

St Cuthbert Mayne School Curriculum Map 2023-2024



Department: History

Year 9

“History is who we are and why we are the way we are” - David McCullough

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It inspires pupils’ curiosity to know more about the past. Teachers will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The aim for the History Department is to provide a curriculum and experience that is truly comprehensive and enables **all** learners to thrive, develop and grow in the widest sense. Most of all we want our learners to discover the joy of learning and to gain the skills that will enable them to continue learning throughout their lives.

The department’s mission statement is:

“Through engaging and challenging lessons, all learners will develop a lifelong love of learning and an enthusiasm for the study of History”.

In Year 9 we study the following:

- How did the British view themselves at the beginning of the 19th century?
- The struggle for the Vote - how has democracy been achieved in Britain?
- World War One including causes, main events, Somme case study, conditions in the trenches, why did Germany lose the war, the social and political impact on Britain.
- The age of Dictators including case studies in Soviet Russia, Nazi Germany and Fascist Europe.
- World War Two including causes, main events and key debates - was it right to drop the atomic bomb?
- Local History: how did a global conflict impact on Devon? 1939 -1945
- The Holocaust: understanding of historic anti-Semitism, the 'steps' to genocide and challenging stereotypes. Use of the Holocaust Educational Trust resources to provide a more enriching and balanced investigation.
- The birth of British Civil Rights: have we always had 'equality' in Britain?
- How has change been achieved in British history? Evaluation of case studies including Fry and Butler, the creation of the Welfare State, BAME campaigners, LGBTQ+ protests and legal changes.

Autumn Term 1			Autumn Term 2		
Topic/Unit	How did the British view themselves in 1800?	How was democracy developed in Britain?		The Outbreak of WW1 - how did Europe 'slide into war'?	World War One: How did the first global conflict shape Britain and its empire?
Knowledge (Content covered)	<p>Recap on prior learning: How did the British perceive themselves at the beginning of the 19th century?</p> <ul style="list-style-type: none"> • Impact of the Industrial Revolution • The Abolition of Slavery. • The growth of Empire. <p>How would these factors 'shape a century'?</p>	<p>Investigation into the evolution of the gradual process of democracy in Britain.</p> <p>Investigation on the following turning points:</p> <ul style="list-style-type: none"> • 1832 Great Reform Act • Peterloo • 1914 - war and suffragettes • The role of women <p>Why was Britain able to evolve and avoid revolution?</p>		<p>Evaluation of long and short terms causes of war and the 'triggers'.</p> <p>Study to include:</p> <ul style="list-style-type: none"> • The MAIN causes. • Assassination in Sarajevo. • The Slide to War <p>Judgement: Who was responsible for the outbreak of war in 1914?</p>	<p>Investigation into the following topics:</p> <ul style="list-style-type: none"> • What were attitudes to war in 1914? • How did the government use propaganda to mobilise a nation? • The experience of the trenches - a new type of warfare. • Turning Points: The Somme. • Representative History: Why are some soldiers' contributions ignored by historians? • Social History - the changing role of women on the 'Home Front'.
Skills	Interpretation. Source Analysis. Judgment Research Change and	Interpretation. Source Analysis. Judgment Ideologies Research		Interpretation. Source Analysis. Judgment Ideologies	Interpretation. Source Analysis. Judgment Ideologies Research

	Continuity Narrative	Change and Continuity Narrative		Research Change and Continuity Narrative	Change and Continuity Narrative
Assessment	1 x Key Features 1 x Interpretation	1 x Key Features 1 x Interpretation		1 x Key Features 1 x Interpretation	1 x Key Features 1 x Interpretation
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Researcher Archaeology Law Politics	Researcher Archaeology Law Politics		Researcher Archaeology Law Politics	Researcher Archaeology Law Politics Military

Spring Term 1				Spring Term 2		
Topic/Unit	The End of WW1	The Rise of the Dictators Part One	The Rise of the Dictators Part Two		Life in Nazi Germany - how did Hitler control his people?	The Holocaust - why were six million people murdered by the Nazi regime?
Knowledge (Content covered)	Why did Germany lose the war? The Treaty of Versailles - what was decided by the victors?	What is the difference between a dictatorship and democracy? Why did Russia have a	Who was Hitler? An investigation into his early life and beliefs. Hitler's rise: 1919 - 1924. Hitler's rise:		How did Hitler create a totalitarian dictatorship? To cover Hitler's use of: <ul style="list-style-type: none"> • Terror • Propaganda 	Steps to Genocide - how did Hitler create a situation where 6 million people could be murdered?

