



FRAMEWORK FOR LEARNING

CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

HISTORY

INTENT

“A people without the knowledge of their past history, origin & culture is like a tree without roots” - **Marcus Garvey**

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.

History gives students:

- The ability to research, filter and prioritise information.
- A framework for questioning sources of information and evaluating which are trustworthy and reliable.
- A solid knowledge of the culture on which the country is founded – why do we do what we do?

These prepare students for careers as:

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



YEAR GROUP

YEAR 9

RATIONAL / NARRATIVE

Year 9 students will investigate and explore the tumultuous twentieth century. This will begin with an in-depth study of the Second World War, exploring the experience of this period from British children; RAF crew members; African Americans; the war in the Pacific; the Great Patriotic War between Russia and Germany; Caribbean aircrew in Bomber Command; women across the war; and of the experience of LGBT people. Pupils also explore interpretations, such as Winston Churchill, and take a more global view by exploring whether World War Two actually began in China. In Autumn 2 students will explore the Holocaust in-depth, using the pyramid of hate to discover genocide begins at casual racism and name-calling. Pupils will also compare the Holocaust to other and potential genocides such as the Rwandan genocide and the treatment of the Uighur Muslims by China. Following that, pupils will explore the history of the Israel and Palestine. During the Spring term, pupils will explore the varied experiences of decolonization and migration in Post-war Britain. This includes exploring black British civil rights as well as partition in British India and the experience of Somalian migrants to Manchester and the UK. Year 9 students will end their final term of KS3 history with a depth study of the United States. As the current world superpower and the biggest English-speaking nation in the world, students feel the influence of the USA every day. Within this topic pupils will explore the immigrant story of the United States as well as the boom and bust of the first half of the 20th century. They will study the experience of the African Americans across the decades and understand how and why the Vietnam War divided America.

TERM KNOWLEDGE

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>The Second World War</p> <ul style="list-style-type: none"> Did Britain and France cause WW2? Was evacuation a positive or a negative experience for British children? Was the evacuation of Dunkirk a success? Was there really a Blitz Spirit? Was the Battle of Britain won due to a few? What was the experience of black American soldiers in Britain? Were the RAF bomber crews heroes or villains? How did women experience World War Two? 	<p>The Holocaust and the division of Israel and Palestine</p> <ul style="list-style-type: none"> What was the history of antisemitism? How did the Nazis begin to discriminate against Jews? How did persecution lead to genocide? What happened in the camp system? What was the experience of "others" in the Holocaust? What was the role of individuals in the Holocaust? Was the Holocaust intended? What happened in the Rwandan genocide? 	<p>Post-war Britain and decolonization</p> <ul style="list-style-type: none"> What was life like for non-white people in Britain before World War Two? Why did Caribbean people migrate to Britain after WW2? What was the significance of the Notting Hill Riots (1958)? What was the importance of the Bristol Bus Boycott? Progress Test Feedback Workshop Why did South Asians migrate to the UK and where? What was the experience of South 	<p>Post-war Britain and decolonization</p> <ul style="list-style-type: none"> How did Ghana gain independence from Britain? How was Kenya's path to independence different to Ghana? Why did Britain give India its independence? Was Britain right to partition India? What caused the Troubles in Northern Ireland? What happened in the Troubles and how did it end? Why did people migrate from Somalia? What was the experience of LGBT 	<p>The USA, 1789-1995</p> <ul style="list-style-type: none"> Who were the original Americans? How did the USA become the USA? What was lifelike in the Jim Crow South? Why did the USA boom the 1920s? Why did people migrate to the USA? What was the experience of immigrants in 1920s USA? First Red Scare What was the impact of Prohibition? How far did life improve for black Americans in the north? How far did life improve for women in the 1920s? 	<p>The USA, 1789-1995</p> <ul style="list-style-type: none"> How successful was the civil rights movement in the 1950s? How did civil rights change in the 1960s? Who assassinated JFK? How and why did the USA get involved in the Vietnam War? Progress Test Feedback Workshop What was the experience of the Vietnam War? What was the impact of Black Power? How did the public react to the Vietnam War? Why did the USA lose the Vietnam War?



