

Holywell School Curriculum Overviews

Year 9 Curriculum Overview

HISTORY

Curriculum Intent

History at Holywell aims to provide informative and educational lessons that access the National Curriculum. Whilst the programmes of study are content—based and predominantly chronological, opportunities have been made for students to engage in independent learning and to partake in “fun” activities to bring the subject to life. These include re-enactment of battles, role-plays, hot-seating, competitions, card-sort activities and more.

Student involvement in lessons is very important and lessons have paired, group and whole-class discussions and debates built in to try to engage pupils and encourage them to take an active role in their own learning.

Term	First half term	Second half term
Autumn term	<u>WORLD WAR ONE inc. local study</u> Scramble for Africa Triple Alliance and Triple Entente Arms race Murder of Archduke Franz Ferdinand Outbreak of war – propaganda posters Stalemate – trench warfare Battle of Somme	<u>WORLD WAR ONE inc. local study cont...</u> Local study of impact on local villages Other and naval battles Lusitania – bringing USA into the war Ending the war and armistice INDIAN INDEPENDENCE AND THE END OF EMPIRE [begun in Yr 8] India Independence movement Collapse of the Empire
Evidence of learning	GCSE style assessment – “Explain why World War One broke out” – You may refer to alliances and arms race. You MUST also include information of your own. [12 marks]	GCSE style assessment – [a]Describe two features of British rule in India [4 marks] [b]How useful is a political cartoon commenting on British rule in the Raj for explain why India wanted independence? [8 marks]
Links to prior learning	Year 7 – marriage alliances Year 7 – causes of the English civil war Year 8 – electoral reform – suffragette role in WW1 – propaganda posters	Year 8 – Empire and need to revolutionise Year 8 – The British Raj Year 8 – Slavery and the British Empire Year 5 – local history of Cranfield unit
Links to future learning	GCSE - Weimar and Nazi Germany	GCSE - Weimar and Nazi Germany
Spring term	<u>INTERWAR YEARS – RISE OF DICTATORS</u> Treaty of Versailles and reparations League of Nations Germany under Stresemann Hyper-inflation and the rise of Hitler Italy and the rise of Mussolini	<u>WORLD WAR II AND THE HOLOCAUST continued</u> Invasion of Poland – breaking Munich agreement Blitzkrieg Phoney war, battle of Britain The Home Front Holocaust

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	Russia and the rise of Stalin WORLD WAR II AND THE HOLOCAUST Causes of WWII – Hitler and appeasement	The war in the East Pearl Harbour Peace and the UN
Evidence of learning	GCSE style assessment: “Hitler’s beliefs and actions directly caused World War II” How far do you agree? You may use the following in your answer – German problems caused by the Treaty of Versailles, the Anschluss and the invasion of Sudetenland. You MUST also use information on your own. [16 marks]	GCSE style assessment Explain two of the following: [a] Hitler’s blitzkrieg tactics [8 marks] [b] the Holocaust [8 marks] [c] the United Nations [8 marks]
Links to prior learning	Year 7 – Henry VII’s alliances with Spain and Scotland Year 7 - inflation and the Peasants’ Revolt Year 7 – Rise of Oliver Cromwell	Year 6 – Saxon/Viking invasion Year 7 – battles of Stamford Bridge and Hastings Year 8 – harsh social conditions in industrial towns
Links to future learning	USA in the 20 th century – involvement in WWI, treaty of Versailles and League of Nations	USA in the 20 th century – involvement in WWII
Summer term	<u>BRITISH MIGRATION THROUGH THE AGES</u> Why study migration? Pre-Roman migration – Bronze, Stone and Iron Ages Roman/Saxon/Viking/Norman invasions Reasons for migration 1066-1900 - e.g. religious persecution of Huguenots, persecution of Jews etc CASE STUDY ONE: Migration from Ireland – potato famine CASE STUDY TWO: Migration from the Caribbean – the Windrush generation	<u>USA IN THE 20th CENTURY</u> America 1900-1918 –role in WW1, Treaty of Versailles and League of Nations America in the 1920s – jazz, flappers, prohibition, gangsters America between the wars – Dawes Plan, Young Plan American involvement in WWII -setting up the United Nations America and the Cold War – arms and space race
Evidence of learning	GCSE style assessment: [a] Give features of the Great Hunger [4 marks] [b] Examine two sources about the great hunger – what can you infer about Britain’s attitudes to the Irish during the potato famine? [4 marks] [c] How useful is a French cartoon depicting English attitudes towards the Great Famine? [8 marks]	GCSE style assessment: Examine two interpretations of the dropping of the atomic bombs. How far do you agree with interpretation two’s claim that ...? Use both sources and your own knowledge in your answer. [20 marks]
Links to prior learning	Year 5 – Romans Year 6 – Anglo Saxons and Vikings Year 7 – Persecution of Puritans under early Tudors Year 8 – Industrial Revolution	Year 9 – World War One and the inter-war years
Links to future learning	No direct links to future learning	GCSE -Weimar and Nazi Germany GCSE – American West
Careers links	Law, Economics, Politics, Teaching, Academia & Lecturing, Business, Archaeology, Museum & Gallery Curation, Writing, Archivist & Librarian, Film & TV Consultant, Media & Journalism, Police & Armed Forces, National & Local Government.	

