

## Year 9 KS3 History: Curriculum Matrix & Schemes of Work

Aligned with: "New Scheme of Work.docx" and "Assessment Overview.docx"

### Unit 1: The First World War (Autumn 1)

Aspect	Details & Mapping
<b>Weekly Themes</b>	<p><b>Week 1:</b> The Franco-Prussian War (1870–1871) / Unification of Germany in 1871 and its destabilizing effect on the European balance of power / The rise of aggressive nationalism and militarism.</p> <p><b>Week 2:</b> The global scale of European empires by the late 19th century / Germany's "place in the sun" imperial ambitions / The Kaiser and the Anglo-German naval arms race.</p> <p><b>Week 3:</b> The development of the alliance system (Triple Entente vs. Triple Alliance) / Geopolitical encirclement / Germany's military response: The Schlieffen Plan.</p> <p><b>Week 4:</b> The Sarajevo assassination of Archduke Franz Ferdinand / The July Crisis escalation to global war / Evaluating competing historical interpretations of war guilt and responsibility.</p> <p><b>Week 5:</b> Mobilizing for war: Recruitment, propaganda, and conscription / Key structural features of trench warfare on the Western Front / Case study of tactical disaster: The Battle of the Somme (1916) / War poetry (Owen, Sassoon) vs. official state propaganda.</p> <p><b>Week 6:</b> The collapse of empires and the end of the war (1918) / The cost of conflict: Casualty rates, the Spanish Influenza epidemic, and economic devastation / Technological and medical developments (aviation, facial reconstruction, blood transfusions) / The founding of the League of Nations.</p>
<b>Key Concepts</b>	<p><b>CAUSATION &amp; CONSEQUENCE</b></p> <ul style="list-style-type: none"><li>* Categorize short-term triggers (Sarajevo) vs. long-term structural causes (Alliances, Imperialism, Militarism) of the war.</li><li>* Construct a balanced causal argument prioritizing the relative importance of these factors.</li></ul>

	<p>* Describe the wide-ranging global consequences of the war on societies, health, and national borders.</p> <p><b>EVIDENCE</b></p> <p>* Make supported, contextual inferences from primary sources (such as war diaries, trench maps, and photographs).</p> <p>* Evaluate how the purpose and provenance of contemporary war poetry or state propaganda affect its utility for an inquiry into trench conditions.</p> <p><b>INTERPRETATIONS</b></p> <p>* Analyse why historians hold differing interpretations of General Haig’s leadership (e.g., "Butcher of the Somme" vs. modern revisionist views of "Educator-in-Chief").</p>
<p><b>Literacy &amp; Numeracy</b></p>	<p><b>Literacy:</b> Reading &amp; comprehension • Analysing the persuasive rhetoric of recruitment posters and the emotional depth of war poetry • Structuring complex causal explanations.</p> <p><b>Numeracy:</b> Calculating and graphing casualty metrics across combatant nations • Chronological tracking of the July Crisis (1914).</p>
<p><b>Cross-curricular / SMSC &amp; MBV</b></p>	<p><b>Cross-curricular:</b> Geography (European imperial borders, territorial changes of 1919) • Citizenship (The development of international humanitarian law and the Geneva Convention).</p> <p><b>SMSC &amp; MBV:</b> <i>Moral:</i> Discussing the ethics of total war, conscription, and the human cost of military decisions.</p> <p><i>Social:</i> Understanding how war alters domestic social structures, including the mobilization of civilian populations.</p> <p><i>Spiritual:</i> Reflecting on the profound loss of life and the expression of grief through poetry, art, and national remembrance.</p> <p><i>Democracy:</i> Investigating how imperial autocracies suppressed democratic processes to slide into war.</p>
<p><b>End of Unit Assessments</b></p>	<p><b>1. Causation Essay (12 marks):</b> Explain why the First World War broke out in 1914.</p> <p><i>Stimulus:</i> The Alliance System / Assassination of Franz Ferdinand</p>

