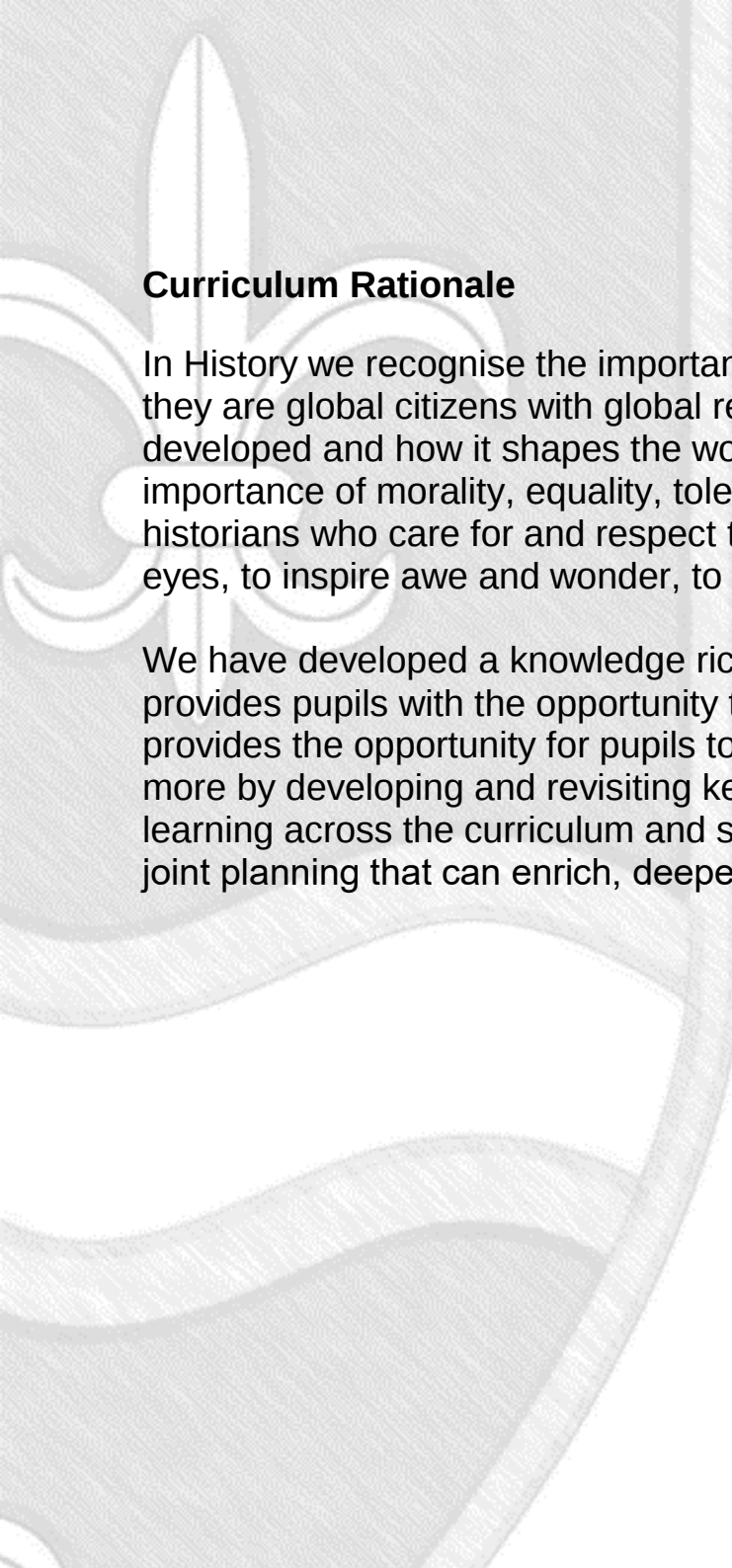




Our Lady's Catholic College

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	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	Know • What was the status of different classes of women in Edwardian Britain? What was the nature of the struggle for women's votes before 1903? Why did the Suffragettes pursue 'Deeds not Words', in contrast to the Suffragists? • What were the consequences of Suffragette militancy? Did the Suffragettes help or hinder the cause for women's votes? What are the views of historians regarding the effects of militancy? • Why was WW1 such a significant 'turning point' for women? 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> How far did life for women change as a result of the war? • Why were some women granted the vote in 1918? How significant was the role of the Suffragettes in gaining the vote? Know how <i>To evaluate, and make comparisons between, different historical interpretations, and the views of historians. (Historical Interpretations)</i> <i>To understand the similarities and differences between different groups in societies. (Similarity and Difference)</i> <i>To use primary and secondary sources and evidence to make inferences. (Evidence)</i> <i>To evaluate the causes and consequences of key events and developments. (Cause and Consequence)</i> <i>To assess the impact of war on civilians on the 'Home Front'. (Change and Continuity)</i>

