

**Subject Area: History**

**Subject Leader: Mr J Adams**

**Year 9**

Topic	Topics/ Content Overview	Key concepts/ core knowledge/ key vocabulary	Assessments/ checkpoints (where relevant)	Careers' Links
<b>Topic 1</b>	<p>How did Europe go to war in the Summer of 1914?</p> <p>Summary: This unit explores the reasons for the outbreak of the First World War, looking at both the long- and short-term cause.</p>	<p>Disciplinary Focus: Causation</p> <p>Substantive Concepts:</p> <ul style="list-style-type: none"> <li>- Empire</li> <li>- Alliance</li> <li>- Nationalism</li> <li>- Patriotism</li> <li>- Militarism</li> </ul>	<p>Summative assessment</p> <p>Knowledge check</p>	
<b>Topic 2</b>	<p>Should the First World War be remembered as a conflict of “mud, blood and trenches”?</p> <p>Summary: The First World War is often characterised as a conflict of “mud, blood and trenches” but was this really the case. This unit looks at the wider experience of soldiers during the First World War.</p>	<p>Disciplinary Focus: Interpretations</p> <p>Substantive Concepts:</p> <ul style="list-style-type: none"> <li>- Front line</li> <li>- Behind the line</li> <li>- Theatres of war</li> </ul>		
<b>Topic 3</b>	<p>Who fought in the First World War?</p> <p>Summary: This unit looks at the contribution of soldiers of empire to the First World War and the wider contribution of different countries to the war effort.</p>	<p>Substantive Concepts:</p> <ul style="list-style-type: none"> <li>- Empire</li> <li>- Colony</li> <li>- Race</li> <li>- Racism</li> </ul>	<p>Summative assessment</p> <p>Knowledge test</p>	<p>Encounter the work of professional historians, such as David Olusoga.</p>
<b>Topic 4</b>	<p>What were the “roaring” twenties really like?</p> <p>Summary: During the 1920s the USA witnessed significant economic and social change and is often seen as a “golden age” but was this the</p>	<p>Disciplinary Focus: Interpretations</p> <p>Substantive Concepts:</p> <ul style="list-style-type: none"> <li>- Prosperity</li> </ul>	<p>Midpoint assessment</p> <p>Knowledge test</p> <p>Summative assessment</p>	<p>Encounter the work of professional historians, such as Hugh Brogan.</p>

	case for all Americans. Students use the interpretations of three different historians to frame their study of the 1920s.	<ul style="list-style-type: none"> <li>- Consumerism</li> <li>- Golden age</li> <li>- “boom”</li> <li>- Corruption</li> <li>- Capitalism</li> <li>- Racism</li> </ul>		
<b>Topic 5</b>	<p>What was the Holocaust?</p> <p>Summary: Students study the Holocaust and the development of antisemitism in Nazi Germany. This unit attempts to breakdown many of the misconceptions that students hold about the Holocaust</p>	<p>Substantive Concepts:</p> <ul style="list-style-type: none"> <li>- Holocaust</li> <li>- Antisemitism</li> <li>- Genocide</li> </ul>	n/a	
<b>Topic 6</b>	<p>Why was Hitler appointed Chancellor of Germany in January 1933?</p> <p>Summary: In this unit students study the issues affecting Germany following the First World War. We consider how these events allowed the Nazi to rise to power and why Hitler was appointed Chancellor in January 1933.</p>	<p>Disciplinary Focus: Interpretations</p> <p>Substantive concepts:</p> <ul style="list-style-type: none"> <li>- Depression</li> <li>- Unemployment</li> <li>- Democracy</li> <li>- Dictatorship</li> <li>- Propaganda</li> <li>- Communism</li> <li>- Fascism</li> </ul>	<p>Knowledge test</p> <p>Summative assessment</p>	
<b>Topic 7</b>	<p>Just how rebellious were your grandparents?</p> <p>Summary: Britain’s Empire continued to expand across the 19<sup>th</sup> century. This unit charts the expansion of the Empire in Africa looking.</p>	<p>Disciplinary Focus: Sources</p> <p>Substantive concepts:</p> <ul style="list-style-type: none"> <li>- Colonisation</li> <li>- Colony</li> <li>- Empire</li> <li>- Race</li> <li>- Racism</li> </ul>	Knowledge test	