**2. Consequences (Inference) (4 marks):** Give two things you can learn from this source about the trenches.

**Unit 2: World War II & 20th Century Conflict - Part 1 (Autumn 2)**

<b>Aspect</b>	<b>Details &amp; Mapping</b>
<b>Weekly Themes</b>	<p>Week 1: Communism and the Russian Revolution (1917–1920s) Explores the rise of the world's first communist state. Students analyze Karl Marx’s core theories, the Bolshevik Revolution under Lenin, and early Western containment policies.</p> <p>Week 2: Fascism, Mussolini, and Hitler (1920s–1930s) Examines the rise of extreme authoritarian nationalism in Europe. Students investigate Mussolini's Italy, Hitler’s rise in Germany, and the core components of Nazi racial ideology and Lebensraum.</p> <p>Week 3: The Failure of Peace and the Outbreak of War (1933–1939) Explores the breakdown of the post-WWI international order, the failure of the League of Nations, the policy of Appeasement, and the cynical Nazi-Soviet Pact that sparked the invasion of Poland.</p> <p>Week 4: Game Phase I – Blitzkrieg, Dunkirk, and the Battle of Britain (1940) The game begins. Students step into the shoes of Allied and Axis commanders in Western Europe, making critical choices during the Fall of France, the Dunkirk evacuation, and the aerial struggle for Britain.</p> <p>Week 5: Game Phase II – Barbarossa, Stalingrad, and the War Going Global (1941–1943) The campaign expands. Students manage the massive ideological conflict on the Eastern Front, the logistical nightmare of the Russian winter, and the strategic pivot of Pearl Harbor and the Battle of the Atlantic.</p> <p>Week 6: Game Phase III &amp; Aftermath – D-Day, Liberation, and the Cold War (1944–1945) The game reaches its climax with the Normandy landings, transitioning into historical debriefs regarding the liberation of the camps, the Fall of Berlin, and how the defeat of fascism reignited the ideological split from Weeks 1 and 2.</p>
<b>Key Concepts</b>	<p><b>CAUSATION &amp; CONSEQUENCE</b></p> <ul style="list-style-type: none"><li>* Explain how conflicting political ideologies (Democracy, Fascism, Communism) directly drove the outbreak of World War II.</li><li>* Evaluate how the failure of diplomatic policies like Appeasement accelerated the path to global war.</li></ul>

	<p><b>SIGNIFICANCE</b></p> <p>* Assess the historical significance of key military decisions, debating whether the invasion of the USSR was Hitler’s biggest strategic mistake.</p> <p>* Measure the relative significance of the Western Front vs. the Eastern Front in securing the defeat of Nazi Germany.</p>
<b>Literacy &amp; Numeracy</b>	<p><b>Literacy:</b> Reading &amp; comprehension • Comparing ideological manifestos and political speeches • Structuring evaluative "how far do you agree" significance essays.</p> <p><b>Numeracy:</b> Chronological mapping of military campaigns • Interpreting raw military and economic production data of the Allied vs. Axis powers.</p>
<b>Cross-curricular / SMSC &amp; MBV</b>	<p><b>Cross-curricular:</b> Citizenship (Comparing democratic governance to totalitarian dictatorships) • Geography (Mapping the territorial expansion and contraction of Axis control across Europe).</p> <p><b>SMSC &amp; MBV: Moral:</b> Evaluating the moral choices made by states and individuals during extreme crisis (e.g., collaboration vs. resistance).</p> <p><i>Social:</i> Investigating the impact of total war on the civilian Home Front and the structural changes to postwar British society.</p> <p><i>Spiritual:</i> Exploring the resilience of the human spirit in the face of widespread bombing and military occupation.</p> <p><i>Democracy:</i> Instilling a deep appreciation for democratic freedoms through the study of how easily democratic institutions were dismantled in 1930s Germany.</p>
<b>End of Unit Assessments</b>	<p><b>1. Significance Essay (16 marks + 4 marks for SPaG):</b> “The invasion of the USSR was Hitler’s biggest mistake.” How far do you agree?</p> <p><i>Stimulus:</i> Operation Barbarossa / The Russian Winter</p>