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 1 / 2	Know • How did Empires, Alliances and Assassinations cause the catastrophe of August 1914? What were the similarities and differences between the main countries involved? What was the significance of the assassination of Archduke Franz Ferdinand? • How did people react to the outbreak of war across the United Kingdom and the wider Empire? How has August 1914 been portrayed in different historical interpretations? • <i>Local History - How did the people of Lancaster react and respond to the outbreak of war in August 1914?</i> Know how <i>To evaluate the causes and consequences of key events and developments. (Cause and Consequence)</i> <i>To understand the importance of Empire within the context of wider political, economic and social change.</i> <i>To understand the changing world of work, within the context of wider political, economic and social developments. (Change and Continuity)</i> <i>To understand the similarities and differences between different groups within Britain, and in different countries. (Similarity and Difference)</i> <i>To assess the impact of war on civilians on the 'Home Front'. (Change and Continuity)</i> <i>To use primary and secondary sources and evidence to make inferences and support historical argument. (Evidence)</i>

Enquiry	What were the different experiences of the people who lived through 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 Western Front (Medicine), particularly the focus on conditions in the trenches. <i>Haig enquiry mirrors the ‘Brave, bad man’ interpretations work undertaken on King John in Y7 and Cromwell in Y8</i>
Autumn 2 / Spring 1	Know • How and why did trench warfare develop? How did technology and tactics change as the war progressed? • What were the similarities and differences between the Western and other ‘fronts’ during the war? What were the experiences of different soldiers in the war, including those from across the United Kingdom and the wider Empire? • What is the significance of the ‘Battle of the Somme’? Does Douglas Haig deserve his reputation as ‘The Butcher of the Somme’? How have historical interpretations of the British Generals changed over time? Know how <i>To assess the pace, extent and impact of changing technology. (Cause and Consequence)</i> <i>To consider the importance of individuals in history, and learn about the criteria used by historians to ascribe significance to people and events. To evaluate, and make comparisons between, different historical interpretations. (Historical Interpretations)</i> <i>To assess the impact of war on different combatants on the fighting fronts. (Similarity and Difference)</i> <i>To use primary and secondary sources and evidence to make inferences and support historical argument. (Evidence)</i>

Enquiry	What were the political, social and economic consequences of WW1 for the different 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	Know • How and why did the war end, with victory for Britain and its Allies? • What were the consequences of the First World War? Why did some Empires collapse and monarchies disappear? What changed, and what stayed the same? • Why was the Treaty of Versailles so significant - what was the Economic, Political, Military and Territorial impact of the treaty on Germany and Europe? Know how <i>To evaluate the causes and consequences of key events and developments. (Cause and Consequence)</i> <i>To assess the pace, extent and impact of change. (Change and Continuity)</i> <i>To understand the similarities and differences between different groups in societies. (Similarity and Difference)</i> <i>To assess the impact of war on combatants on the fighting fronts, and civilians on the 'Home Front'. (Cause and Consequence)</i> <i>To consider the importance of individuals in history, and learn about the criteria used by historians to ascribe significance to people and events. (Historical Interpretations)</i> <i>To use primary and secondary sources and evidence to make inferences and support historical argument. (Evidence)</i>

Enquiry	Why did Germany move from democracy to dictatorship in the 1920s and 30s?
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 1 / 2	Know • What was the significance of 'Hyperinflation' and other economic problems when considering the threats to democracy that emerged in the 1920s and 30s? • Who were the Nazis – how and why did they gain power in the 1920s and 30s? • What were the features of the Nazi 'Totalitarian Dictatorship'? • How did a mixture of popular policies, propaganda, censorship, terror and co-operation help the Nazis to control the German people – and create the circumstances where Genocide could occur? • How did the lives of German women and children change? How did some Germans, including the young, try to resist and oppose the Nazi state? Know how <i>To assess the pace, extent and impact of change. (Change and Continuity)</i> <i>To understand the importance of government intervention within the context of wider political, economic and social change. (Cause and Consequence)</i> <i>To understand the similarities and differences between different groups in societies. (Similarity and Difference)</i> <i>To use primary and secondary sources and evidence to make inferences and support historical argument. (Evidence)</i>

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'.
Spring 2	Know • Why did the emergence of dictatorships in the Soviet Union, Italy, Germany and Japan make another war more likely? • What were the reasons for, and consequences of, Hitler's Foreign Policy aims and actions in the 1930s? • Was the British Policy of Appeasement justified at the time? How have the actions of Prime Minister Neville Chamberlain been represented in different historical interpretations since 1938? • What was the role of the Soviet Union and its leader, Stalin, in the build up to WW2? What was the significance of the Nazi Soviet Pact? Know how <i>To evaluate the causes and consequences of key events and developments. (Cause and Consequence)</i> <i>To understand the importance of government intervention within the context of wider political, economic and social change. (Cause and Consequence)</i> <i>To consider the importance of individuals in history, and learn about the criteria used by historians to ascribe significance to people and events. To evaluate, and make comparisons between, different historical interpretations. (Historical Interpretations)</i> <i>To use primary and secondary sources and evidence to make inferences and support historical argument. (Evidence)</i>

