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| **Term**  | **INTENT** | **IMPLEMENTATION** | **IMPACT**  |
| **Substantive Knowledge**This is the specific, factual content for the topic, which should be connected into a careful sequence of learning. | **Disciplinary Knowledge (Skills)**This is the action taken within a particular topic in order to gain substantive knowledge. | **Assessment opportunities**What assessments will be used to measure student progress?Evidence of how well students have learned the intended content. |
| **Autumn Term****1A****Year 9** | Pupils gain knowledge and understanding of the first significant event in the twentieth century that would change our world for ever. This is part of the National Curriculum and it is essential they understand challenges between Britain and the wider world from 1900. | Content:WWI1. Why did WWI begin?
2. Why did WWI begin?
3. Assessment prep/Assessment
4. Propaganda
5. Trenches
6. Weapons
7. Battle of the Somme
8. Assessment feedback
9. Shot at Dawn
10. Conchies
11. Home Front
12. End of WWI/Treaty of Versailles

Skills:Cause and consequenceSources - inference | Teacher Q+A in lessonsFormal assessment – Cause and consequenceHomework 1 – revision for assessment Homework 2 – timeline taskHomework 3 – source inference taskHomework 4 – quizHomework 5 – comprehension taskHomework 6 - researchEnd of year knowledge test assessment |
| **Autumn Term****1B****Year 9** | The Second World War is one of the most written-about periods in history. TV schedules are filled documentaries looking at military tactics and events of the “people’s war”. This unit looks at the reasons why the Second World War began, as well as some of the main events during its course and how it ended. The Second World War shaped the political landscape of the 20th century and is an important background to any further study of Modern History.  | Content:WWII1. Why did WWII begin? Part 1
2. Why did WWII begin? Part 2
3. Evacuation
4. Home Guard
5. Assessment
6. Dunkirk
7. The Blitz
8. Battle of Britain
9. Pearl Harbor
10. Dresden
11. Atomic bombs/end of WWII
12. Documentary

Skills:Sources – inference and nature, origin and purpose | Teacher Q+A in lessonsFormal assessment – Sources – inference and nature, origin and purposeHomework 1 – interpretations task Homework 2 – revision taskHomework 3 – comprehension taskHomework 4 – quizHomework 5 – key terms test revisionHomework 6 - researchEnd of year knowledge test assessment |
| **Spring Term****2A****Year 9** | A compulsory element of the National Curriculum, the Holocaust is taught at this time to provide students with an insight as to the challenges for Britain, Europe and the wider world from 1901 to the present day. Students will learn what the Holocaust was, the events that occurred and how it is remembered. This topic is also to be in line with the Holocaust Memorial Day (January 27th). | Content:Holocaust1. Why the Jews? + Anti-Semitic propaganda
2. Nuremburg Laws
3. Ghettos
4. Assessment
5. Einsantzgruppen
6. Camps Part 1
7. Resistance
8. Liberation
9. Remembering the Holocaust
10. Genocides
11. Documentary
12. Assessment feedback

Skills:Interpretations - agree | Teacher Q+A in lessonsFormal assessment – interpretations – agree Homework 1 – source task Homework 2 – revision taskHomework 3 – fact file taskHomework 4 – comprehension Homework 5 – key terms test revisionEnd of year knowledge test assessment |
| **Spring Term****2B****Year 9** | challenges for Britain, Europe and the wider world 1901 to the present dayat least one study of a significant society or issue in world history and its interconnections with other world developments | Content:Terrorism1. What is terrorism – old vs. new
2. Types of terrorism
3. Organisation of terrorism
4. Why do people become terrorists?
5. Ireland: The Troubles
6. Ireland: The Troubles
7. Apartheid
8. Mandela
9. Knowledge Test
10. Al-Qaeda/9-11/7-7
11. War on terror/tackling terrorism
12. ISIS

Skills:Knowledge retention test | Teacher Q+A in lessonsFormal assessment – knowledge retention testHomework 1 – comprehention task Homework 2 – fact file taskHomework 3 – research taskHomework 4 – revision for assessment Homework 5 – quizEnd of year knowledge test assessment |
| **Summer Term****3A****Year 9** | This unit is in line with the National Curriculum, requiring the study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066, which can include the impact through time of the migration of people to, from and within the British Isles. | Content:Migration1. Early migrants
2. Jews
3. Black migration
4. Windrush
5. Asian migration
6. Rivers of Blood
7. Assessment
8. What is Britishness?
9. Best of British
10. Why is immigration controversial?
11. Documentary
12. Assessment feedback

Skills:Interpretation – agree and judgement | Teacher Q+A in lessonsFormal assessment – Interpretation – agree and judgementHomework 1 – comprehension task Homework 2 – research taskHomework 3 – revision for assessmentHomework 4 – fact file taskHomework 5 – revision for assessmentEnd of year knowledge test assessment |
| **Summer Term****3B****Year 9** | This unit comes from the National Curriculum and is to draw pupils into the history of the wider world by looking at a study of a significant society in world history (the USA) and its interconnections with other world developments | Content:The USA in the 20th Century1. Knowledge test
2. Economy since WWII
3. Military power + nuclear weapons
4. Intelligence agencies
5. Civil Rights: causes
6. Civil Rights: achievements
7. Women’s Movement
8. Youth Culture
9. Entertainment
10. Documentary

Skills:End of year knowledge retention test | Teacher Q+A in lessonsFormal assessment – end of year knowledge retention testHomework 1 – research taskHomework 2 – comprehension taskHomework 3 – fact fileHomework 4 – quizEnd of year knowledge test assessment |