

Y9 History

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Curriculum Intent

The Forge Valley History department are committed to giving our young people the cultural context to interpret the world around them. The History department will ensure that enjoyment and understanding of the subject is pursued through examining the cultural, social and economic complexities of the past. We endeavour to develop our pupils understanding of differing cultural contexts to broaden their horizons. Through a mix of thematic units and depth studies students are furnished with a well-developed sense of period as well as an understanding of the key concepts that run throughout our past. Across Key Stages three and four our thematic studies include: comparisons between the medieval Islamic Empire and the British Empire; an analysis of the development of Britain's democratic system over time; and a study of the development of Public Health. Our depth studies range from a reinterpretation of Britain's role in the slave trade; the origins and responses to the Holocaust; and the Chinese Qing Dynasty.

From Year 7 pupils engage with a variety of contemporary sources, and historical interpretations to develop an understanding of how historians construct the past. Through fostering a passion for the subject through dynamic teaching and rigorous assessment, pupils will become well-versed in the importance of interpreting the past in order to understand the present and consider the future. By emphasising the range of roles that students of history take up in society we provide a route to academic success and offer transferable skills that will equip all pupils to thrive in the future.

	Core Knowledge	Procedural Knowledge
Autumn HT1	Interwar Europe - understand why it was difficult to reach a peace agreement following WWI - know the terms of the Treaty of Versailles and how Germans reacted to it - know the difference between a communist dictatorship and a capitalist democracy, and how it caused tension in Europe	- Construct causal explanations: - Explain why events happened (e.g. causes of WWII) - Develop reasoning using PEEL-style paragraphs (Point, Evidence, Explain, Link)

	• know some of the aims of Hitler and the Nazis in the 1920s • know what the Wall Street Crash and Great Depression were, and how they led to more support for Hitler and the Nazis • know how fear of communism, propaganda and disillusionment with Weimar democracy led to Hitler becoming Chancellor in 1933 • To know the ideologies of the Nazi Party and reflect on how this affected groups within Europe. • understand the key events leading up to the Second World War • know what the policy of Appeasement was and why people both supported and challenged the policy • understand how and why interpretations of appeasement have changed over time	• Make judgements about most important causes • Develop consequence explanations: • Analyse the impact of events (e.g. consequences of the Holocaust or Cold War) • Explain short-term vs long-term effects • Use and evaluate historical sources: • Describe what a source shows • Make inferences using contextual knowledge • Assess usefulness (what it tells us and what it doesn't) • Evaluate reliability based on provenance and purpose • Compare and analyse historical interpretations: • Identify different viewpoints (e.g. interpretations of the atomic bomb)
Autumn HT2	World War Two To understand the global nature of WWII and how the war progressed each year • Focus on the two theatres of war - European and Pacific • To understand how the Sino - Japanese War contributed to the	• Explain similarities and differences between interpretations • Evaluate how convincing interpretations are

	beginning of WWII and Japan's involvement • know some of the significant events and turning points in WWII • know what happened at Dunkirk in 1940 • understand how the evacuation has been represented	using own knowledge • Build analytical paragraphs and extended responses: • Use evidence to support arguments • Link ideas clearly to the question • Begin forming balanced judgements • Use disciplinary vocabulary confidently: • Terms such as cause, consequence, significance, interpretation, inference • Develop chronological understanding: • Sequence events (interwar → WWII → Cold War)
Spring HT1	World War Two • know what happened during the Battle of Britain and why Britain won • understand how propaganda was used by the Americans • understand how life in Britain was changed by WWII • know the key events on the Eastern Front between June 1941 and May 1945 • know some of the key events in the Asia-Pacific campaign, 1939-45 • To know that women did not play a purely domestic role in WWII • know how Operation Overlord was planned and carried out, and its significance • know the impact of the dropping of atomic bombs on Japan • understand the different historical arguments about why the bombs were dropped	