Enquiry	How could the Holocaust happen?
Rationale	Challenges for Britain, Europe and the wider world 1901 to the present day – <i>the Holocaust</i>
Summer 1	Know • What were the long-term roots of anti-Semitism in Germany and in Europe? In what ways was the Nazi hatred of the Jews similar to, and different from, traditional anti-Semitism? • How and why did Anti-Jewish persecution escalate in Nazi occupied Europe? What was the significance of 'Kristallnacht' and the 'Final Solution'? • How did Jews and other targeted groups try to survive, resist and record what happened during the Holocaust? • What are the views of different historians as to who bears the responsibility for the Holocaust? How has the Holocaust been presented in different historical interpretations since 1945? Know how <i>To evaluate the causes and consequences of key events and developments. (Cause and Consequence)</i> <i>To assess the pace, extent and impact of change. (Change and Continuity)</i> <i>To understand the importance of religion within the context of wider political, economic and social change.</i> <i>To understand the importance of government intervention within the context of wider political, economic and social change.</i> <i>To understand the similarities and differences between different groups in societies. (Similarity and Difference)</i> <i>To assess the impact of war on combatants on the fighting fronts, and civilians on the 'Home Front'. (Change and Continuity)</i> <i>To consider the importance of individuals in history, and learn about the criteria used by historians to ascribe significance to people and events. (Historical Interpretations)</i> <i>To use primary and secondary sources and evidence to make inferences and support historical argument. (Evidence)</i>

Enquiry	In what ways was the 'Total War' of WW2 different to WW1? How had warfare changed since WW1?
Rationale	Challenges for Britain, Europe and the wider world 1901 to the present day – <i>the Second World War and the beginnings of the Cold War</i> . Allows pupils to focus on society and the experiences of 'ordinary' people, including in relation to the world of work. 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 in Y7 and 'Bloody' Queen Mary in Y8, Cromwell in Y8, and Haig in Y9.
Summer 1	Know • What were the experiences of different people in the key theatres of WW2 – including people on both sides, and from across the British Empire? • What was different about the tactics and technologies of WW2, as seen in 'Blitzkrieg', the Battle of Britain, Stalingrad, the bombing of Dresden, and the War in the Pacific? • What was the significance of 'Pearl Harbour' and Japanese 'Kamikaze' tactics? • Why did the USA take the decision to use Atomic weapons on Japan? What were the short-term and long-term consequences of the dropping of the bomb on Hiroshima and Nagasaki? • How have different historians and interpretations viewed the use of Atom Bombs since 1945 – was President Truman a 'War Criminal'? Know how <i>To understand the changing world of work, within the context of wider political, economic and social developments. (Change and Continuity)</i> <i>To understand the importance of government intervention within the context of wider political, economic and social change.</i> <i>To understand the similarities and differences between different groups in societies. (Similarity and Difference)</i> <i>To assess the impact of war on combatants on the fighting fronts, and civilians on the 'Home Front'. (Cause and Consequence)</i> <i>To use primary and secondary sources and evidence to make inferences and support historical argument. (Evidence)</i>

Enquiry	How far was post Second World War Britain a 'Nation Fit For Heroes'?
Rationale	Challenges for Britain, Europe and the wider world 1901 to the present day - <i>social, cultural and technological change in post-war British society</i> . This unit allows links back to the themes of migration studied at the start of Y7, the resistance and opposition movements and events studied throughout KS3, the experience of women in the 20 th Century and before, and the long-term impact of Empire, occupation and religious strife that have been key themes throughout Y7, 8 and 9.
Summer 2	Know • How far was the arrival of the 'Empire Windrush' in 1948 a significant turning point in post-war Britain? • What were the different experiences of immigrants in the 1950s and 60s? How did immigrants resist and oppose their treatment, and how far did the British government help to improve their position? • How did immigration change Britain in the years after WW2? • What were the changes and continuities for women in Britain in the years after WW2? How far did the 'Women's Movement' succeed in improving the social, political and economic position of women? • Why was there a 'Civil Rights' movement in Northern Ireland in the 1960s? • What were the significant turning points that turned political protest into 'The Troubles'? Know how <i>To evaluate the causes and consequences of key events and developments. (Cause and Consequence)</i> <i>To assess the pace, extent and impact of change, within the context of wider political, economic and social developments. (Change and Continuity)</i> <i>To understand the similarities and differences between different groups in societies. (Similarity and Difference)</i> <i>To understand the importance of Empire within the context of wider political, economic and social change. (Significance)</i> <i>To use primary and secondary sources and evidence to make inferences and support historical argument. (Evidence)</i> <i>To evaluate, and make comparisons between, different historical interpretations, and the views of historians. (Historical Interpretations)</i>