

Year 9 Topics

In year 9 we teach the following modules over the course of the year. Each module draws on prior learning from previous years and builds on understanding from the KS2 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS3 and KS4.

Topic	Rationale	Knowledge acquisition: <i>To know....</i> <i>...that (Declarative) ... how to (Procedural)</i>	Key Tier 3 vocabulary	Skills and enrichment
What should we remember about World War One?	To understand the long and short term causes of WWI in the context of the wider world. To investigate how conflict in Europe turned into a world war and how this affected everyday life for British people both on the front line and back at home. This will then link back to the topic at the end of Year 8 so show how Women contributed in WWI and	<i>...the long term causes of WWI</i> <i>...how to evaluate the significance of causes</i>	Nationalism; Imperialism; Militarism; Alliances, Policy, affect, analyse, factor, significant	Chronology, cause and consequence, change and continuity, similarity and difference, inference, evaluation, analysis, critical thinking, oracy, literacy Numeracy: chronology Literacy: Etymology of key words, spelling and definition of key words, extended writing, propaganda and writing to persuade Reading: reading of extended texts, sources and interpretations Cultural capital: Wider events of WW1, propaganda in the modern day Links to national curriculum: chronological narrative, wider world history, key historical concepts, historical enquiry, Challenges for Britain, Europe and the wider world 1901-present day
		<i>...the short term causes of WWI</i> <i>...how to evaluate the significance of causes</i>	Archduke Franz Ferdinand; Black Hand Gang; Serbia; Bosnia; assassination, factor, significant	
		<i>....that propaganda played an important role in World War One</i> <i>...how to analyse propaganda sources</i>	Propaganda; Patriotism; Government; Censorship, identify, source, primary	
		<i>... that people joined the army for a variety of reasons</i>	General Kitchener; Conscientious objectors; Pals Battalions, primary, affect, category	
		<i>...to know who the soldiers of the Empire were</i>	Enlist, colonies, patriotism, nationalism, conscription	
		<i>...what happened in trench warfare</i> <i>....how to explain change and continuity in warfare</i>	Schlieffen Plan; raids; artillery; barbed wire; 'Over the Top'; Machine gun fire; Bayonet attacks; source, analyse, category, identify	
		<i>.....that trench life was a challenging experience</i> <i>...how to make inferences about the soldiers' experiences</i>	Trench foot; Trench lice; rats; daily routine; disease; No Man's Land; source, analyse, category, identify	
		<i>...that there were new weapons used in trench warfare</i> <i>..how to explain their use and effectiveness</i>	Machine guns; Artillery; Shells; Gas; Tanks; Rifle source, analyse, category, identify, significant	
		<i>....to know what happened in the Battle of the Somme</i> <i>....how to analyse interpretations of General Haig</i>	Somme; Battle of attrition; Western Front; Douglas Haig; 'Lions led by Donkeys'; source, analyse, category, identify, policy, inevitable, primary, significant	

