

# Curriculum Knowledge Map 2023-24



Year 9	AUTUMN		
Topics	How did Russia become the USSR?	Did the Communists achieve their utopia?	<ul style="list-style-type: none"> <li>Where the 1920s really 'Golden'?</li> <li>What was life like in Nazi Germany?</li> <li>What was the impact of the Great Depression on Britian?</li> </ul>
<b>Declarative</b> <i>What should they know?</i>	<ul style="list-style-type: none"> <li>The geography of the Russian Empire and why this made it difficult to govern</li> <li>Features of Serfdom</li> <li>The Emancipation of the Serfs</li> <li>Key features of Russian Society and inequality within it</li> <li>Unpopularity of the Tsar</li> <li>Key features of Communism</li> <li>Opposition to the Tsar</li> <li>The women's march as a the catalyst for revolution</li> <li>The role of key figures e.g Lenin</li> </ul>	<ul style="list-style-type: none"> <li>The role of key figures e.g Lenin, Stalin, Alexandra Kollontai</li> <li>Changes to lives women, the Arts, education and religion</li> <li>Changes to education e.g the Komsomol</li> <li>Changes to Arts e.g Futurism</li> <li>Key features of what the Zhenotdel did</li> <li>Stalin's Cult of Personality</li> <li>The Purges and Terror</li> <li>Stalin's five-year plans and industrialisation</li> </ul>	<ul style="list-style-type: none"> <li>The terms of the Treaty of Versailles</li> <li>The impact of WWI on society, including changes to women's rights, the working class, technology, and culture</li> <li>Key features of a Golden Age</li> <li>The Jarrow March</li> <li>The role of Ellen Wilkinson</li> <li>The Great Depression's impact on Britian and Germany</li> <li>How fascism grew in the interwar years</li> <li>Key features of Nazi Germany</li> </ul>
<b>Procedural</b> <i>What should they be able to do?</i>	<ul style="list-style-type: none"> <li>Prioritise and make a judgment on what the most significant cause of the Russian Revolution was</li> <li>Explain why different causes led to the Russian Revolution of 1917 using the appropriate Historical terminology of causation</li> <li>Explain key terminology such as turning point, catalyst</li> </ul>	<ul style="list-style-type: none"> <li>Explain the extent of societal changes using key terminology of consequences</li> <li>Identify different types of consequences, such as direct consequences and indirect consequences</li> <li>Analyse interpretations of Historians</li> <li>Analyse why a source is useful to a Historian</li> <li>Identify the different kinds of Historians e.g Social Historian, Political Historian</li> <li>Explain how different Historians will approach source differently and why</li> <li>Explain the need for the USSR to industrialise quickly using five-year plans Describe how Stalin's USSR was different to Lenin's' USSR</li> <li>Explain to what extent Lenin was able to fulfil his vision?</li> </ul>	<ul style="list-style-type: none"> <li>Explain how satire and political cartoons can be used to give us an insight into the past</li> <li>Make a judgment on if Britain and Germany did experience a Golden Age</li> <li>Use interpretations and decide which is more representative of the Golden Era using factual knowledge to support</li> <li>Explain why fascism flourished in Germany but noy in Britain</li> <li>Explain how different Historians will approach source differently and why</li> <li>Analyse Historical interpretations on the impact of the Treaty of Versailles</li> <li>Explain if terror or propaganda was more useful for the Nazis to be able to be able to control society</li> </ul>



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<b>Disciplinary Literacy</b> (Tier 3 Vocab)	Serfdom, Working Class, Tsar, Noble, Monarch, Government, Autocracy, Communism, Bolsheviks, Revolution	Communism, Purges, Bolsheviks, Society, Revolution, Industrialisation, Working Class, Agriculture, Despot, , Historian, Terror, Secret Police, Cult of Personality, totalitarian	Great Depression, unemployment, Golden Age, Fascism, further, dictatorship, volksgemeinschaft, terror, control, Interwar, Terror, Armistice, Treaty Constitution, Control, Democracy, Government, Prime Minister Suffrage, Legislation
<b>Assessment</b>	<ul style="list-style-type: none"> <li>▪ <b>Causation Essay – What caused the Russian Revolution?</b></li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Consequence Essay – Did the Communists achieve their utopia?</b> Hypothesis question – How did life change after the Revolution?</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Interpretation essay, were the 1920s Golden?</b></li> <li>▪ <b>Diagnostic knowledge quiz to identify knowledge gaps before progress test</b></li> <li>▪ <b>Interpretations essay – which view is more representative of Nazi Germany?</b></li> </ul>
<b>Diversity</b>	<ul style="list-style-type: none"> <li>• Looking at the ethnic diversity of The Russian Empire</li> <li>• Meanwhile, Elsewhere – Women of the Russian Revolution</li> </ul>	<ul style="list-style-type: none"> <li>• Women: Alexandra Kollontai</li> <li>• How did life for women change?</li> </ul>	<ul style="list-style-type: none"> <li>• Ellen Wilkson</li> <li>• Working class voices in the Jarrow March</li> <li>• Black experience of people in America in the 1920s</li> </ul>



