



PLUME ACADEMY - LEARNING OVERVIEW

Year	Year 9
Subject	History

Prior Learning

The Year 9 History curriculum builds on prior learning from Years 7 and 8. History is a *cumulative* subject discipline, and as such knowledge learnt in one year is layered upon previous years, *for example knowledge learnt in Year 7 about Norman Conquests across Europe and the Middle East, developed in Year 8 about British colonialism, supports concepts of conflict, conquest and Imperialism in the twentieth-century.* Prior learning in previous years forms an integral part of each of the cumulative Linear Examinations in KS3.

Curriculum Intent – What are the curriculum aims?



4 Key Principles of the History Curriculum

Four key principles guide the curriculum choices we make, in terms of both substantive knowledge and how students learn best in a history classroom. We want students to both *learn* History and *do* History.

Apprentice Historians learn best when:



Wrestling with an Historical Enquiry Question.

In every History lesson at Plume, students will be asked to think about a key historical enquiry question. This might be for one particular lesson as part of a 'bigger' wider question, or it might be an enquiry question that lasts for several lessons. Every task students do in the lesson, or series of lessons, will relate to that historical question.

Engaging with Subject Knowledge.

Students must engage with a wide range of different types of historical knowledge: *Clear, coherent narratives* concerning people, institutions, places or events, recalled/narrated with ease so that the narrative is at the students' fingertips (ready to be called up at will, used in argument/analysis or re-told differently); *Small-scale human stories* that make larger-scale historical stories, events or changes meaningful and memorable; *Macro-stories* conveyed through generalisations and categorisations; *Chronological frameworks*; *General 'sense of period'* that helps students avoid anachronism and a *specific 'sense of period'* that facilitates the assimilation of smaller narratives or case studies; *Knowledge acquired of historical periods, events or individuals that provides context for the study of a different period, event or individual.* Appropriate *period resonances* attached to substantive concepts such as 'Parliament', 'Church', 'Federalism', 'loyalty' or 'taxation' (lots of stories and examples that build and develop a concept across the curriculum).



Exploring the particular.

In answering historical enquiry questions students must use *specific accurate relevant knowledge* - dates, statistics, proper names and technical vocab. This is acquired through a *focus in lessons on the particular* - what is specific to that moment then, the *small-scale human story*, the *specific sense of period*, or the *period resonance of a substantive concept.* E.g. *The story of Leslie Kleinman a Holocaust survivor develops an understanding of the substantive concept of Genocide with period resonance and a specific sense of the era of WWII.*

Teaching has a clear purpose.

Each historical enquiry question in the curriculum focuses on a specific area of historical thinking. As well as learning substantive knowledge, students also learn how history as an academic discipline works - disciplinary knowledge. In general, enquiries focus on either change, causation, significance or diversity (similarity and difference).



Making Progress as an Historian:

In history we want students to master a mental model of the past; we want them to have a deep sense of period, be able to tell stories with *historical thinking* just like an historian. We want them to *learn* and *do* history. And we want them to have a lot of fun as they do this! Student feedback will focus on 7 things we believe good historians are able to do. This will help students to set themselves targets and get better at History.

What Do Good Historians Do?



1 Good Historians Explain Why Things Happen.

They can show how events have many causes and how these link together. They can see that some causes are more important than others and that things happen due to the actions of people but also other causes e.g. the economy or religious beliefs. They also characterise events into different types of causes e.g. long term, political, root, triggers, etc. They realise that some actions lead to unintended consequences.



2 Good Historians Are Skilful At Using Evidence.

They can use evidence to make suggestions about what the past was like. They can compare different sources. They think about which pieces of evidence are best for answering questions. They think about the purpose of the source and the context in which it was made.



3 Good Historians Think About Different Views In The Past.

They understand that people in the past had very different ideas about the world than people today. They think about the time in which people lived and how this affected them. They understand that historical people had very different (diverse) experiences and views of the events in which they were involved.



