

**Department Information:**

*The History Department aims to ensure that students develop a passion for, and critical understanding of the past. The department has worked hard to ensure that students gain a diverse view of the past as this is crucial to having a well-formed understanding of the present. We are immensely proud of the range of topics and voices that students will get to hear.*

**ACHIEVE in the curriculum:**

*History students can demonstrate versatility in the classroom by engaging in various activities and approaches to learning. For example, by examining original documents, artifacts, and other historical materials to gain first hand insight into historical events, apply concepts from geography, economics, political science, and sociology to enrich their understanding of historical contexts and even participate in debates and discussions to develop and defend historical arguments, enhancing critical thinking and communication skills.*

**Curriculum Aims & Intent:**

*Our Year 9 20th Century History curriculum aims to cultivate informed, analytical, and empathetic students who understand the complexities of the modern world through the study of pivotal events, movements, and figures of the 20th century.*

**Resources:**

*The curriculum is not based solely on one textbook, however useful resources are:*

*BBC KS3 Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zk26n39>  
Technology War and Independence: 1901-Present Day, Aaron Wilkes  
Black Lives in Britain c1500- present KS3 History (Hodder)  
Understanding the Holocaust: How and why did it happen? (UCL)*

**How we keep parents informed:**

*Year 9 - Progress reports are published 4 times per year, in October, December, March and July, with a face-to-face parents' evening in January. GCSE Options Evening is also in January.*

**How parents can help their child:**

*We have a super curriculum on SharePoint with a historical fiction reading list, film and documentaries recommendation and podcasts.*

**What we study and when:**

Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	Why did war break out in 1914?	In this unit, students will explore and analyse a range of different sources in order to understand the experiences of soldiers on the frontlines. Students will study the causes of	Versatility Ambitious Collaborative	Formative assessment	Archaeologist Archaeologists study ancient cultures

	What do sources reveal about the experiences on the Western Front?	the war, letters from the trenches and surviving photographs. Students will develop source analysis skills throughout this enquiry with an emphasis on the utility of sources.			through artefacts, structures, and other physical remains.
<b>2</b>	What was life like in Russia after World War One?	This short unit is focusing on the emergence of different political/social ideologies after World War One, with a specific case study looking at how Russia was transformed from a monarchy under Tsar Nicholas II to a communist government under Lenin. Students will look at what Russia was like before 1917 and then how it was ruled under both Lenin and later Stalin. By the end of the unit students should be able to explain what life was like in Russia after the revolutions and if their lives changed much.	Versatility Ambitious Collaborative	<u>Summative Assessment Point One:</u> 1) 10 Keyword match-up 2) Chronology task 3) What is the view of the historian and what knowledge do you have to prove that their view is valid? (x2)  TBC: Week Commencing 4th November	Museum Curator Curators manage collections of artefacts, artworks, and other items of historical significance.
<b>3</b>	What was the Holocaust?	This unit focuses on the genocide of the Jews from 1933-45 and helps the students understand the origins, the events, and the consequences of this historical tragedy. Through exploring a series of first-hand accounts and case studies students will understand more about the complexities of what happened and how we should remember and reflect on this atrocity.	Versatility Ambitious Collaborative	<u>Summative Assessment Point Two:</u> 1) 10 Keyword match-up 2) Chronology task 3) Layered source questions (identification, inference, provenance)  TBC: Week Commencing 17th Feb	Heritage Manager Heritage managers oversee the conservation of historical sites and promote public engagement with history.
<b>4</b>	How did British Society change after World War Two?	Students will understand the impact WW2 had on Britain and the changes made to society. They will look at the creation of the NHS, immigration into the UK, education reform, and women's rights. By the end of the unit, students should have a	Versatility Ambitious Collaborative	Formative Assessment	Author/writer Authors and writers create historical fiction, non-fiction,

		greater understanding of post war Britain and how decisions and events made still affect us today.			and educational materials. Medieval themes and historical events can inspire compelling narratives and educational content.
5	How far has life changed for the LGBTQ+ community between 1880 and today?	The aim of this unit is to consider how LGBT History has changed in the modern period and to what extent LGBT have achieve rights by the 20 <sup>th</sup> Century. The second order concept will be change and continuity, but we will also look at sources and interpretations as well as assess the significance of events.	Versatility Ambitious Collaborative	<u>Summative Assessment Point Three:</u> 1) 10 Keyword match-up 2) Chronology task 3) Extended essay: How did war impact society in the 20th century?  TBC: Week Commencing 9th June	Archivists Preserve and manage historical documents and records. Study of the importance of manuscripts and the techniques used to preserve them.
6	How did India achieve independence in 1947?	This unit will look at the nature of the British Raj in the 20 <sup>th</sup> century, the factors that enabled independence to occur and nature of Partition in 1947. Students will develop their ability to explain causation and understand that events in history are multi-causal.	Versatility Ambitious Collaborative	Formative	