

Huntington School History curriculum

Overview of Year 9

Each unit is shaped and driven by an **enquiry question** – the whole unit is about helping students gather the knowledge and historical thinking they need to answer that question.

As outlined in our **feedback policy**, teachers will provide a range of whole-class and verbal feedback throughout the year as and when appropriate, on classwork, extended learning and at the end of enquiry units, even when no separate assessment is identified. This is flexible and adaptive to the needs of individual students and is in addition to feedback and directed improvement time on the major assessments.

There are some set homework tasks and in other areas there is more flexibility for teachers to set tasks that

You can **support your Year 9 historian** in their day-to-day learning by

- Asking them about what they are learning
- Helping them with homework tasks, especially quizzing them during revision homeworks.
- Use the **extend and develop** sections below to find opportunities for students to further their knowledge and understanding

Huntington School History

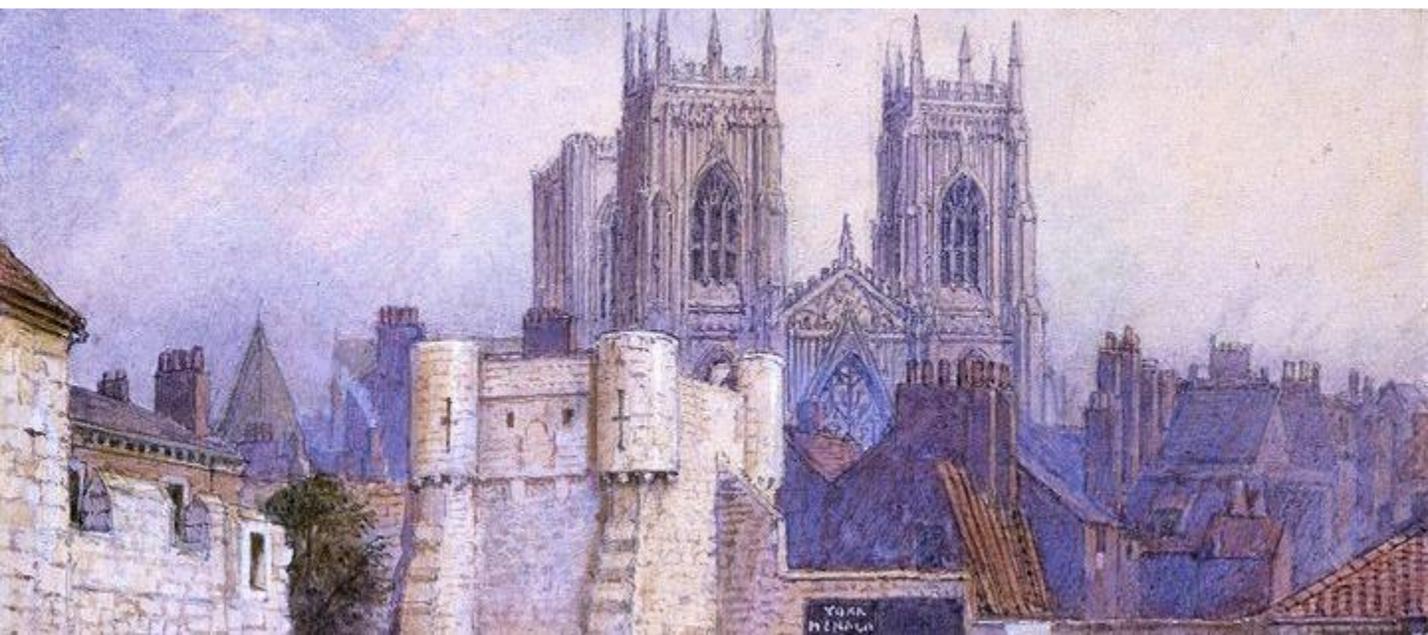
Our vision for our curriculum

The Huntington History curriculum helps to explain the world as it is by exploring the world as it was, in an intriguing and ambitious way. Understanding is developed around a spine of British History. Enquiries explore global, continental or local scales, emphasising the complexity of the past and the constructed, contested nature of History. To this end, pupils develop their disciplinary thinking, exploring the past from multiple perspectives and viewpoints. We strive to make our curriculum representative of the past's inhabitants, aiming to understand the broadest possible picture and the details that illuminate it. These threads are combined and sequenced to craft a rich, broad and structured understanding of the past for every pupil.

Perhaps most importantly, our curriculum aims to produce 'citizen historians' by helping change how our young people understand themselves, the world around them and their own place within it.

