



Curriculum Content Map

Subject: History

Year group: 9

| | TERM 1 | | TERM 2 | | TERM 3 | |
|---|---|---|---|--|---|---|
| Unit title & description | What were the causes of the French Revolution? (9.1) <u>Causation</u> <i>The French Revolution</i> | Why do historians argue about the causes of WWI? (9.2) <u>Interpretations</u> <i>World War I</i> | Why do people turn against themselves? (9.3) <u>Significance</u> <i>The Russian Revolution</i> | Why did fascism rise between WWI & WWII? (9.4) <u>Consequences</u> <i>The rise of fascism</i> | How did different groups experience World War II? (9.5) <u>Similarity & Difference</u> <i>World War II</i> | Have Civil Rights in the UK progressed since WWII? (9.6) <u>Change / Continuity</u> <i>Windrush & Civil Rights in the UK</i> |
| Sequencing | Builds on knowledge of the Industrial Revolution and growing national power covered in 8.4 & 8.5. Links to dissatisfaction with power from 7.2 | Builds on growing conflict and unease in Europe following French Revolution. Individual influence linked in 7.3 | Builds on French Revolution understanding from 9.1 and the challenges facing pre/post-war Europe in 9.2 | Brings together 9.2 and 9.3 into understanding why revolutions led to fascism. Link from causes of WWI (9.2) to consequences in 9.4 | Direct comparison and understanding of changes from World War I in 9.3 | Links to WWII and comparative units with individual rights from French Revolution. |
| Knowledge  | <p>The French Estates and dissatisfaction with ruling classes</p> <p>The reactionary government and relationship with King Louis XVI</p> <p>The reign of terror and Robespierre (National Convention)</p> <p>Consequences of the French Revolution in France & Europe</p> | <p>How did the belief in being superior lead to war?</p> <p>The Arms race, imperialism and Africa</p> <p>Militarism and the role of Germany and Kaiser Wilhelm in causing WWI</p> <p>Shared blame & the assassination of Archduke Franz Ferdinand</p> | <p>Life under the Tsars (End of serfdom & totalitarianism)</p> <p>What does revolution reveal about Russian society? Anger with government & challenges to absolute monarchy?</p> <p>Short-term consequences (role of Lenin, Stalin & Civil War)</p> <p>Long-term consequences (China, Vietnam etc)</p> | <p>Immediate consequences of WWI</p> <p>Treaty of Versailles and failure of the League of Nations</p> <p>Golden Years & Wall Street Crash</p> <p>Rise of fascism in Germany and Italy</p> <p>Consequences of increasing tension in Europe and WWII</p> | <p>What was life like living under Nazi German rule during the 1930s?</p> <p>How did soldiers experiences differ (Western Front, Africa, East)</p> <p>What was the impact of the Blitz on London?</p> <p>What was life like under the Vichy in France?</p> <p>How did the war lead to Genocide (Holocaust)?</p> | <p>What was Windrush? How did UK demography change following WWII?</p> <p>How did economic change following WWII impact different groups in UK society?</p> <p>What were the causes of consequence of the Bristol Bus Boycott?</p> <p>What are the legacy of the Brixton riots in 1981?</p> |
| Retrieval Practice | Understanding of Europe from IR (8.5) and global trade from (8.6) | Understanding of revolution & nationalism from 9.1 and 8.3 | Link to revolution in 9.1 and understanding of WWI from 9.3 | Understanding of links between WWII (9.2) and WWII. Link to extreme revolutions in 9.1 and 9.3 | Link to 9.3 and World War I. Link to interpretations units in 7.5 & 8.4 | Understanding of different groups from 9.5 & legacy of British Empire from 8.4 |
| Sequencing Skills  | <p>Second order concept is causation.</p> <p>Using causation skills from 7.1 & 7.3</p> <p>Using and evaluating the utility of different sources</p> | <p>Second-order concept is interpretations</p> <p>Using and evaluating sources to build understanding of interpretations on causes of WWI</p> | <p>Second-order concept is significance.</p> <p>Building on causation understanding from 9.1 to understand long & short term causes of revolution</p> | <p>Second-order concept is consequences.</p> <p>Building on causation understanding from 9.1 and interpretations understanding from 9.2</p> | <p>Second-order concept is similarity & difference.</p> <p>Understanding of how different experience from 8.3 Ottoman unit to see how location affects understanding of an event</p> | <p>Second-order concept is change</p> <p>Building on all sources from 7.1-9.5 to understand how change can occur over a broad chronological period</p> |