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Protected characteristics	The study of the Holocaust is vital in helping students to understand genocide, how it can happen and how it could have been prevented. This is linked to the protected characteristics of race and religion. Our final topic is directly linked to ideas of race. By learning about British migration through the ages, students are encouraged to understand the mixed ancestry of everyone along with the struggles faced by migrants through the ages. This is intended to build tolerance and compassion towards those of mixed race. Also, by looking at religious persecution students are challenged to understand and respect other religions as well as empathising with the intolerance and persecution they have suffered in the past. This is intended to support students in becoming tolerant and respectful individuals, ready to take their place in the modern world.
Spirituality	Students have the opportunity to reflect on turning points in World War One, such as America joining the war and consider whether this was purely a reaction against German actions or possibly the intervention of some higher being. Similar reflective moments can be found at the end of war when contemplating the loss of life and how poppies grew on Flanders Field, how something beautiful can come from something terrible. Students are given time to reflect on the transience of human life and how many took war as an opportunity to show great compassion, heroism and service to one's country. During the study of the rise of Hitler and the Holocaust, students are encouraged to think about how horrific events can serve as a teaching moment to move society forward in some way so that even in the darkest moments we can find light.
<p style="text-align: center;">Reading in the curriculum (Literacy & Vocabulary)</p> <p style="text-align: center;">Students are encouraged to read, comprehend and analyse primary and secondary sources in every unit</p> <p style="text-align: center;">The scheme of work has built in feedback lessons that involve detailed comprehension activities centred around lengthy pieces of writing</p> <p style="text-align: center;">Students are often set reading and comprehension homework to supplement their classroom learning</p>	
<p style="text-align: center;">Safeguarding including safety in the curriculum</p> <p style="text-align: center;">Ensuring students are seated in a way that takes account of safeguarding notes and which promotes positive learning and social outcomes</p>	
<p style="text-align: center;">How we track your progress</p> <p style="text-align: center;">Linking to the progress descriptors all students' progress is tracked through the work they produce and contribute to in class, homework, end of unit assessments and in class assessments/quizzes</p>	
<p style="text-align: center;">Parents/Carers can support their child by:</p> <p>Checking Satchel One for the homework that is being set and ensuring it is completed. Listening to students read aloud and discussing important ideas with them. Encouraging students to read related material at home or explore related websites. Help students to develop independent working skills and resilience. Taking students to relevant museums, living history experiences and encouraging them to read around the subject at home by exploring related websites or selecting relevant non-fiction library books. Ensuring there is a quiet place to concentrate and study at home, away from any distraction.</p>	
<p style="text-align: center;">Sustainability within the subject</p> <p>The unit on the Industrial Revolution involves learning about the impact of steam power on the environment and the long-term global consequences that have led to climate change. The unit on the Transatlantic slave trade involves looking at the how environment affecting the economy of the West Indies, growing crops such as cotton, tobacco and sugar on huge plantations and how this contributed to the slave trade.</p>	