Spring HT2	The Holocaust • Develop a definition of what 'the Holocaust' was. • Understand some of its main stages and events. • Describe the historical origins of anti-Semitism in Europe • Explain how anti-Semitism remained a feature of European life for hundreds of years • Assess how Nazi persecution of Jews was both similar and different to previous forms of anti-Semitism. • Describe where European Jews lived and what kind of lives they lived, including the differences between life in the East and the West of Europe. • Assess the impact of this diversity when persecution increased. • Describe how anti-Jewish persecution increased during the 1930s and the impact of persecution on both Jewish and non-Jewish German people. • Assess why Jewish people were often unwilling or unable to escape growing persecution. • Describe why and how the Nazis removed Jews from the different parts of Europe; • Assess how ghettos operated. • Evaluate evidence of Jewish resistance to the ghetto policy. • Know what the Einsatzgruppen were. • Understand the meaning of the term 'Final Solution'. • Understand the role of camps in the 'Final Solution.' • Explain the features of Perpetrators, Collaborators, Bystanders and Rescuers.	• Understand how events are linked over time
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	• Describe different types of opposition to policy towards the Jews, by German people. • Explain people's motives for opposing the Nazis. • Reach a judgement about the impact that this opposition had. • Describe a range of forms of Jewish resistance to the Nazis' persecution. • Explain why Jewish resistance to the Nazis was not more extensive.	
Summer HT1	The Cold War • Explain why the alliance between the USA and USSR broke down after WWII, including ideological differences and growing tension • Describe how Europe was divided during the Cold War, including the Iron Curtain and satellite states • Explain key early Cold War events, particularly the Berlin Blockade and Airlift • Understand how Germany became a key focus of Cold War tensions, including the division of Berlin and the building of the Berlin Wall • Describe how the Cold War spread globally, including proxy wars such as Korea and Vietnam	
Summer HT2	The Cold War	

	• Explain how the Arms Race and Space Race increased tension between the superpowers • Understand the concept of nuclear threat, including MAD and its impact on people’s lives • Describe how close the world came to nuclear conflict, including crises such as Cuba and Able Archer • Explain why the Berlin Wall fell in 1989 and what it symbolised • Understand the role of key leaders, especially Gorbachev and Reagan, in reducing tensions • Explain how and why the Cold War ended, including the collapse of the Soviet Union •	
Homework	Students are given a Mastery Booklet per unit. Every week they are asked to complete knowledge retrieval questions based on that weeks learning. Two weeks before each exam window pupils are also given a revision booklet and a series of tasks to complete to help them to prepare.	
Assessment Pupil’s complete knowledge retrieval quizzes in class regularly to check their progress as well as a piece of extended writing at the end of each unit of work: There are two formal assessments: Autumn Term Assessment 1: Knowledge recall questions on content studied in Y7 and Y8. Chronology question on interwar Europe. Primary source question, interpretation comparison question and explanation question assessing Interwar Europe.: This will assess chronological understanding; knowledge retention; source work; and explanation/ causation. Summer Term		

Assessment 2: Knowledge recall questions on content studied throughout Y9. Interpretation comparison question on Interwar Europe. Essay question on the Holocaust.

Links to Personal Development

- Builds understanding of responsibility and choices through studying how individuals, governments and societies contributed to events like World War Two and the Holocaust
- Develops moral and ethical judgement by exploring issues such as genocide, war, and human rights
- Encourages empathy through learning about the experiences of victims, civilians and soldiers
- Promotes respect for diversity and challenges prejudice through the study of the Holocaust and racism
- Strengthens critical thinking by analysing propaganda, interpretations and Cold War tensions
- Supports global awareness and citizenship by examining international conflict and cooperation (e.g. the Cold War)

How is my Knowledge further developed at GCSE?

At GCSE, students build on their Key Stage 3 knowledge by developing a deeper and more analytical understanding of change over time, power and society. The People's Health (1250-2000) extends earlier studies of living conditions and society by examining long-term developments in public health and government responsibility, allowing students to track continuity and change across centuries. The Norman Conquest (1066-87) revisits key themes of power introduced in Year 7, exploring in greater depth how William I established control through castles, land redistribution and the Domesday Book, while the study of Conisbrough Castle as a site study enables students to apply this knowledge to a specific, localised example of Norman power. The Making of America (1789-1900) develops students' understanding of expansion, conflict and interaction between different groups, building on earlier themes of empire and diversity, while Living in Nazi Germany (1933-1945) deepens prior learning from Year 9 by analysing dictatorship, control and everyday life under a totalitarian regime. Across all units, students will need to construct detailed explanations and substantiated judgements, using evidence to analyse causation, consequence, significance and change over time.