<p>achieved suffrage.</p> <p>Links to KS2: chronological study, aspects of wider world history, British history beyond 1066</p> <p>Ladders to: WW2</p>	<p>....the contributions made by women to the war effort</p> <p>.....how to evaluate their impact</p>	<p>Land Army; Communications; Transport; Munitions; Armed Forces; Factories; Franchise/Vote; source, analyse, primary, affect, significant</p>	
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Why did the Tsar lose his throne?	The origins of the Cold War can be traced back to the Russian Revolution in 1917. Russia withdrew from WWI and the consequences led to a rise in Communist Dictatorships which affected Britain's role in WWII and the post war years.	<p>..the causes of the Russian Revolution</p> <p>...how to evaluate the significance of the causes</p>	<p>Tsar; Tsarina; Communism; Bolshevism; Divine Right; Hunger; Poverty; WWI; Nicholas; Alexis; Rasputin; Lenin; affect, category, source, primary, significant, tradition, culture, interpret</p>	<p>Chronology, cause and consequence, change and continuity, similarity and difference, inference, evaluation, analysis, critical thinking, oracy, literacy</p>
		<p>... the events of the Russian Revolution</p> <p>.....how to explain the consequences of the events</p>	<p>Duma; February; Bloody Sunday; International Women's Day; Petrograd; July Days; Lenin; Kornilov; Bolshevik Revolution; October; Civil War; affect, category, source, primary, significant.</p>	<p>Numeracy: Chronology</p>
		<p>... the events surrounding the execution of the Romanovs</p> <p>...how to explain the consequences of the executions</p>	<p>Nicholas; execution; Bolsheviks; Romanovs; Ekaterinburg; affect, category, source, primary, significant.</p>	<p>Literacy: etymology of key words, spelling and definition of key words, extended writing</p>
		<p>....the story of Anna Anderson</p> <p>.....how to analyse a range of evidence about Anna Anderson</p>	<p>Anastasia; Anna Anderson; Franciska Schanzkowska; physical evidence; circumstantial evidence; affect, category, source, primary, significant, interpret</p>	<p>Reading: extended reading of texts, sources and interpretations</p>
				<p>Cultural capital: Political systems, Stalin and Lenin</p>

	Links to KS2: wider world history Ladders to: World War Two, Cold War			Links to national curriculum: chronological narrative, wider world history, historical concepts- change and continuity, significance, Challenges to Europe and the wider world from 1901
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Topic	Rationale	Knowledge acquisition: <i>To know....</i> <i>...that (Declarative) ... how to (Procedural)</i>	Key Tier 3 vocabulary	Skills and enrichment
Was World War II inevitable?	Students gain an understanding of the reasons why World War Two happened, students must understand this to study the Holocaust, which is a compulsory element of the course Links to: ks2: Study after 1066- WW2 Ladders to: Holocaust and Cold War	<i>.... the terms of the Treaty of Versailleshow to explain the long term consequences of the Treaty of Versailles</i>	Treaty of Versailles, 440 articles, Alsace-Lorraine, Rhineland, Saar, Austria, battleships, territory, military, finance, economic, war guilt, affect, category, conclude, define, factor, identify, interpret, primary, source, significant	Chronology, cause and consequence, change and continuity, similarity and difference, inference, evaluation, analysis, critical thinking, oracy, literacy Numeracy: Chronology Literacy: etymology of key words, spelling and definition of key words, extended writing, Reading: reading of extended texts, sources and interpretations Cultural capital: Politics and current affairs Links to national curriculum: chronological study, cause and consequence, wider world history, analyse trends, historical enquiry, wider world 1901-present day
		<i>... that Britain faced many political and economic challenges in 1920s and 1930s ...how to explain the long term consequences of these challenges</i>	Fascist, poverty, Ellen Wilkinson, Miners, inequality, housing, health, Palmer's ship yard, affect, category, factor, identify, significant, primary, source	
		<i>...that there was a rise of dictators in 1930s ...how to explain how Hitler was able to come to power in Germany</i>	Stalin, Hitler, Mussolini, Dictator, Fascist, Paul Von Hindenburg, Franz Von Papen, Reichstag, General Von Schleicher, Reichstag fire, elections, enabling law, Trade unions, Night of the Long Knives, Army oath, affect, factor, identify, policy, source, significant	
		<i>...that all aspects of life were controlled in Nazi Germany ...how to use a range of sources to investigate Nazi Germany</i>	SS, concentration camp, Gestapo, Police, courts, informers, Heinrich Himmler, Josef Goebbels, newspapers, Rallies, Ministry of Propaganda, Books, Communist, Socialists, Anti-Semitic, radio, Films, Aryan, Hitler Youth, curriculum, League of German Maidens, medals, unemployment, re-arming, National	

