



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
Michaelmas	<p>Why was the First World War so significant?</p> <ol style="list-style-type: none"> Was Germany to blame for the First World War? <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 How did the First World War affect British society? <ul style="list-style-type: none"> The experience of warfare for British soldiers, including soldiers from the Empire The immediate impact of the First World War 'at home': civil liberties, women's suffrage, wartime economies, propaganda and culture/society The long-term impact of the First World War: societal changes in the interwar period, political consequences 	<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>Can we predict the next revolution?</p> <ol style="list-style-type: none"> What causes revolutions? <ul style="list-style-type: none"> An introduction to revolutions as a concept An overview of the causes of the French Revolution An overview of the causes of the Russian Revolution What were the causes and consequences of the Islamic Revolution in Iran? <ul style="list-style-type: none"> The state of Iranian society in the 1970s: Westernisation, Modernisation, Traditionalism and the Pahlavi dynasty Shah Pahlavi, Ayatollah Khomeini and different perspectives on Iran 1978 and the Shah's loss of control: mass protest and regime collapse 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>Can genocide be prevented?</p> <ol style="list-style-type: none"> What motivates people to commit genocide? <ul style="list-style-type: none"> The Jewish communities in Poland 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 Can genocide be prevented? <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>

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.	
Key terminology	Militarism, Alliances, Imperialism, Nationalism, Chain-ganging, Security, Brinkmanship, Balance of Power, Assassination, Arms Race, Civil Liberties, Propaganda, Suffrage, Regime, Ideology, Westernisation, Modernisation, Protest, Revolution, Nazism, Fascism, Euthanasia, Ghetto, Humanitarian, Intervention, Peacekeepers	
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	
Who can I contact?	Head of History	Harris Clough, hwc@forest.org.uk
	Year 9 Teachers	Emily Newman, een@forest.org.uk; Harry Hughes, hhughes@forest.org.uk