

Subject: History

Year group: 9

Department Curriculum Vision: *History students will develop their knowledge and understanding of the past in order to become critically aware and informed citizens in today's society.*

	Autumn Term 1	Autumn Term 2
Content: (Know what...)	Unit 1 The Second World War Why was there another World War? What happened in the Battle of Britain? Sir Arthur Harris: war hero or war criminal? What was the war in the Pacific? Were the USA justified in dropping atomic bombs on Japan? Unit 2 The Holocaust What was the Holocaust? What was life like for Jews in Europe before 1933? How did life change for Jews in Germany from 1933? What happened to the Jews of Europe during the Second World War?	Unit 3 Fight for rights in Modern Britain What are equal rights? Equal pay for equal work? Disability and equality LGBTQ+ rights
Skills: (know how...)	Causation: Analyse and understand the reasons behind historical events and developments. Consequence: Assess the impacts and outcomes that historical events and actions have had on the world. Significance: Evaluate the importance of particular events, people, or developments in history. Source skills: Draw valid inferences and critically assess the usefulness of historical sources by considering their nature, origin, and purpose. Analysing interpretations: Understand and explain how and why different historians or groups have constructed varying interpretations of past events.	Causation: Analyse and understand the reasons behind historical events and developments. Consequence: Assess the impacts and outcomes that historical events and actions have had on the world. Continuity and change: Identify and explain the aspects of history that have remained constant and those that have evolved over time. Similarity and difference: Compare and contrast different historical periods, events, or societies to identify their similarities and differences. Source skills: Draw valid inferences and critically assess the usefulness of historical sources by considering their nature, origin, and purpose.

Key vocabulary	Appeasement Blitzkrieg Battle of Britain Blitz D- Day Atomic bomb Holocaust Kristallnacht Ghetto Concentration camp Auschwitz- Birkenau	Equality Act 2010 Protected characteristics Civil rights First wave feminism Second wave feminism Third wave feminism Strike Poor Law 1834
Mid Term Assessment	MUA- Which interpretation is more convincing on the issue of how Sir Arthur Harris should be remembered?	Access to education source usefulness task.
End Term Assessment	EUA- Which interpretation is more convincing on the issue of whether the USA was justified in dropping atomic bombs on Japan?	Unseen source usefulness task on rights after 1900.
	Spring 1	Spring 2

Content: (Know what...)	Migration c800-1500 The context for migration • Reasons for migration and patterns of settlement, including Vikings, Normans, Jews and other European traders and craftsmen. • The context of English society: landownership and the growth of towns; the role of the wool industry; opportunities for migrants, including the need for royal finance; England as a part of Christendom. 2 The experience and impact of migrants • The experience of migrants in England: their relations with the authorities and the existing population, including the legal status of 'alien' and the impact of the Black Death. • The impact of migrants in England, including the Danelaw, culture, trade and the built environment. 3 Case study • The city of York under the Vikings.	Migration c1500-1700 1 The context for migration • Change and continuity in reasons for migration and patterns of settlement, including migrants from Europe and Africa. • The changing context of English society: changing social structures; economic growth, including the cloth industry and global trading companies; privateering and trade; the emergence of England as a predominantly Protestant nation. 2 The experience and impact of migrants • The experience of migrants in England: their relations with the authorities and the existing population. • The impact of migrants in England, including culture, trade, industry and agriculture. 3 Case studies • Sandwich and Canterbury in the sixteenth century: the experiences of Flemish and Walloon migrants and their role in the local economy. • The experience of Huguenots in seventeenth century England.
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Key vocabulary	Medieval England Middle Ages Culture Christendom Conquest Danelaw Invasion Migration: economic, forced, temporary, voluntary Settlement Viking Norman Jewish migrant European skilled worker	Reformation Early Modern period Culture Denizen; letters of denization Foreigner Huguenot Migration: economic, forced, temporary, voluntary Monarchy Prejudice Privateering Protestant Stranger Sandwich and Canterbury Palatines Jewish migrants African and Indian migration
Mid Term Assessment	Causation question on migration to England during the period c800-c1100 (one paragraph)	Judgement question: 'Migrants to England settled successfully during the Early Modern period'. How far do you agree?
End Term Assessment	Similarity or difference question. Causation question on migration to England during the Middle Ages (c800 - c1500).	Similarity or difference question. Judgement question: 'Migrants to England were welcomed and valued in the period c1500-c1700'. How far do you agree?
	Summer 1	Summer 2
Content: (Know what...)	Migration c1700-1900 1 The context for migration • Change and continuity in reasons for migration and patterns of settlement, including migrants from Ireland, Europe and the Empire. • The changing context of British society: changing social structures; the Industrial Revolution; urbanisation; Transatlantic Slavery; the growth of the British Empire; civil Liberties.	Migration 1900- present 1 The context for migration • Change and continuity in reasons for migration and patterns of settlement, including migrants from Ireland, Europe, the British Empire and the Commonwealth; refugees and asylum seekers. • The changing context of British society: the World Wars; the end of the British Empire, decolonisation and the Commonwealth; EU