**Unit 3: World War II & 20th Century Conflict - Part 2 (Spring 1)**

Aspect	Details & Mapping
<b>Weekly Themes</b>	<p><b>Week 1:</b> The dropping of the atomic bombs on Hiroshima and Nagasaki (1945) / Analysing the short-term devastating effects vs. long-term geopolitical and ethical consequences / Evaluating whether the use of atomic weapons was justified.</p> <p><b>Week 2:</b> Cold War proxy conflicts: The Korean War (1950–1953) / Why the USA, UN, USSR, and China intervened / The impact on the Korean peninsula and the cementing of global bipolar divisions.</p> <p><b>Week 3:</b> The Cuban Missile Crisis (1962): Fidel Castro's revolution, the Bay of Pigs, and the discovery of Soviet nuclear sites / Analysing the standard historical narrative of the thirteen-day standoff and how close the world came to nuclear war.</p> <p><b>Week 4:</b> The Vietnam War (1965–1975): Reasons for US escalation (Containment and the Domino Theory) / Asymmetrical warfare tactics / The impact of conscription on American society.</p> <p><b>Week 5:</b> The domestic reaction to Vietnam: Draft dodging, the anti-war protest movement, media coverage, and the crucial connections between the anti-war movement and the US Civil Rights campaigns / Synthesis: How ideas about the drivers of 20th-century conflict have changed over time (incorporating newly released archives).</p>
<b>Key Concepts</b>	<p><b>ANALYTICAL NARRATIVE</b></p> <p>* Construct a highly organized, analytical narrative detailing the sequence of events of the Cuban Missile Crisis, explaining how tension escalated and was ultimately defused.</p> <p><b>CAUSATION &amp; CONSEQUENCE</b></p> <p>* Formulate a clear, multi-layered causal explanation of why the United States decided to deploy nuclear weapons against Japan in 1945.</p> <p>* Explain the overlapping political, military, and strategic consequences of US involvement in Vietnam.</p> <p><b>EVIDENCE</b></p> <p>* Analyse primary sources (such as declassified diplomatic telegrams, protest songs, and television news footage) to evaluate public</p>

	opposition to the Vietnam draft.
<b>Literacy &amp; Numeracy</b>	<p><b>Literacy:</b> Reading &amp; comprehension • Drafting structured analytical narratives • Formulating balanced historical arguments regarding the ethics of nuclear warfare.</p> <p><b>Numeracy:</b> Interpreting demographic data, military expenditures, and atomic casualty statistics.</p>
<b>Cross-curricular / SMSC &amp; MBV</b>	<p><b>Cross-curricular:</b> Science (The development of nuclear technology and the physics of atomic weaponry) • Citizenship (The role of the United Nations in peacekeeping and conflict resolution) • Geography (Understanding Cold War geopolitics and the containment boundary lines across Asia).</p> <p><b>SMSC &amp; MBV:</b> <i>Moral:</i> Discussing the profound moral implications of utilizing weapons of mass destruction.</p> <p><i>Social:</i> Analysing how social protest movements (anti-war, Civil Rights) successfully organized to influence state policy.</p> <p><i>Spiritual:</i> Exploring the existential anxiety of living under the shadow of nuclear annihilation during the Cold War.</p> <p><i>Democracy:</i> Investigating the vital role of a free press and public protest in a healthy democracy, specifically during the Vietnam War era.</p>
<b>End of Unit Assessments</b>	<p><b>1. Causation Essay (12 marks):</b> Explain why the USA used atomic bombs in 1945.</p> <p><i>Stimulus:</i> Manhattan Project / End the war quickly</p> <p><b>2. Analytical Narrative (8 marks):</b> Write a narrative account analysing the key events of the Cuban Missile Crisis.</p>

#### Unit 4: The Holocaust (Spring 2)

<b>Aspect</b>	<b>Details &amp; Mapping</b>
<b>Weekly Themes</b>	<b>Week 1:</b> Deconstructing standard misconceptions of modern antisemitism / Long-term historical roots of European anti-Jewish prejudice / The York Clifford's Tower massacre (1190) / The Spanish Inquisition / Russian and Eastern European pogroms.

