



## Year 9 Curriculum Grid

# History

Year/Term	Unit	Intent	What skills are developed?
Autumn Term 2024	<b>Revolutionary Russia and the rise of Stalin, 1905-40</b>	<p>To develop a secure understanding of an aspect of world history outside of Britain. A study of the Russian Revolution will develop pupils' knowledge of a wide range of historical and political themes from the first revolution in 1905, the Bolshevik Revolutions of 1917, the emergence of Communism, to Stalin securing his power as a Communist dictator in 1940. This will also allow pupils to compare and contrast elements with other political systems and provide a high amount of cultural capital.</p> <ul style="list-style-type: none"> <li>• What was Tsarism?</li> <li>• What were the long-term causes of the Russian Revolutions?</li> <li>• What were the short-term causes of the Russian Revolutions?</li> <li>• Who was Grigori Rasputin?</li> <li>• How did the Bolsheviks rise to power?</li> <li>• What is communism?</li> <li>• How did Lenin become the new leader of Russia?</li> <li>• What was the impact of the Revolution?</li> <li>• Stalin vs. Trotsky</li> <li>• How did Stalin rise to power?</li> <li>• How did Stalin gain complete control of the USSR?</li> </ul> <p><b>Homework:</b> Homework booklet inc. wider extended reading</p> <p><b>Key Historical Concepts:</b> Historical Enquiry, Interpretation, Cause &amp; Consequence, Significance, Chronology, Similarities &amp; Differences, Cultural Diversity, Communicating about the Past</p>	<p><i>The ability to:</i></p> <ul style="list-style-type: none"> <li>• Identify</li> <li>• Describe</li> <li>• Explain</li> <li>• Analyse</li> <li>• Evaluate</li> <li>• Think critically</li> <li>• Understand provenance</li> <li>• Learn independently</li> <li>• Work in groups/teams</li> <li>• Communicate effectively</li> <li>• Research</li> </ul> <p><i>As well as developing historical second-order concepts including:</i></p> <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Using evidence</li> <li>• Causation</li> <li>• Interpretation</li> <li>• Change and continuity</li> <li>• Similarities and Differences</li> <li>• Significance</li> </ul>
Spring Term 2024-25	<p><b>World War I: The war to end all wars?</b></p> <p><b>The rise of Hitler &amp; persecution of the Jews, 1933-39</b></p>	<p>You will be studying a chronological topic that focuses upon World War I, including the outbreak of war (long- and short-term causes), recruitment in Britain, and life in the trenches and women during WWI &amp; their suffrage campaign. There is specific focus upon General Haig and his leadership, including the Battle of the Somme. You will consider the end of the war and how and why the Treaty of Versailles was forced upon Germany, and whether you agree with this course of action.</p> <p>You will be studying a chronological &amp; depth topic that focuses upon how Hitler came to power. You will develop an understanding of a political spectrum that focuses on the situation in the 1930s in Germany, but also how the world today fits into this model. You will learn about Hitler's early life, how the Munich Putsch failed, how Hitler spent time in prison and what this</p>	<p><i>The ability to:</i></p> <ul style="list-style-type: none"> <li>• Identify</li> <li>• Describe</li> <li>• Explain</li> <li>• Analyse</li> <li>• Evaluate</li> <li>• Think critically</li> <li>• Understand provenance</li> <li>• Learn independently</li> <li>• Work in groups/teams</li> <li>• Communicate effectively</li> <li>• Research</li> </ul> <p><i>As well as developing historical second-order concepts including:</i></p>

		<p>resulted in. You will learn about how Hitler managed to take power by democratic means, instead of violence and how he consolidated his power through the Reichstag Fire and Night of the Long Knives. You will also consider how the persecution of the Jews began in 1933 and how and why this developed, and was able to develop, over the next six years before war began in 1939.</p> <p><b>Homework:</b> Homework booklet inc. wider extended reading; History project</p> <p><b>Key Historical Concepts:</b> Historical Enquiry, Interpretation, Cause &amp; Consequence, Significance, Chronology, Similarities &amp; Differences, Cultural Diversity, Communicating about the Past</p>	<ul style="list-style-type: none"> <li>• Chronology</li> <li>• Using evidence</li> <li>• Causation</li> <li>• Interpretation</li> <li>• Change and continuity</li> <li>• Similarities and Differences</li> <li>• Significance</li> </ul>
Summer Term 2025	<b>World War II &amp; The Holocaust</b>	<p>You will be studying a chronological topic that focuses upon life during World War II. You will begin by studying the outbreak of the war and focus upon how WWII impacted the British people, as well as how it affected Jewish people across Europe through studying the compulsory topic of the Holocaust. You will study this in two parts by focusing upon how the persecution of Jews developed up until 1939 and how, after the outbreak of war, life for Jews, and other minority groups became unbearable. You will also learn how Germany lost the war, focusing upon the invasion of the USSR, and how America came to drop the atomic bomb on Japan.</p> <p><b>Homework:</b> Homework booklet inc. wider extended reading</p> <p><b>Key Historical Concepts:</b> Historical Enquiry, Interpretation, Cause &amp; Consequence, Significance, Chronology, Similarities &amp; Differences, Cultural Diversity, Communicating about the Past</p>	<p><i>The ability to:</i></p> <ul style="list-style-type: none"> <li>• Identify</li> <li>• Describe</li> <li>• Explain</li> <li>• Analyse</li> <li>• Evaluate</li> <li>• Think critically</li> <li>• Understand provenance</li> <li>• Learn independently</li> <li>• Work in groups/teams</li> <li>• Communicate effectively</li> <li>• Research</li> </ul> <p><i>As well as developing historical second-order concepts including:</i></p> <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Using evidence</li> <li>• Causation</li> <li>• Interpretation</li> <li>• Change and continuity</li> <li>• Similarities and Differences</li> <li>• Significance</li> </ul>