

Humanities Department (History)

Year 9 (Autumn term)

Topic: Industrial Revolution and Victorian London

Learning Journey

Prior learning: This unit continues the chronological journey through history. In year 8, students will have studied UK history from 1485-1700.

Learning sequence – Industrial Revolution and Victorian London							Endpoint
Main learning steps	Students are introduced to what is concept of the Industrial Revolution and why it occurred.	Students investigate the impact of the industrial revolution on cities including overcrowding	Students explore the impact of the industrial revolution on children in the factories.	Students will be introduced to the background of Victorian London and the Whitechapel murders.	Students focus on the different reasons why the murderer was never caught.	Students use different sources to make inferences about the different factors.	Students will understand some of the different impacts of the industrial revolution. They will develop their source skills, in particular inference.
Assessment	Students complete an inferences style assessment exploring the reasons why the Whitechapel murderer was	.		Formative assessment. Students will practice inference source skills on images of Victorian London.			Inference questions - completed under formal exam conditions. This will be marked by teachers with feedback

	never caught. This will be marked and assessed by their teacher.						and targets provided for improvement.
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Where will we use these ideas again: Source skills for causation, linking, prioritizing and analysis will be revisited as part of the KS4 exam skills and questions.

Humanities Department (History)

Year 9 (Spring term)

Topic: First World War

Learning Journey

Prior learning: This unit continues the chronological journey through history. In year 8, students will have studied UK history from 1485-1700.

Learning sequence – First World War							Endpoint
Main learning steps	Students will consider why wars break out, and evaluate the causes of the First World War.	Students will explore how the government used propaganda campaigns to encourage men to sign up to the war.	Students will investigate the conditions in the trenches and try to empathise with the struggles facing the soldiers on a daily basis.	Students will explore interpretations of the First World War and consider the value of different forms of art and media in	Students will investigate the contributions made to the First World War by non-white soldiers.	Students will analyse the different factors contributing to the end of the First World War.	Students will understand many of the key details of the First World War, this will provide important context for GCSE Modern

				portraying the horrors of the war.			World studies in year 10.
Assessment	Students will complete a 12-mark GCSE 'Explain' style assessment exploring the reasons why there was opposition to the Treaty of Versailles.	.	Formative assessment. Students will practice P.E.E (Explain) skills by writing a paragraph on reasons why WW1 broke out.				Explain style GCSE question - completed under formal exam conditions. This will be marked by teachers with feedback and targets provided for improvement.

Where will we use these ideas again: *This unit will provide important context for GCSE Modern World Paper 3 studies in year 10.*

Humanities Department (History)

Year 9 (Summer term)

Topic: Rise of the Dictators and the Holocaust

Learning Journey

Prior learning: *This unit continues the chronological journey through history. Students will have studied the First World War and its impact.*

Learning sequence – Rise of Dictators and the Holocaust							Endpoint
Main learning steps	Students will consider what power is, who has power, and different systems of government.	Students will explore the rise of three key European dictators prior to the outbreak of WW2.	Students are introduced to the concepts of anti-Judaism and anti-Semitism and explore the history of anti-Semitism in the Middle East.	Students will explore the Nuremburg Laws and anti-Semitic propaganda and the impacts they had on the lives of Jews in Germany.	Students will continue to explore the escalating persecution of Jews during the Holocaust.	Students will analyse the different factors contributing why people were willing to participate in the Holocaust.	Students will understand many of the key aspects of the Holocaust. This will provide important context for GCSE Modern World studies in year 10.
Assessment				Formative assessment. Students be given a true or false test to check their knowledge so far (Peer assessed).			Summative knowledge / recall assessment, students will complete a knowledge test, which will initially be peer assessed and checked by the teacher.

Where will we use these ideas again: This unit will provide important context for GCSE Modern World Paper 3 studies in year 10.

Year 9 (Summer term 2)

Topic: Second World War

Learning Journey

Prior learning: This unit continues the chronological journey through history. Students will have studied the First World War and its impact.

Learning sequence – Second World War					Endpoint
Main learning steps	Students will be introduced to key aspects and events of the Second World War 1939-1945	Students will explore life in England during the Blitz with a local nod to Walthamstow as well as the wider impacts for people across the nation	Students will use the Dresden case study to investigate the British response whilst considering deeper issues with regards to impacts on civilians and potential war crimes.	Students will study the dropping of atomic bombs in Hiroshima and Nagasaki, evaluating the motives for doing so and reconsidering the concept of war crimes	Students will understand some selected key events of the Second World War. This too will provide important context for GCSE Modern World studies in year 10.
Assessment					End of Key Stage exam (TBC)

Where will we use these ideas again: This unit will provide important context for GCSE Modern World Paper 3 studies in year 10.