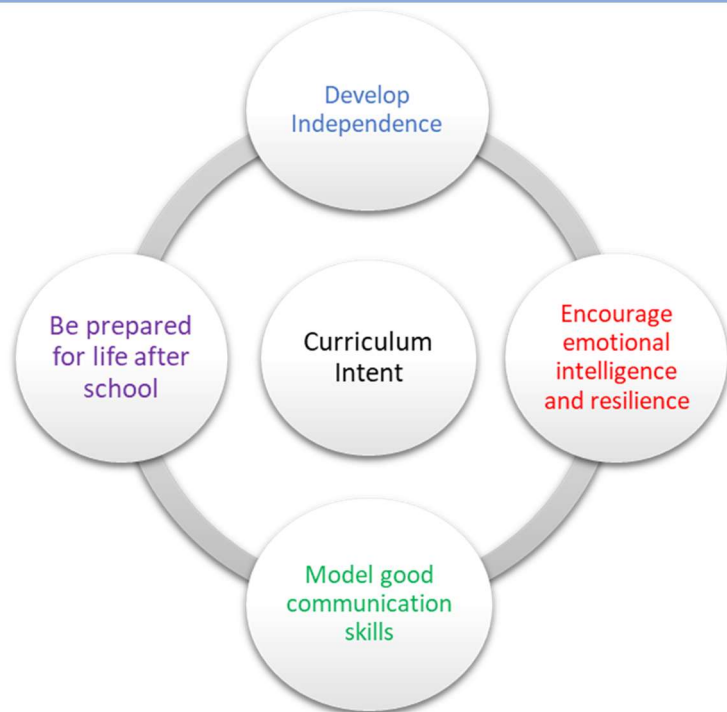


Year 9 History Long Term Plan



School Pedagogy:

Penkford School has a child centred pedagogy. The school adopts an inclusive, transformative pedagogy as we believe that a child's 'capacity to learn can change and be changed for the better as a result of what happens and what people do in the present' (*Hart et al. 2004, P166*). Learning is about shared communication between staff and pupils. Implementation of our curriculum intent is underpinned by Rosenshine's 10 Principles of Instruction (*Rosenshine, 2012*). All learning sessions include the following elements; reference to curriculum intent, recap of knowledge and skills, assessment for learning and pupil voice.

Subject Specific Pedagogy:

We aim to further develop our challenging curriculum for the needs of our pupils. We use history to give pupils the opportunity to develop communication skills, chronological security, historical concept and historical enquiry. This encourages the acquisition of history skills that are transferable within other life situations, making history more accessible and relevant to all learners. The Penkford School curriculum is unique and tailored to our locality, interests and to developing pupils' cultural awareness, and offers enriching opportunities within and beyond the classroom.

Subject Intent:

Our intent is to have a challenging, differentiated, accessible and enjoyable curriculum. Our teaching equips pupils with the knowledge of how the history of the wider world has influenced Britain and vice versa. We support our pupils to understand historical empathy, influences on others and the significance of key historical figures and events. Pupils can engage in historical enquiry and

ask/answer questions relevant to the topic. This reflects Penkford School's ethos and statement of intent.

Key Stage and Subject Long Term Plan	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
Autumn 1	<p>The Holocaust: Nazi Germany Pt 1. By the end of this unit, pupils will know:</p> <ol style="list-style-type: none"> 1. How Hitler rose to power; 2. What life was like before the Holocaust; 3. What anti-Semitism is; 4. How freedoms were taken and the impact of Kristallnacht; 5. What life was like in a ghetto; 6. Why the Warsaw Uprising was significant; 7. How and why the Final Solution was decided. 	<p>Aryan, Chancellor, Fuhrer, extermination, synagogue, Judaism, of David, propaganda, Goebbels, Nuremberg Laws, revenge, pogrom, gestapo, riot, loot, Deportation, transition, disability, poverty, inferior, superior, liquidation, Z.O.B., resistance, extermination camps, Auschwitz-Birkenau</p>	<p><i>WW1, The British Empire, What is History?, WW2</i></p> <p>Historical enquiry, chronological enquiry, communication; chronological thinking; comprehension; source analysis and interpretation; data handling; research skills</p> <p>NC Objectives: Challenges for Britain, Europe and the wider world 1901 to the present day. In addition to studying the Holocaust, this could include: The inter-war years: the Great Depression and the rise of dictators</p>	<p>Literacy: Comprehension; speaking and listening; source interpretation; essay writing and preparation; skimming and scanning</p> <p>Numeracy: Chronology; currency; data handling; statistics; casualty numbers</p> <p>ICT: Independent research using iPads/laptops; PowerPoint; YouTube clips</p> <p>Citizenship: Prevent Duty; British Values</p> <p>RE:</p> <p>Geography: Locational Geography</p> <p>CDI: C3.8 identify how to stand up to stereotyping and discrimination that is damaging to you and those around you</p>
Autumn 2	<p>The Holocaust: Nazi Germany Pt 2. By the end of this unit, pupils will know:</p> <ol style="list-style-type: none"> 1. How women and children were regarded in Nazi Germany; 	<p>Education; Marriage; Employment; Breeding Programme; Physical Constraints; kinder, kuche, kirche; German ideal; homemaker;</p>	<p><i>WW1, The British Empire, What is History?, WW2</i></p> <p>Historical enquiry, chronological enquiry, communication; chronological thinking;</p>	<p>Literacy: Comprehension; speaking and listening; source interpretation; essay writing and preparation; skimming and scanning</p>