SKILLS

<ul style="list-style-type: none"> • Why did Germany lose on the Eastern Front? • Why was the war in the Pacific called "Hell in the Pacific"? • Were the USA right to drop the atom bomb on Japan? • What was the experience of LGBT people in WW2? • How should we view Winston Churchill? • Who "won" World War Two? • What was the impact of WW2? 	<ul style="list-style-type: none"> • Why was Palestine split into Israel and Palestine? • How and why did Israel expand by 1967? • How did the conflict change after 1967? • What was the Oslo Peace Accords 1993? • Why did the Peace Process fail by 2005? 	<p>Asian migrants in the UK?</p> <ul style="list-style-type: none"> • What was the significance of the Mangrove 9 trial? • Why were there uprisings in the 1980s UK? • What was the significance of the Stephen Lawrence case? • How did the Welfare State develop? 	<p>people in the 20th Century?</p> <ul style="list-style-type: none"> • Was the UK justified to invade Iraq? 	<ul style="list-style-type: none"> • What were the effects of the Great Depression on the USA? • How did the USA recover from the Great Depression? • What was life like in the 1950s (Red Scare, McCarthyism, boom etc) 	<ul style="list-style-type: none"> • How successful was gay rights in the USA? • How successful was the feminist movement? • Was the Red Power movement successful? • How were the Mafia defeated?
<p>CHRONOLOGY</p> <ul style="list-style-type: none"> • Use historical language • Being able to sequence events • Understand how the past can be divided into chunks of time <p>INTERPRETATION & REPRESENTATION</p> <ul style="list-style-type: none"> • Use historical terms and explaining phrases to develop answers • Examine different events and explain why people view power differently • Use specific evidence such as statistics, place names, events & dates to formulate opinion 	<p>INTERPRETATION & REPRESENTATION</p> <ul style="list-style-type: none"> • Use historical terms and explaining phrases to develop answers • Examine different events and explain why people view power differently • Use specific evidence such as statistics, place names, events & dates to formulate opinion 	<p>SIGNIFICANCE</p> <ul style="list-style-type: none"> • Understand what makes something significant • Explain how events and communities are significant • Use specific evidence such as statistics, place names, events & dates to formulate opinion <p>CHANGE & CONTINUITY</p> <ul style="list-style-type: none"> • Analyse how Britain has changed over time • Identify significant events to form evaluation • Use specific evidence such as statistics, place names, events & dates and historical terms such as change, continuity, 	<p>INTERPRETATION & REPRESENTATION</p> <ul style="list-style-type: none"> • Use historical terms and explaining phrases to develop answers • Examine different events and explain why people view power differently • Use specific evidence such as statistics, place names, events & dates to formulate opinion 	<p>SIGNIFICANCE</p> <ul style="list-style-type: none"> • Understand what makes something significant • Explain how events and communities are significant • Use specific evidence such as statistics, place names, events & dates to formulate opinion <p>CAUSATION</p> <ul style="list-style-type: none"> • Extend chronological knowledge of time periods • Identify causes, events and consequences • Explain the importance of other countries in influencing Britain • Remember and use specific evidence such 	<p>INTERPRETATION & REPRESENTATION</p> <ul style="list-style-type: none"> • Use historical terms and explaining phrases to develop answers • Examine different events and explain why people view power differently • Use specific evidence such as statistics, place names, events & dates to formulate opinion <p>SIGNIFICANCE</p> <ul style="list-style-type: none"> • Understand what makes something significant • Explain how events and communities are significant • Use specific evidence such as statistics, place names, events