Undoubtedly, increasing pupils' historical knowledge, curiosity, critical thinking and communication skills are all key functions of our curriculum. Increased knowledge of the past helps inform the identity of our young people; this curriculum will both give them confidence to build strong arguments of their own and flexibility to incorporate new perspectives into their thinking. The Huntington History curriculum will help pupils question and influence the people and communities around them.

Our History curriculum exists, within the wider Huntington curriculum, to change the pupil and to give the pupil new power. We want it to help all our students clamber in to the discourse and practices of educated people, so that they gain the powers of the powerful.



Some **big themes** of the 20th Century: Ideology, conflict, protest and society.

There are four major themes that we will develop through the our study of the medieval world in year 9: **Ideology conflict, protest and society**. These themes are threaded throughout our learning of the Modern World and will allow our students to make connections across time, across continents and across different peoples' experiences. We will look at how two major world wide conflicts will shape Britain, its empire and beyond. How new ideologies take hold in Russia and the subsequent threat communism brings to the Western World. Meanwhile, people continue protesting for equality and freedom despite challenges for groups such as women and migrants. Year 9 is also where we reflect on the horrors of the Holocaust. Our themes will be the solid backdrop which we will revisit throughout the learning to help us make sense of it all.

Enquiry: Overview of the modern world

2 Lessons

Summary

This enquiry introduces the modern world to students whilst allowing them to pick up the key thematic threads of year 9: Ideology, conflict, protest & society.

How this fits in

Compares Y8 learning and sets up students for Y9.

Homework

None for this short unit.

Enquiry: Why did The First World War break out?

3 Lessons

Summary

This enquiry explores the key reasons why the First World War came about, whilst developing students understanding of **causation** theory in History.

How this fits in

Builds on Year 8 learning, including concept of causation and thinking about imperialism.

Homework

Task set by class teacher to develop and extend lesson work.

Enquiry: How did different people experience the First World War?

6 Lessons

Summary

This enquiry explores the **similarities and differences** of people's experiences of World War One, including a consideration of the **changes** in warfare throughout the war, the experience of Empire soldiers and the experience of people in Britain. As it is often taught in November, we also consider the positioning of this war in the national consciousness via Remembrance.

How this fits in

Draws on Year 8 knowledge of imperialism and provides context for GCSE units about People's Health and Nazi Germany, as well as Civil Rights at A-level.

Homework

Research the individual experience of a WW1 Soldier, **or** research into the Alpine Front

Revision tasks before assessment.

Extend and develop:

Watch age-appropriate films, such as *War Horse* or *Private Peaceful*. *1917* is superb, but rated 15. Read *Forgotten Voices of the Great War* by Max Arthur.

Assessment: The First World War

Format

Short answer knowledge test
Extended written answer focussing on a summary of similarities and differences of experiences.

Feedback and improvement

Feedback sheet and some verbal whole-class feedback, leading to DIRT tasks. Future teaching of historical summary then builds on this feedback.

Enquiry: How did Russia become the world's first communist state?		3 Lessons
Summary	How this fits in	Homework
This unit not only looks at the causes , events and consequences of the Russian Revolution, but also explores the critical concept of Communism and why 'the West' became so fearful of the spread of this ideology. It is a critical event that hugely shaped the thinking and events of the rest of the 20 th Century.	Context for <i>Animal Farm</i> in English. Builds towards Year 9 units about 1920s, 1930s, WW2 and Cold War, GCSE Nazi Germany and A-level Cold War.	Investigation into Communism in Britain.
Extend and develop:	Read <i>The Rasputin Dagger</i> by Theresa Breslin, a story set against the backdrop of the Russian Revolution.	

Enquiry: Why did Germany fall to fascism but Britain didn't?		4 Lessons
Summary	How this fits in	Homework
We will try to explain why Germany succumbed to fascism in 1933, while Britain resisted this political movement during the same period. It looks at causation as a set of necessary conditions, in this case the circumstances in which fascism did and didn't flourish in the different countries.	Drawing on Year 8 and 9 knowledge of democracy and power, this builds towards GCSE Nazi Germany by laying down foundational knowledge.	Research task about the Spanish Civil War Revision tasks before assessment.
Extend and develop:	There are many documentaries and films about the rise of Hitler, as well as the events in Britain– but think carefully as you watch them. They are often exaggerated or inaccurate! <i>Hitler: the Rise of Evil</i> (2003) remains one of the best.	

