



History

Aims:

- To develop a rich chronological knowledge and understanding of British and International History so students have a coherent narrative from the birth of the British Empire to the start of the 21st Century. Students will also further their understanding of the wider world and the links between cultural, economic, political, social and religious issues of the industrial and modern period.
- To develop a sophisticated conceptual understanding of the subject by thinking about change and continuity; cause and consequence; similarity and difference; significance and different interpretations of the past. Students will use this understanding to draw contrasts, analyse change and trends, frame questions, create and write narratives, summaries and analysis as well as forming their own judgements on the past.
- To inspire a love of learning History, a curiosity of the past and a critical mind which helps all students weigh evidence, sift arguments and communicate this effectively through the written and spoken word.

Content:

Students will study a truly fascinating and ever changing period in British and International history. The year begins with students examining the transatlantic slave trade and the emergence of the United States of America as an independent country at the end of the 18th Century. Simultaneously, students study the British Empire including case studies on America, India and Australia in an Extended Learning Project. Students then proceed to learn about the dynamism of the Industrial Revolution as Britain transforms from a rural to an urban, reforming nation whilst also studying the French Revolution and Napoleon in an Extended Learning Project. Students study the changes that occurred through the Victorian period at home and abroad to understand Britain's transition into the 20th Century. The second half of the year is dominated by the First World War, the aftermath in Britain and in other nations such as Germany and Russia and the tumultuous nature of the Second World War including the Holocaust. Students undertake an Extended Learning Project on decolonisation to understand the changing nature of Britain's role on the international stage in the postwar world. The final half-term focuses on the international tensions between USA and USSR in the Cold War and the dangers we face in today's world along with a supplementary Extended Learning Project on the advancement of Civil Rights for African Americans.

Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	The transatlantic slave trade, the American War of Independence, industrial revolution and political and social reforms in Britain are studied in the first term. There are two extended learning projects on the British Empire and the French Revolution.	Extended paragraph assessment 2 x Formal assessment Knowledge quizzes British Empire research project French Revolution research project
	Term 2	The First World War, votes for women, the interwar period including case studies on the USSR and Nazi Germany and the Second World War are examined in the second term. Students also complete an extended learning project on the Victorians to build on knowledge from the first term.	2 x Formal assessment Knowledge quizzes Victorians research project



	Term 3	The British Home Front, the Holocaust, the Second World War in Asia and the end of the war are studied in term 3. This is followed by a unit on the Civil Rights Movement. There are two extended learning projects on decolonisation in the British Empire and the development of the Cold War between 1945 and 1991.	Formal assessment 5 Knowledge quizzes Decolonisation research project Cold War research project
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Assessment:

Students will be assessed near the end of each topic with a formal essay/source assessment. There will be opportunities on a week by week basis for students to self and peer assess their own and each other's understanding of key topic areas through regular knowledge quizzes. There is also five research projects that will also be assessed and contribute to the overall BASE(O) grade.

Extended Learning:

Students will review learning from lessons at home through effective and regular revision as well as undertaking well sequenced research projects that help to develop and satisfy an intellectual curiosity in the subject as well furthering their knowledge and understanding of the period.

Connection to the JTFS Approach

Whole School Theme	How does History support this?
STRIPE	Students will consistently reflect on prior learning, be effective participators in class debates on a range of historical issues, practice self-managing their own plans and hone their communication skills with their peers through lesson activities that challenge their thinking. Students are also encouraged to innovate and think creatively when faced with problematic historical sources and use their enquiry habits to ask questions and develop criticality with evidence in analysing information.
STEAM	Students learn about the technological and scientific advancements of the Industrial Revolution.
Literacy	Scan and skim reading are practiced along with exposure to challenging texts that enable students to widen their historical vocabulary. Historical fiction and nonfiction will also be formally shared with students through extended learning research projects. Formal links with English on WW1 and the Holocaust have also been established.
Numeracy	Chronology and timelines are taught explicitly to improve students' understanding of time. Students will also be exposed to statistical evidence in the Industrial Revolution unit and how students can use data to support their arguments linking explicitly with work undertaken in Maths in year 9.
SMSC, British Values and Citizenship	There is focus on the human rights in the unit on the transatlantic slave trade as well the theme of nationhood and self-determination which is revisited frequently throughout the year. The concepts of democracy, freedom of speech, law and order as well as individual liberty are also covered. Moral dilemmas are explored with English and RS on the Holocaust with some exploration of the complex issues.