



| YEAR 9 HISTORY CURRICULUM OVERVIEW | | | | | | | | |
|------------------------------------|---------------------------------|------------------------------------|-------------------------------------|--------------------------------------|-------------------------------------|-------------------|---------------------------------|------------------------------------|
| ADVENT 1 | ADVENT 2 | KNOWLEDGE | LENT 1 | LENT 2 | KNOWLEDGE | PENTECOST 1 | PENTECOST 2 | KNOWLEDGE |
| The Industrial | The struggle | LEARNING | World War I | The rise of the | LEARNING | Nazi Germany | World War II | LEARNING |
| Revolution | for the vote | REVIEW | | Nazis | REVIEW | | | REVIEW |
| | | | | | | | | |
| Overarching Unit | Overarching Unit | <u>Disciplinary</u> | Overarching Unit | Overarching | Disciplinary | Overarching Unit | Overarching Unit | <u>Disciplinary</u> |
| <u>Intent</u> | <u>Intent</u> | <u>Knowledge</u> | <u>Intent</u> | <u>Unit Intent</u> | <u>Knowledge</u> | <u>Intent</u> | <u>Intent</u> | <u>Knowledge</u> - |
| The positives and | How close to revo- | Enquiry Interpretation | Short and Long | The inter-war | Enquiry Interpretation | Changing lives in | The causes and | Enquiry Interpretation |
| negatives of the | lution was Britain | Cause & Conse- | term causes and | years and Hit- ler's rise to pow- | Cause & Conse- | Nazi Germany | consequences of WW2 | Cause & Conse- |
| Industrial Revolu- | 1815-1832? | quence Similarities & | impact | er | quence Similarities & | Nazi methods of | VV VV Z | quence Similarities & |
| tion in Britain | What is a Revolu- tion? | Differences | Life on the West- | | Differences | control | In what was was | Differences |
| Changing Britain | The French Revolu- | Significance Continuity & | ern Front— | Democracy and Dictatorship— | Significance Continuity & | Youth | this a World war? | Significance Continuity & |
| Living Conditions | tion | Change Diversity | independent re- search and study | why were people | Change Diversity | Workers | The key battles of | Change Diversity |
| Working Condi- | Local study—The | Diversity | skills | so scared of Communism? | Diversity | Women | World War 2: | Diversity |
| tions | Peterloo Massacre | Revisit learning and retrieve | Diversity in | communism. | Revisit learning and retrieve | | • Europe | Revisit learning and retrieve |
| Women | The Chartists | through low | WW1— | The Great Infla- | through low | Persecution | | through low |
| Children | Working men's | stakes quizzes, 'Do it Now' and | Commonwealth | tion and the Great Depres- | stakes quizzes, 'Do it Now' and | Opposition to | Africa | stakes quizzes, 'Do it Now' and |
| Medicine and | suffrage | formal testing. | soldiers—Walter | sion. | formal testing. | Nazi rule | The Pacific | formal testing. |
| Public Health | Women's suffrage | <u>CST</u> | Tull case study | | <u>CST</u> | <u>Assessment</u> | • The Facility | <u>CST</u> |
| Technology | | Human Dignity The Common Good | The Armistice and | How and why Hitler rose to | Human Dignity Peace | Knowledge test - | | Human Dignity Peace |
| | <u>Assessment</u> | Solidarity | Treaty of Versailles | power in 1933 | Solidarity | Nazi Rule & WW2 | Evaluation & | Solidarity |
| <u>Assessment</u> | 'Britain came very | Cross-Curricular: | <u>Assessment</u> | Assessment | The Common Good | | <u>Reflection</u> | The Common Good |
| Essay: 'The Indus- | close to a revolution | <u>Geography</u> | Source analysis— | | Cross-Curricular: | | The Holocaust | |
| trial Revolution | between 1815- | Local studies British boroughs | How do we meas- | Knowledge test | <u>Geography</u> Empires and | | | Cross-Curricular: Geography |
| was more of a blessing than a | 1832?' How far do you agree? | and constituencies | ure the cost of | - WW1 | Alliances | | Hiroshima & Na- | World Battlefronts |
| curse.' How far do | you agree: | British Values / | <u>WW1?</u> | | British Values / | | gasaki | and territories |
| you agree? | | <u>Citizenship</u> Parliament | | | <u>Citizenship</u> Demacracy and | | | British Values / Citizenship |
| | | Monarchy | | | Demacracy and Dictatorship | | | Democarcy and |
| | | Rule of Law Tolerance | | | Tolerance | | | freedom Tolerance |
| | | | | | Reading 3-2-1 | | | |
| | | Reading 3-2-1 | | | | | | Reading 3-2-1 |