	2 The experience and impact of migrants • The experience of migrants in Britain: their relations with the authorities and the existing population. The role of the media. • The impact of migrants in Britain, including culture, trade and industry, politics and the urban Environment. 3 Case studies • Liverpool in the nineteenth century: its role in migration and the experiences of migrants, including Irish migrants. • The experience of Jewish migrants in the East End of London in the late nineteenth century.	membership; legislation on immigration and nationality, including the Aliens Act (1905) and British Nationality Acts. 2 The experience and impact of migrants • The experience of migrants in Britain: their relations with the authorities and the existing population, including anti- immigration and equal rights movements. The Race Relations Act (1965). The role of the media. • The impact of migrants in Britain, including culture, politics, the urban environment, public services and the Economy. 3 Case studies • Bristol in the mid-twentieth century. • The experience of Asian migrants in Leicester from 1945. • Notting Hill 1948-1970.
Skills: (Know how...)	Causation: Analyse and understand the reasons behind historical events and developments. Consequence: Assess the impacts and outcomes that historical events and actions have had on the world. Similarity and difference: Compare and contrast different historical periods, events, or societies to identify their similarities and differences. Significance: Evaluate the importance of particular events, people, or developments in history. Continuity and change: Identify and explain the aspects of history that have remained constant and those that have evolved over time.	Causation: Analyse and understand the reasons behind historical events and developments. Consequence: Assess the impacts and outcomes that historical events and actions have had on the world. Similarity and difference: Compare and contrast different historical periods, events, or societies to identify their similarities and differences. Significance: Evaluate the importance of particular events, people, or developments in history. Continuity and change: Identify and explain the aspects of history that have remained constant and those that have evolved over time. Source skills: Draw valid inferences and critically assess the usefulness of historical sources by considering their content, nature, origin, and purpose.
Key vocabulary	Culture Colony Discrimination Empire	Culture Alien Asylum seeker Colour bar

	Industrialisation Internal migration Migration: economic, forced, temporary, voluntary Pogroms Prejudice Irish Italian and German Jewish migrants	Commonwealth Decolonisation Discrimination Integration Migration: economic, forced, temporary, voluntary Prejudice Racism Refugee
Mid Term Assessment	Causation question on migration to Britain in the period c1700-c1900.	Key features question. Source questions on housing in Notting Hill.
End Term Assessment	Judgement question on the impact of migrants 1700-1900.	Key features question. Source questions on the Mangrove march/trial in the Notting Hill unit.
Additional information		
Homework	Examples: Report on Sir Arthur Harris - war hero or war criminal? Extended writing on Jewish contributions to European life and culture.	
Extra curricular and enrichment opportunities	History events; e.g. Black History month; Remembrance Day; Holocaust Memorial Day, International Women's Day Northwood Debate Society. Extended Learning Project. Library events.	
Useful links that will support learning	Access to a computer. BBC Bitesize and BBC Teach - History: Offers comprehensive resources, including videos, articles, and quizzes on various historical topics relevant to Key Stage 3. Access to History documentaries- Netflix, Amazon Prime, Apple TV. Access to History books via the Library.	

	BBC Teach: Migration- KS3 and GCSE resources. David Olusoga investigates the lives and experiences of migrants to and from Britain throughout history. The National Archives Migration Museum
How parents can support learning	Monitoring and helping with homework. Ensure student prepares fully for MUAs and EUAs. Trips to museums and places of historical interest such as castles or stately homes.