

History - Year 9 Enquiry question: Who benefitted most from the transformations of the 20th century and who paid the greatest price?	
Autumn 1 (September-October)	Conflict and Revolution Why did we risk it all? Students will continue their KS3 chronological learning by studying the impact of conflict on the people. Students have previously studied the Industrial and French Revolutions and so understand the change/s brought about by revolutions. Students will gain an understanding of the context of war and conflict within the 20th century. Students will evaluate the key long- and short-term causes and consequences of World War One and reach a judgement as to which cause and consequence was the most significant. Students will also gain an understanding of the social and political impact of World War One on Britain. Students will also focus on ‘thinking like historians’ and the disciplinary skills of historians, which will be a theme that is evident throughout the different topics they study during year 9. Students will also analyse and evaluate a range of sources which explain the causes and consequences of war.
Autumn 2 (October-December)	Conflict and Revolution From Revolution to Terror. How far did Russia change 1917 to 1945? Builds upon previous topics by focusing on political, social and economic impact of WWI during the 1920s and 1930s. In the previous unit students have studied the impact of World War One on Britain and the position of each of the key countries involved at the end of World War One. In this unit students will gather knowledge of society and the economy of Russia in the 20th century and develop a sense of the period and how new political ideas developed in Russia. Students will also gain an understanding of the reasons why the Tsar of Russia was forced to abdicate his throne and how these events have been interpreted in a range of different sources including modern literature. Students will also gain an understanding of how Russia changed under Stalin compared to the aims Lenin when he took control of Russia in 1917. Students will continue to develop their disciplinary skills through analysing sources and interpretation of life in Russia both under the Tsar and Communist rule.

Spring 1 (January-February)	Peace Between the Wars Did Britain become a ‘land fit for heroes’ after WWI? Students have previously studied the impact of World War One and the position of each of the key countries involved at the end of World War One. In this unit, 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 gather knowledge about the impact of World War One on Britain, its people and society and understand why Britain was so badly affected by the war. Students will use this knowledge to explain the key changes and continuities of the period. Students will also continue to develop their disciplinary skills through analysing and evaluating varying sources and interpretations of what life was like in Britain after World War One. Did the USA become ‘a land of opportunity’ after WWI? Students have previously studied the impact of World War One and the position of each of the key countries involved at the end of World War One. In this unit, 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 gather knowledge about the impact of World War One on America, its people and society and understand what was similar and different about the impact of WWI on Britain and the USA. Student will also understand who the USA was viewed as a ‘land of opportunity’ and how different groups in American society had different experiences after World War One. Students will use this knowledge to explain the key changes and continuities of the period. Students will also continue to develop their disciplinary skills through analysing and evaluating varying sources and interpretations of what life was like in America after World War One.
Spring 2 (February-March)	Social change and diversity Resistance and Reaction: Themes and Case Studies Builds upon learning of previous topics and will focus on the changes in different societies post-World War Two. How have Jewish people resisted persecution over time? Students will understand why migrants move, including to escape persecution, for economic reasons, or for a better life. Students will also gather knowledge about Jewish migration over time and develop a sense of how Jewish people responded to persecution. Students will build upon their previous knowledge to develop further understanding of the Holocaust; how and why it progressed from prejudice to genocide (pyramid of hate). Students will understand the different ways in which people may respond to persecution, including non-violent and violent resistance. Students will continue to develop their disciplinary skills by analysing and evaluating a range of sources which show the different experiences of Jewish people, including reactions to persecution.

Summer 1 (April-May)	Social change and diversity Resistance and Reaction: Themes and Case Studies Builds upon learning of previous topics and will focus on the changes in different societies post-World War Two. How did war impact migration in 20th century Britain? Students have previously studied the persecution of minorities through studying the slave trade and the Holocaust. Students also have an understanding racism and resistance to hatred in society. Through this unit, students will understand the causes of migration after two world wars and what was similar/different over time. Students will gather knowledge about migration after World War One and World War Two, including child migration, evacuation, and the Windrush Generation. Students will develop a sense of the period: how did migration change Britain? How multicultural has Britain become? Students will continue to develop their disciplinary skills through evaluating the significance of migration for Britain, especially post WWII. How far did Civil Rights protest in Britain and the USA change society? Students have previously gained an understanding of the reasons for migration to Britain and the impact of this on society. Through this unit students will gather knowledge about Civil Rights issues in the USA and in Britain. Students will use this knowledge to compare case studies in different civil rights issues in the USA and Britain to identify similarities and differences. Students will evaluate the significance of major historical events in the Civil Rights movement, such as the Washington March of 1963. Students will also continue to develop their disciplinary skills through analysing and evaluating sources to understand more about the experiences of those fighting for Civil Rights in the USA and Britain.
	By the end of year 9 What caused the major events of the 20th century and how did they change the world? Who benefitted most from the transformations of the 20th century and who paid the greatest price? How much has it really changed? Was the 20th century “an age of extremes”? (Hobsbawm)