



Our Lady's Catholic College

Y9 History Curriculum Overview

Our Lady's Catholic College, Morecambe Road, Lancaster, LA1 2RX



KS3 Curriculum Overview

Curriculum Rationale

In History we recognise the importance of developing a challenging curriculum that helps our pupils understand that they are global citizens with global responsibilities. To study history is to understand how our world and society has developed and how it shapes the world that we live in today. Linking the past to the present reminds us of the importance of morality, equality, tolerance and self-reflection. We aim to develop inquisitive, curious and passionate historians who care for and respect the world around them, at a local, national and global level. Our role is to open eyes, to inspire awe and wonder, to challenge misconceptions, conspiracies, stereotypes, populism and apathy.

We have developed a knowledge rich curriculum that tracks the key moments in British and global history and provides pupils with the opportunity to explore key concepts within the context of their time period. Our curriculum provides the opportunity for pupils to know more but also develops their disciplinary knowledge so that they can do more by developing and revisiting key mastery concepts of throughout the key stage. We recognise the importance of learning across the curriculum and seek to build links across the school with other departments, with opportunities for joint planning that can enrich, deepen and broaden our students' learning experience.

	Year 9
Enquiry	What can we learn from studying the Titanic disaster about British Society in the early 20th Century?
Rationale	Challenges for Britain, Europe and the wider world 1901 to the present day / study of a significant society or issue in world history and its interconnections with other world developments – <i>USA in the 20th Century</i> . Allowing pupils to understand the complexity of people's lives, the diversity of societies and the relationships between different groups. Links to Y7 and 8 work on class / hierarchy, which is also an ongoing theme throughout Y9, e.g. the Russian Revolution.
Autumn 1	<p>Know</p> <ul style="list-style-type: none"> • What can we learn from the sinking of the Titanic in 1912? • Who was responsible for the sinking of the Titanic? • What were the experiences of different passengers on board the Titanic? • What can we learn from survivor accounts and survival statistics from the Titanic? <p>Know how</p> <p><i>To understand the similarities and differences between different groups in societies.</i></p> <p><i>To understand the motivations for, and consequences of, migration.</i></p> <p><i>To use primary sources and evidence to make inferences.</i></p> <p><i>To use statistical information to support a historical argument</i></p> <p><i>To evaluate the causes and consequences of key events and developments.</i></p>

Enquiry	Did the Suffragettes help or hinder the campaign for women's votes?
Rationale	Challenges for Britain, Europe and the wider world 1901 to the present day – <i>women's suffrage</i> . Part of wider theme of the development of democracy and the changing nature of political power – also developed in Y7 (e.g. with King John and Magna Carta), and in Y8 (e.g. with the Civil Wars).
Autumn 1	<p>Know</p> <ul style="list-style-type: none"> • What was the role and expectations of women in Edwardian Britain? • How far were the Suffragettes successful in getting their message across? • What was the role of women on the 'fighting' and 'Home' Fronts of WW1? <i>Local Study – What happened at the 'White Lund' explosion of 1917?</i> • Why were some women granted the vote in 1918? <p>Know how</p> <p><i>To evaluate, and make comparisons between, different historical interpretations</i></p> <p><i>To understand the similarities and differences between different groups in societies.</i></p> <p><i>To use primary and secondary sources and evidence to make inferences.</i></p> <p><i>To evaluate the causes and consequences of key events and developments.</i></p> <p><i>To assess the impact of war civilians on the 'Home Front'.</i></p>

Enquiry	What were the causes of the First World War?
Rationale	Challenges for Britain, Europe and the wider world 1901 to the present day – <i>the First World War and the Peace Settlement</i> . Useful links to later GCSE work on the Cold War, particularly given the opportunities within this enquiry to look at the causes of conflict, diplomacy, international relations and alliances.
Autumn 2	<p>Know</p> <ul style="list-style-type: none"> • How did Empires, Alliances and Assassinations cause the catastrophe of August 1914? Which countries were most responsible? Could the war have been prevented? • How did people react to the outbreak of war? • <i>Local History - How did the people of Lancaster react and respond to the outbreak of war?</i> <p>Know how</p> <p><i>To evaluate the causes and consequences of key events and developments.</i></p> <p><i>To understand the importance of Empire within the context of wider political, economic and social change.</i></p> <p><i>To understand the changing world of work, within the context of wider political, economic and social developments.</i></p> <p><i>To understand the importance of government intervention within the context of wider political, economic and social change.</i></p> <p><i>To understand the similarities and differences between different groups in different countries.</i></p> <p><i>To assess the impact of war and civilians on the 'Home Front'.</i></p> <p><i>To use primary and secondary sources and evidence to make inferences and support historical argument.</i></p>