Key Stage and Subject Long Term Plan	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
	<ol style="list-style-type: none"> 2. The purpose of, and what the concentration camps were like; 3. The significance and impact of the Jewish Resistance; 4. How the camps were liberated; 5. The events of the Nuremberg Trials; 6. The de-Nazification of Germany; 7. How the Holocaust is remembered; 8. Assessment 	<p>biological purpose; Lebensborn; Hitler Youth; The League of German Maidens; indoctrination; War crimes; de-Nazification</p>	<p>comprehension; source analysis and interpretation; data handling; research skills</p> <p>NC Objectives: Challenges for Britain, Europe and the wider world 1901 to the present day. In addition to studying the Holocaust, this could include: The inter-war years: the Great Depression and the rise of dictators</p>	<p>Numeracy: Chronology; currency; data handling; statistics; casualty figures</p> <p>ICT: Independent research using iPads/laptops; PowerPoint; YouTube clips</p> <p>Citizenship: Prevent Duty; British Values</p> <p>RE: Judaism</p> <p>Geography: Locational Geography</p> <p>CDI: C3.8 identify how to stand up to stereotyping and discrimination that is damaging to you and those around you</p>
Spring 1	<p>A Divided Ireland: Pre-Home Rule. By the end of this unit, pupils will know:</p> <ol style="list-style-type: none"> 1. How Ireland became divided and how those events are still significant today; <ol style="list-style-type: none"> 1.1 <i>How the division of Ireland started;</i> 1.2 <i>The effect of the Plantation of Ulster;</i> 1.3 <i>How the impact of the extended into mainland Europe;</i> 	<p>Dissolution, monastery, Catholic, C of E, Pope, shired, province, plantation, siege, Unionist, Loyalist, Orange Day/Order, home rule, reformation, invade, colonise, Protestant, massacre, rebellion, Lord Protector, hero, villain,</p>	<p><i>WW1, Tudors, The British Empire, What is History?, WW2, Holocaust/Nazi Germany</i></p> <p>Historical enquiry; chronological enquiry; communication; chronological thinking; comprehension; source analysis and interpretation; data handling; research skills ; historical empathy</p>	<p>Literacy: Comprehension; speaking and listening; source interpretation; essay writing and preparation; skimming and scanning</p> <p>Numeracy: Chronology; data handling; statistics; casualty figures</p> <p>ICT: Independent research using iPads/laptops; PowerPoint; YouTube clips</p>

Key Stage and Subject Long Term Plan	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
	<ol style="list-style-type: none"> Different interpretations of Oliver Cromwell; The events of Easter 1916 and how they still impact today; What religious conflict is and the consequences it can have worldwide. 	civil war, puritan, New Model Army, Royalist, Roundhead, Commonwealth, Irish Citizen Army, Cumann na mBan, Ulster Volunteers, Irish Volunteers, National Volunteers, GPO, insurgents, execution, Proclamation	<p>NC Objectives: The development of Church, state and society in Britain 1509-1745 The Interregnum (including Cromwell in Ireland)</p> <p>Ideas, political power, industry and empire: Britain, 1745-1901 Ireland and Home Rule; Party politics, extension of the franchise and social reform</p>	Citizenship: Prevent Duty; British Values RE: Catholicism/Protestantism Geography: Locational Geography CDI: C3.8 identify how to stand up to stereotyping and discrimination that is damaging to you and those around you
Spring 2	<p>A Divided Ireland: Post-Home Rule. By the end of this unit, pupils will know:</p> <ol style="list-style-type: none"> The events following Home Rule; The causes and events of Bloody Sunday (One lesson plus https://youtu.be/BVKpQLFx4); The long-term effects of Bloody Sunday; Whether the Good Friday Agreement (1998) ended the Irish Troubles. 	Royal Irish Constabulary, IRA, Michael Collins, Anglo-Irish War, religious conflict, holy war, Sinn Fein, Dail, Loyalist, Nationalist, Unionist, Republican, civil rights, Bogside, Bloody Sunday, assassination, Good Friday Agreement, paramilitary, Parachute Regiment, Enquiry, Soldier F, Stormont, N.I.C.R.A., Derry, Agreement, military struggle, Real/Continuity IRA	<p><i>WW1, Tudors, The British Empire, What is History?, WW2, Holocaust/Nazi Germany, Divided Ireland: Pre-Home Rule</i></p> <p>Historical enquiry, chronological enquiry, communication; chronological thinking; comprehension; source analysis and interpretation; data handling; research skills; Historical empathy</p> <p>NC Objectives: Challenges for Britain, Europe and the wider world 1901 to the present day Social, cultural and technological change in post-war British society</p>	Literacy: Comprehension; speaking and listening; source interpretation; essay writing and preparation; skimming and scanning Numeracy: Chronology; data handling; statistics; casualty figures ICT: Independent research using iPads/laptops; PowerPoint; YouTube clips Citizenship: Prevent Duty; British Values RE: Catholicism/Protestantism Geography: Locational Geography

