

History

History fires students' curiosity to ask questions and know more about Britain's past and that of the wider world. Students are encouraged to develop a chronological knowledge of British history that will enable them to make sense of the new narrative of our country over the past 1000 years. This will also allow them to understand the process of change, to see how we arrived 'here' and help them to make sense of the present. We aim for students to know our past but also to challenge the interpretations of the past and to be able to question our understanding of what Britishness means.

Year 9 History

Term One

Content of study	Communist Russia
What are the aims and objectives of this term?	Students will have the opportunity to delve into the complex history of one of the 20th century's most significant superpowers, this will enable them to understand more about complex political beliefs such as Communism and to create a narrative concerning the fall of Tsardom and rise of the USSR. • What is Russia? • What was Russia like under the Tsars? • What was socialism in the early 20th century? • Why did the people of Russia revolt in 1917? • How did socialism work for ordinary people Russia after 1917? • How did Stalin spread socialism across the world? • How successful was opposition to the Stalin in Russia? • How did Stalin use propaganda to control Russia? • What was Khrushchev's secret speech?
What previous knowledge is required?	A general understanding of political systems will aid this topic, as well as geographical knowledge on the context of Russia.
How will this term's content help with future learning?	This leads into the next topic which compares the rise of socialism to the rise of fascism in Term 2. This also aids context of 20th century study when examining concepts such as NATO and the Cold War in Term 6. It also prepares foundations for the GCSE topic of Superpower Relations during the Cold War.
Resources	<u>YouTube</u> Cornwallis Academy History Department's YouTube Channel has playlists of revision and support videos https://www.youtube.com/channel/UCNi6BbUzvcHv62zR6ifualA/featured Cornwallis Academy's Student SharePoint also contains History Resources linked to this topic.
Links to the national curriculum/s pecification	The national curriculum for history specifically notes, challenges to Britain and the wider world from 1901 to the present day, including: • the inter-war years: the Great Depression and the rise of dictators
Assessments	Students will be assessed in a full hour assessment. Questions will be designed according to the following stems (similar to that found in GCSE History examinations): • Write a narrative account analysing ...

	Knowledge Tests will also be used to assess students in order to consolidate core knowledge and historical terminology.
Term Two	
Content of study	The Nazi Dictatorship and path to World War Two
What are the aims and objectives of this term?	To imbue students with a key understanding of historical events and ideologies within post war Germany. Skills of i source analysis will be taught and regularly practiced to aid the embedding of source utility skills. <u>Key Questions</u> • How did Hitler and the Nazis rise to political power by 1933? • How did Hitler establish a dictatorship between 1933 and 1934? • What methods did the Nazi party use to maintain control over the German people? • How did the control of the Nazi party impact upon women, children and minority groups within society? • How did the Nazi party begin to mobilise the German state towards war in the 1930s? • What was appeasement and why did the British government try to appease Hitler? <u>Historical Skills:</u> • The ability to link key historical events with specific outcomes, confidently explaining causation. • To be able to infer key details about a time period from the use of primary sources. • To confidently identify source content and analyse using knowledge of events.
What previous knowledge is required?	Contextual knowledge about World War One. • What were the consequences of World War One on Europe? • Which nations were most impacted by World War One? • How was Germany defeated in World War One? • What happened to Germany at the end of WW1? • Who were the Nazis? • How did Hitler gain popularity before 1933? Background understanding of political spectrum and democracy. • What are the key features of a democracy? Background and understanding of the use of media and terror in controlling populations. • Use of propaganda to persuade a population (links to WW1 and recruitment) • Use of terror or force to control a population (links to Norman Conquest and aftermath of 1066).
How will this term's content help with future learning?	This unit focuses on a variety of skills that are vital to the discipline of history, particularly understanding the views of interpretations and the inherent messages of primary sources. An understanding of the rise of the Nazis also helps to underline the importance of maintaining democratic institutions (a British value) and the threats that can be posed to such systems. Additionally, an understanding of the wider context behind the eventual outbreak of World War Two, provides students with a more wholesome understanding of the impact of European nations on world peace.
Resources	Adolf Hitler's rise to power History - Andrew Marr's History of the World - YouTube The Night of the Long Knives - YouTube Life in Nazi Germany Animated History - YouTube Revision Resources can be found in the class group in Microsoft Teams.

