

History: Year Nine Curriculum Map



YEAR 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><u>Enquiry: Why did the First World War lead to the emergence of totalitarianism during the interwar years?</u></p> <p>Composite = understand how war led to the rise of a series of dictators in Europe.</p> <p><u>Mini Enquiry: Did the people of Russia replace Tsars for Red Tsars in the period 1917-1956?</u></p> <p><u>Composite = understand how similar the styles of leadership were in Russia between 1917-1956</u></p> <p>Component 1: Introduction to the term's democracy and dictatorship. Component 2: Why was Russia so hard to rule? – Consideration of issues such as geography and population which made the Russian empire increasingly difficult to rule. Component 3: 1905 revolution: Consideration of the causes and events of the revolution. Component 4: 1917 revolution: to consider the long-term reasons for the 1917 revolution and judge which reason is most important. Component 5: 1917 revolution: Short term reasons. To introduce short term causes of the revolution and judge whether poor leadership from Tsar Nicholas II was the main reason for revolution in Russia in 1917.</p>	<p><u>Mini Enquiry: Did the people of Russia replace Tsars for Red Tsars in the period 1917-1956?</u></p> <p>Composite = understand how similar the styles of leadership were in Russia between 1917-1956</p> <p>Component 6: Rasputin – to describe the impact of Rasputin on the reputation of the Tsar. Component 7: To explain how the Bolsheviks overthrew the Provisional Government in 1917. Component 8: To write an essay explaining why the Bolsheviks took power. Component 9: Lenin in power: Introduction to the impact of Lenin's rule on Russia. Component 10: To consider how the Russian Revolution impacted the Russian people. Component 11: to examine interpretations of Lenin and judge whether he is a 'Red Tsar'. Component 12: evaluate whether Trotsky or Stalin was best suited to leading Russia after Lenin's death. Component 13: to examine how Stalin emerged as leader of Russia during the power struggle. Component 14: To evaluate if Stalin should be blamed for the death of Kirov. Component 15: to explain how Stalin ruled the USSR including his use of the Secret Police. Component 16: to evaluate whether Stalin should be called a 'Red Tsar'.</p>	<p><u>Enquiry: What was the most significant turning point during the Second World War?</u></p> <p>Composite = identify the key turning points of the Second World War and evaluate which turning point is the most important.</p> <p>Component 1: Causes of the Second World War – considering long and short-term causes. Component 2: Appeasement: explain the policy of appeasement, including evidence to decide if this was a good or bad policy for Britain. Component 3: the key stages of the Second World War. Component 4: written and pictorial evidence to evaluate whether Dunkirk was a national triumph. Component 5: how the Battle of Britain unfolded and its impact on the war. Component 6: How Liverpool was impacted by the Blitz. Component 7: To examine the German invasion of the Soviet Union and to judge whether it was a success. Component 8: Consideration of the events at Pearl Harbour and how this event was a turning point in the Second World War. Component 9: the events of D-Day and how this led to Allied victory</p>	<p><u>Enquiry: What was the most significant turning point during the Second World War?</u> <u>Continued</u></p> <p>Composite: learn about the key events in the latter part of the Second World War and how the war impacted Britain.</p> <p>Component 1: The events at Hiroshima and the consideration of primary sources and their value. Component 2: Consideration of Labour reforms after the Second World War including the creation of the NHS. Judging their overall success.</p> <p><u>Enquiry: 'Was one man's hatred of the Jews responsible for 6 million deaths?'</u></p> <p>Composite: to learn about the Holocaust. Component 1: To examine the early life of Adolf Hitler Component 2: Consider the long-term reasons for the emergence of Hitler as leader with a focus on Versailles. Component 3: Short term reasons for the emergence of Hitler as Fuhrer of Germany. Component 4: Who voted for Hitler and why? Component 5: Heroes and villains: consider the different roles taken by individuals during the Holocaust. Component 6: To examine how Jews have been treated throughout history.</p>	<p><u>Enquiry: 'Was one man's hatred of the Jews responsible for 6 million deaths?'</u></p> <p>Composite: To identify and explain how people resisted the Nazis and how the Holocaust has been remembered around the world.</p> <p>Component 1: Changes to the lives of Jewish people through the introduction of the Nuremberg Laws. Component 2: the events of Kristallnacht and how this event was turning point in the treatment of the Jews. Component 3: to use written and pictorial evidence to examine the conditions in the ghettos. Component 4: the treatment of Jews at Auschwitz camp. Component 5: to examine resistance to the Nazis. Component 6: Consideration of primary evidence to evaluate who is most responsible for the Holocaust. Component 7: Evaluation of historical interpretations of the Holocaust.</p> <p><u>Enquiry: Did the Civil Rights Movement gain any equality for Black Americans 1863-2007?</u></p> <p>Composite: To study the treatment of Black Americans and how this links to other world events.</p> <p>Component 1: to consider the significance of the Jim Crow Laws on the lives of Black Americans. Component 2: To use sources to describe what it was like for Black American soldiers during the Second World War. Component 3: to examine why segregation was challenged after 1945. Component 4: consider the effects of segregation on school children in America. Component 5: to understand why the Brown vs Board of Education case was</p>	<p><u>Enquiry: Did the Civil Rights Movements gain any equality for Black American 1863-2007?</u></p> <p>Composite: To identify the impact of individuals and events on the Civil Rights Movement</p> <p>Component 1: to use photographic and written evidence to explain the events at Little Rock High School in 1957. Component 2: to describe the attack on Emmett Till and the significance of this event to the Civil Rights Movement. Component 3: To assess the importance of Rosa Parks to the Civil Rights Movement. Component 4: To use evidence to decide if Martin Luther King Jr was a 'great man'. Component 5: to describe the events during the Greensboro sit ins and explain whether they were a success or failure. Component 6: To use sources to judge which individuals had the greater impact on the Civil Rights Movement. Component 7: To consider if the position of Black Americans changed between 1945-2000. Component 8: To examine the story of Barack Obama as he became the first Black president of the United States.</p>