# Curriculum Knowledge Map 2023-24



Year 9	SPRING		
<b>Topics</b>	<ul style="list-style-type: none"> <li>▪ What was the British Experience of WWII?</li> <li>▪ How should the Holocaust be remembered?</li> <li>▪ What were the Soviet Experiences of WWI?</li> </ul>	<b>How did WWII lead to decolonisation?</b>	<ul style="list-style-type: none"> <li>▪ Was Truman Justified in dropping the bomb?</li> <li>▪ Was America justified in its fear of Communism?</li> <li>▪ How did the superpowers try to extend their spheres of influence?</li> </ul>
<b>Declarative</b> <i>What should they know?</i>	<ul style="list-style-type: none"> <li>• Key features of the war in Europe</li> <li>• Key features of the siege at Leningrad</li> <li>• Turning points in war- Battle of Britain, Stalingrad</li> <li>• Key features of the war on the Eastern Front</li> <li>• Explain why the Nais invaded the USSR during Operation Barbarossa</li> <li>• The Battle of Britain</li> <li>• The Blitz in London</li> <li>• Atomic weapons being used on Hiroshima and Nagasaki</li> <li>• The role of Winston Churchill</li> <li>• Blitzkrieg tactics</li> <li>• Key features of battles such as Stalingrad</li> </ul>	<ul style="list-style-type: none"> <li>• Key figures like Lord Mountbatten and Cyril Radcliffe, Mohammed Jinnah and Gandhi</li> <li>• The causes and consequences of the 1857 rebellion</li> <li>• The Jallianwala Bagh massacre</li> <li>• Ghandhi's Salt March</li> <li>• How Indian Nationalism grew from the policies created by the British Raj</li> <li>• Partition of India and the impact of it</li> <li>• Asian migrants to Britain following events in 1947</li> <li>• Decolonisation of Ghana</li> <li>• The Suez Canal crisis</li> </ul>	<ul style="list-style-type: none"> <li>• Key features of a trial and how this links to the study of History</li> <li>• US policy of containment - The Truman Doctrine and Marshall Aid</li> <li>• McCarthyism and The 'Red Scare'</li> <li>• The features of a Cold War</li> <li>• Key features of political ideologies: communism and capitalism</li> <li>• How the Soviet Union tried to spread their sphere of influence</li> <li>• How China and the USSR collaborated in the early 1950s</li> <li>• Proxy wars in Korea and Vietnam</li> <li>• American involvement in South America</li> <li>• Soviet involvement in Africa</li> <li>• The difference between hard and soft power</li> </ul>
<b>Procedural</b> <i>What should they be able to do?</i>	<ul style="list-style-type: none"> <li>• Analyse sources and make a judgment on if 'Blitz Spirit' was a myth</li> <li>• Use sources to evidence their extended writing</li> <li>• Draw on knowledge of Stalin's USSR to explain the success and failures of the Red Army in WWII</li> <li>• Explain why Historians have different views of Winston Churchill</li> <li>• Analyse the legacy of Winston Churchill and consider how he has been remembered by Historians</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the causes and consequences of Partition using Historical terminology</li> <li>• Explain the role of key figures</li> <li>• Explain why Indian nationalism was a complex struggle</li> <li>• Explain how WWII was a turning point on the road to independence for India</li> <li>• Explain what factors caused to partition</li> <li>• Explain why partition happened and its impact today</li> <li>• Explain how the end of the British Empire led to the Commonwealth</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why America were paranoid about Soviet expansionism.</li> <li>• Analyse sources and interpretation and interrogate them to see what they reveal</li> <li>• Make a judgment and decide if Bridge of Spies is a credible and balanced representation of espionage in the Cold War</li> <li>• Describe what a proxy war is and explain why they are an important aspect of a cold war</li> </ul>



