

### Year 9 History Long Term Plan

| Week/<br>Lesson | Term         | Topic   | Knowledge  | Complex activity:<br>Writing genre: Skills  |
|-----------------|--------------|---|--|---|
| 1               | Autumn<br>T1 | Interwar<br>Years<br>Peace &<br>Dictatorshi<br>p<br>Political &<br>Social<br>change | <ul style="list-style-type: none"> <li>• Britain and the world in 1901</li> <li>• The problem of poverty</li> </ul>            | <ul style="list-style-type: none"> <li>• <b>History concepts</b><br/>Authority, capitalism, communism, democracy imperialism, constitution, culture, dictator, economic, nationalism, propaganda, totalitarian, socialism, revolution</li> <li>• Chronology</li> <li>• Source analysis</li> </ul> |
| 2               |              |   | <ul style="list-style-type: none"> <li>• The Paris Peace Conference - Big three</li> <li>• Terms of TOV</li> </ul>             | <ul style="list-style-type: none"> <li>• Writing for purpose: Persuasion</li> <li>• Reading material - The making of Modern Britain - Andrew Marr - Chapter 1</li> </ul>  |
| 3               |              |   | <ul style="list-style-type: none"> <li>• Aims / structure of LON</li> <li>• Great Depression &amp; LON</li> </ul>              | <ul style="list-style-type: none"> <li>• Cause - consequences</li> <li>• Significance</li> </ul>  |
| 4               |              |   | <ul style="list-style-type: none"> <li>• Case studies – Manchuria &amp; Abyssinia</li> <li>• Failure of LON</li> </ul>         | <ul style="list-style-type: none"> <li>• Writing for purpose: explanation</li> </ul>  |
| 5               |              |   | <ul style="list-style-type: none"> <li>• Democracy Vs Dictatorship</li> <li>• Dictatorships - Communism and Fascism</li> </ul> | <ul style="list-style-type: none"> <li>• Significance</li> <li>• British values: democracy</li> <li>• Similarity and difference</li> </ul>  |
| 6               |              | Reteach week  | <ul style="list-style-type: none"> <li>•</li> </ul>  | <ul style="list-style-type: none"> <li>•</li> </ul>   |
| 7               |              | Interwar<br>Years<br>Peace &<br>Dictatorshi<br>p                                    | <ul style="list-style-type: none"> <li>• Dictatorships – Communism and Fascism</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Significance</li> <li>• Similarity and difference</li> </ul>   |
| 8               |              |   | <ul style="list-style-type: none"> <li>• Why did the Germans hate the TOV</li> <li>• Impact of war on Germany</li> </ul>       | <ul style="list-style-type: none"> <li>• Cause and consequence</li> <li>• Reading material - The Nazis a warning from history chapter 1 - Helped in to power</li> </ul>   |

|    |           | Political & Social change |   |   |
|----|-----------|---------------------------|---|---|
| 9  | Autumn T2 | The Nazi state            | <ul style="list-style-type: none"> <li>Weimar Republic / structure - PR</li> <li>Political Problems - Spartacists &amp; Free Corps</li> </ul> | <ul style="list-style-type: none"> <li>Writing for purpose: Interpretation</li> </ul>   |
| 10 |           |                           | <ul style="list-style-type: none"> <li>Economic problems - 1923 - Hyperinflation</li> </ul>   | <ul style="list-style-type: none"> <li>Change and continuity</li> </ul>   |
| 11 |           |                           | <ul style="list-style-type: none"> <li>Adolf Hitler - Early years</li> <li>Munich Putsch</li> </ul>   | <ul style="list-style-type: none"> <li>Chronology</li> <li>Significance</li> </ul>  |
| 12 |           |                           | <ul style="list-style-type: none"> <li>How did Hitler become chancellor?</li> <li>Eliminate opposition</li> </ul>                             | <ul style="list-style-type: none"> <li>Causation / consequence</li> <li>Source analysis / evaluation</li> </ul>   |
| 13 |           |                           | <ul style="list-style-type: none"> <li>Life in Nazi Germany - Women</li> <li>Young people</li> </ul>  | <ul style="list-style-type: none"> <li>Change and continuity</li> <li>Source analysis</li> </ul>  |
| 14 |           |                           | Reteach week  | <ul style="list-style-type: none"> <li></li> </ul>  |
| 15 |           | The Nazi state            | <ul style="list-style-type: none"> <li>Germans &amp; the economy</li> <li>Opposition to Nazis</li> </ul>                                      | <ul style="list-style-type: none"> <li>Change &amp; continuity Germany pre Nazi &amp; Nazified</li> <li>Significance</li> </ul>   |
| 16 | Spring T1 | WW 2                      | <ul style="list-style-type: none"> <li>Long / short term causes of WW2</li> </ul>   | <ul style="list-style-type: none"> <li>Chronology</li> <li>Cause and consequence</li> </ul>   |
| 17 |           |                           | <ul style="list-style-type: none"> <li>The Nazi- Soviet Pact</li> </ul>   | <ul style="list-style-type: none"> <li>Significance</li> <li>Reading material - The Nazis A warning from history - Chapter 5 - The road to Treblinka</li> <li>Boy in the stripped pyjamas / Anne Frank</li> </ul> |
| 18 |           |                           | <ul style="list-style-type: none"> <li>Dunkirk</li> </ul>   | <ul style="list-style-type: none"> <li>Writing genre Historical enquiry - independent project</li> </ul>  |
| 19 |           |                           | <ul style="list-style-type: none"> <li>The Battle of Britain</li> </ul>   | <ul style="list-style-type: none"> <li>Significance</li> <li>Writing for purpose: political speech for Churchill during the Blitz</li> </ul>  |