			Labour Service (RAD), Primary, source, affect, significant, category, interpret	
		... Hitler's aims and actions in his foreign policy ...how to explain the consequences of Hitler's foreign policy	Saar, Rhineland, Conscription, Anglo-Naval agreement, Anschluss, Munich Agreement, Lebensraum, Nazi-Soviet Pact, policy, affect source, significant, inevitable, potential, factor	
		...that Britain used a policy of appeasement towards Hitler ...how to critically assess appeasement	Neville Chamberlain, appeasement, reaction, Treaty of Versailles, affect, source, primary, significant, interpret	

Topic	Rationale	Knowledge acquisition: <i>To know....</i> <i>...that (Declarative) ... how to (Procedural)</i>	Key Tier 3 vocabulary	Core skills and enrichment opportunities.
Was World War II a 'Total War'?	Students gain understanding of the critical events during World War Two, students must understand this to study the Holocaust, which is a compulsory element of the course Links to: ks2: Study after 1066- WW2 Ladders to: Holocaust and Cold War	...the key events of World War Two and their impact (in overview) ...chronologically order events, identifying change and continuity	Dunkirk, Russia, Battle of Britain, Pearl Harbour, source, primary, identify, interpret, affect	Chronology, cause and consequence, change and continuity, similarity and difference, inference, evaluation, analysis, critical thinking, oracy, literacy Numeracy: Chronology Literacy: etymology of key words, spelling and definition of key words, extended writing. Reading: reading of extended texts, sources and interpretations Cultural capital: Politics and current affairs Links to national curriculum: chronological study, cause and consequence, wider world history, analyse trends,
		...what happened at Dunkirk ...evaluate why the evacuation was necessary and the extent to which it was a success or failure	Operation Sealion, Dunkirk, propaganda, success, failure, English Channel, source, primary, identify, interpret, policy, affect	
		...what happened during the Battle of Britain ...compare and consolidate changes to aerial warfare	Battle of Britain, planes, Luftwaffe, RAF, Eagle Day, Hurricane, Spitfire, pilots, radar source, primary, identify, interpret, affect	
		...what the Home Front in Great Britain was (aspects such as evacuation, rationing, the Home Guard, preparation for the Blitz and the role of women) ...evaluate sources regarding evacuation	Home Front, Home Guard, Dad's army, invasion, rationing, Blitz, evacuation, source, primary, identify, interpret, affect	
		...the key events leading to and of D-Day, and its consequences ...chronologically order events, evaluating the short and long term consequences of the landings	Normandy, Allies, bombardment, Utah, Omaha, Gold, Juno, Sword, Mulberry Harbours, counter- attack, reinforcements source,	

			primary, identify, interpret, affect, policy, significant	historical enquiry, wider world 1901-present day
Topic	Rationale	Knowledge acquisition: <i>To know....</i> <i>...that (Declarative) how to (Procedural)</i>	Key Tier 3 vocabulary	Core skills and enrichment opportunities.
How was the Holocaust allowed to happen?	Studying the Holocaust provides an opportunity to examine warning signs that can indicate the potential for mass atrocity. The lessons illustrate the dangers of prejudice, discrimination, antisemitism and dehumanization, whilst revealing a range of human responses and raises important considerations about societal and individual motivations and pressures that lead people to act as they do - or to not act at all.	...the order of the Pyramid of Hate/Alport's Scale of Prejudice and details of other groups who were also persecuted during the Holocaust ...categorise different and escalating examples of discrimination ...identify changing behaviours of individuals/groups that are included at different/escalating points on the pyramid	Pyramid of Hate, Biased/prejudiced attitudes, Prejudiced action, Discrimination, Violence against people or property, Genocide, Systematic murder Roma, Poles, Homosexuals, Communists, civilians in Nazi occupied countries, affect, analyse, culture, tradition, factor, policy, primary, source, significant, category	<ul style="list-style-type: none"> Source analysis Evaluating significance Examining causes and consequences Numeracy: chronology Literacy: etymology of key words, spellings and definitions of key words Reading: reading of extended texts, sources and interpretations Cultural capital: commemoration of significant events, key figures of the Holocaust, links to current political events Links to national curriculum: cause and consequence, significance, wider world history, Holocaust must be taught
		...details of the Nuremberg Laws (origins of Anti-Semitism in Europe, when and why the laws were introduced, examples of laws from pre-1935, during 1935 and post-1935) ...to evaluate the immediate consequences of the Nuremberg Laws and the impact of escalating persecution	Anti-Semitism, Law, Citizen/citizenship, Vote, Marriage, Identification armbands, Segregation, Exclude, affect, culture, tradition, factor, policy, primary, source, significant, category	
		...key dates for shop boycotts and Kristallnacht, what happened and why (1938) ...reasons for the creation of ghettos (1939), locations and types of ghettos and living conditions within ghettos	Boycott, Kristallnacht (Night of broken glass), Blame, Violence, Closed ghetto, Open ghetto, Destruction ghetto, Poland (Warsaw), policy, approach, identify, interpret, source, primary	
		...about examples of different groups who were affected by the Holocaust, such as victims who were disabled, from Nazi occupied Europe, who were perpetrators or who tried to speak out against it ...categorise individuals based on first impressions and change assumptions using new knowledge	Judgement, Stereotype, Persecution, Groups, Disabled people, policy, identify, category, culture, define, source	