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		<ul style="list-style-type: none"> <li>Describe how WWII led to the end of the British empire</li> <li>Explain the consequences of the end of the British Empire</li> <li>Explain how the British Empire led to multiculturalism in Britain</li> </ul>	<ul style="list-style-type: none"> <li>Key features of proxy wars in Asia - Korea and Vietnam</li> <li>Explain how the Superpowers spread the influence is South America and Africa</li> </ul>
<b>Disciplinary Literacy</b> (Tier 3 Vocab)	Pacific, Fascism, War, Morale, Battle, Nationalism, Nuclear Weapons, Empire, Allies, Patriotism, Home Front, Eastern Front, Propaganda, War, War Economy, Empire, Expansionism, Prisoners of war, Blitzkrieg, Luftwaffe, Wehrmacht,, turning point, Stalingrad, Total War, Bombers, Nuclear Weapons	Salt March, Decolonisation, Massacre, Nationalism, Religious Division, Divide and Rule, India, Pakistan, Partition, Sepoy, Caste system, Raj, Princely State, East India Company, Massacre, Army, Troops, Viceroy, Borders, Independence, Suez, Power, Control, Commonwealth, Uganda, Migration, Push Factors	Red Scare, 38 <sup>th</sup> Parallel, McCarthyism, Expansionism, Communism, Satellite states, containment, Marshall Plan, Nuclear Weapons, Cold War, Soft Power, Hard power Containment, Spheres of influence, proxy war, expansionism, satellite states, Rosenbergs, Nuclear Weapons, American Dream, Communism, Capitalism, HUAC
<b>Assessment</b>	<ul style="list-style-type: none"> <li><b>Progress Test- Closed Book</b></li> <li>Knowledge assessment of tier 3 vocab, comprehension &amp; recall written essay</li> </ul> <p><b>Oracy marking point – what are the similarities and differences between British and Soviet experiences?</b></p> <ul style="list-style-type: none"> <li><b>Open book</b></li> </ul>	<ul style="list-style-type: none"> <li>Knowledge recall - timeline test on events leading up to partition</li> </ul>	<ul style="list-style-type: none"> <li>Extended essay “Why did the USA pursue a policy of containment?”</li> <li>Extended essay “Explain how and why the superpowers tried to extend their spheres of influence”</li> </ul>
<b>Diversity</b>	<ul style="list-style-type: none"> <li>Looking at the global theatre of WWII and the experiences of women and soldiers from around the world</li> <li>Look at Historian Svetlana Alexievich’s ‘Women at War’ book to read about women’s experiences</li> </ul>	<ul style="list-style-type: none"> <li>India</li> <li>Pakistan</li> <li>Experiences of those who lived through partition</li> <li>Refugees</li> <li>Migrants to Britian</li> </ul>	<ul style="list-style-type: none"> <li>Antisemitism in the Rosenberg’s case</li> <li>Impact of war on Vietnam and Laos</li> <li>China</li> </ul>



# Curriculum Knowledge Map 2023-24



Year 9	SUMMER	
Topics	What does the life of Claudia Jones reveal about Notting Hill?	What is the significance of the American Civil Rights movement?
<b>Declarative</b> <i>What should they know?</i>	<ul style="list-style-type: none"> <li>Housing conditions in Notting Hill</li> <li>Rachmanism</li> <li>Windrush Migration following WWII</li> <li>Attitudes towards migrants - Enoch Powell's 'Rivers of Blood speech'</li> <li>Mangrove 9</li> <li>Institutional racism within the Met Police</li> </ul>	<ul style="list-style-type: none"> <li>Key figures such as Malcolm X, Martin Luther King, Claudette Colvin</li> <li>Segregation and Jim Crow Laws in America</li> <li>Brown vs Borad of Education</li> <li>The American Black Panthers</li> <li>The Black Power Movement</li> </ul>
<b>Procedural</b> <i>What should they be able to do?</i>	<ul style="list-style-type: none"> <li>Describe the significance of Claudia Jones as a civil rights activist</li> <li>To analyse extracts from the West Indian Gazette and consider why they are useful to us as Historians</li> <li>To consider the causes that led to important pieces of legislation such as The Race Relations Act</li> <li>To consider the pace of change regarding people's attitudes towards migrants in Notting Hill</li> <li>To explain why migrant groups are significant to Britain.</li> <li>To explain the cultural significance of Caribbean migrants</li> <li>Explain the purpose of Notting Hill Carnival and the legacy of the event</li> </ul>	<ul style="list-style-type: none"> <li>Explain the need to Civil Rights Activism</li> <li>Analyse representations of graphic novel 'March'</li> <li>Link knowledge of fear of communism to the Civil Rights Movement</li> <li>Describe similarities between Civil Rights in the UK vs the USA</li> </ul>
<b>Disciplinary Literacy</b> (Tier 3 Vocab)	Migration, Caribbean, Mother country, Discrimination, prejudice, politicians, Race Relations Act,	Usefulness, migration, empire, landlords, police brutality, racism, Black power, Civil Rights, Carnival, West Indies, Caribbean, Activism, Rights, Legislation, Attitudes, Society, Discrimination, Protest
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Source utility – what do sources reveal about Notting Hill in the 1960s and 1970s?</li> <li>Why are sources useful to Historians?</li> </ul>	Significance essay – why have key figures such as Martin Luther King and Rosa Parks been ascribed significance but not Malcom X and Claudette Colvin?
<b>Diversity</b>	<ul style="list-style-type: none"> <li>Claudia Jones' experience as a Black migrant to Britain</li> <li>Significance of Windrush Migrants to UK</li> <li>Protest culture and fighting for change</li> <li>Coco Clarkes experiences of Black Power in Moss Side</li> </ul>	<ul style="list-style-type: none"> <li>Claudette Colvin, Rosa Parcs, Students, Working Class voices</li> </ul>

