

Year 9 Curriculum Overview 2026-27]

Subject History

<u>Enquiry Questions</u> Autumn Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
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.	Concepts: Suffrage Democracy Equality Protest Campaign Terrorism Disciplinary Knowledge: Cause Consequences Significance; Evidence; Similarity and difference - Suffragists - Suffragettes - Diversity within the organisations - Tactics - Role of women in WW1	Across all units: - Knowledge retrieval is embedded through structured knowledge recall tasks at the start of lessons, focusing on key dates, individuals, vocabulary and prior substantive knowledge to strengthen long-term memory. - Source work is used consistently across all units (Suffragettes, Civil Rights, Nazi Germany, Holocaust, WW2 and Cold War) to both develop disciplinary skills and retrieve prior knowledge, as students are required to apply	Across all units: Speak confidently: - Students regularly engage in structured discussion, paired talk and whole-class debate, including 'When I say, you say' retrieval activities to reinforce key vocabulary and historical knowledge. - Students are expected to verbally justify ideas using accurate historical terminology across all units.	Across all units: Critical Thinking – Students evaluate complex historical evidence and interpretations, forming substantiated judgements about events such as dictatorship, protest movements, global conflict and ideological change. Communication – Students develop clear and confident oral and written communication through debate, discussion and extended historical writing using subject-specific terminology. Problem Solving – Students analyse historical enquiries by interpreting sources, identifying causes and consequences, and constructing logical explanations of change over time. Research and Analytical Skills – Students interrogate primary and secondary sources, including	MCQ Formative Assessment: How convincing is Fern Riddel's interpretation that, 'Suffragettes are terrorists?'.
HT2						
Were enslaved	To understand what the Civil	Concepts: Civil Rights				

people truly free after the Emancipation Act?	Rights Movement was and how people campaigned for equality in the USA and Britain during the 20th Century	Equality Segregation Resistance Protest Boycott Disciplinary Knowledge: Change and Continuity Cause Consequence Evidence Significance - 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 - MLK and Malcolm X - Windrush - Impact of WW1 - Treaty of Versailles - Appeal of Hitler	what they already know to interpret provenance, inference and utility of sources. - Interleaved curriculum design ensures key concepts reappear across multiple topics (e.g. democracy, power and rights in Suffragettes, Nazi Germany and the Cold War), strengthening retrieval through repetition in different historical contexts. - Formal recall of key concepts and vocabulary (Tier 2 and Tier 3) is regularly revisited and built upon across units, supporting cumulative understanding of core historical ideas such as protest, dictatorship, ideology and change. - Retrieval is supported through low-stakes quizzes, MCQs, and retrieval grids, alongside regular recall of prior	Think Critically: - Students evaluate interpretations, weigh up historical arguments and challenge evidence, particularly when comparing historians' views (e.g. Holocaust responsibility, Nazi support, Cold War tensions, effectiveness of protest movements). Articulate through writing: - Extended writing is a consistent feature across all units, where students construct structured historical arguments using disciplinary knowledge (cause, consequence, significance and	historical scholarship, to assess reliability, bias, provenance and significance. Collaboration – Students work effectively in paired and group discussions, sharing and challenging ideas respectfully when exploring contested historical interpretations. Resilience and Independence – Students develop persistence when engaging with complex historical concepts, challenging texts and extended analytical writing tasks. Organisation and Self-Management – Students consistently retrieve prior knowledge, manage revision of key concepts, and apply structured approaches to extended historical enquiries. Decision Making – Students make informed historical judgements by selecting relevant evidence and justifying conclusions in response to enquiry questions. Cultural Awareness and Empathy – Through studying topics such as the Holocaust, Civil Rights, Suffragettes and global conflicts, students develop understanding of diverse experiences and perspectives across time and place.	MCQ Summative Assessment of substantive and disciplinary knowledge learnt in Term 1
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		- Why did people vote for the Nazis - Women in Nazi Germany - Children in Nazi Germany - How did the Nazis establish control? - Propaganda and censorship	learning before new content is introduced. Students revisit prior learning through extended questioning and explanation tasks, ensuring knowledge is not only recalled but applied in increasingly complex historical arguments.	interpretation) and precise evidence. Read with purpose: Students engage with historical scholarship, primary sources and interpretations, reading with a clear focus on extracting meaning, evaluating reliability and understanding argument.	Ethical Reasoning – Students reflect on moral and societal issues such as justice, equality, oppression, war and human rights, linking historical study to contemporary ethical understanding.
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Catholicity across the History Curriculum:	- 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.
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Year 9 Curriculum Overview [2024-2025]						
Subject History						
	Knowledge & Understanding			Literacy Skills	Employability Skills	Assessment Opportunities
	Composites	Components	Formal Retrieval	Opportunities for developing literacy skills	[if any]	
		[KEY concepts & subject specific vocab]	[if any]			