	<p><b>Week 2:</b> Jewish life and cultural contributions in early 20th-century Europe / Analysing anti-Jewish cartoons and media to explore stereotypes / Immigration patterns to Britain (e.g., Whitechapel) and the United States (1900–1924).</p> <p><b>Week 3:</b> Nazi antisemitism in the 1930s / State-sanctioned discrimination: The Nuremberg Laws (1935) / The escalation to physical violence: Kristallnacht (1938) / Exploring reactions: The Kindertransport, Oskar Schindler, and the spectrum of behaviour from perpetrators to bystanders and rescuers.</p> <p><b>Week 4:</b> The transition to systematic genocide / The invasion of Eastern Europe and the actions of the <i>Einsatzgruppen</i> / The Wannsee Conference (1942) and the planning of the "Final Solution" / Exploring a human-centered narrative: The testimony of Leon Greenman / Analysing Hannah Arendt's concept of the "banality of evil".</p> <p><b>Week 5:</b> Case studies of Jewish agency and resistance: The Warsaw Ghetto Uprising (1943), partisan warfare, and escape networks / Deconstructing the misconception of passive victimization.</p> <p><b>Week 6:</b> Historiography of the Holocaust / Evaluating the different arguments put forward by historians to explain how and why the Holocaust happened (Intentionalism vs. Functionalism).</p>
<p><b>Key Concepts</b></p>	<p><b>EVIDENCE</b></p> <ul style="list-style-type: none"> <li>* Interrogate highly sensitive historical evidence (such as Nazi administrative records, concentration camp artifacts, and victim testimonies) to construct a valid historical inquiry.</li> <li>* Critically evaluate the utility of anti-Jewish propaganda versus personal survivor testimony for understanding the progression of persecution.</li> </ul> <p><b>INTERPRETATIONS</b></p> <ul style="list-style-type: none"> <li>* Recognize how different historical narratives frame the causes of the Holocaust (e.g., focusing on Hitler's direct intentions vs. the gradual radicalization of the Nazi state apparatus).</li> <li>* Identify the purpose and political context behind postwar historical representations and memorialization of the Holocaust.</li> </ul>

<b>Literacy &amp; Numeracy</b>	<p><b>Literacy:</b> Reading &amp; comprehension • Engaging with complex philosophical, ethical, and historical texts • Structuring source utility responses and empathetic historical evaluations.</p> <p><b>Numeracy:</b> Chronology • Interpreting demographic data representing the catastrophic destruction of European Jewish populations.</p>
<b>Cross-curricular / SMSC &amp; MBV</b>	<p><b>Cross-curricular:</b> RE (Jewish theology, history of the diaspora, ethical responses to evil) • Citizenship (Human rights legislation, the definition of genocide in international law).</p> <p><b>SMSC &amp; MBV: Cultural:</b> Exploring, respecting, and valuing the cultural heritage and resilience of Jewish communities in Britain and Europe.</p> <p><i>Moral:</i> Confronting the absolute breakdown of morality represented by the Holocaust; discussing the ethical duty of standing up against prejudice.</p> <p><i>Social:</i> Investigating how state laws can be systematically weaponized to alienate, strip rights from, and murder minority populations.</p> <p><i>Spiritual:</i> Reflecting on the profound existential questions raised by the Holocaust and honouring the human dignity of the victims.</p> <p><i>Democracy:</i> Instilling a passionate commitment to identifying, challenging, and combatting antisemitism and all forms of state-sponsored discrimination.</p>
<b>End of Unit Assessments</b>	<p><b>1. Evidence (Utility) (8 marks):</b> How useful are Sources A and B for an enquiry into Jewish persecution?</p> <p><b>2. Interpretations (4 marks):</b> Suggest one reason why Interpretations 1 and 2 give different views about the Holocaust.</p> <p><b>Out of School Learning:</b> Holocaust Galleries visit at the Imperial War Museum (IWM).</p>

### Unit 5: The Middle East (Summer 1)

<b>Aspect</b>	<b>Details &amp; Mapping</b>
<b>Weekly Themes</b>	<p><b>Week 1:</b> The Middle East and the First World War / Tribal, ethnic, and religious diversity of the region / Ottoman rule and the rise of Arab nationalism / Conflicting British promises: The McMahon-Hussein Correspondence, the Sykes-Picot Agreement, and the Balfour</p>

