

History - Year 9

Autumn 1
(September-
October)

Causes of WWI

Students' continuing their KS3 chronological learning by studying the impact of conflict on the people. Students previously studied the Industrial and French Revolutions.

Students have previously studied reasons behind war and conflict. Students also have an understanding of how war can impact upon society.

Students will be gaining an understanding of the context of war and conflict within the 20th century. Students will also gain an understanding of the social and political impact of war.

Students will evaluate the key long and short term causes and consequences of World War One and reach a judgement as which cause and consequence was the most significant.

Students will also focus on 'thinking like historians' and define the key concepts of the study of history which will be revisited throughout their learning at QEHS.

<p>Autumn 2 (October-December)</p>	<p>The Rise of Dictatorships: Changing face of the world powers. Builds upon previous topic by focusing on political, social and economic impact of WWI during the 1920s and 1930s.</p> <p>In the previous unit students have studied the impact of World War One and the position of each of the key countries involved at the end of the war.</p> <p>Students will gain an understanding of the changing landscape in Europe and America and how this unrest lead to the rise of dictatorships and political extremism.</p> <p>Students will gain an understanding of the impact of events in different countries at the same time and how these events are intertwined. Students will use this chronology to explain the key changes and continuities of the period.</p> <p>Students will also gain an understanding of the key political concepts relating to this period – democracy and differing types of dictatorship.</p>
<p>Spring 1 (January-February)</p>	<p>Holocaust Builds upon previous topics which focused on the rise of dictatorship. This topic will allow students to understand the impact of this on different groups in society.</p> <p>Students have previously studied key individuals in history and have an understanding of what makes an individual significant. Students have previously studied the persecution of groups in society through the slave trade.</p> <p>Students will gain an understanding of how the persecution of minorities in society is possible through a gradual escalation of unchallenged hatred. Students will gain an understanding of how this impacted on different people’s lives.</p> <p>Students will build on their understanding of the significance of key individuals. Students will gain an understanding of the impact of individuals actions and how these can lead to change.</p>

<p>Spring 2 (February-March)</p>	<p>Migration, Persecution and Civil Rights Builds upon learning or previous topic and will focus on the changes in different societies post World War Two.</p> <p>Students have previously studied the persecution of minorities through studying the slave trade and the Holocaust. Students have an understanding racism and resistance to hatred in society.</p> <p>Students will gain an understanding of the reasons for migration to Britain and the impact of this on society. Students will then compare this with the experience of African Americans during the same time period.</p> <p>Students will analyse a range of interpretations and make supported claims about their convincing nature.</p> <p>Students will compare case studies of key events and protests in Britain and America to gain an understanding of what is similar and different between the two countries.</p>
<p>Summer 1 (April-May)</p>	<p>Migration, Persecution and Civil Rights Builds upon previous topic and allows students to complete their knowledge and understanding of how Britain has changed throughout the 20th century.</p> <p>Students have previously studied the persecution of minorities through studying the slave trade and the Holocaust. Students have an understanding racism and resistance to hatred in society.</p> <p>Students will gain an understanding of the reasons for migration to Britain and the impact of this on society. Students will then compare this with the experience of African Americans during the same time period.</p> <p>Students will analyse a range of interpretations and make supported claims about their convincing nature.</p> <p>Students will compare case studies of key events and protests in Britain and America to gain an understanding of what is similar and different between the two countries.</p>
	<p>By the end of year 9 Students will have a good chronological understanding of key events of the 20th century and of key political changes over time.</p>

	Students will be able to understand significance of individual actions on history and will be able to evaluate importance of causes & consequences.
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