Enquiry: Can Britain claim to have 'won the Second World War?'		6 Lessons
Summary	How this fits in	Homework
A common assumption in modern Britain is that the country played a pivotal role in the victory against fascism. This unit explores the interpretation of the war as a global victory, as establishes the precise roles played not only by Britain and her Empire, but also the USA and USSR.	Builds on Year 8 empire work, as well as the earlier Year 9 units about World War 1 and the rise of fascism in the 1930s.	Investigation into the Indian volunteer army in World War 2, as part of the British Empire.
Extend and develop:	Many TV documentary, film and book options to compare to your in-class learning. Some favourites:	

Assessment: The Russian Revolution, rise of fascism and WW2	
Format	Feedback and improvement
Short answer knowledge test. Several paragraph-length responses to a range of different questions.	Feedback sheet and some verbal whole-class feedback, leading to DIRT tasks. Future teaching of historical explanation then builds on this feedback.

Reflective investigation: The Holocaust		4 Lessons
Summary	How this fits in	Homework
The RPE department do a fantastic and thorough job of the moral questions around this topic, so we focus on the major historical questions that students typically most want to address, namely: what happened, why, how did people try to resist it and what do we need to learn from it?	Connects to the GCSE Nazi Germany unit, as well as building on the Jewish history discussed in KS3 migration units.	Task set by class teacher to develop and extend lesson work.
Extend and develop:	The materials about the Holocaust vary from excellent to appalling. The best places to start are the Holocaust Education Trust and the US Holocaust Memorial Museum. <i>The Diary of a Young Girl</i> by Anne Frank remains a classic. <i>The Boy in the Striped Pyjamas</i> should be avoided. Do talk to your teacher about this one!	

Enquiry: The Cold War in Acomb: was York's Cold War observation bunker really necessary?		6 Lessons
Summary	How this fits in	Homework
In 1945 the USA, UK and USSR, collectively known as the Grand Alliance, were successful in together defeating Nazi Germany. Five years later they were enemies who were actively engaged in conflict in Korea. This unit will use site and source evidence to examine how this happened and the extent to which the people of Acomb were threatened by the closest point at which the world has ever come to nuclear war.	Considering site evidence in preparation for GCSE Fountains Abbey and A-level Cold War in Asia. Builds the Y9 1930s and WW2 units, plus the consequences of the Russian Revolution.	A series of small tasks relating York's Cold War bunker to the in-lesson learning. Revision tasks before assessment.
Extend and develop:	Visit the York Cold War Bunker! Additionally, there are many excellent films about the Cold War, perhaps the most interesting for this unit is <i>Thirteen Days</i> , covering the Cuban Missile Crisis.	

Revision and exam preparation		4 Lessons
Summary	How this fits in	Homework
This section consolidates all the knowledge, concepts and writing skills we have been working on ready for the end of year exam. It will explain the exam format and help students select the core ideas and information they need to successfully take on the challenge of the exam.	This mirrors the kind of preparation students will do for the GCSE and A-level exams, so we are teaching revision strategies and building habits.	Revising by creating and using flashcards, mind maps and quizzes.
Extend and develop:	Help your student by asking questions or using flashcards and mind maps they have made to quiz them. This is the best thing to build their knowledge and confidence!	

End of Year Exam		
Topics covered	Format	Feedback
The exam covers everything learned in Year 9, with a particular focus on the following topics:	A range of short-answer knowledge questions and paragraph-length responses, with one more extended answer at the end of the paper.	The exam generates a mark and a judgement on attainment reported home. There will also be verbal feedback and discussion of each question.

Enquiry: Women 1920-2020: would the Suffragettes have been satisfied?		5 Lessons
Summary	How this fits in	Homework
This unit explores how the political, social, cultural and economic position of women in Britain and the USA has changed over the last 100 years. We consider change and continuity in terms of progression, stagnation and regression, and look at the overall extent and pace of change.	This unit explores GCSE and A-level thinking around thematic developments over time.	Interview of a woman about the changes within that person's lifetime.
Extend and develop:	Research the history of women in the 20 th Century by digging into the stories of Marie Stopes, Margaret Thatcher, Betty Friedan or Phyllis Schlafly.	

Enquiry: Decolonisation and end of empire (First teaching Summer 2024)		4 Lessons
Summary	How this fits in	Homework
This will be new for 2024., In its new position in the course at the end of Year 9. It will strengthen their understanding of causation, consequence and change .	Builds on the Year 8 empire course, as well as the WW1, WW2, Cold War and migration studies of Year 9.	Task to be finalised

Enquiry: Post-War Britain: Migration from 1945-present		4 Lessons
Summary	How this fits in	Homework
This course has been moved from Year 8 and will be taught in Y9 for the first time in 2024. It will be fine-tuned and developed for its new position in the course at the end of Year 9. It will strengthen their understanding of diversity and change over time .	Builds on the Year 8 migration unit and stitches together the events of different Year 9 units together via a new lens.	Task to be finalised