



Learning Aims and Curriculum Intent:

Pupils in Year 9 History explore increasingly sophisticated interpretations of the past to develop more complex language of evaluation and analysis and improve their ability to formulate nuanced judgements based on evidence. They continue to improve their source analysis skills, comparing and making connections between sources and considering further factors affecting the usefulness and reliability of primary sources. In Year 9 they transition from studying the Early Modern World to the Modern World, encountering questions about liberty, democracy, revolution, warfare, ideology and genocide. They are expected to address controversies such as differing perspectives on the Islamic Revolution in Iran and questions of responsibility for the Holocaust. Here they should increasingly appreciate the value of different interpretations and importance of perspective in shaping our understanding of the past. There are also further opportunities to develop oracy and collaborative skills.

| Term | Content, Key Questions and Knowledge | Skills | Assessment |
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| Michaelmas | <p>Why was the First World War so significant?</p> <p>1. Was Germany to blame for the First World War?</p> <ul style="list-style-type: none"> The balance of power in Europe at the turn of the 20th century Imperial rivalries e.g. Britain and Germany; the arms race The context of nationalism e.g. the Balkan Wars and Franz Ferdinand's assassination Different interpretations on the causes of wars <p>2. How did the First World War affect British society?</p> <ul style="list-style-type: none"> Wartime propaganda Trench warfare and conditions for soldiers on the Western Front The impact of WW1 on women The impact of WW1 on the British Empire | <p>What is causation in history? What has impact on other developments?</p> <p>Constructing an essay in response to historians' interpretations.</p> <p>Evaluating the extent of continuity and change; establishing turning points in History.</p> <p>Historians' interpretations: understanding these and considering why they change over time.</p> | <p>Retrieval quizzes to build knowledge acquisition and understanding.</p> <p>An evaluative essay answering the enquiry question: Was Germany to blame for the First World War?</p> <p>Collaborative oracy task: pupils design a museum exhibition about the social, political and economic impact of the War on Britain.</p> |
| Lent | <p>What causes Revolutions?</p> <p>Russia:</p> <ul style="list-style-type: none"> Russian society under Tsar Nicolas II; the 1905 revolution and the problems facing Russian society. The impact of WW1 on Russia and the causes of the February 1917 revolution The October Revolution of 1917 <p>Iran:</p> <ul style="list-style-type: none"> Iran under Shah Pahlavi; Opposition to the Shah; Khomeini, protests in 1978-9 The removal of the Shah and establishment of the Islamic Republic The impact and consequences of the Islamic Revolution in Iran | <p>Appreciating and understanding how different groups have differing perspectives on the same events.</p> <p>Developing analytical skills with historical sources: comparing and corroborating sources, assessing message, purpose, utility and reliability.</p> <p>Historians' interpretations: understanding these and considering how historians can use the past to understand the present and future.</p> <p>Evaluating the extent and nature of continuity and change.</p> <p>Constructing an essay using a thematic structure.</p> | <p>Retrieval quizzes to build knowledge acquisition and understanding.</p> <p>Source assessment on the causes of revolutions</p> <p>Source Assessment on the Iranian Revolution.</p> |
| Trinity | <p>What motivates Genocide?</p> <p>1. What motivates people to commit genocide?</p> <ul style="list-style-type: none"> The Jewish communities in Europe in the 1920s and 1930s Nazi racial ideology: origins, development and theories The development of the Holocaust and Nazi genocide, 1933-1945 Comparative analysis: the Rwandan genocide, 1994 <p>2. Can genocide be prevented?</p> <ul style="list-style-type: none"> Perpetrators, bystanders & victims: how genocide is enabled Approaches to preventing future genocides Debating controversial historical questions | <p>Appreciating and understanding the complex interrelationships between different causal factors.</p> <p>Historical perspectives: understanding why people in the past thought and acted differently.</p> <p>Developing analytical skills with historical sources: connecting sources to contextual knowledge and understanding.</p> | <p>Retrieval quizzes to build knowledge acquisition and understanding.</p> <p>Source Assessment on the Holocaust.</p> <p>Collaborative oracy task: pupils undertake a debate on the following question: 'The Nazi government bears the entire responsibility for the Holocaust.'</p> |

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| Examples of Homework | Students write a speech from the perspective of Shah Pahlavi on the eve of the Islamic Revolution, trying to persuade the Iranian people to stay loyal. Extended reading task on the Rwandan Genocide followed by pupils producing illustrated timeline of events. Students re-draft sections from their causes of WW1 essay; Students prepare a group presentation in the form of a museum exhibit on the impact of WW1 on British society. | |
| Key terminology | Militarism, Alliances, Imperialism, Nationalism, Chain-ganging, Security, Brinkmanship, Balance of Power, Assassination, Arms Race, Civil Liberties, Propaganda, Suffrage, Regime, Ideology, Autocracy, Tsar, Duma, Russification, Westernisation, Modernisation, Protest, Coup, Revolution, Ayatollah, Shah, Ulama, SAVAK, Nazism, Fascism, Anti-Semitism, Pogrom, Nuremburg Laws, Concentration Camp, Boycott, Euthanasia, Ghetto, Humanitarian, Intervention, Peacekeepers, Genocide, Hutu, Tutsi. | |
| Super-curricular enrichment and scholarly extension | <ul style="list-style-type: none"> • Read: Cristopher Clark, <i>The Sleepwalkers: How Europe Went to War in 1914</i>; The Times, <i>First World War: The Great War from 1914 to 1918</i>; Michael Howard, <i>The First World War: A Very Short Introduction</i>; Sarah Ridley, <i>Suffragettes and the Fight for the Vote</i>; William Doyle, <i>The French Revolution: A Very Short Introduction</i>; Michael Axworthy, <i>Revolutionary Iran</i>; Anne Frank, <i>The Diary of a Young Girl</i>; Lily Ebert, <i>Lily's Promise</i> • Watch: They Shall Not Grow Old (2018); All Quiet on the Western Front (2022); 1917 (2020); Suffragette (2015); Persepolis (2007); Schindler's List (1993); The Pianist (2002); The Boy in the Striped Pyjamas (2008) • Listen: Battles of the First World War Podcast; BBC Voices of the First World War; History Extra Podcast: World War One at home; Short History Of... The Suffragettes; History Extra Podcast: The French Revolution; History Extra Podcast: BBC The History Hour: The Iranian Revolution; 12 Years That Shook the World Podcast; History Extra Podcast: The big questions of the Holocaust; History of the 90s Podcast: The Rwandan Genocide • Visit: The Imperial War Museum London (First World War Galleries; Holocaust Galleries) | |
| Useful websites | https://www.bbc.co.uk/bitesize/topics/z4crd2p https://www.bbc.co.uk/teach/class-clips-video/history-ks3-gcse-the-french-revolution/zb9d2sg https://www.bbc.co.uk/programmes/p06vzm7c https://encyclopedia.ushmm.org/content/en/article/introduction-to-the-holocaust https://www.bbc.co.uk/news/world-africa-26875506 https://www.un.org/en/preventgenocide/rwanda/historical-background.shtml | |
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