	Links to KS2: significant aspects of wider world study, significance, chronological knowledge beyond 1066	<p>...about Grafeneck Castle and Action T4 (why the Nazis targeted disabled people, the example of state sponsored systematic murder of disabled and mentally ill people at Grafeneck Euthanasia centre ...the Nazis used Grafeneck as a trial prior to the Final Solution</p> <p>...to analyse the response of German people and the Nazi use of anti-disability propaganda</p>	Propaganda, Grafeneck Castle, Disability, Hospital, Sterilisation, Extermination, source, primary, identify, analyse	
		<p>...details of the Final Solution (events prior to the Final solution (mobile killing squads in occupied Soviet Union), origins of the “Final Solution to the Jewish Question” at the Wannsee Conference (1942), development and use of gas chambers, reasons for the selection process at camps, conditions in camps and number of victims at camps such as AB)</p> <p>...analyse sources about sensitive materials, such as witness testimony from AB</p>	Final Solution, “Jewish Question”, Wannsee Conference, Transportation, Transit camps, Concentration (work) Camp, Extermination (death) camp, Auschwitz-Birkenau, Bergen-Belsen, Gas chamber, Genocide, policy, affect, analyse, significant, category, define,	
		<p>...the legacy of the Holocaust (dates of the liberation of Auschwitz and other camps, the definition, dates and outcomes of the Nuremberg trials)</p> <p>...examples of British and European “heroes” of the Holocaust</p> <p>...analyse the locations and purpose of Holocaust memorials</p>	Liberation, Nuremberg trials, Kindertransport, Hero/Heroes Memorial, affect, significant, category, source, conclude	
Topic	Rationale	Knowledge acquisition: <i>To know....</i> <i>...that (Declarative) how to (Procedural)</i>	Key Tier 3 vocabulary	Core skills and enrichment opportunities.
The Cold War	Studying the Cold War provides an opportunity to understand the power of clashing ideologies as the basis for an international power struggle.	<p>...details about the dropping of the Atom bombs, a summary of the end of WWII in Europe, key dates for Hiroshima, Nagasaki and the surrender of Japan</p> <p>...evaluate reasons given for and against dropping the Atomic bomb</p>	Hiroshima, Japan, Nagasaki, Japan, Atom Bomb, Justified, affect, conclude, factor, primary, source, significant	<ul style="list-style-type: none"> • Source analysis • Evaluating significance • Examining causes and consequences
		<p>...definitions of Communism and Capitalism, a summary of key features of capitalist and communist ideas in 1945, names of leaders of the US and the USSR in 1945</p>	Ideology, Capitalism, Communism, USA/America, USSR/Union of Soviet Socialist Republics, context, define, identify, policy, significant	Numeracy: chronology Literacy: etymology of key words, spelling and definition of key words