HT3						
Why did people vote for a Dictator?	To understand how political, economic and social change led many Germans to support the Nazi Party, enabling Hitler to become a dictator.	Concepts: Dictatorship Democracy Treaty Great Depression Propaganda Censorship Disciplinary Knowledge: Evidence Cause Similarity and Difference • Treaty of Versailles • Increase in popularity of the Nazis • Women in Nazi Germany • Children in Nazi Germany • How Hitler gained control.				MCQ's Formative Assessment: Using evidence
HT4						
How did the Holocaust happen?	To understand the events that led up to the Holocaust and how the Nazis	Concepts: Holocaust Genocide Persecution Discrimination Aryan				Summative Assessment of substantive and disciplinary knowledge learnt in Term 2

	imposed the Final Solution.	Disciplinary Knowledge: Significance Evidence Cause Consequence Similarity and difference - Who was persecuted? - How Jews were persecuted over time - Ghettos and extermination camps - Liberation				
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Catholicity across the History Curriculum:	- Students engage with the global nature of the Church's history, recognising how the Holocaust was a continent-wide event that affected diverse Catholic communities across Europe, including those who resisted persecution and those who were complicit. - We develop an understanding of shared human dignity and moral responsibility through Catholic Social Teaching, encouraging students to reflect on themes such as justice, solidarity, and the protection of the vulnerable when studying Nazi ideology and the persecution of different groups.
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Year 9 Curriculum Overview [2021-2022] Subject History
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Summer Term	Knowledge & Understanding			Literacy Skills	Employability Skills	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]	Opportunities for developing literacy skills	[if any]	

HT5						
Why did World War 2 break out?	To understand what caused WW2 and what happened to ensure that the Allies eventually won.	Concepts: Appeasement Rearmament Treaty Allied Powers Axis Powers Atomic Bomb Disciplinary Knowledge: Significance Interpretations Evidence Causes • What were the causes of WW2? • Dunkirk • Battles • The Blitz • The Atomic Bomb				Formative Assessment- 'Appeasement was the main cause for WW2. How far do you agree?
HT6						
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	Concepts: Cold War Communism Capitalism Superpower Containment Blockade Iron Curtain Conflict				End of Year Assessment: Assessment of substantive and disciplinary knowledge learnt in Year 9.

	explain the causes, events and consequences of it..	Disciplinary Knowledge: Interpretation Evidence Causes Significance • The Atomic Bomb • Start of the Cold War • Other key events of the Cold War including the Berlin Wall, Cuban Missile Crisis and Afghanistan				
Catholicity across the History Curriculum:	• Themes such as war, moral decision-making, the use of the atomic bomb and the consequences of global conflict develop students' understanding of Catholic Social Teaching, particularly the principles of peace, human dignity and just decision-making in times of conflict. • Through the study of peace, justice and reconciliation in Cold War proxy conflicts such as Korea, Vietnam and Afghanistan, students develop an understanding of Catholic Social Teaching, including the moral implications of nuclear deterrence, ideological conflict and the long-term impact of war on individuals and societies					