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| Literacy  | Extended reading in class; including class-reader of sources and historical text | Extended reading in class; including class-reader of sources and historical text | Extended reading in class; including class-reader of sources and historical text | Extended reading in class; including class-reader of sources and historical text | Extended reading in class; including class-reader of sources and historical text | Extended reading in class; including class-reader of sources and historical text |
| | Explicit teaching of Tier 2 & 3 vocabulary specific to the topic. | Explicit teaching of Tier 2 & 3 vocabulary specific to the topic. | Explicit teaching of Tier 2 & 3 vocabulary specific to the topic. | Explicit teaching of Tier 2 & 3 vocabulary specific to the topic. | Explicit teaching of Tier 2 & 3 vocabulary specific to the topic. | Explicit teaching of Tier 2 & 3 vocabulary specific to the topic. |
| | Regular reading in 3PH. | Regular reading in 3PH. | Regular reading in 3PH. | Regular reading in 3PH. | Regular reading in 3PH. | Regular reading in 3PH. |
| | Regular opportunities for extended writing and sentence starters to support this. | Regular opportunities for extended writing and sentence starters to support this. | Regular opportunities for extended writing and sentence starters to support this. | Regular opportunities for extended writing and sentence starters to support this. | Regular opportunities for extended writing and sentence starters to support this. | Regular opportunities for extended writing and sentence starters to support this. |
| Numeracy  | Understanding of years, timelines and timescales. | Understanding of years, timelines and timescales. | Understanding of years, timelines and timescales. | Understanding of years, timelines and timescales. | Understanding of years, timelines and timescales. | Understanding of years, timelines and timescales. |
| | Using statistical evidence to show impact of French Revolution on different groups | Using sources and information that use statistical evidence (e.g. military & finance) | Using numerical sources to assess scale and impact of impact of Revolution | Using numerical sources to assess scale and impact of impact of Revolution | Using numerical sources to show scale and multiple impacts of WWII. | Using numerical sources to understand how civil rights and liberties have changed over time |
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| British values and SMSC  | Rule of law and how the revolution impacted upon laws | Individual liberty. How individual actions have significant consequences over time | Individual Liberty – How individuals responded to governance they rejected | Rule of law and how this was challenged by the rise of fascism. | Mutual respect – understanding how one event can have multiple impacts | Mutual respect – understanding that different groups have contrasting experiences |
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| Character  | Students' resilience will be built through exposure to high level History and high expectations of their work. | Students' resilience will be built through exposure to high level History and high expectations of their work. | Students' resilience will be built through exposure to high level History and high expectations of their work. | Students' resilience will be built through exposure to high level History and high expectations of their work. | Students' resilience will be built through exposure to high level History and high expectations of their work. | Students' resilience will be built through exposure to high level History and high expectations of their work. |
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| Careers  | How jobs and different statuses are affected by revolutions | How war interrupted careers and led to changes in society's structure | How revolution challenges the status of people and rigid structures of society can be changed | How fascism forced people to drastically change their lives and approach to careers | How World War II changed people's jobs and how the workforce was shaped by the war | How current society and attitudes are influenced by historical events. |
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| Assessment opportunities  | 3PH homework every fortnight. | 3PH homework every fortnight. | 3PH homework every fortnight. | 3PH homework every fortnight. | 3PH homework every fortnight. | 3PH homework every fortnight. |
| | Regular, low stakes knowledge quizzes | Regular, low stakes knowledge quizzes | Regular, low stakes knowledge quizzes | Regular, low stakes knowledge quizzes | Regular, low stakes knowledge quizzes | Regular, low stakes knowledge quizzes |
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| Personalised Challenge for all | HPA – Introducing historical writing and interpretations into lesson and as part of project homework. | HPA – Introducing historical writing and interpretations into lesson and as part of project homework. | HPA – Introducing historical writing and interpretations into lesson and as part of project homework. | HPA – Introducing historical writing and interpretations into lesson and as part of project homework. | HPA – Introducing historical writing and interpretations into lesson and as part of project homework. | HPA – Introducing historical writing and interpretations into lesson and as part of project homework. |
| | LPA – Dual coding and graphic organisers to simplify key information. | LPA – Dual coding and graphic organisers to simplify key information. | LPA – Dual coding and graphic organisers to simplify key information. | LPA – Dual coding and graphic organisers to simplify key information. | LPA – Dual coding and graphic organisers to simplify key information. | LPA – Dual coding and graphic organisers to simplify key information. |
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