	<p>The lessons enable students to study the actions of the democratic nations of the world who perceived the growing Soviet Union and the spread of communism as a threat akin to that of fascism.</p> <p>Links to KS2: study after 1066, chronology</p> <p>Ladders to: GCSE course-war in Korea and Vietnam, America 1920-75</p>	<p>...details about the arms and space races, key dates of H-bomb testing, use of ICBMs, first Satellite, first man in space and the testing of the 'Tsar Bomba' ...analyse the results of the arms and spaces races</p> <p>...the meaning of the term "Iron Curtain" and its origin, reasons for Stalin's "buffer zone", the countries within it and the impact on these countries ...what the Truman Doctrine was and the reasons behind containment ...evaluate reasons for tension between the capitalist west and communist east</p> <p>...about the causes, events and consequences of the Cuban Missile Crisis, the location of Cuba, Kennedy's actions at the Bay of Pigs, events of the Cuban Missile Crisis ...evaluate the consequences of the crisis in the context of the Cold War</p> <p>...events building towards the de-escalation of the Cold War ...use scholarship and evidence from current historians to analyse the evolution of the Cold War since 1991</p>	<p>Arms Race, Military, Hydrogen Bomb ICBM (Inter Continental Ballistic Missile, Space Race, Sputnik , NASA, category, identify, significant, factor, policy</p> <p>Iron Curtain, Winston Churchill, "Buffer zone", President Truman, Containment, Marshall Aid, policy, define, factor, significant</p> <p>President Kennedy, Premier Khrushchev, Cuba, Bay of Pigs, Cuban Missile Crisis, affect, significant, category, factor, source</p> <p>Détente, Failure/Fall of Communism, Premier Gorbachev, President Reagan Berlin Wall, President Bush, President Yeltsin, affect, category, conclude, define, factor, policy, primary, source, significant</p>	<p>Reading: reading of extended texts, sources and interpretations</p> <p>Cultural capital: arms race and space race, current affairs, assassination of JFK</p> <p>Links to National curriculum: chronological study, significance, historical enquiry, wider world history from 1901.</p>
Topic	Rationale	Knowledge acquisition: To know.... ...that (Declarative) how to (Procedural)	Key Tier 3 vocabulary	Core skills and enrichment opportunities.
Diversity in Great Britain	Studying the evolving visibility of an increasingly diverse British society provides	<p>...critical events concerning the LGBTQ+ community in Britain, since 1945 ...categorise events chronologically, into social, political, economic and health, further analysing the positive and negative events</p>	<p>Lesbian, Gay, Bisexual, Transgender, Queer/questioning, Acts, inclusive, diversity, tolerance, category</p>	<p>Chronology, cause and consequence, change and continuity, similarity and difference, inference, evaluation, analysis, critical thinking, oracy, literacy</p>

<p>an opportunity for students to examine contemporary protests, acts and individuals and encourages tolerance.</p> <p>Links to KS2: wider world study after 1066, diversity and British values</p> <p>Ladders to: Year 10 Inequality and Tolerance in America, 1920-75</p>	<p>...the impact of significant events in the campaign for rights for women</p> <p>...evaluate the extent to which gender equality had been achieved</p>	<p>...the experience of immigrants to Britain, post WWII</p> <p>...evaluate the extent to which immigrants to Britain, particularly the Windrush generation, received the opportunities that they were promised</p>	<p>Feminism, liberation, abortion, contraception artefact, evaluate</p> <p>Immigrants, immigration, race, relations, Windrush, generation, scandal, inequality, opportunity</p>	<p>Numeracy: Chronology</p> <p>Literacy: etymology of key words, spelling and definition of key words, extended writing,</p> <p>Reading: reading of extended texts, sources and interpretations</p> <p>Cultural capital: Politics and current affairs</p> <p>Links to national curriculum: chronological study, cause and consequence, wider world history, analyse trends, historical enquiry, wider world 1901-present day</p>
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