

Year 9 Curriculum Overview 2025-2026

Subject History

| Enquiry Questions | Knowledge & Understanding | | | Literacy Skills Opportunities for developing literacy skills | Employability Skills [if any] | Assessment Opportunities |
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| | Composites | Components [KEY concepts & subject specific vocab] | Formal Retrieval [if any] | | | |
| Autumn Term | | | | | | |
| HT1 | | | | | | |
| Is Dr Fern Riddel right to describe the Suffragettes as terrorists? | To understand who made up the protest for women's rights and whether the Suffragettes were too extreme in their tactics. | <p>Concepts: Power and Rights Changing societies</p> <p>Disciplinary Knowledge: Cause Consequences Significance; Evidence; Change and continuity</p> <ul style="list-style-type: none"> • Suffragists • Suffragettes • Diversity within the organisations • Tactics • Role of women in WW1 | Substantive and Disciplinary knowledge recall at the start of each lesson | <ul style="list-style-type: none"> • Explicit vocabulary, • Guided reading; • Oracy/ debate; • Extended writing | <ul style="list-style-type: none"> • Analysis; • Evaluation of different views; • Understanding differences • Critical thinking • Team work | <p>MCQ's</p> <p>Formative Assessment extended writing</p> |
| HT2 | | | | | | |
| Were enslaved people truly free after the Emancipation Act? | To understand what the Civil Rights Movement was and how people campaigned for equality in the USA | <p>Concepts: Power and Rights Changing societies The Wider World</p> <p>Disciplinary Knowledge: Change and Continuity Similarity and Difference</p> | Substantive and Disciplinary knowledge recall at the start of each lesson | <ul style="list-style-type: none"> • Explicit vocabulary, • Guided reading; | <ul style="list-style-type: none"> • Analysis; • Evaluation of different views; • Understanding differences • Critical thinking • Team work | <p>MCQ's</p> <p>Summative Assessment of substantive and disciplinary</p> |

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| <p>Why did people vote for a Dictator</p> | <p>and Britain during the 20th Century</p> <p>To be able to explain the causes and consequences of WW2.</p> | <p>Cause Consequence Evidence Significance</p> <ul style="list-style-type: none"> • The Emancipation Act and the Jim Crow Laws • Who opposed Black equality after the Emancipation Act? • Events that were significant in the campaign for Civil Rights in the USA • Judgement – was equality won? <ul style="list-style-type: none"> • Impact of WW1 • Treaty of Versailles • Appeal of Hitler • Why did people vote for the Nazis • Women in Nazi Germany • Children in Nazi Germany • How did the Nazis establish control? • Propaganda and censorship | | <ul style="list-style-type: none"> • Oracy/ debate; • Extended writing | | <p>knowledge learnt in Term 1</p> |
| <p>Catholicity across the History Curriculum:</p> | <ul style="list-style-type: none"> • Whilst learning about the Suffragettes, student will explore the struggles and sacrifices made by the suffragettes to secure voting rights, aligning with CST principles of social justice and the call for equality, encouraging students to reflect on the ongoing fight for gender equality in contemporary society. • The Civil Rights movement involves discussing the struggles against racial injustice and discrimination, highlighting the role of faith leaders in advocating for equality, and encouraging students to understand the importance of standing up for the rights of marginalised communities in line with CST’s commitment to the common good. | | | | | |

Year 9 Curriculum Overview [2024-2025]

Subject History

| | Knowledge & Understanding | | | Literacy Skills Opportunities for developing literacy skills | Employability Skills [if any] | Assessment Opportunities |
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| | Composites | Components [KEY concepts & subject specific vocab] | Formal Retrieval [if any] | | | |
| HT3 | | | | | | |
| How did the Holocaust happen? | To understand the events that led up to the Holocaust and how the Nazis imposed the Final Solution. | <p>Concepts: Changes in societies Ideologies Science and Technology Economics</p> <p>Disciplinary Knowledge: Significance Change and Continuity Evidence Cause Consequence</p> <p>How have Jews been treated over time? Anti-Semitism in Europe Persecuted Groups Ghettos Death Camps Responsibility How should we remember the Holocaust?</p> | Substantive and Disciplinary knowledge recall at the start of each lesson | <ul style="list-style-type: none"> • Explicit vocabulary, • Guided reading; • Oracy/ debate; • Extended writing | <ul style="list-style-type: none"> • Analysis; • Evaluation of different views; • Understanding differences • Critical thinking • Team work | <p>MCQ's</p> <p>Formative Assessment: Using evidence</p> |

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| HT4 | To understand what caused WW2 and what happened to ensure that the Allies eventually won. | <p>Concepts: Changes in societies Ideologies Science and Technology Economics</p> <p>Disciplinary Knowledge: Significance Change and Continuity Evidence Cause Consequence</p> <ul style="list-style-type: none"> • What were the causes of WW2? • Dunkirk • Battles • Battles • The Blitz • Bletchley Park and Alan Turing • Home front • End of war in Europe | Substantive and Disciplinary knowledge recall at the start of each lesson | <ul style="list-style-type: none"> • Explicit vocabulary, • Guided reading; • Oracy/ debate; • Extended writing | <ul style="list-style-type: none"> • Analysis; • Evaluation of different views; • Understanding differences • Critical thinking • Team work | Formative Assessment of using Evidence |
| Catholicity across the History Curriculum: | | | | | | |

**Year 9 Curriculum Overview [2021-2022]
Subject History**

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| | Knowledge & Understanding | Literacy Skills | | |
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| Summer Term | Composites | Components [KEY concepts & subject specific vocab] | Formal Retrieval [if any] | Opportunities for developing literacy skills | Employability Skills [if any] | Assessment Opportunities |
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| HT5 | | | | | | |
| How can a war be cold? | To understand what made the Cold War a 'war' when there was little actual fighting and to be able to explain the causes, events and consequences of it. | <p>Concepts: Power and Rights Invasion and Conflicts Economy and Industry The Wider World</p> <p>Disciplinary Knowledge: Evidence Cause Consequence Significance</p> <ul style="list-style-type: none"> • The Atomic Bomb • Start of the Cold War • Other key events of the Cold War including the Berlin Wall, Cuban Missile Crisis and Afghanistan • The fall of the USSR • End of the USSR | Substantive and Disciplinary knowledge recall at the start of each lesson | | | MCQ's Summative Assessment of substantive and disciplinary knowledge learnt over the year. |
| HT6 | | | | | | |
| Into the Modern World | To understand the changes and continuities that happened both socially and politically in Britain in the second part of the 20 th Century. | <p>Concepts: Power and Rights Invasion and Conflicts Economy and Industry The Wider World</p> <p>Disciplinary Knowledge: Evidence Cause Consequence</p> | | | | |

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| | | <p>Significance</p> <ul style="list-style-type: none">• The fifties• The Sixties• The seventies• The Eighties• The Nineties | | | | |
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