	Students will also be directed towards relevant revision websites: The origins of the Republic, 1918–19 - The Weimar Republic 1918-1929 - Edexcel - GCSE History Revision - Edexcel - BBC Bitesize Weimar and Nazi Germany, 1918-39 - Weimar Germany overview - Edexcel - GCSE History Revision - Edexcel - BBC Bitesize Hitler and Nazi Germany - National 5 History Revision - BBC Bitesize
Links to the national curriculum/s pecification	The national curriculum for history specifically notes, challenges to Britain and the wider world from 1901 to the present day, including: the inter-war years: the Great Depression and the rise of dictators
Assessments	Students will be assessed in a full hour assessment. Questions will be designed according to the following stems (similar to that found in GCSE History examinations): How useful are sources ... Knowledge Tests will also be used to assess students in order to consolidate core knowledge and historical terminology.
Term Three	
Content of study	World War Two and Holocaust
What are the aims and objectives of this term?	To imbue students with a key understanding of the historical events culminating in world war by 1939. Evidence will be evaluated by students and developed into convincing arguments that challenge or support current historians' interpretations on the causes, events and consequences of World War two. 'British brains, American steel and Soviet blood were responsible for allied victory in World War Two'. To what extent is this statement true of events between 1939 and 1945? <u>Key Questions:</u> - Who were the 'Allied' and 'Axis' powers? - What were the effects of Operation Barbarossa on the USSR? - Was Stalingrad truly 'the major turning point' of the War? - How were women crucial to intelligence gathering? - Did deception save lives in the latter parts of World War Two? - How did the USA become the world's 'armourer'? - Was the end of World War Two possible without the Atomic bomb? Holocaust interpretation study: - What was the nature of persecution against Jewish people in Europe? - How did the Nazis orchestrate genocide across Europe? - What was the impact of liberation upon Jewish survivors of the Holocaust? - What has been the 'lasting legacy' of the Holocaust? <u>Historical skills:</u> - The ability to link key historical events with specific outcomes, confidently explaining causation.

	- To begin to identify differences within interpretations through specifying the views of different historians. - To be able to infer key details about a time period from the use of primary sources. - To begin to consider the significance of specific factors when dealing with causation. - To be able to evaluate the significance of specific evidence and form an argument.
What previous knowledge is required?	Contextual knowledge about the consequences of World War One. - Treatment of Germany by the allied nations within the Treaty of Versailles. - Knowledge of the primary factors for the rise of the Nazis. Background understanding of political systems and the differences between them. - What are the key features of a democracy, how is this different to a dictatorship? Background and understanding of the European continent and positions of major allied nations. - Location of the Soviet Union compared to Germany.
How will this term's content help with future learning?	This unit focuses on a variety of skills that are vital to the discipline of history, particularly understanding the interpretations of historical events. However, students will then be required to evaluate the evidence they have about specific events and challenge or support these specific interpretations. Additionally, an understanding of the military confrontations of World War Two, will enable students to make an effective judgement on the social consequences of World War Two within Britain.
Resources	Attack on Pearl Harbor 1941 - YouTube Operation Barbarossa: Hitler's Invasion of The Soviet and Battle of Moscow - Animation - YouTube Revision Resources can be found in the class group in Microsoft Teams. Students will also be directed towards relevant revision websites: The origins of the Republic, 1918–19 - The Weimar Republic 1918-1929 - Edexcel - GCSE History Revision - Edexcel - BBC Bitesize Weimar and Nazi Germany, 1918-39 - Weimar Germany overview - Edexcel - GCSE History Revision - Edexcel - BBC Bitesize Hitler and Nazi Germany - National 5 History Revision - BBC Bitesize A summary of World War Two - World War Two - KS3 History Revision - BBC Bitesize BBC - History: World War Two The Path to Nazi Genocide - YouTube Chapter 9: The Final Solution of the Jewish Question - YouTube Martin's story: Childhood experiences of a Holocaust survivor BBC Teach - YouTube Can one person be responsible for the Holocaust? BBC Teach - YouTube
Links to the national curriculum/specification	The national curriculum for history specifically covers, challenges to Britain and the wider world from 1901 to the present day, including: - the inter-war years: the Great Depression and the rise of dictators This topic also fits into the more general aims of the national curriculum as follows: - know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind - gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' - understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts,

	analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses - understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stage 3. - gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
Assessments	Students will be assessed in a full hour assessment. Questions will be designed according to the following stems (similar to that found in GCSE History examinations): - To what extent is this statement true ... - Assess the validity of ... - How far do you agree ... Knowledge Tests will also be used to assess students in order to consolidate core knowledge and historical terminology.

Term Four

Content of study	Cold War
What are the aims and objectives of this term?	Students will study the key flashpoints in the period known as the Cold War, this is to allow students to track the earlier narrative of the rise of the USSR in the early 20th century to its existence as a 'superpower' in the mid to latter century. Equally, the scheme will enable students to understand the rise of the USA's hard and soft power in the aftermath of WW2. <u>Key Questions:</u> - How did the use of Atomic bomb spark an Arms race? - How did the Grand Alliance split post WW2? - What were the consequences of the Berlin airlift? - Why was Berlin divided by the Berlin Wall? - What was life like 'behind the wall'? - How did espionage play a role within the Cold War? - Why did Vietnam become a 'proxy' of the Cold War? - How were the US military defeated in Vietnam? - How did the Chernobyl disaster weaken the USSR? - Why did the USSR fall in the early 1990s? <u>Historical Skills:</u> - The ability to identify, causes, events and consequences and confidently link them together in a narrative.
What previous knowledge is required?	- Definitions of capitalism, communism, democracy, autocracy and dictatorship - Background understanding of the rise of the USSR.
How will this term's content help with future learning?	This unit focuses on a variety of skills that are vital to the discipline of history, particularly increasing narratives. The benefits of this scheme stretch beyond the learning of skills or knowledge and incorporate a vital focus on the relationship between different political beliefs and armaments. A knowledge of the Cold War links to modern day anxieties concerning the existence of ever more powerful weapons of mass destruction.
Resources	Oversimplified series (Cold War) https://youtu.be/179TpDe3t2g?si=7ltoT4nRIW-kSKZw Forrest Gump