Key Stage and Subject Long Term Plan	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
				<p>English: Across The Barricades (Joan Lingard)</p> <p>CDI: C3.8 identify how to stand up to stereotyping and discrimination that is damaging to you and those around you</p>
<p>Summer 1</p>	<p>Slavery. By the end of this unit, pupils will know:</p> <ol style="list-style-type: none"> 1. What slavery is and why people become/became slaves; 2. Why the triangular trade was so successful; 3. The experiences of slaves on the Middle Passage; 4. Diary of a slave 5. Liverpool's vital role and continuing link to the slave trade; 6. The extent of Harriet Tubman and the Underground Railroad's significance; (Two lessons) 7. When and how the abolition of the slave trade came about. 	<p>Trade triangle; America; UK; Africa; slavers; merchants; trade; colonies; plantation; transportation; disease; ship; shackles; conditions; textiles; underground railroad; branding; escape; activist; quilt; message; code; abolish; emancipation; resistance</p>	<p><i>WW1, Tudors, The British Empire, What is History?, WW2, Holocaust/Nazi Germany, Divided Ireland: Pre-Home Rule, Divided Ireland: Post-Home Rule</i></p> <p>Historical enquiry; chronological enquiry; communication; chronological thinking; comprehension; source analysis and interpretation; data handling; research skills; historical empathy</p> <p>NC Objectives: Ideas, political power, industry and empire: Britain, 1745-1901 Britain's transatlantic slave trade: its effects and its eventual abolition</p>	<p>Literacy: Comprehension; speaking and listening; source interpretation; essay writing and preparation; skimming and scanning; diary writing</p> <p>Numeracy: Chronology; data handling; statistics;</p> <p>ICT: Independent research using iPads/laptops; PowerPoint; YouTube clips</p> <p>Citizenship: Prevent Duty; British Values</p> <p>RE: Catholicism/Protestantism</p> <p>Geography: Locational Geography</p> <p>English: Slavery and Freedom</p>

Key Stage and Subject Long Term Plan	Topic/Learning Pathway	Key Vocabulary	Links to previous learning (Component Skills)	Links to wider curriculum
Summer 2	<p>Entertainment and Leisure. By the end of this unit, pupils will know:</p> <ol style="list-style-type: none"> 1. How wealth impacted the participation in sport during the Medieval period; 2. The kind of entertainment enjoyed during the Medieval era; 3. How and why did Elizabethan theatre became popular; 4. How and why hunting became an exclusive sport during the 16th and 17th centuries; 5. Why Spectator Sport grew during the late 19th century; 6. How professionalism developed within sport during the 20th century; 7. How sponsorship and the media have influenced sport; 8. Why there has been a growth in the participation of sport in the late 20th century. 	<p>Beowulf; participation; accessible; hunting; exclusive; saga; Mummer; mystery play; Shakespeare; Marlowe; Globe Theatre; spectator; professional; amateur; tournament; media; equal; league; ethnic minority</p>	<p><i>WW1, Tudors, The British Empire, What is History?, WW2, Holocaust/Nazi Germany, Divided Ireland: Pre-Home Rule, Divided Ireland: Post-Home Rule</i></p> <p>Historical enquiry; chronological enquiry; communication; chronological thinking; comprehension; source analysis and interpretation; data handling; research skills</p> <p>NC Objectives: The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 A study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles</p>	<p>CDI: C3.8 identify how to stand up to stereotyping and discrimination that is damaging to you and those around you</p> <p>Literacy: Comprehension; speaking and listening; source interpretation; essay writing and preparation; skimming and scanning; plays and theatre</p> <p>Numeracy: Chronology; data handling</p> <p>ICT: Independent research using iPads/laptops; PowerPoint; YouTube clips</p> <p>Geography: Locational Geography</p> <p>MH: MH 3.4 Develop strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p>