	<p>Declaration (1917) / The establishment of the League of Nations Mandates.</p> <p><b>Week 2:</b> The outbreak of the Arab-Israeli War of 1948 / Jewish immigration (1918–1936) and the Arab Revolt (1936–1939) / The impact of the Holocaust and WWII / The Jewish insurgency against British mandate rule / The UN Partition Plan (1947) / Declaration of Israeli independence / Intervention of neighbouring Arab states and the immediate consequences (the <i>Nakba</i> and refugee crises).</p> <p><b>Week 3:</b> The Suez Crisis (1956) / President Nasser’s pan-Arab nationalist aims / The nationalization of the Suez Canal / The Cold War context (US and Soviet strategic goals) / Secret military collusion (Britain, France, Israel) and its failure / The changing balance of global power.</p> <p><b>Week 4:</b> The Iranian Revolution (1979) / Western involvement and the Shah's regime / The rise of Islamic fundamentalism under Ayatollah Khomeini / The outbreak of the Iran-Iraq War (1980–1988) / Saddam Hussein's aims and superpower support / The brutal nature of the conflict.</p> <p><b>Week 5:</b> The First Gulf War (1990–1991) / Saddam Hussein’s invasion of Kuwait / Financial strain, oil production disputes, and territorial claims / The UN-sanctioned Coalition intervention / Evaluating the relative significance of oil in driving Western foreign policy.</p> <p><b>Week 6:</b> The origins of the "War on Terror" / The September 11 attacks (2001) / Defining Islamic extremism / Western military interventions in Afghanistan (2001) and the Second Gulf War in Iraq (2003) / Review of the long-term structural and changing causes of conflict in the Middle East.</p>
<p><b>Key Concepts</b></p>	<p><b>CAUSATION &amp; CONSEQUENCE</b></p> <ul style="list-style-type: none"> <li>* Construct and explain a multi-causal argument for the outbreak of the Arab-Israeli War of 1948, interrelating long-term colonial promises with short-term post-WWII crises.</li> <li>* Analyse how actions by European powers (such as the Sykes-Picot Agreement) led to long-term, unintended consequences for regional stability.</li> </ul> <p><b>CHANGE &amp; CONTINUITY</b></p>

	<p>* Measure the extent of change and continuity in Western military and political intervention in the Middle East over the course of the 20th century.</p> <p>* Identify lines of development tracing how resource competition (oil) and religious ideology shifted the balance of power.</p>
<b>Literacy &amp; Numeracy</b>	<p><b>Literacy:</b> Reading &amp; comprehension • Deciphering complex diplomatic treaties and mandate charters • Structuring multi-causal explanations and change essays.</p> <p><b>Numeracy:</b> Chronology • Timeline mapping across a highly complex 100-year regional sequence • Interpreting global oil production and export metrics.</p>
<b>Cross-curricular / SMSC &amp; MBV</b>	<p><b>Cross-curricular:</b> Geography (Geopolitics of resource distribution, physical borders of the Middle East, Sykes-Picot partition lines) • RE (Understanding the doctrinal divides between Sunni and Shia Islam, and the shared religious heritage of Jerusalem).</p> <p><b>SMSC &amp; MBV: Cultural:</b> Exploring, understanding, and respecting the diverse ethnic, cultural, and religious identities of the Middle East.</p> <p><i>Moral:</i> Offering reasoned views on the ethics of foreign military intervention, colonial division of sovereign lands, and the impact of conflict on civilian populations.</p> <p><i>Social:</i> Investigating the social structures of mandate societies and the creation of long-term refugee populations.</p> <p><i>Spiritual:</i> Reflecting on the spiritual significance of the Middle East as the birthplace of three major world religions.</p> <p><i>Democracy:</i> Understanding the challenges to establishing stable democratic processes in post-colonial, war-torn regions.</p>
<b>End of Unit Assessments</b>	<p><b>1. Causation Essay (12 marks):</b> Explain why the Arab-Israeli War of 1948 broke out.</p> <p><i>Stimulus:</i> The Balfour Declaration / The UN Partition Plan</p> <p><b>2. Change and Continuity (4 marks):</b> Explain one-way British policy in the Middle East changed between 1914 and 1948.</p>

