

Year 9 History

In Year 9, students will study eight units in history, from medieval England to the twentieth-century world. The range of these units will deepen their knowledge of the medieval, early modern and modern eras from Years 7 and 8. Through studying these units, students will also develop their ability to think historically by creating arguments about cause and consequence, change and continuity, similarity and difference, historical significance and historical interpretations.

Methods of deepening and securing knowledge:

Revisiting prior learning	Our history curriculum is designed to ensure that students regularly revisit themes and periods of time they have studied before. In Year 9, for example, our study of the Black Death allows students to revisit their learning of medieval England in Years 7 and 8.
Knowledge testing	We have carefully selected the information that students should remember in the long term. Regular knowledge tests in lessons will allow students to practise remembering and using this knowledge, not just from Year 9 but from Years 7 and Year 8 too.

	Autumn term 1	Autumn term 2	Spring term 1
Topic(s)	<p>The Black Death Our study of the Black Death is based on John Hatcher's amazing book, <i>The Black Death: A personal history</i>. Hatcher's book, and our unit of study, focuses on the impact of the Black Death in one village - Walsham in Suffolk. Students will study how people in the 1340s first found out about the Black Death, how they responded to it and how it affected both victims and those left behind. Through studying the Black Death, students will deepen their understanding of medieval England from Years 7 and 8.</p>	<p>Interpretations of Oliver Cromwell Our study of Oliver Cromwell builds on students' understanding of the seventeenth century from Year 8. After learning about Cromwell's rule, students will study how and why historians have disagreed about him so strongly.</p> <p>Industrial Revolution Our study of the Industrial Revolution focuses on the immense changes to life in Britain that occurred as a result of technological change in the eighteenth and nineteenth centuries. It will give students context for their study of <i>A Christmas Carol</i> in GCSE English literature.</p>	<p>Women in the nineteenth century Our study of women's lives in the nineteenth century is based on Hallie Rubenhold's fantastic 2019 book, <i>The Five</i>. Rubenhold's book and our unit of study focuses on the lives that five individual women lived in nineteenth-century London. Building on students' understanding of the Industrial Revolution, they will study the hardships women experienced as well as the ways in which women fought back.</p>

Assessment	Students will write an essay answering the question: "What difference did the Black Death really make?"	Students will write an essay analysing two historians' interpretations of Oliver Cromwell and evaluating how convinced they are by them.	Students will write an essay answering the question: "Were all women victims in the nineteenth century?"
CEIAG <i>(Careers that are linked to that topic)</i>	Through our reading of Hatcher's book, students will reflect on what it means to be an historian by reading an academic historian writing a partly fictional book. Students will learn that 'doing history' professionally can take many different forms.	The study of the Industrial Revolution will teach students about one of the biggest ever changes in working life in Britain - the change from most people working at home to most people going out to work.	This unit looks at the work women did in nineteenth-century Britain - from being in service to training in medicine. It will allow students to reflect on the vast changes in career opportunities for women in the past 150 years.

	Spring term 2	Summer term 1	Summer term 2
Topic(s)	<p>Causes and consequences of the First World War</p> <p>In Years 7 and 8 students will have studied the Home Front in two world wars and what it was like for different people to experience the wars. In Year 9 students move on to answer two of the most challenging questions in modern history.</p> <p>First, students study the immediate and long-term causes of the First World War, explaining why a world war broke out in 1914. Then, students study the consequences of the war across Europe and the world, with a focus on how peace was made in 1918 and 1919.</p>	<p>The Holocaust</p> <p>Our study of the Holocaust takes students into the most challenging part of Key Stage 3 - both historically and emotionally.</p> <p>Students will study the long history of Jewish persecution in Europe, its growth in Germany under the Nazi government and then why this developed into mass murder during the Second World War.</p> <p>Students will engage with one of the most important debates between historians in our subject, and will be able to place themselves within that historical debate.</p> <p>This unit will also allow students to further their thinking from SRS about the ethical questions surrounding this period.</p>	<p>The Twentieth-Century World</p> <p>The Key Stage 3 history course finishes with the study of some of the most famous events of the twentieth century.</p> <p>Students will study some of the most fascinating stories since 1900 and will deepen their understanding of how historians judge the significance of wide-ranging events.</p> <p>Students will learn how to compare the abdication crisis to the sinking of the Titanic; the fall of the Berlin Wall to the moon landings, the creation of the NHS to the development of mass education.</p>
Assessment	<p>Students will write an essay answering the question: "Why did world war break out in 1914?"</p> <p>Students will also write an essay responding to this argument: "None of the Big Three leaders were satisfied with the Treaty of Versailles."</p>	<p>Students will write an essay analysing and evaluating two historical sources, judging how useful they each are to historians studying the reasons for the Holocaust.</p>	<p>The final assessment in Key Stage 3 history gives students the opportunity to create their story of one hundred years. Students will create a book of the century, choosing and justifying which events they will include and which they will leave out.</p>

CEIAG (*Careers that are linked to that topic*)

These tough historical questions allow students to think about the differences between being an historian of earlier periods and being an historian of the modern era. Instead of struggling with a lack of source material in medieval England, we are faced with overwhelming amounts of it in the early twentieth century.

Here, students really see what being a professional historian can mean. Students even encounter historians acting as expert witnesses in criminal trials. Alongside their studies in SRS, it will allow students to think about the differences between the supposedly dispassionate judgements made by historians and the ethical judgements made by theologians and philosophers.

In this final unit, students experience one of the most challenging but thrilling parts of being an historian - putting together a story of a whole period of time by choosing what to include and what to leave out. Students will also explore, as we reach the most modern part of our history course, where the line might be between history and journalism.

Independent Study

Most of the independent study in Year 9 will be one of the following:

- Learning independent study, in which students will spend time committing important information to memory.
- “Meanwhile, elsewhere...” research tasks, which allow students to widen their knowledge of world history beyond what they learn in lessons.