

Y9 History - CURRICULUM PLANNING SEQUENCE

| Subject | Year | Topic | Sub topic | Content | |
|---------|--------|--------|-------------------------|--|--|
| History | Year 9 | Term 1 | Democracy, dictatorship | Introduction to History; Democracy and dictatorship and the | |
| | | | | How does British democracy work? | The UK democratic system |
| | | | | What was communism? | Ideas of Karl Marx |
| | | | | How did Russia become a communist country? | The revolutions of 1917 and the advent of communist rule |
| | | | | How did Lenin keep Russia communist? | The consolidation of Bolshevik power |
| | | | | How did the Bolsheviks win the Civil War? | The civil war and reasons for the communist victory |
| | | | | To what extent was Stalin a ruthless leader? | Life under Stalin - 5 year plans - terror - propaganda |
| | | | | How did the fascist dictators seize power in the 1930s? | The nature of dictatorship and the rise of the dictators in Europe in the 1930s |
| | | | | Assessment 1 Democracy and Dictatorship | Assessment 1 - Democracy and dictatorship |
| | | Term 2 | Second World War | How did the Second World War begin? | Reasons for the outbreak of war: Hitler's actions, appeasement, failure of the League of Nations |
| | | | | How did Britain survive the challenge of 1940? | Battle of Britain - reasons for the RAF victory |
| | | | | How did Britain survive the challenge of 1940? | How a historian may use sources to investigate the Battle of Britain |
| | | | | What was Operation Barbarossa and why did it fail? | The nature of Operation Barbarossa and the reasons for its failure |
| | | | | What happened at Pearl Harbour? | The nature of the attack on Pearl Harbour and its reasons |
| | | | | Was the dropping of the atomic bomb justified? | The controversy surrounding the attacks on Hiroshima and Nagasaki |
| | | | | What was the Holocaust? | The nature of the Holocaust |
| | | | | Assessment 2 | Assessment 2 The Eastern Front |
| | | | | Why did people migrate to Britain, neolithic -1500? | Push and pull reasons for migration. Case Study Vikings. Roman and medieval black presence |
| | | Term 3 | Migration to Britain | Case study: Religion - Why did people migrate to Britain 1500- | Religious reasons for migration; Huguenots, Palatines and European Jews |
| | | | | What impact did religious migrants have on England 1500- | Impact on economy, society and culture of religious migrants to England |
| | | | | What was the nature and impact of the Black presence 1500- | Medieval and Tudor presence, and the start of the slave trade |
| | | | | What was the nature and impact of migration to Britain in the | Political and economic impact of migration and forced migration. Impact of empire on race and race relations |
| | | | | Assessment 3 | Assessment 3 Nature and impact of migration to 1900 |
| | | | | What was the experience of Black People in Britain 1900-1948? | World War One, World War Two and reasons for migration to Britain |
| | | | | How has the problem of race and racism developed in Britain | Experience of the early post-Windrush migrants and reactions of the indigenous population |
| | | | | How useful is oral testimony to the historian? | Evaluation of the value of oral testimony |
| | | | | What was life like for migrants in the Mother Country? | Housing, employment, experience of discrimination and the development of race relations |
| | | | | What was it like growing up in the mother country? | Examine the experiences of young people born in Britain or arrived in Britain |
| | | | | What impact did life in Britain have the formation of Black | The development of inter-racial and black separatist activism in Britain |
| | | | | How did Black culture impact on British life | Cultural impact of the Black presence including Notting Hill Carnival, politics, music, poetry, sport and religion |
| | | | | Assessment 4 | Assessment 4 How far did Black People have an impact on British culture post -1948 |
| | | | | Migration to Britain- Creating the big picture | Overview timeline and evaluation, interpretation and debate. |