**Unit 6: GCSE START - Early Elizabethan England, 1558–69 (Summer 2)**

Aspect	Details & Mapping
<b>Weekly Themes</b>	<p><b>Week 1: Queen, Government, and Society.</b> The structure of Tudor society and the challenges Elizabeth I faced upon her accession in 1558 / The issue of her gender, legitimacy, marital status, and financial debts.</p> <p><b>Week 2: The French and Scottish Threats.</b> Elizabeth's foreign policy difficulties / The French threat, the Auld Alliance, and the loss of Calais / The Treaty of Cateau-Cambrésis (1559).</p> <p><b>Week 3: The Elizabethan Religious Settlement (1559).</b> The religious division of England / The Act of Supremacy and the Act of Uniformity / The Royal Injunctions / The "Middle Way" compromise.</p> <p><b>Week 4: Challenges to the Settlement.</b> The Puritan challenge (vestments and crucifix controversy) / The Catholic challenge (devout resistance, the role of the Pope, and foreign Catholic monarchs).</p> <p><b>Week 5: Mary, Queen of Scots.</b> Mary's claim to the English throne / Her sudden arrival in England in 1568 after escaping Scotland / The political and religious threat she posed to Elizabeth.</p> <p><b>Week 6: The Revolt of the Northern Earls (1569).</b> The first major domestic rebellion against Elizabeth / The roles of Northumberland, Westmorland, and Norfolk / The failure of the revolt and its consequences for English Catholics.</p>
<b>Key Concepts</b>	<p><b>HISTORICAL ENQUIRY (GCSE TRANSITION)</b></p> <p>* Transition to GCSE-level historical inquiry, demonstrating an understanding of how to analyse the key features and characteristics of the Elizabethan state.</p> <p><b>CAUSATION &amp; CONSEQUENCE</b></p> <p>* Explain the causes of domestic and foreign challenges to Elizabeth's authority in 1558, moving beyond simple generalizations to detailed, structured explanations.</p> <p>* Trace the consequences of the Northern Rebellion (1569) on Elizabeth's treatment of Catholic dissenters.</p>

	<p><b>CHANGE &amp; CONTINUITY</b></p> <p>* Measure the extent of religious change brought about by the Elizabethan Religious Settlement of 1559 compared to the reigns of Mary I and Edward VI.</p>
<b>Literacy &amp; Numeracy</b>	<p><b>Literacy:</b> Transitioning to Edexcel GCSE-style writing frames • Mastering explicit essay planning strategies for 12-mark causation questions • Structuring concise "describe two features" answers.</p> <p><b>Numeracy:</b> Tracking dynastic timelines, monarchical debts, and tax revenues in mid-Tudor England.</p>
<b>Cross-curricular / SMSC &amp; MBV</b>	<p><b>Cross-curricular:</b> Citizenship (The evolution of the British monarchy, parliament, and the rule of law) • RE (The doctrinal divide between Catholic and Protestant theology and the political consequences of the English Reformation).</p> <p><b>SMSC &amp; MBV:</b> <i>Cultural:</i> Appreciating the historical roots of modern British political institutions, the Church of England, and constitutional monarchy.</p> <p><i>Moral:</i> Investigating the moral and political struggles of a female monarch asserting authority in an intensely patriarchal society.</p> <p><i>Social:</i> Analysing how national religious settlements directly dictated the daily social interactions and legal obligations of ordinary citizens.</p> <p><i>Civil &amp; Criminal Law:</i> Understanding how treason laws were applied to protect the state, and the development of Elizabethan judicial authority.</p>
<b>End of Unit Assessments</b>	<p><b>1. Knowledge (Features) (4 marks):</b> Describe two features of the Elizabethan religious settlement.</p> <p><b>2. Causation/Explanation (12 marks):</b> Explain why Elizabeth I faced challenges to her authority when she became Queen in 1558.</p> <p><i>Stimulus:</i> Legitimacy / Religious Divisions</p>