul style="list-style-type: none"><li>•Check that students have completed homework set by their teacher</li><li>•Discuss and ask them what they learnt in class today</li><li>•Take students to visit historical sites that link to their learning in class, such as churches, buildings and museums</li><li>•Watch linked documentaries or take up wider reading and research with your children at home</li><li>•Research family History and see if you can make any connections between your family history and events like the war</li></ul>	<ul style="list-style-type: none"><li>•Check that students have completed homework set by their teacher</li><li>•Discuss and ask them what they learnt in class today</li><li>•Take students to visit historical sites that link to their learning in class, such as churches, buildings and museums</li><li>•Watch linked documentaries or take up wider reading and research with your children at home</li><li>•Research family History and see if you can make any connections between your family history and events like the war</li></ul>	<ul style="list-style-type: none"><li>•Check that students have completed homework set by their teacher</li><li>•Discuss and ask them what they learnt in class today</li><li>•Take students to visit historical sites that link to their learning in class, such as churches, buildings and museums</li><li>•Watch linked documentaries or take up wider reading and research with your children at home</li><li>•Research family History and see if you can make any connections between your family history and events like the war</li></ul>	<ul style="list-style-type: none"><li>•Check that students have completed homework set by their teacher</li><li>•Discuss and ask them what they learnt in class today</li><li>•Take students to visit historical sites that link to their learning in class, such as churches, buildings and museums</li><li>•Watch linked documentaries or take up wider reading and research with your children at home</li><li>•Research family History and see if you can make any connections between your family history and events like the war</li></ul>	<ul style="list-style-type: none"><li>•Check that students have completed homework set by their teacher</li><li>•Discuss and ask them what they learnt in class today</li><li>•Take students to visit historical sites that link to their learning in class, such as churches, buildings and museums</li><li>•Watch linked documentaries or take up wider reading and research with your children at home</li><li>•Research family History and see if you can make any connections between your family history and events like the war</li></ul>
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