**Curriculum Intent**

STATEMENT

**Curriculum Implementation**

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|  | | | **Autumn** | | **Spring** | | **Summer** | |
| Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
| **Year 9** | **BROAD** | Core content, knowledge and skills | • The factors which cause war.  • The long - term and short-term causes of World War One.  • How the events of World War One were experienced by different groups in society. | * The fall of Nicholas II and the Romanov dynasty. * The events of the revolution which led to Russia becoming the Soviet Union (USSR). | • Lenin creating the USSR following the Russian Revolution.  • Stalin’s rise to power as leader of the USSR. Stalin’s policies, methods for controlling the people and his legacy.  • Mussolini’s rise to power. Mussolini’s policies, methods for controlling the people and his legacy.  • Mao’s rise to power. Mao’s policies, methods for controlling the people and his legacy. | * The Holocaust causes, events and consequences. | * World War II causes. * Main battles of WWII. * The alliances formed in Europe. | * Margaret Thatcher’s Britain. |
| Extra-curricular opportunities | History society every Thursday lunchtime. | | | | | |
| Ways the Y7 curriculum goes beyond the national curriculum | All of our topics go beyond the national curriculum as the only topic that must be taught in KS3 is the Holocaust.  The topics chosen ensure pupils are exploring history from a variety of cultures and nations, not just Britain. | | | | | |
| **COHERENT** | Prior knowledge required to access this unit | none | World War One key players. | The context of Russian Revolution, Stalin’s rise to power. | World War Two – KS2 | World War One , treaty of Versailles. | None. |
| Assessment | 1. (a) Describe **two** key features of the assassination of Archduke Franz Ferdinand. [4 marks]   (b) Describe two key features of the Schlieffen Plan. [4 marks]  2. How useful are sources A and B for an enquiry into the conditions of the trenches? [8 marks] [ Total 16 marks] | 1. 1. Describe **two**features of the Russian Duma. [4 marks] 2. Explain **two**consequences of Bloody Sunday 1905. [8 marks] 3. Write a narrative account of the Russian Revolution 1917 You may use the following in your answer:  * Tsar Nicholas II abdicated (15th May 1917) * Demonstrations for International Women’s Day (1917)   You must also use information of your own [8 marks] [Total 16 marks] | 1. What are the differences between these two interpretations? [4 marks] 2. ‘Stalin deserves his reputation as a cruel dictator.’ To what extent do you agree with this view? You should use both interpretations and your own knowledge to support your answer. [16 marks] [Total 20 marks] | Holocaust – no assessment, reflective homework project instead. | ‘World War Two was a completely negative experience for women.’ How far do you agree? [16 marks +4 SPAG] [total 20 marks] | Margaret Thatcher – no assessment, homework project. |
| Points when this knowledge/these skills will be revisited |  | | | | | |
| GCSE – Theme of war and context set for both Cold War and Nazi Germany. Exam skills for GCSE: Henry VIII and his Ministers, Medicine through Time and Weimar and Nazi Germany. | Spring A – dictators context of Russia.  GCSE – Cold War, context of Russia and revolution.  Exam skills for GCSE: Henry VIII and his Ministers and Cold War. | Cold War – context of Russia and Stalin’s rule of USSR.  Exam skills for GCSE: Medicine through time and Weimar and Nazi Germany. | Themes of war and persecution relevant both to GCSE Cold War and Weimar and Nazi Germany | Themes of war sets context for Cold War and Weimar and Nazi Germany. GCSE exam skills Medicine Through Time and Weimar and Nazi Germany. |  |
| **EMPOWERING** | Key vocabulary | Alliance  Duckboards  Dugout  Empire  Firestop  Flank  Militarism  Nationalism  No Man’s Land  Treaty  Trench  Truce | Autocracy  Bolshevism  Collectivisation  Communism  Dynasty  Empire  industrialisation  Revolution  Serf  Socialism  Tsar/Czar  USSR | Agriculture  Capitalism  Censorship  Collectivisation  Communism  Democracy  Dictator  Dictatorship  Fascism  Foreign policy  Industrialisation  Marxist  Nationalism  Revolution  Serf  Socialism | Auschwitz  Discrimination  Jew  Nazis  persecution  prejudice  race  religion  Scapegoat  Stereotype  undesirables | Allies  Blitzkrieg  Bombardment  Dunkirk  Hiroshima  Luftwaffe  Nagasaki  Paratrooper  RAF  Submarine  U-Boat |  |
| Opportunities to engage with different cultures/perspectives/voices | **WWI:** Explore both sides of the war, colonial soldiers’ experiences, ties to British Empire topic of Year 8. **Russian Rev**: Russian culture and religion are explored. **Dictators**: Russia, China and Italy are all explored culturally. **Holocaust**: explores religion and cultures from across Europe and the East. **WWII:** both sides of the war are looked at to emphasise cultural differences. **Margaret Thatcher:** The divide created in the nation by her policies. | | | | | |
| Relevance to real world and careers | Source work in all areas contributes to pupils’ analytical skills, development of empathy by looking at peoples’ experiences across a range of contexts. Extended writing activities to prepare pupils for written exams. Oracy is used when discussing topics in the classroom further developing pupils’ command of the spoken word. | | | | | |
| **CHALLENGING** | Homework | **Project on Trench life**  Guided reading and source work to expand pupils’ knowledge of what it would have been like living in the WWI trenches. Pupils can make a model trench by the end of the project. | **Project on the Alexander and Catherine the Greats of Russia.**  Pupils research each Great. They then decide who was the greatest and why.  Ivan the Terrible is also researched to juxtapose the research they have done on the greats. | **Project on how to become a dictator.**  Each week pupils chose a dictator to focus their research on a particular method used by dictators to seize or maintain control. | **Anne Frank project:**  Guided reading activities to broaden knowledge on life under Nazi occupation.  Reflections for students on living through the holocaust. | **World War Two project**: Story, source and scholarship activities | **Margaret Thatcher Project;** |
| Super curricular recommendations | **Visits to:** the *Imperial War Museum*, to explore the Trenches and WWI and WWII exhibits.  *Historical Dockyards. Churchill’s War Rooms.*  **Watch:** My Boy Jack (2007), War Horse (2011), The Great War interviews BBC iPlayer, the world’s War: Forgotten Soldiers of the Empire BBC iPlayer, WWI A BBC documentary YouTube. *Lenin and the Russian Revolution*, Youtube, *The Last Czars*, Netflix, Horrible Histories S:7 E:9 *Revolting Russian Revolution*, BBC iPlayer.  GCSE Pod: *The Revolutions of 1917, The Bolsheviks.*  **Podcasts:** World War One At Home BBC Sounds, Witness History BBC Sounds, Beyond Belief: *The Romanovs*, BBC Sounds, Dan Snow’s History Hit: *The Romanovs,* Spotify. **Read:** *What was the Russian Revolution?,* Newsround. *Lenin and the Russian Revolution*, BBC Bitesize.  Overview and expansion of the Qing dynasty, BBC Bitesize. The Diary of Anne Frank. | | | | | |