

## Fairfield High School Curriculum Overview – History Year 9

Subject	History	Why do we study these units in Year 9?
Lessons per fortnight	3	<p>Year 9 in History is a study of the making of the modern world. Themes covered include political history with a particular focus on the concept of democracy; military history with depth studies on World War II and the American Civil War; social history with depth studies on Britain in the 1960s; life in Nazi Germany and Racism in post slavery America. These units prepare students conceptually and in terms of background knowledge and core vocabulary for their GCSE years. Furthermore, students consider the importance and fragility of democracy and respect for others. In addition, through the unit on terrorism current popular misconceptions about Islam and terrorism are actively challenged.</p>
Setting		

**Students are encouraged to be Responsible Global Citizens through activities/content on...**

**UN sustainable development goal 10: challenging inequalities and UN sustainable development goal 16: Peace, justice and political institutions:** Students study examples of institutionalised racist structures in America and the impact on people's lives; students also consider the impact of Islamophobia on Muslim communities in Britain today.

**UN sustainable development goal 11: sustainable communities.** Students study how democracy was destroyed in Nazi Germany, and consider the impact of this; students consider the importance of challenging stereotypes and racism.

**We ensure all students experience high challenge in the subject by including...**

Highly detailed knowledge expectations; academic reading from professional historians; evaluation of academic historical interpretations; high level tier 2 and 3 vocabulary. Students are expected to forge a well substantiated and articulated interpretation routinely.

**Literacy work this year includes...**

Regular guided reading of academic texts, engaging with historiography; academic tier 2 and 3 vocabulary, use of academic language such as ‘fragments’; ‘language of power’; ‘write/speak like a historian’

**Innovation and Creativity opportunities this year include...**

Students routinely use knowledge, scholarship and discussion to create hypotheses and test these. This involves the synthesis of new knowledge and ideas often on very controversial topics.

As a department, we seek to be at the cutting edge of history teaching, incorporating new ideas from professional social media networks, local and national professional forums as well as involvement in professional organisations.

**Employability opportunities/skills covered this year are...**

Students are taught to assertively and eloquently express their views using high level tier 2 and 3 vocabulary and extensive historical knowledge. Students are taught to challenge assumptions as well as respecting and learning from other interpretations.

Term	Unit title	Knowledge and Understanding/content	Skills	Assessment
1	How was German democracy replaced with dictatorship?	Hitler’s rise to power; Hitler’s consolidation of power; Life in Nazi Germany	Extended writing	Was the night of the Long Knives the most important reason for Hitler’s rise to power?

2	How have interpretations of World War II changed over time?	The causes of World War II; key events including the fall of France. The contribution of soldiers from across the Empire, and how interpretations have changed.	Source evaluation	How useful are sources A and B for an historian in studying the Battle of Britain?
3	How should we remember Britain in the 1960s?	A study of life in 60's Britain and Bristol, including changes in music, youth culture and fashion as well as an evaluation of the extent of the changes. There is a depth study of civil rights movements in Britain in the 60s.	Evaluation of sources	What sources would you use for an exhibition on the civil rights movements of the 1960s?
4	Why has peace been so hard to find in the Holy Land?	Students study the 20thC history of the holy land, seeing the complex factors that have led to conflict. We then look at different approaches to finding peace.	Extended writing	To what extent was the 1948 conflict in the Holy Land a legacy of colonisation?
5	What does the American Civil War and the reconstruction era tell us about the United States?	The causes of the American Civil war; key battles including Gettysburg; Reconstruction and post reconstruction eras.	Source evaluation	How useful are these sources to a historian studying why the Union won the Civil war?
6			Interpretation evaluation	How accurate is this interpretation of life for African Americans

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during the Jim Crow era?