	Trenches, treaties and Terror: Modern World Study
Links to the national curriculum/specification	The national curriculum for history specifically covers challenges to Britain and the wider world from 1901 to the present day, including the Holocaust. This scheme of work also fits into the more general aims of the national curriculum as follows: • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
Assessments	Students will be assessed in a full hour assessment. Questions will be designed according to the following stems (similar to that found in GCSE History examinations): • Write a narrative account analysing ... • Explain the importance of ... to ... Knowledge Tests will also be used to assess students in order to consolidate core knowledge and historical terminology.
	Term 5
Content of study	Modern World
What are the aims and objectives of this term?	<u>Key Questions:</u> • Why was there a process of decolonisation and how successful has it been? • What are the origins of the state of Israel? • What is NATO? • Why is the UN important? • What is the EU and why did Britain vote Brexit? • What is the Westminster System of UK Politics? • Why have people emigrated to and from the British Isles? <u>Historical Skills:</u> • The ability to recognise change and continuity through the study of an extended period of history. • To examine and interact with historical interpretations, identifying and challenging different perspectives. • To be able to infer key details about time periods from the use of sources. • To be able to confidently identify causes, events and consequences through the construction of historical narrative.
What previous knowledge is required?	Topics such 'Legacy of the British Empire' and 'World War One' and 'World War Two' taught across Year 8 and 9 will be crucial for the understanding the context and foundations of this unit.
How will this term's content help with future learning?	Concepts such as NATO will aid student's understanding of the importance of events in the Cold War which is Paper 2 of the GCSE History.
Resources	Cornwallis Academy History Department's YouTube Channel has playlists of revision and support videos https://www.youtube.com/channel/UCNi6BbUzvchV62zR6ifuaIA/featured

Links to the national curriculum/specification	The DFE National Curriculum for History aims to ensure that all pupils: • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stage 3. • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. National Curriculum Subject Guidance Link: • challenges for Britain, Europe and the wider world 1901 to the present day
Assessments	Students will be assessed in a full hour assessment. Questions will be designed according to the following stems (similar to that found in GCSE History examinations): • To what extent ... • How far do you agree ... • Assess the validity of this view ... Knowledge Tests will also be used to assess students in order to consolidate core knowledge and historical terminology.
	Term 6
Content of study	Crime and Policing in the 19 th century
What are the aims and objectives of this term?	<u>Key Questions:</u> • What was the nature of life in Whitechapel? • How did local law enforcement attempt to police Whitechapel? • How did immigration impact tensions in Whitechapel? • What were the similarities and differences between the victims of the Ripper? • What were the shortcomings of the Ripper investigation? <u>Historical Skills:</u> • The ability to recognise change and continuity through the study of an extended period of history. • To be able to infer key details about time periods from the use of sources. • To be able to confidently utilise sources to determine content and accuracy.
What previous	Students will benefit from a wider understanding of the Industrial Revolution occurring in Britain at the same time as the Whitechapel murders, this will allow them to appreciate the complexities of an increasingly wealthy nation that was not accessible to all inhabitants of the 19th century.

knowledge is required?	
How will this term's content help with future learning?	This term's content will enable students to be more confident in dealing with sources going into year 10 GCSE. Allowing better source utility through the use of knowledge to challenge the content of sources. Additionally knowledge of events in Whitechapel will enable students to be better prepared for the study of year 11 Crime and Punishment scheme.
Resources	Department Sharepoint resources: https://cornwallisacademy.sharepoint.com/cws/curriculum/hist/GCSE%20Whitechapel%202018/Forms/AllItems.aspx
Links to National Curriculum	National Curriculum Subject Guidance Link • How Britain has influenced and been influenced by the wider world • Ideas, political power, industry and empire: Britain, 1745-1901 https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study
Assessment	• Assessment Objective 1 - to demonstrate knowledge and understanding of the key features and characteristics of the period studied • Assessment Objective 2 – explain and analyse historical events and periods studied using second-order historical concepts, including Explain why (causation); Consequence (results); and Change (x different to y). • Assessment Objective 3 – Analysis of source utility. Questions will be designed according to the following stems (similar to that found in GCSE History examinations): • How useful are these sources ... Knowledge Tests will also be used to assess students in order to consolidate core knowledge and historical terminology.