ASSESSMENT			progression and regression.		as statistics, place names, events & dates	& dates to formulate opinion
	<p>Marking Point (Source): Was evacuation a positive or a negative experience for British children?</p> <p>Marking Point (Evaluate): Was the USA justified to drop the atom bomb on Japan</p>	<p>Marking Point (Evaluate): Was the Holocaust intended?</p>	<p>Progress Test: this will be multiple choice with a single extended answer</p> <p>Marking Point (Explain): Explain the impact of black and Asian peoples' campaigns for equality in the UK in the twentieth century?</p>	<p>Marking Point (Evaluate): How should we view Margaret Thatcher?</p>	<p>Marking Point (Source): How far did life improve for black Americans in the north?</p>	<p>Progress Test: this will be multiple choice with a single extended answer</p> <p>Marking Point: Why did the USA lose the Vietnam War?</p>
HOME LEARNING	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS
	<p>Writing – Writing to explain; essay planning; essay writing (AO1/2) Writing short answers</p> <p>Reading – Annotation whilst reading to build inference and SPED</p> <p>Talk – ‘Exam questions out loud; practicing responses orally before writing</p>	<p>Writing – Extended writing; essay planning; making judgement. (AO1/2)</p> <p>Reading – Use of key words. Guided reading to break down long texts e.g., Impact of Science on medicine</p> <p>Talk – Think, pair share, factual recall tests</p>	<p>Writing – Extended writing; essay planning; making judgement. (AO1/2) Writing short answers (PEPE)</p> <p>Reading – Use of key words. Guided reading to break down long texts e.g., Impact of Science on medicine</p> <p>Talk – Significance debate: Pasteur, Koch</p>	<p>Writing – Organisation using mind maps; fact files. Extended answer writing (AO1/2)</p> <p>Reading – Use of key words. Using sources to make judgements</p> <p>Talk – Discussing extended answers; think pair share activities; factual recall tests</p>	<p>Writing – Organizing an enquiry piece of writing. Supporting statements using PEEL structure.</p> <p>Reading – Linked pictures to text. Matching maps to reading.</p> <p>Talk – Discussing extended answers; think pair share activities; factual recall</p>	<p>Writing – writing under timed pressure. Structuring answers.</p> <p>Reading – Use of emotive vocabulary</p> <p>Talk – breakdown of Hitler’s speeches into physical, emotional, cognitive & linguistic strands.</p>
READING, WRITING, TALK, NUMERACY	Describe, Infer, Explain, Evaluate, Interpret	Describe, Infer, Explain, Evaluate, Interpret	Describe, Infer, Explain, Evaluate, Interpret	Describe, Infer, Explain, Evaluate, Interpret	Describe, Infer, Explain, Evaluate, Interpret	Describe, Infer, Explain, Evaluate, Interpret
	Treaty of Versailles, Great Depression, Appeasement, Evacuation, Blitz, Bombing, Caribbean, African American, Segregation, PTSD, Pacific, Command	Antisemitism, Nuremberg Laws, Ghetto, Synagogue, Kristallnacht, Auschwitz, Righteous Among Nations White Paper, Holocaust, Shoah, Palestine, Zionism, Yom Kippur, Egypt, Nasser, Intifada, Gaza, West Bank, Settlement, Jerusalem, PLO	Caribbean, Migration, Windrush, Mangrove, Uprising, Institutional, Inquiry, Colour Bar, Uprising, Racism, Notting Hill, Teddy Boys	Colonialism, Economic, Trade, Tea, Cotton, Jinnah, Nehru, Pakistan, Viceroy, Kenyatta, Nkrumah, Idi Amin, Biafran War	Civil Rights, Discrimination, Black Power, Significance, Jim Crow, Lynching, Hierarchy, Change, Continuity, Ku Klux Klan, Segregation, Black Panthers	Sit-in, Freedom Rides, Communism, Capitalism, Domino Theory, Punji Traps, Guerrilla, Napalm, Tet Offensive, Walter Kronkite, VVAW, Time, Life Magazine, Commission
TIER 2 VOCABULARY						
TIER 3 VOCABULARY						



PSPSMC, BRITISH VALUES AND DIVERSITY

Personal: Embed routines and expectations for the start of the new year.
Spiritual: focus on the morale of civilians and the impact of leadership
Cultural: How past events have shaped modern British culture such as Dunkirk and the Blitz.
British Values: Tolerance of and experience of African Americans in Britain in WW2.

Personal: Act as a self-manager by planning revision for Progress Tests.
Spiritual: The role of the Church/religion across time.
Cultural: the experience of Jewish people as the "other".
British Values: Tolerance of faith and different beliefs throughout time. Individual liberty, key individuals that make a difference to promote tolerance and togetherness
Spiritual: Judging and comparing the role and beliefs of religion in the Israeli-Palestinian conflict

Personal: Learn skills of reflection by reviewing progress and acting on outcomes.
Social: Government involvement and intervention on the experience of migrants
Cultural: the multicultural experience of 20th century Britain
British Values: Democracy – the role of the government and voting laws on public health.

Personal: Act as a self-manager by planning revision for Progress Tests.
Social: Government intervention and legislation that changed empire and helped to decolonise
Cultural: How different cultures remerged and were affected by British Imperialism
British Values: Rule of law – affecting the decolonization of empire

Personal: develop as Independent Enquirers by identifying questions to ask and issues to explore from Jim Crow source-material.
Moral: remembrance and treatment of minorities in the USA
British Values: Tolerance (lack of) and Rule of Law (prohibition)

Personal: Organise time and prioritise areas for revision for end of year PLC Test.
Social: Impact of social political and economic unrest on minorities. Dangers of extremism.
British Values: Democracy and freedom of speech (capitalism and US constitution)