

## **SUBJECT CURRICULUM MAP – YEAR 9 HISTORY 2024-5**

**CURRICULUM INTENT – To complete the final year of KS3 History. This SOW has been arranged to allow students to develop understanding of key events which shaped the 19<sup>th</sup> and 20<sup>th</sup> centuries, at home and around the world, and to consider their lasting legacy today. Students will also develop skills integral to the subject of source analysis and the ability to construct extended written arguments.**

**CURRICULUM IMPLEMENTATION – Students have one teacher throughout the year. Students will study the slave trade; the British Empire; the Industrial Revolution in Staffordshire, the Holocaust and the 1980s. Students have 3 lessons per fortnight. During these lessons students learn a variety of skills including essay writing skills and analysing visual and written sources. Homework will consolidate and extend in class learning.**

### **CURRICULUM IMPACT –**

**The impact of the Year 9 curriculum is that students should have deepened their overall historical knowledge by studying events that shaped the local, national and global picture. Students will be able to use key terminology associated with each topic and period and will be increasingly confident in constructing extended written responses. Students should also be increasingly confident in their abilities to critically evaluate source material.**

<b>YEAR 9</b>	<b>AUT 1</b>	<b>AUT 2</b>	<b>SPR 1</b>	<b>SPR 2</b>	<b>SUM 1</b>	<b>SUM 2</b>
<b>THEMES, CONCEPTS &amp; IDEAS</b>	How and why did the transatlantic slave trade emerge?	What was the British Empire and how was it created?  What was the experience of	What was the Industrial Revolution?  How did the Industrial Revolution shape and	What was life like in Staffordshire during the Industrial Revolution?	Why did the Holocaust happen?  How should we remember the Holocaust today?	1980s – historical skills topic

	<p>What was the experience of enslaved peoples?</p> <p>Why did slavery end?</p> <p>What was the legacy of slavery?</p>	<p>peoples in the empire?</p> <p>What is the legacy of empire today?</p>	<p>affect Staffordshire?</p>			
<p>KNOWLEDGE &amp; UNDERSTANDING</p>	<p>Origins of slavery before the transatlantic trade</p> <p>Triangular Trade</p> <p>Life on the Plantations</p> <p>Abolitionists</p> <p>Impact of Slavery today</p>	<p>Location of the empire and how it was created</p> <p>Experience of peoples in the Empire</p> <p>Continuing legacy of empire</p>	<p>The Great Exhibition</p> <p>Industrial Change – causes and impact</p> <p>Local History study - Staffordshire</p>	<p>Key industries in Staffordshire</p> <p>Life in Staffordshire in the Industrial Revolution</p>	<p>History of anti-Semitism</p> <p>Growing anti-Jewish legislation</p> <p>Ghettos and Concentration Camps</p> <p>Life for survivors and a changed Europe</p>	<p>AIDs crisis</p> <p>Miners strike</p> <p>Fashion and culture</p>

SUBJECT SPECIFIC SKILLS	Source based analysis and extended writing skills – particular assessment of primary material	Source based analysis and extended writing skills	Source based analysis and extended writing skills	Source based analysis and extended writing skills – particular assessment of secondary interpretations	Source based analysis and extended writing skills	Independent research, including interviewing an adult about the 1980s.  Assessment of the value of different forms of evidence
SMSC	Investigate moral and ethical issues  Enjoy learning about the wider world.  Understanding the consequences of actions  Offering reasoned views.	Investigate moral and ethical issues  British values of respect and tolerance.  Enjoy learning about the wider world.  Appreciate cultural influences.  Understanding the consequences of actions  Offering reasoned views	Investigate moral and ethical issues Enjoy learning about the world around us.  Offering reasoned views.  Appreciate cultural influences.	Investigate moral and ethical issues Enjoy learning about the world around us.  Offering reasoned views	Investigate moral and ethical issues  British values of respect and tolerance.  Learning about the wider world.  Offering reasoned views	Investigate moral and ethical issues  British values of respect and tolerance.  Offering reasoned views.  Appreciate cultural influences.

SKILLS FOR LIFE	<p>Resilience – Learning new skills</p> <p>Empathy – prejudice and discrimination</p> <p>Communication – extended writing skills and source analysis</p>	<p>Empathy – prejudice and discrimination</p> <p>Communication – extended writing skills and source analysis</p>	<p>Communication – extended writing skills and source analysis</p>	<p>Communication – extended writing skills and source analysis</p>	<p>Empathy – prejudice and discrimination</p> <p>Communication – extended writing skills and source analysis</p>	<p>Empathy – prejudice and discrimination</p> <p>Communication – extended writing skills and source analysis</p>
FBV	<p>Understanding different cultures and societies</p> <p>Mutual respect and tolerance</p>	<p>Understanding different cultures and societies</p> <p>Mutual respect and tolerance</p>	<p>Development of British society, government and culture.</p>	<p>Development of British society, government and culture.</p>	<p>Mutual respect and tolerance</p>	<p>Development of British society, government and culture.</p> <p>Mutual respect and tolerance</p>
STRETCH & CHALLENGE	<p>Students may look at more complex sources and be supported in making more complex judgements about the past.</p> <p>Opportunity to read more widely e.g. using History</p>	<p>Students may look at more complex sources and be supported in making more complex judgements about the past.</p> <p>Opportunity to read more widely e.g. using History</p>	<p>Students may look at more complex sources and be supported in making more complex judgements about the past.</p> <p>Opportunity to read more widely e.g. using History</p>	<p>Students may look at more complex sources and be supported in making more complex judgements about the past.</p> <p>Opportunity to read more widely e.g. using History</p>	<p>Students may look at more complex sources and be supported in making more complex judgements about the past.</p> <p>Opportunity to read more widely e.g. using History Today subscription.</p>	<p>Students may look at more complex sources and be supported in making more complex judgements about the past.</p> <p>Opportunity to read more widely e.g. using History Today subscription.</p>

	Today subscription.	Today subscription.	Today subscription.	Today subscription.		
KEY ASSESSMENTS	Baseline Assessment  Assessment focusing on primary sources	Assessment focusing on extended writing and primary source analysis	Assessment focusing on secondary interpretations	Assessment focusing on secondary interpretations	Assessments including extended writing and source analysis	Assessments including source analysis.
SPECIAL EVENTS/VISITS	Opportunity to visit the International Slavery Museum in Liverpool.					
HOMEWORK /INDEPENDENT LEARNING	Homework as suitable to the needs of the class, groups within the class and individuals e.g. extended writing, source analysis, research etc.  Research homework on slavery today.	Homework as suitable to the needs of the class, groups within the class and individuals e.g. extended writing, source analysis, research etc.	Homework as suitable to the needs of the class, groups within the class and individuals e.g. extended writing, source analysis, research etc.	Homework as suitable to the needs of the class, groups within the class and individuals e.g. extended writing, source analysis, research etc.	Homework as suitable to the needs of the class, groups within the class and individuals e.g. extended writing, source analysis, research etc.	Homework as suitable to the needs of the class, groups within the class and individuals e.g. extended writing, source analysis, research etc.  Home research on the 1980s.