Enquiry	How did the First World War affect the people who lived through it?
Rationale	Challenges for Britain, Europe and the wider world 1901 to the present day – <i>the First World War and the Peace Settlement</i> . Useful links to later GCSE work on the Western Front (Medicine), particularly the focus on conditions in the trenches. Haig enquiry mirrors the 'Brave, bad man' interpretations work undertaken on King John in Y7 and Cromwell in Y8
Autumn 2 / Spring 1	<p>Know</p> <ul style="list-style-type: none"> • How did trench warfare develop? How did technology and tactics change as the war progressed? • What was life like for soldiers on the Western Front? Was a British soldier's kit and equipment 'fit for purpose'? • Does Douglas Haig deserve his reputation as 'The Butcher of the Somme'? <p>Know how</p> <p><i>To assess the pace, extent and impact of changing technology.</i></p> <p><i>To consider the importance of individuals in history, and learn about the criteria used by historians to ascribe significance to people and events.</i></p> <p><i>To assess the impact of war on combatants on the fighting fronts, and civilians on the 'Home Front'.</i></p> <p><i>To use primary and secondary sources and evidence to make inferences and support historical argument.</i></p> <p><i>To consider different historical interpretations of events and developments.</i></p> <p><i>To evaluate, and make comparisons between, different historical interpretations.</i></p>

Enquiry	What were the political, social and economic consequences of WW1 for the countries involved?
Rationale	Challenges for Britain, Europe and the wider world 1901 to the present day – <i>the First World War and the Peace Settlement / the Great Depression and the rise of dictators</i> / study of a significant society or issue in world history and its interconnections with other world developments (<i>Treaty of Versailles</i>). Good knowledge of Versailles here is really useful for later GCSE and A Level work on 20 th Century Germany.
Spring 1	<p>Know</p> <ul style="list-style-type: none"> • How and why did the war end with victory for the Allies? • How had the world changed as a result of the First World War? • What was the Economic, Political, Military and Territorial impact of the Treaty of Versailles on Germany and Europe? <p>Know how</p> <p><i>To evaluate the causes and consequences of key events and developments.</i></p> <p><i>To assess the pace, extent and impact of change.</i></p> <p><i>To understand the importance of government intervention within the context of wider political, economic and social change.</i></p> <p><i>To understand the similarities and differences between different groups in societies.</i></p> <p><i>To assess the impact of war on combatants on the fighting fronts, and civilians on the 'Home Front'.</i></p> <p><i>To consider the importance of individuals in history, and learn about the criteria used by historians to ascribe significance to people and events.</i></p> <p><i>To use primary and secondary sources and evidence to make inferences and support historical argument.</i></p>

Enquiry	What was life like in Nazi Germany?
Rationale	Challenges for Britain, Europe and the wider world 1901 to the present day - <i>the inter-war years: the Great Depression and the rise of dictators</i> . Allows pupils to focus on society and the experiences of 'ordinary' people, and the impact of ideology / government action. Links to Y7 study (e.g. the Norman Conquest), Y8 (Cromwell's England), and GCSE Paper 3.
Spring 2	<p>Know</p> <ul style="list-style-type: none"> • How did economic crises such as Hyperinflation cause Germans to reject democracy and support extremists instead? • What were the features of the Nazi 'Totalitarian Dictatorship'? • How did a mixture of popular policies, propaganda, censorship and terror help the Nazis to control the German people? • What was the impact of Nazi policies on women and the family? • What was life in Nazi Germany like for young people? <p>Know how</p> <p><i>To assess the pace, extent and impact of change.</i></p> <p><i>To understand the importance of government intervention within the context of wider political, economic and social change.</i></p> <p><i>To understand the similarities and differences between different groups in societies.</i></p> <p><i>To use primary and secondary sources and evidence to make inferences and support historical argument.</i></p>

Enquiry	How could the Holocaust happen?
Rationale	Challenges for Britain, Europe and the wider world 1901 to the present day – <i>the Holocaust</i>
Spring 2 / Summer 1	<p>Know</p> <ul style="list-style-type: none"> • What were the roots of Anti-Semitism in Germany and in Europe? • How and why did Anti-Jewish persecution escalate in Nazi occupied Europe? • How did Jews and other targeted groups try to survive, resist and record what happened during the Holocaust? • Who bears the responsibility for the Holocaust? <p>Know how</p> <p><i>To evaluate the causes and consequences of key events and developments.</i></p> <p><i>To assess the pace, extent and impact of change.</i></p> <p><i>To understand the importance of religion within the context of wider political, economic and social change.</i></p> <p><i>To understand the importance of government intervention within the context of wider political, economic and social change.</i></p> <p><i>To understand the similarities and differences between different groups in societies.</i></p> <p><i>To assess the impact of war on combatants on the fighting fronts, and civilians on the 'Home Front'.</i></p> <p><i>To consider the importance of individuals in history, and learn about the criteria used by historians to ascribe significance to people and events.</i></p> <p><i>To use primary and secondary sources and evidence to make inferences and support historical argument.</i></p>

