



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 • Form opinions based on fact and determine the opinions of others <p>These prepare students for careers as;</p> <ul style="list-style-type: none"> • Lawyers • Reporters



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- Teachers
- Police Officers
- Diplomats
- Writers
- Doctors
- Politicians
- Social workers

Year Group	9 Foundation Pathway
Rationale/ Narrative	<p>Our non-GCSE cohort will build on their grounding from Year 7 and 8 to build their historical understanding through enriching topics that complement their study in lower school. We aim to explore some complex, challenging and diverse history throughout Year 9 navigating 3 key topics; Medicine through Time, Inter-war Germany and the Norman Conquest. Throughout all 3 key topics students will look at hidden narratives often underrepresented in History as well as explore social change and power struggles across Britain and Europe.</p> <p>We will look at how medical treatments, prevention and ideas about causes have changed throughout the Medieval, Renaissance, Industrial and Modern period. Year 9 is a fantastic opportunity for our students to unpick new eras, social change and challenge misconceptions that the past was always dirty. Students will examine how the role of the Church influences education and politics in the Medieval and Renaissance era. This draws directly on the learning in Year 7. We will nurture students so that they are able to make links to the Islamic Golden Age and Age of Exploration. By the Industrial period, we will investigate the Age of Breakthroughs and why reform of the Industrial Period had a wider impact on medical advances. We aim to explicitly link students prior learning from Year 7 and 8 to the theme of medicine so that they understand how interwoven historical narratives are.</p> <p>Our second in depth study focuses on Weimar & Nazi Germany which allows students to critically think about challenging concepts such as how dictatorships form and why a whole country was able to be indoctrinated. This builds explicitly on the foundation knowledge in Year 8. Whilst covering the events that led to the Rise of Hitler, we aim to incorporate an investigation into the impact of dictatorship on culture and minority groups.</p> <p>It's important to us that we broaden every students knowledge of the past for of the past. Students will already have an understanding of British society through the ages so our final topic of Year 9 will transport students back to the Middle Ages, a thousand years ago to</p>



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	<p>explore whether society was really different to today and comparing and contrasting to the societies we have studied across Year 7-9. By exploring the Norman Conquest, we are giving our students an understanding of causation and the foundation of British society, and how it's built on migration and settlement from the Normans and Vikings. By the end of Year 9, when students have opted not to continue with their deeper study of History, they will leave the subject with a rich understanding of time.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p>Middles Ages to Renaissance: The Beginnings of Medical Change</p> <ul style="list-style-type: none"> Life in the Middles Ages Medical Beliefs in the Middles Ages Power of the Church Life in the Renaissance Declining Power of the Church Pandemics 	<p>Industrial to Modern: Medical Progress Accelerates</p> <ul style="list-style-type: none"> Industrial Britain Medical Progress in the Industrial Period Influential Women in Industrial Britain Medical Progress in the Modern Period NHS 	<p>Post War Germany</p> <ul style="list-style-type: none"> End of WWI Treaty of Versailles Economic Problems for Weimar Stresemann and he Golden Era Birth of the Nazi Party 	<p>Hitlers Sets up his Dictatorship</p> <ul style="list-style-type: none"> Hitler becomes Fuhrer Nazi Police State Nazi Olympics and Propaganda Young People in Nazi Germany Nazi Women Persecution of Minorities 	<p>The Anglo-Saxon Era</p> <ul style="list-style-type: none"> England in 1060 Features of Medieval Society House of Godwin Succession Crisis Claims to the Throne 	<p>The Norman Conquest</p> <ul style="list-style-type: none"> Battles of 1066 Castles Norman Societal Changes Second Succession Crisis
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>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>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>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>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>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



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ASSESSMENT S	Week 3: Marking point around power in the Middle Ages Week 6: Comparing and contrasting approaches to the Black Death and the Great Plague	Week 2 of Progress Checkpoint Fortnight: Progress Checkpoint	Week 3: Significance of Stresemann	Week 2 of Progress Checkpoint Fortnight: Progress Checkpoint Week 6: Marking point around the persecution of minorities	Week 4: Looking at who ought to the King in 1066	Week 2 of Progress Checkpoint Fortnight: Progress Checkpoint Week 4: How did the Normans consolidate their power?
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