



## Curriculum Intent

This year of study focuses on key turning points in the second half of the nineteenth and twentieth centuries. By examining how the British Empire originated, students are able to explain slavery's key role within this and how it affected the black people involved. The intent is that students are able to then make links between this and the causes of WW1 and how the growth of empire was a key cause of the Great War. They will trace how this war developed and then identify and explain the similarities and differences between the First and Second World Wars. The key turning points of World War 2 are examined and compared focusing on significance and how, as historians, we should judge importance.

## Year 9 | What represents a genuine turning point in history?

### Students will learn about:-

Unit 1: The British Empire

Unit 2: The colonisation of India

Unit 3: The Transatlantic Slave Trade

Unit 4: Causes and history of World War One

Unit 5: Experiences during World War One (Literacy Unit)

Unit 6: How did World War Two affect people's lives?

Unit 7: The Holocaust

### What does excellence look like?

- Show a range of accurate and detailed factual knowledge.
- Develop the skill of knowledge retention and its effective deployment within answers.
- Build clear explanations with supporting factual knowledge.
- Produce coherent extended responses to enquiry questions.
- Show an awareness of historical context and begin to use this as part of explanations.
- Begin the development of argument and be able to see and use counter-argument.
- Evaluate sources in a way that takes into account origin, purpose and usefulness.
- Integrate evidence within the development of argument.
- Show an understanding that the past can be interpreted in different ways, and begin to explain and use these different viewpoints to illustrate points.

### Knowledge, understanding & Skills

Students will be able to show key knowledge related to the following core questions, and will be able to build structured responses to them. Students need to demonstrate an awareness of cause, effect, continuity, change and significance in all areas of study.

Where and how did the British Empire originate, and how does the growth of the British Empire link to the growth of the slave trade?

What was/is the legacy of the British Empire?

What was the most important cause of WW1?

What were the major developments in WW1 and how did it come to an end?

What was the most important turning point in WW2 and why?



### How is homework used to enhance learning?

'Meanwhile elsewhere' sheets (requires you to study an example of a historical event or person from another part of the world at the same time.)

ToK-style questions embedded in all lessons (challenging, open-ended, more philosophical-style questions related to the topic designed to stretch thinking.)

Read a history book related to your period of history – either fact or fiction. (See history department reading lists)

Practise spellings; keep a glossary or new words; use a physical dictionary; keep a vocabulary book for new or challenging words gained from class or wider reading

### How will we assess impact? (3D)

Regular Q & A to ascertain understanding and comprehension.

End of unit tests.

Dedicated reflection and improvement time after assessments.

Peer and self-assessment.

The use of model answers and mark schemes.

Quizzes and spot tests

## International Opportunities

### Visits Programmes

- "Le Mont Saint Michel
- D Day Museum – Arromanches
- Bayeux War Cemetery
- Bayeux tapestry
- Fort La Latte
- St.Malo"
- "Glanum Roman site – guided visit. Costume workshop on Roman site – clothes material used by Romans.
- Pont Benozet
- Le Pont du Gard –Roman aqueduct.
- Nimes
- Schloss Freudenberg
- Palacio Real
- El Palacio Real de La Granja.
- Segovia castle.
- Madrid - town tour incl. Puerto del Sol
- Wax museum - incl. historical Spanish figures
- Toledo"
- "Duomo di Milano (cathedral)
- Sforzesco castle

### Within the curriculum

**There are several aspects of the Year 9 history curriculum that celebrate and explore diversity. In the study of Empire students are required to investigate either the colonisation of India or America and how this affected the indigenous people. In our study of WW1 we explore the multi-racial make-up of the British army and how this reflected the impact of Britain's empire. In the study of WW2 students are required to study the impact of the war on the Russian and Japanese people.**