

Implementation: Curriculum Narrative



Subject: History

Year: 9

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Key Knowledge

Pupils will know

Key Skills

Pupils will be able to

Key Threshold Concepts:

Economic Stability and Instability

Countries, regions and places experience boom and bust. Changes in economic policy, external factors and war can have significant impact on the economy of an area.

Impacts of governance

Governments and rulers have different laws, policies and approaches and these can have wide reaching impacts on the world, the population of a nation or individuals.

Influential Agreements:

Some decisions and events may result in significant documents or policies being created which can shape the course of a nation or the world. Some of these impacts can still be felt today.

Friends and Foes:

Rulers, individuals, groups and nations have allies and enemies, and may use and manipulate them to achieve their goals. Relationships between people, groups and nations may change over time.

Winners and Losers

Different time periods have winners and losers, often the poor being marginalised, with the wealthy rising to power. Attitudes, responses and perceptions of the winners and losers of society can change over time.

Nation states change:

Nation states adapt to new policy, and change in ownership, size and influence.

Rulers:

Some rulers have different qualities and characteristics, and these can influence the decisions they make. These decisions may not always be in the best interests of everybody.

Conflict:

People, groups and nation states may resort to or be pressured into conflict, which can have wide reaching implications for others.

Society:

Societies have norms and values, which can change over time. These can lead to different practices and traditions occurring and can have impacts for individuals and a population.

Subject Skills:

Balance of opinion

Issues, events, people and sources all have positive and negative elements and aspects. Students should know both sides of these, but also be competent in being able to weigh up these arguments.

Sequencing and chain reactions

Issues and events may trigger others. Students should be able to sequence events and understand how one may influence another.

Appreciation of Context

Time periods are different in what is acceptable, popular and in vogue. Students should be able to apply the context of time periods to the decisions that people make at the time and understanding it in that context.

Chronology

Time occurs in order. Students should be confident to order dates, epochs, time periods, events and rulers by when they occurred.

Source Analysis

Information can be gathered from a range of sources and objects, and these need to be interpreted. Students should be confident to examine, dissect and draw conclusions about a time or event from sources.

Provenance

Sources of information may have a specific purpose or intent, which can cause us to doubt authenticity, accuracy or motive. Students should be skilled in being able to analyse the origins and purpose of the information gathered suggesting limitations if appropriate.

Critical Thinking

Decisions made and people from the past can be challenged but took actions at the time for a reason. Students should be able to critically assess these, and make judgements about the extent of their success or failure.

Ranking of Importance:

Some events, decisions and people are more influential than others. The degrees of influence may change over time. Students should be able to address and weigh up different factors and rank them in terms of importance.



Subject Specific Knowledge and Sequencing:

The Americas and Slavery

- America case study recap
- American Revolution and War of Independence
- Legacy of the British Empire
- Transatlantic Slave Trade
- Middle Passage
- Life as a slave
- Slave Resistance
- Abolition

The Industrial revolution

- The Steam Engine
- Cotton and Textiles
- Iron and Coal
- Transport and the Railway Age

The Age of Reform

- Urbanisation
- Factory Life
- Social Reform
- Political Reform
- Law and Order

The Early 20th Century

- The Suffragettes
- First World War

The Mid 20th Century

- The 1920s and Rise of the Nazis
- Life in Nazi Germany
- Second World War
- The Holocaust

Events that shook the world

- Civil Rights Movement
- Windrush
- Titanic
- Hiroshima
- 9/11

Prerequisites and Spiral Teaching:

Reoccurring Concepts

- Economic Stability and Instability (Year 10 and Year 11)
- Impacts of Governance (Year 7, Year 8, Year 10 and Year 11)
- Influential Agreements (Year 7, Year 8, Year 10, Year 11)
- Friends and Foes (Year 7 and Year 11)
- Winners and Losers (Year 8, Year 10 and Year 11)
- Nation State Change (Year 8, Year 11)
- Rulers (Year 7, Year 8, Year 10, Year 11)
- Conflict (Year 7, Year 8, Year 10 and Year 11)
- Society (Year 7, Year 8, Year 10 and Year 11)

Reoccurring Skills

- Balance of Opinion
- Sequencing and chain reactions
- Appreciation of Context
- Chronology
- Source Analysis including provenance
- Critical Thinking
- Ranking of Importance

Reoccurring Specific Content

Germany 1895-1945 – Early and Mid 20th century (Year 11)

Health and Medicine – Industrial Revolution and Age of Reform, World War One and Two (Year 10)

First World War – Early 20th Century (Year 11)

Cross-Curricular Knowledge Links:

Geography – The changing structure and governance of a nation state.

English Language – War poetry, Victorian literature

Religious Education – Attitudes towards faiths

Reading Lists / Sources / Reading around the subject recommendations:

- Modern Britain 1760 – 1900 by Robert Peal
- Battles that Changed History: Epic Conflicts Explored and Explained: 1900 to present
- The Clever Teens Guide series by Felix Rhodes: covers World War One, Russian Revolution, Nazi Germany, World War Two and the Cold War.
- Private Peaceful by Michael Morpurgo
- The Penguin Book of First World War Poetry (Penguin Classics) by Matthew George Walter
- A Short History of the First World War by Gordon Kerr



- DVD: Hitler: The Rise of Evil (TV Mini-Series)
- DVD: Downfall (German speaking with English subtitles)

Homework

- Key Stage 3 homework is primarily based around research projects. In year 9 these include Individuals fighting for the abolition of slavery, the French Revolution and the Suffragettes.
- Each project consists of three stages. Stage one requires students to research the topic, stage two to create a plan for the end piece and stage three the completion of the work. Stage three can take various forms with students choosing to present written information, create posters or even make models.
- Additional homework may be set at the discretion of individual teachers such as a reading or preparation for assessments throughout the year.