



CHS Curriculum Intent

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world’s communities and are ready to discover their place in it.

CHS Curriculum Area Framework for Learning – Year 9

SUBJECT	History
INTENT	<p>“A people without the knowledge of their past history, origin & culture is like a tree without roots” - Marcus Garvey</p> <p>We passionately believe that young people need a sense of history in order to understand themselves, their identity and the world around them. They need to be able to ask questions and evaluate the answers they receive – never settling for a shallow answer and pushing for a deeper explanation. History should inspire curiosity and a desire to never stop wanting to find out more. As the Ancient Chinese philosopher Confucius described, if we cultivate the root, the leaves and branches will take care of themselves. Therefore, we are proud to plant the seeds of knowledge in our young people to cultivate curiosity and engagement in the world around them.</p> <p>History gives students;</p> <ul style="list-style-type: none"> • The ability to research, filter and prioritise information. • A framework for questioning sources of information and evaluating which are useful, trustworthy and reliable. • A solid knowledge of the culture on which the country is founded – why do we do what we do? • The confidence to voice their opinions coherently and with diligence <p>These prepare students for careers as;</p> <ul style="list-style-type: none"> • Lawyers • Reporters • Teachers



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	<ul style="list-style-type: none"> • Police Officers • Diplomats • Writers • Doctors • Politicians • Social workers
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Year Group	9					
Rationale/ Narrative	<p>By Year 9, students have opted to deepen and develop their understanding of History; we will build on their grounding from Year 7 and 8 preparing and nurturing students and their aspirations in order to give them the foundation they will need to be successful at GCSE. We aim to explore medicine thematically taking time to understand how causes of illness, treatments and prevention were different through the Medieval Era, Renaissance, Industrial Period and Modern Era. Students will draw upon their chronological understanding from Year 7 in order to firmly place events in time whilst investigating how factors such as the Government, War, Individuals and Church all shaped society and in some respects – hindered progress. We have purposely tailored our curriculum as a foundation to the GCSE by incorporating narratives representative of our school and local community that are not included in the traditional GCSE specification to ensure that Year 9 is truly a transition for our students. Year 9 is a fantastic opportunity for students to unpick new eras, social change and challenge misconceptions that the past was always dirty.</p> <p>It is important that our students grow in Year 9, and take responsibility for their learning. They will understand the characteristics of a flourishing student of GCSE History and will learn to work independently both in lesson and at home, using revision as a tool to fill in their own personal learning gaps whilst practising note taking, reading and writing essays. Students will mature and grow enormously across the year as they take strives to become better learners, making decisions about how they learn whilst realising that every learner is different. This foundation will enable them to blossom into Year 10 as the course changes and we begin to analyse more challenging concepts.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	Context of Medicine Through Time. <ul style="list-style-type: none"> • Prehistoric • Islamic 	Causes throughout time: <ul style="list-style-type: none"> • Medieval • Renaissance • Industrial • Modern 	Treatment and prevention through time: <ul style="list-style-type: none"> • Medieval • Renaissance • Industrial 	Treatment and prevention/Case Studies in Medicine: <ul style="list-style-type: none"> • Medieval • Renaissance 	Medicine on the Western Front: <ul style="list-style-type: none"> • The Trench System 	Key Topic 1: Weimar Republic 1918-1939: <ul style="list-style-type: none"> • Weimar Republic Origins



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	<ul style="list-style-type: none"> • Egyptian • China • India • Greek • Roman 		<ul style="list-style-type: none"> • Modern 	<ul style="list-style-type: none"> • Industrial • Modern • The Black Death • William Harvey • The Great Plague • John Snow and Cholera • Edward Jenner • Alexander Fleming • Lung Cancer 	<ul style="list-style-type: none"> • The British Sector • Conditions in the trenches • Medical Progress • Treatment • Chain of Evacuation 	<ul style="list-style-type: none"> • Weaknesses of the Weimar Republic • Treaty of Versailles • Political Problems • Economic Problems
SKILLS	<p>History skills and concepts:</p> <ul style="list-style-type: none"> • Causation • Change and continuity • Significance • Communicating knowledge <p>Learning Skills:</p> <ul style="list-style-type: none"> • Evaluate • Make judgment • Comparison over time • Significance <p>(AO1/AO2)</p>	<p>History skills and concepts:</p> <ul style="list-style-type: none"> • Causation • Change and continuity • Significance • Communicating knowledge <p>Learning Skills:</p> <ul style="list-style-type: none"> • Demonstrate • Explain why • Evaluate • Make judgement <p>(AO1/AO2)</p>	<p>History skills and concepts:</p> <ul style="list-style-type: none"> • Causation • Change and continuity • Significance • Communicating knowledge <p>Learning Skills:</p> <ul style="list-style-type: none"> • Demonstrate • Explain why • Evaluate • Make judgement <p>(AO1/AO2)</p>	<p>History skills and concepts:</p> <ul style="list-style-type: none"> • Causation • Change and continuity • Significance • Communicating knowledge <p>Learning Skills:</p> <ul style="list-style-type: none"> • Demonstrate • Explain why • Evaluate • Make judgement <p>(AO1/AO2)</p>	<p>History skills and concepts:</p> <ul style="list-style-type: none"> • Enquiry • Utility <p>Learning Skills:</p> <ul style="list-style-type: none"> • Analyse • Evaluate • Make judgements <p>(AO1/AO3)</p>	<p>History skills and concepts:</p> <ul style="list-style-type: none"> • Causation • Change and continuity • Significance • Enquiry • Interpretation and Representation <p>Learning Skills:</p> <ul style="list-style-type: none"> • Analyse • Evaluate • Make judgements • Explain <p>(AO1, 2, 3 & 4)</p>
ASSESSMENT S	<p>Students will spend this time using reading and sources in order to develop their historical skills and look at medicine from different ancient societies. Some skills include:</p> <ul style="list-style-type: none"> • Inference • Explain why • Explain one 	<p>Students will have a mixture of exam question and low stakes assessment with teacher, self and peer feedback. There will be three larger assessed pieces by teachers this half term:</p> <ul style="list-style-type: none"> • Explain why (12) • Explain one (4) 	<p>Students will have a mixture of exam question and low stakes assessment with teacher, self and peer feedback. There will be two larger assessed pieces by teachers this half term:</p> <ul style="list-style-type: none"> • Explain why (12) • Explain one (4) • Hypothesis (16) 	<p>Students will have a mixture of exam question and low stakes assessment with teacher, self and peer feedback. There will be three larger assessed pieces by teachers this half term:</p> <ul style="list-style-type: none"> • Progress Test • Explain why (12) • Explain one (4) 	<p>Students will have a mixture of exam question and low stakes assessment with teacher, self and peer feedback. There will be two larger assessed pieces by teachers this half term:</p> <ul style="list-style-type: none"> • Key features (4) 	<p>Students will have a mixture of exam question and low stakes assessment with teacher, self and peer feedback. There will be two larger assessed pieces by teachers this half term:</p> <ul style="list-style-type: none"> • Medicine Mock Exam • Explain Why (12)



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	<ul style="list-style-type: none">• Judgment• Narrative• Analysis• Utility			<ul style="list-style-type: none">• Hypothesis (16)	<ul style="list-style-type: none">• Utility (8)• Follow up (4)	
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