

History | Year 9 Subject Overview

Year	HT1	HT2	HT3	HT4	HT5	HT6
Year 9 Key knowledge	Why has the Russian Revolution been described as a “People’s Tragedy”? Disciplinary knowledge: Using sources for an enquiry. Theme: How did people gain power in the past? What did people believe in the past? Substantive concepts: Revolution, communism, dictatorship, totalitarianism, propaganda, hierarchy.	How and why did the Holocaust happen? Disciplinary knowledge: Evaluating interpretations. Theme: What were the lives of ordinary people like in the past? How did people gain power in the past? What did people believe in the past? Substantive concepts: Racism, antisemitism, dictatorship, nationalism, communism, propaganda.	Why did British colonialism in India and Kenya come to an end? Disciplinary knowledge: Causation Theme: How did people gain power in the past? Substantive concepts: Colonialism, empire, protest, nationalism, democracy, economics, trade.	How did different groups of Americans experience the ‘roaring twenties’? Disciplinary knowledge: Using sources for an enquiry. Theme: What were the lives of ordinary people like in the past? Substantive concepts: Capitalism, economics, working class, middle class, racism.	What were the changes and continuities for black Americans between 1865 and 1975? Disciplinary knowledge: Change and continuity. Theme: How did people gain power in the past? Substantive concepts: Racism, democracy, protest, rights, economics.	What has been important in the history of Warrington? Disciplinary knowledge: Consequences Theme: What were the lives of people in the past like? Substantive concepts: Public Health, parliament, empire.
Building and revisiting	· Russia as an empire – year 7 enquiry four and year 8 enquiry five. · Industrialisation – year 8 enquiry two. - Impacts of WWI – year 8 enquiry six · Concept of revolution – industrial revolution (year 8 enquiry two and Haitian Revolution (year 8 enquiry three). · Comparison of the suppression of rebellion (Harrying of the North – year seven enquiry three).	· Wider impacts of the First World (year 8 enquiry six) – the impacts on Germany after 1918. · Wider impacts of the Russian Revolution (year 9 enquiry one) – the Spartacist Uprising. · Wider impacts of the Russian Revolution (year 9 enquiry one) - the idea of Communism and life in the USSR during the 1920s and early 1930s as a cause of the rise in support for the Nazis. · Comparison of gaining power and suppressing opposition (year 7 enquiries two & three, year 8 enquiry four, year 9 enquiry one).	· Year 7 enquiry three, year 8 enquiry three – explaining causation. The unit allows for a more sophisticated approach to explaining causation by looking at factors. · Year 8 enquiry three – this unit builds on students’ understanding of nineteenth century British colonialism and how this came to an end. · Year 8 enquiry six, year 9 enquiry two –wider impacts of WWI & WWII in terms of the economic impact on Britain and its role as a world power.	· Year 9 enquiry one – using sources for an enquiry. · Year 7 enquiry six – European arrival in America. · Year 8 enquiry four – democracy and disenfranchisement. ·	· Year 7 enquiry one – change and continuity. · Year 8 enquiry three – the development of the transatlantic slave trade and its impacts. · Year 9 enquiry three – protest as a means of achieving change and power. · Year 8 enquiry four – democracy and campaigning for the right to vote.	· Year 7 enquiry five – consequences. · Year 7 enquiry one – Roman impact on Britain in local context. · Year 8 enquiry two – development of the turnpikes in a local context. Development of the canals and railways in a local context. Impacts of industrialisation in a local context. · Year 9 enquiry two – impact of WWII in a local context. · Year 8 enquiry five – the impact of British colonialism in Ireland in a local context.

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Assessment	Feedback piece – Usefulness of a source	Feedback piece – Evaluating interpretations about the growth in support for the Nazis KAST 1 – Evaluating interpretations	Feedback piece – Causation – the end of the British Empire in Kenya KAST 2 – Causation question	Feedback piece - Explain why source 1 is useful to find out about why prohibition in America was ended in 1933. KAST 2 – Source usefulness question	Feedback piece – Change and continuity questions	
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