

## Curriculum Map: Year 9 History

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Why was Europe on the brink of war by 1914?	What were the differences between Left and Right wing parties? What were the Bolsheviks trying to achieve?	How successful were the Bolsheviks in achieving their aims?	Why did the fascists gain support?	How did totalitarian leaders gain support?	What is the Holocaust?
Intent	<p><b>To Match NC for Key Stage 3</b></p> <p>Focus on political ideology will enable students to recognise patterns and trends from the past influence current and future affairs by tracking the development of key components of societies such as <b>government, empire and civilisation</b></p> <p>Lessons in all enquiry themes will: use a range of historical source material to both interrogate the past to create an interpretation for themselves or to use to prove/ disprove a historical hypothesis</p> <p>develop critical thinkers who use evidence based arguments to arrive at judgements, considering the context and climate of each event to help them develop a deeper understanding of societies over time</p>					
Key Knowledge	Background on relative strengths and weaknesses of European nations. Imperialism. Militarism and the Anglo German Arms Race. Nationalism and the Assassination of Franz Ferdinand.	Differences between right- and left-wing ideology, aims of the Bolsheviks, Problems in Russia, Russia in WW1, The Bolshevik Revolution.	Events and consequences of the Russian Civil War, War Communism & the NEP, Social policies	Impact of WW1 on democratic politics, rise in fascist ideology, impact of the Great Depression & impact of Fear of Communism	The Police State in Germany and the USSR, Persecution in Germany and the USSR, Propaganda & Economic policies in the USSR	Anti Semitism in Germany pre 1933, Nuremberg Laws, Kristallnacht, Ghettos, Life in the Camps, Liberation
Key Skills	Reading and developing vocab, use of case studies to develop contextual knowledge of key concept, Source Work	Reading and developing vocab, use of case studies to develop contextual knowledge of key concept	Reading and developing vocab, use of case studies to develop contextual knowledge of key concept, Source work	Reading and developing vocab, use of case studies to develop contextual knowledge of key concept, Source work	Reading and developing vocab, use of case studies to develop contextual knowledge of key concept	Reading and developing vocab, use of case studies to develop contextual knowledge of key concept
Key Vocabulary	Militarism Nationalism Assassination Imperialism	Democracy Dictatorship Left Wing Right Wing	Civil War War Communism NEP Social policy	Nationalism Great depression Democracy	Persecution Indoctrination Collectivisation Secret police	Anti Semitism Discrimination Kristallnacht Ghetto

	Alliances Patriotism	Bolshevik Tsar Revolution	Red Terror	Ideology Unemployment Propaganda	Concentration camps Five year plan Cult of personality	Final solution Liberation
Key Reading	<i>The Book Thief</i> by Markus Zusak <i>The Diary of Anne Frank</i> by Anne Frank <i>The History of the Russian Revolution</i> by Leon Trotsky Holocaust Survivor Testimonies					
Misconceptions	<i>Navy is not part of the military</i> <i>Arms race was only between Britain and Germany</i> <i>Germany are to blame for all causes of tension</i> <i>Britain had the strongest army</i> <i>Morocco is in Europe</i>	<i>USSR and Russia are the same</i>		<i>Communism only scared the rich</i> <i>Hitler became leader of Germany because Germans hated Jews</i> <i>Hitler was the first Fascist leader in Europe</i>	<i>All Germans knew and supported Hitlers actions</i> <i>Concentration camps were only for Jews</i> <i>Gestapo were everywhere</i>	<i>Jews were allowed to leave Germany</i> <i>Hitler hated Jews because of art school</i> <i>All Germans helped in the persecution of Jews</i> <i>Jews did not try resist persecution</i> <i>Persecution is only violence</i>
Start Point	Builds on historical skills developed in Year 7 & 8 Links with VIP work on Democracy & Dictatorships Bv	Builds on historical skills developed in Year 7 & 8 Links with VIP work on Democracy & Dictatorships Develops on Enquiry Q 1 from previous term	Builds on historical skills developed in Year 7 & 8 Links with VIP work on Democracy & Dictatorships Develops on Enquiry Q 2 from previous term	Builds on historical skills developed in Year 7 & 8 Links with VIP work on Democracy & Dictatorships Develops on Enquiry Q1,2 & 3 from previous term	Builds on historical skills developed in Year 7 & 8 Links with VIP work on Democracy & Dictatorships Develops on Enquiry Q1,2,3 & 4 from previous term	Builds on historical skills developed in Year 7 & 8 Links with VIP work on Democracy & Dictatorships Develops on Enquiry Q 1,2,3,4 & 5 from previous term
End Point	Students will know the alliance systems and relationships between European Powers in 1914. They will be able to describe the events leading up to the outbreak of WW1	Students will understand the ideologies behind Left & Right Wing politics. They will be able to describe the steps taken by the Bolsheviks to gain control.	Students will be able to describe and evaluate the methods used by the Bolsheviks to gain and maintain power.	Students will be able to describe how the Fascist movement became more popular. They will be able to evaluate the relative importance of factors in the rise of Fascism.	Students will be able to describe and evaluate the methods used by totalitarian states to gain and maintain power	Students will be able to describe the events of the Holocaust. Students will make extensive use of source material to draw their own conclusions and

						investigate individual case studies.
Form of Assessment	<b><i>Why was Europe in Crisis by 1914? Extended written piece</i></b>  Knowledge & skills test 1	<b><i>What were the Bolsheviks trying to achieve? Extended written piece</i></b>  Knowledge & skills test 2	<b><i>How successful were the Bolsheviks in achieving their aims? Extended written piece</i></b>  Knowledge & skills test 3	<b><i>What was the most important reason why the Fascists gained support? Extended written piece</i></b>  Knowledge & skills test 4	<b><i>What methods were used to control people in a totalitarian regime?</i></b>  Knowledge & skills test 5	<b><i>How were the Jews and other groups treated during the Holocaust?</i></b>  Knowledge & skills test 6
Enrichment opportunities	<ul style="list-style-type: none"> <li>• Opportunities to add to cultural capital of the school by contributing to Black History Month displays and activities</li> <li>• Progress leader &amp; Achievement leader to work on development of Battlefields Trip</li> </ul>					
Leadership opportunities	<ul style="list-style-type: none"> <li>• Students will be given the opportunity to present to their peers, get involved in debates and develop their analytical skills.</li> </ul> <p>Opportunities for students to volunteer to take a leading role in organising <i>LGBTQ+ History Month</i> and <i>Black History Month</i> activities in collaboration with school diversity lead and other departments</p>					