Enquiry	Why wasn't WW1 the 'war to end all wars'?
Rationale	Challenges for Britain, Europe and the wider world 1901 to the present day – <i>causes of the Second World War</i> . Useful links to later GCSE work on the Cold War, particularly given the opportunities within this enquiry to look at the causes of conflict, diplomacy, international relations, alliances. Knowledge of the Nazi Soviet Pact is very helpful for understanding the later reasons for the Cold War and the breakdown of the 'Grand Alliance'.
Summer 1	<p>Know</p> <ul style="list-style-type: none"> • Who were the Great Dictators – how and why did they gain power in the 1920s and 30s? Why did the emergence of dictatorships make another war more likely? • What were Hitler's Foreign Policy aims and actions in the 1930s? • Was British Prime Minister Neville Chamberlain right to pursue the Policy of Appeasement? • What was the significance of the Nazi Soviet Pact? • Who was responsible for the outbreak of war in September 1939? <p>Know how</p> <p><i>To evaluate the causes and consequences of key events and developments.</i></p> <p><i>To understand the importance of government intervention within the context of wider political, economic and social change.</i></p> <p><i>To consider the importance of individuals in history, and learn about the criteria used by historians to ascribe significance to people and events.</i></p> <p><i>To use primary and secondary sources and evidence to make inferences and support historical argument.</i></p> <p><i>To consider different historical interpretations of events and developments.</i></p> <p><i>To evaluate, and make comparisons between, different historical interpretations.</i></p>

Enquiry	In what ways was the 'Total War' of WW2 different to WW1?
Rationale	Challenges for Britain, Europe and the wider world 1901 to the present day – <i>the Second World War</i> . Allows pupils to focus on society and the experiences of 'ordinary' people, including in relation to the world of work.
Summer 1/2	<p>Know</p> <ul style="list-style-type: none"> • Why were civilians targeted in 'Total War'? • What was the role of Civilians during the Battle of Britain and the Blitz? • How did Evacuation, Rationing, and bombing affect the lives of people living in Britain? • Was Evacuation a success or a failure? • What was the significance of the Eastern Front in WW2? Why was the Battle of Stalingrad such a turning point? <p>Know how</p> <p><i>To assess the pace, extent and impact of change.</i></p> <p><i>To understand the changing world of work, within the context of wider political, economic and social developments.</i></p> <p><i>To understand the importance of government intervention within the context of wider political, economic and social change.</i></p> <p><i>To understand the similarities and differences between different groups in societies.</i></p> <p><i>To assess the impact of war on combatants on the fighting fronts, and civilians on the 'Home Front'.</i></p> <p><i>To use primary and secondary sources and evidence to make inferences and support historical argument.</i></p>

Enquiry	How close was World War Three during the 'Cold War'?
Rationale	Challenges for Britain, Europe and the wider world 1901 to the present day - <i>the Second World War</i> and <i>the Cold War</i> . Really useful context for GCSE Cold War work, particularly the enquiry into the dropping of the Atom Bombs and their effects. Debate over Truman's individual role / responsibility mirrors previous enquiries e.g. King John and 'Bloody' Queen Mary in Y7, Cromwell in Y8, and Haig in Y9.
Summer 2	<p>Know</p> <ul style="list-style-type: none"> • Why did President Truman take the decision to use Atomic weapons on Japan? Should he be seen as a 'War Criminal'? • What were the short term and long-term effects of the dropping of the bomb on Hiroshima and Nagasaki? • Why did relations between WW2 Allies the USA and USSR turn 'cold'? • How did the 'Arms Race' and 'Space Race' contribute to the growing tension of the Cold War? • Why was the Berlin Wall built in 1961? • How near was 'Mutually Assured Destruction' during the Cuban Missile Crisis of 1962? <p>Know how</p> <p><i>To evaluate the causes and consequences of key events and developments.</i></p> <p><i>To understand the similarities and differences between different groups in societies.</i></p> <p><i>To consider the importance of individuals in history, and learn about the criteria used by historians to ascribe significance to people and events.</i></p> <p><i>To assess the impact of war on combatants on the fighting fronts, and civilians on the 'Home Front'.</i></p> <p><i>To use primary and secondary sources and evidence to make inferences and support historical argument.</i></p> <p><i>To consider different historical interpretations of events and developments.</i></p> <p><i>To evaluate, and make comparisons between, different historical interpretations.</i></p>