|    |                  |                      |  |   |
|----|------------------|----------------------|--|---|
|    |                  |                      |  | <ul style="list-style-type: none"> <li>• Reading material - Great speeches of the 20th Century. Churchill We shall fight on the beaches...</li> <li>• Goodnight Mr Tom</li> </ul> |
| 20 |                  |                      | <ul style="list-style-type: none"> <li>• Home front - rationing / evacuation</li> </ul>  | <ul style="list-style-type: none"> <li>• Similarity and difference</li> <li>• Source analysis</li> </ul>  |
| 21 |                  |                      | <ul style="list-style-type: none"> <li>• Propaganda / Home guard</li> </ul>  | <ul style="list-style-type: none"> <li>• Significance</li> </ul>  |
| 22 |                  |                      | <ul style="list-style-type: none"> <li>• Pearl Harbour</li> </ul>  | <ul style="list-style-type: none"> <li>• Cause and consequence</li> </ul>   |
| 23 |                  |                      | <ul style="list-style-type: none"> <li>• Operation Barbarossa</li> </ul>   | <ul style="list-style-type: none"> <li>• Cause and consequence</li> </ul>   |
| 24 |                  | <b>Reteach Week</b>  | <ul style="list-style-type: none"> <li>• Assessment</li> </ul>   | <ul style="list-style-type: none"> <li>•</li> </ul>   |
| 25 |                  |                      |  |   |
| 26 | <b>Spring T2</b> | <b>WW 2</b>          | <ul style="list-style-type: none"> <li>• Soldiers of the commonwealth</li> </ul>   | <ul style="list-style-type: none"> <li>• Significance</li> </ul>  |
| 27 |                  |                      | <ul style="list-style-type: none"> <li>• Women &amp; the war</li> </ul>  | <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Change and continuity</li> </ul>   |
| 28 |                  |                      | <ul style="list-style-type: none"> <li>• D-Day</li> </ul>  | <ul style="list-style-type: none"> <li>• Cause and consequence</li> </ul>   |
| 29 |                  |                      | <ul style="list-style-type: none"> <li>• Hiroshima / Nagasaki / Dresden</li> </ul>   | <ul style="list-style-type: none"> <li>• Interpretation</li> <li>• Prepare for a debate / or write an argument around the use of the nuclear option</li> </ul>                    |
| 30 |                  |                      | <ul style="list-style-type: none"> <li>• Hiroshima / Nagasaki / Dresden</li> </ul>   | <ul style="list-style-type: none"> <li>• Debate</li> </ul>  |
| 31 |                  |                      | <ul style="list-style-type: none"> <li>• The end of the war</li> </ul>   | <ul style="list-style-type: none"> <li>• Significance</li> </ul>  |
|    |                  | <b>Reteach Week</b>  | <ul style="list-style-type: none"> <li>• Assessment</li> </ul>   | <ul style="list-style-type: none"> <li>•</li> </ul>   |
| 32 | <b>Summer T1</b> | <b>The Holocaust</b> | <ul style="list-style-type: none"> <li>• Historical persecution of Jews in history</li> </ul>  | <ul style="list-style-type: none"> <li>• Change and continuity</li> </ul>   |
| 33 |                  |                      | <ul style="list-style-type: none"> <li>• Who was on Hitler's hate list</li> <li>• Nazi propaganda</li> <li>• Jewish persecution 1933-39 - Kristallnacht</li> </ul> | <ul style="list-style-type: none"> <li>• Significance</li> <li>• Source analysis</li> </ul>   |
| 34 |                  |                      | <ul style="list-style-type: none"> <li>• The Final Solution</li> </ul>   | <ul style="list-style-type: none"> <li>• Significance</li> </ul>  |

|    |           |                    |  |  |
|----|-----------|--------------------|--|--|
|    |           |                    | <ul style="list-style-type: none"> <li>• Concentration Camps</li> </ul>  |  |
| 35 |           |                    | <ul style="list-style-type: none"> <li>• Who was responsible</li> <li>• Persecution &amp; the Holocaust</li> </ul> | <ul style="list-style-type: none"> <li>• Cause and consequence</li> <li>• Key individuals</li> </ul> |
| 36 | Summer T2 | GCSE Commencements |  |  |
| 37 |           | GCSE content       |  |  |
| 38 |           | GCSE content       |  |  |
| 39 |           | GCSE content       |  |  |

### The KSA History curriculum aims to develop the following:

- **Historical Knowledge:** improving substantive knowledge, recall and increasing wider chronological awareness.
- **Thinking Historically:** helping students to progress in making sense of the 'substance' of history with application of second-order historical concepts
  - *cause and consequence,*
  - *change and continuity,*
  - *similarity and difference*
  - *significance*

Understanding these concepts will allow students to use historical sources and interpretations to analyse and evaluate how the past has been constructed and interpreted in different ways.

- **Writing Historically:** Students will develop the ability to write like a historian in a range of small, medium and extended responses to specific enquires.