

HISTORY Year 9

We aim to spark and nurture students' interest in, and enthusiasm for, History, and equip them with the academic skills and knowledge they need to write, think and debate like a historian. We want students to challenge perceptions about the world around them. We want to give the students the opportunity to be able to formulate and substantiate their own views and interpretations in a critical and analytical way. We endeavour to develop students who:

- question the world around them and not just accept what they see and read at face value.
- develop an appreciation of our similarities and common experiences as well as our differences and who are tolerant of other cultures.
- engage with events in the past, and draw contemporary parallels which allow them to challenge prejudice and discrimination.
- develop a wide set of skills that are highly valued by employers.

Curriculum overview:

Some History groups in the current Year 9 have 2 different teachers. They will study different units with their 2 respective teachers. As a result, they will be studying these 5 units simultaneously, and will have covered all 5 in depth by the end of the year

<p>What did Christians learn from the Crusades?</p> <p>We study the Crusades for many reasons, perhaps the most important being that they illustrate how nations and empires use religious ideologies and excuses to justify their need to grow, even at the expense of their neighbours.</p>	<p>Civil Rights in the USA.</p> <p>The civil rights movement is one of the defining events in American history, during which Americans fought to make real the ideals of justice and equality which should be embedded in society. When students learn about the movement, they learn what it means to be active citizens. They learn how to recognize injustice. They learn about the transformative role played by thousands of ordinary individuals, as well as the importance of organization for collective change. They see that people can come together to stand against oppression.</p>	<p>Begin studying GCSE History - Weimar and Nazi Germany</p> <p>Among other content students learned about how the Nazis used laws and propaganda to compel and persuade the German public to accept, if not support, their idea of a “national community” shaped according to their racial ideals. Students will continue this unit’s historical case study by looking at how the Nazis trained young people, through schools and youth groups, in an effort to build a foundation for the future of that “national community.” Students will learn about the experiences of people who grew up in Nazi Germany through a variety of firsthand accounts that show the appeal the Nazi program held for many youth and the limits of that appeal for others.</p>
<p>Important vocabulary:</p>	<p>Important vocabulary:</p>	<p>Important vocabulary:</p>

Pope Urban, Crusade, Pilgrimage, Antioch, Holy Lance, Jerusalem, Christian,	Muslim, Infidel, Quest, Siege, Trebuchet, Concentric Castle.	Black Power Movement, Civil Rights Movement, CORE, Jim Crow, Defiance, Discrimination, Freedom Riders, KKK, Lynching, NAACP, Oppression, Segregation, Tactics, Appeal, Boycott, Harass, Integrate, Segregate, Sit-In, Violate, Unconstitutional.	Abdication, Article 48, Weimar Constitution, Reichstag, Freikorps, Rentenmark, Hyperinflation, , Treaty of Versailles, Locarno Pact, Kellogg Briand Pact, Coalition, Führerprinzip, Anti- Semitism, Mein Kampf, Propaganda, Hindenburg , Enabling Act, Gleichschaltung, German Labour Front (DAF), Gestapo, Concordat, Eidelweiss, Lebensborn
Which was the dominant ideology, c1945-c1989, Communism or Capitalism? The Cold War was the most unconventional conflict of the 20th Century - Students will embed their History skills looking at events between the Superpowers c.1945 - c.1991 and specifically the ideological incompatibility that existed between The USSR and the USA.			
Important vocabulary:			
Arms Race, Brinkmanship, Capitalism, Checkpoint Charlie, Cold War, Communism, Detente, Glasnost , ICBM,	Iron Curtain , Mutually Assured Destruction , Perestroika , SALT, Space Race, Sputnik, Star Wars , Superpower, U.S.S.R.		

Key staff contacts:

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What are our curriculum aims for your child in year 9?

- understand historical concepts such as continuity and change
- cause and consequence
- similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends,
- frame historically-valid questions and create your own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims,
- discern how and why contrasting arguments and interpretations of the past have been constructed
- understand the connections between local, regional, national and international history

How can I help my child be successful in History?

Ask your child questions about what they have been learning in History

Ask your child to explain why they are learning about different topics

Look at different examples of protest, for example American Civil Rights

Watch a film together about the topic being studied

Practise tricky spellings together.

How will you assess my child's progress?

Assessment of learning takes many forms. We assess how your child is learning through their written and oral responses.

At KS3, this will be once per unit and will usually be towards the end of the unit (see Programme of study for details). A unit is forecast to span over a half term where students have 3 lessons a fortnight at KS3.

Detailed teacher feedback will link to subject specific skills or knowledge.

Please feel free to contact us to discuss our assessment policy in depth.