

<h1>History</h1> <h2>Year 9</h2>	<p>Curriculum Intent: In Year 9, students will study British, European and World History and they will learn how events in the modern period have shaped the world that we live in today. Pupils' curiosity will be inspired to know more about the past by encouraging them to continue to ask perceptive questions, think critically, consider evidence, phrase arguments and develop judgements. They will learn the contextual knowledge of the modern period in order to develop an awareness and understanding of the significant changes that took place across the entire world. Students will study how the chronological events of the twentieth century created their lives today. They will link this to their own identity. Students will engage in historical enquiries to develop further as independent learners and as critical and reflective thinkers. They will develop the ability to ask relevant questions about the past and to investigate issues critically.</p>														
Rotation	Term 1			Term 2			Term 3								
Knowledge	WAR/CONQUEST – causes of the First World War, increase in government control, Treaty of Versailles	POWER & THE PEOPLE – increase in democracy, extension of the franchise, Votes for Women, League of Nations.	RELIGION/ETHICS – First World War	WAR/CONQUEST – Rise Of the Dictators; Stalin and Hitler, Causes of the Second World War, key events of the Second World War.	POWER & THE PEOPLE – Democracy v Dictatorship, government control	RELIGION/ETHICS – Causes of the Second World War, Appeasement, dropping of the Atomic bomb.	WAR/CONQUEST – Cold War; origins, key events; Berlin Wall, Cuba & Vietnam	POWER & THE PEOPLE – 1945 General election and the establishment of the Welfare State.	ETHICS/IDEOLOGY – The Holocaust, Welfare State, Communism v Capitalism						
Interleaving	Well informed context for wider learning, make contrasts, make connections between events and draw contrasts and analyse trends within a period.			Well informed context for wider learning, make contrasts, make connections between events and draw contrasts and analyse trends within a period.			Well informed context for wider learning, make contrasts, make connections between events and draw contrasts and analyse trends within a period.								
Understanding	Students will extend and deepen their chronological understanding of the period and throughout this use the key historical concepts of cause and consequence and the significance of the key events of the modern period; the cause and effect of war. The importance of the short and long term impact of these events on the future of Britain and the wider world context will be greatly considered. Students will understand the nature of historical change, the rate and extent of change. Students will develop an understanding of continuity within the period.			Students will extend and deepen their chronological understanding of the period and throughout this use the key historical concepts of cause and consequence and the significance of the key events of modern period; the rise of the dictators and the events of the second world war and how this shaped the rest of the twentieth century. The short and long term impact of these events will be explored in depth. They will understand the nature of historical change, the rate and extent of change. Students will develop an understanding of continuity within the period.			Students will extend and deepen their chronological understanding of the period and use the key historical concepts of cause and consequence and the significance of the key events of the modern period; the Holocaust and the post war period and how this has shaped the world that they live in today. The short and long term impact of these events will be explored in depth and the wider world context will be thoroughly considered. They will understand the nature of historical change, the rate and extent of change. Students will develop an understanding of continuity within the period.								
Skills	Construct relevant, structured and evidentially supported written work	Use evidence and evaluating evidence.	Develop own hypothesis and conclusions	Evaluate different interpretations #about the past	Use historical terms and concepts.	Construct relevant, structured and evidentially supported written work	Use evidence and evaluating evidence	Develop own hypothesis and conclusions	Evaluate different interpretations about the past.	Use historical terms and concepts.	Construct relevant, structured and evidentially supported written work.	Use evidence and evaluating evidence	Develop own hypothesis and conclusions	Evaluate different interpretations about the past.	Use historical terms and concepts.
Assessment	Skills: "The Battle of the Somme was a disaster" How far do the sources convince you that this statement is correct?			Skills: "Hitler and Stalin were similar" How far do you agree?			Skills: Explain why the welfare state was created.								
	Knowledge: 10 question knowledge test			Knowledge: 10 question knowledge test			Knowledge: 10 question knowledge test								