

Year 9: Curriculum Intent

The History department aims to empower pupils to understand both their place in the world and how they fit into the story of human development and to understand what has shaped the identities of diverse peoples, groups and nations. Our curriculum is designed to help students understand the complexity of people's lives in both the present and the past and promote inclusivity by studying the diversity and commonality of human experiences across time and place. Students also learn how the past is recorded and how accounts of the past can change in different contexts. Pupils begin Year 9 by applying their knowledge of the Industrial Revolution to a study of why Jack the Ripper's crimes remain unsolved. Pupils then begin to consider the international political climate following WW1 and study how countries gain and use their power in the aftermath of this, leading directly to WW2. Pupils will look at how at the end of WW2 the tension between the post war superpowers, the USA and USSR, leads to an ideological split between the capitalist west and the communist east, known as the Cold War and how this escalates. Pupils will finally study changes to Britain and its empire in the aftermath of WW2 and consider the long term implications for this.

Year 9 Essential Knowledge Summary

Schemata 1: Why has Jack the Ripper never been caught?	Schemata 2: How far did WW1 lead to WW2?	Schemata 3: The Rise of extremism in Europe
<p>Composite Knowledge: Pupils use the context of Whitechapel in the 1800s and knowledge of Jack the Ripper's crimes to assess why he has never been caught</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Context of Whitechapel in the 1800s Profile of the victims and suspects Problems of evidence- letters and the media Challenges of the Met Police in the context of the time period <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain Use sources/ academic texts to retrieve information relevant to the enquiry <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Characterisation of Jack the Ripper's victims as drunks and prostitutes and their lack of value in society. The influence of the media on the public and institutions 	<p>Composite Knowledge: Pupils will gain an understanding of how the decisions made after WW1 created a European climate that ultimately led to the outbreak of another world war</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> How the Treaty of Versailles punished Germany Why the League of Nations failed to maintain world peace The escalation of Hitler's foreign policy How and why appeasement failed <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Sequence events chronologically to understand the escalation of international events Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact Analyse interpretations of key events using knowledge of the time to understand differences in view <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Why did Britain and France see communism as more of a threat than fascism? (link to later Cold War module) 	<p>Composite Knowledge: Pupils develop their understanding of how economic and political factors led to the rise of extreme leaders in Europe, with a focus on Germany</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Political and economic climate that led to an increase in power of dictators- Stalin in the USSR and Mussolini in Italy Problems facing the Weimar government in Germany in the 1920s How Hitler was able to become Chancellor of Germany in 1933 Why Hitler was able to gain total power in Germany by 1934 and how he maintained a totalitarian state The Holocaust <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Sequence events chronologically to understand how the Nazis increased their power over time Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain Use academic texts to retrieve information relevant to the enquiry identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> The political spectrum with a focus on right wing and left wing ideologies

Schemata 4: The Cold War	Schemata 5: Post WW2 Britain and the empire
<p>Composite Knowledge: Pupils will use their developing knowledge of the international tensions in the 20th century world to understand how the Cold War broke out so soon after WW2</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Opposing ideologies of the USA and the USSR Increasing tensions between the Big Three at the Yalta conference The aggressive actions of the USSR in the early Cold War The interventionist actions of the USA in the early Cold War Escalating tensions between Kennedy and Khrushchev in Berlin and Cuba Why the USA intervened and then withdrew from the Vietnamese conflict <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Sequence events chronologically to understand escalating tensions and conflicts Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain identify consequences of Cold War actions and apply accurate/ relevant historical evidence to explain the impact Use academic texts to retrieve information relevant to the enquiry Analyse interpretations of significant events in the Cold War using knowledge of the time to understand differences in view <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> How the media intensified the Cold War The impact of rhetoric on escalating the Cold War 	<p>Composite Knowledge: Pupils draw together their 20th century post conflict knowledge to understand changes within Britain and its empire</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> The establishment of a welfare state How and why India was partitioned and the consequences Migration to Britain from former citizens of the British Empire The Windrush scandal Changes in the law for LGBTQ+ citizens <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Identify appropriate causation factors and apply accurate/ relevant historical evidence to explain identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact Use sources and academic texts to retrieve information relevant to the enquiry <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Impact of post colonialism- India and the West Indies

Year 9 Final Composite Knowledge End Point

- Why poor policing and the environment of Whitechapel meant that Jack the Ripper was never caught
- How and why Hitler was able to establish a totalitarian regime in Germany

- Why WW2 broke out 20 years after the end of WW1
- Why the Cold War broke out after WW2 and how the USA and the USSR can both be blamed for the hostility in the second half of the 20th century
- The experience of peoples of former British colonies at home and in Britain- India and West Indies focus
- Identify relevant causation factors and evidence these
- Analyse sources and academic texts to retrieve information relevant to the enquiry
- identify consequences of historical events and apply accurate/ relevant historical evidence to explain the impact
- Analyse interpretations of key events using knowledge of the time in which it was produced to understand differences in view
- Apply knowledge to develop concept map focused on the 20th century world