	The Treaty of Versailles - what problems would this 'peace treaty' cause for Europe?	revolution in 1917? How did the Communist create a new regime? Stalin - Man or Monster?	1924 - 1933. How did Hitler become 'fuhrer' of Germany?		<ul style="list-style-type: none"> Youth Religion The Economy. 	The 'Final Solution' - how did the Nazis enact a genocide? Revolt and Reaction - did anyone try to stop the Holocaust?
Skills					Interpretation. Source Analysis. Judgment Ideologies Research Change and Continuity Narrative	Interpretation. Source Analysis. Judgment Ideologies Research Change and Continuity Narrative
Assessment					1 x Inference 1 x Interpretation	No assessment due to the nature of the topic
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4					Researcher Archaeology Law Politics	Researcher Archaeology Law Politics

Summer Term 1				Summer Term 2		
Topic/Unit	Why did war break out again in 1939?	How close were the Nazis to victory in 1941?	WW2 and the Home Front - what was life like for the public during the war?	Turning Points: Why were the Allies able to defeat Germany and Japan by 1945?	Civil Rights after 1945 - what were race relations like after WW2?	How has change been achieved in the United Kingdoms?
Knowledge (Content covered)	<p>WW1 was meant to be the 'war to end all wars'. Why did war break out again in 1939?</p> <p>Investigation into:</p> <ul style="list-style-type: none"> • Nazi Germany • Appeasement • The League of Nations • Self Isolationism <p>and their impact on the outbreak of war.</p>	<p>'Britain stands alone against the Nazi menace' was the idea created by the British government in 1940. However, how true was this assessment?</p> <p>Investigation into the following key events:</p> <p>The Phoney War Dunkirk The Battle of Britain The Blitz Operation Barbarossa</p>	<p>WW2 is often viewed as the world's first 'total war', involving millions of civilians. How were they impacted? How did life change?</p> <p>Investigation into how WW2 shaped lives in Torbay and Devon.</p>	<p>Was WW2 an Allied victory or a German defeat?</p> <p>Investigation into :</p> <p>Operation Barbarossa Pearl Harbour El Alamein Stalingrad D Day The dropping of the Atomic bombs</p>	<p>An investigation into the on going issues with race and discrimination after the events of WW2.</p> <p>Case studies to evaluate:</p> <ul style="list-style-type: none"> - Colour Bar - Murder of Kelso Chochrane - Black Power Movement - Bristol Bus Boycott 	<p>An exploration of several different case studies, each focusing on a different group and the methods they chose in order to bring around change.</p> <p>Elizabeth Fry and Josephine Butler War: cause and consequences of two civil wars (American and English) Peaceful Protest: Salt March 1930, American Civil Rights Use of media Legal approach - creation of the Welfare State The struggle for equal rights in Britain after 1960: women (Dagenham Women and equal pay), BAME groups (Doreen Lawrence and racism), LGBTQ+ (Section 28 and Stonewall), People with disabilities (improve opportunities with Bill Hargreaves); factors and trends which helped change (Civil rights movement in USA, UN declaration of human</p>

						rights. Welfare, affluence and technology, youth culture and protest, experience of diversity, and social media)
Skills	Interpretation. Source Analysis. Judgment Ideologies Research Change and Continuity Narrative	Interpretation. Source Analysis. Judgment Ideologies Research Change and Continuity Narrative	Interpretation. Source Analysis. Judgment Research Change and Continuity Narrative Explanation	Interpretation. Source Analysis. Judgment Research Change and Continuity Narrative Explanation	Interpretation. Source Analysis. Judgment Research Change and Continuity Narrative Explanation	Interpretation. Source Analysis. Judgment Research Change and Continuity Narrative Explanation
Assessment	1 x Inference 1 x Interpretation	1 x Inference 1 x Interpretation	1 x Inference 1 x Interpretation	1 x Inference 1 x Interpretation	1 x Inference 1 x Interpretation	1 x Inference 1 x Interpretation
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Researcher Archaeology Law Politics	Researcher Archaeology Law Politics Military	Researcher Archaeology Law Politics Military Social Work	Researcher Archaeology Law Politics Military	Researcher Archaeology Law Politics	Researcher Archaeology Law Politics