4 Good Historians Understand How Things Changed Or Stayed The Same.

They understand that things in the past developed and changed over time. They understand that sometimes things stayed the same whilst other things changed. They know that changes happen at different speeds, and some changes are bigger than others. They identify pace of change, trends and turning-points.



5 Good Historians Understand Other Historians Interpretations Of The Past.

They can identify what other people have said about the past and understand people's opinions of historical people, events and developments. They understand that writing about the past is made by people at a particular point in time.



6 Good Historians Think About Why Something Is Historically Significant.

They understand that people, events or developments are significant not just because they result in change but because they reveal things about life in the past. They identify reasons why things in the past are included or excluded from history.



7 Good Historians Have Detailed Knowledge And Can Write Clearly.

They have a detailed understanding of different periods of history and can use this knowledge to explain things. They are able to write in clear paragraphs, use connectives and reach judgements, using evidence to support their answers. Literacy Mats, History Bingo and other teaching strategies will help them do this.

Substantive Knowledge Intent in Year 9: Explaining the Modern World c.1914-Present

- Stability and Instability, International relations: World Conflict (The First World War: myths and reality, diversity of experience and Interpretations. The Second World War: Impact on political, social and economic change. The Cold War: causes 1945-49; atomic diplomacy; ideology as power; trends, turning points and pace of change 1945-89; collapse of the Berlin Wall and end of Soviet Empire. Conflict in the Middle East: Imperialism, Decolonisation, self-determination, international agreements, religion as power, terrorism); International co-operation (United Nations and European Union).
- Democracy and Dictatorships: Nationalism, Imperialism and Fascism; Capitalism, Individualism and Materialism; Collectivism, Socialism and Communism.
- Power, Protest and Civil Rights: Genocide and the Holocaust; Feminism and Gender; Extending the franchise, suffragists and suffragettes; Social Reform, Black Civil Rights in the USA and the Windrush Generation in the UK.



- Contested social and economic change: Hyperinflation and The Great Depression and its consequences; Beliefs, attitudes and values on gender, sexual orientation and disability, changing patterns in world trade, Decolonisation, Globalisation and Migration
- Technological and Scientific change: the experience of technological warfare, bicycles and the women's movement, science and culture, industrial murder and the Holocaust, atomic diplomacy and the Cold War, modern medicine.
- Historic environment: localised experience of the Holocaust – Nazi concentration camps, Leslie Kleinman
- Engaging with up-to-date recent historiography – writing by academic historians

Curriculum Implementation - What my child will be learning? & Curriculum Impact -How will progress be assessed?

Year 9	Autumn 1 [10]	Autumn 2 [10]	Spring 1 [8]	Spring 2 [8]	Summer 1 [8]	Summer 2 [8]
Curriculum Implementation: What my child will be learning?	<p><i>Stability and Instability, International relations: World Conflict, the First World War – myths and reality, diversity of experience, and Interpretation, Technological and Scientific change: the experience of technological warfare.</i></p> <p>How diverse were people's experiences of the First World War? [6]</p> <p><i>Democracy and Dictatorships: Nationalism, Imperialism and Fascism, Capitalism, Communism. Contested social and economic change: Hyperinflation and The Great Depression and its consequences.</i></p> <p>How did Hitler end up on top? [4]</p>	<p><i>Continued:</i></p> <p>How did Hitler end up on top? [3]</p> <p><i>Civil Rights: Genocide and the Holocaust, Technological and Scientific change: the experience of technological warfare, industrial murder and the Holocaust, Historic environment: localised experience of the Holocaust – Nazi concentration camps, Leslie Kleinman.</i></p> <p>Were the Jews always in danger in Nazi Europe? [6]</p> <p><i>Contested social and economic change: Beliefs, attitudes and values: disability.</i></p> <p>Hidden in Plain Site: How have attitudes towards disabled people changed overtime? [1]</p>	<p><i>Power, Protest and Civil Rights: Feminism and Gender, Expanding the Franchise, suffragettes, Social Reform, Black Civil Rights in the USA, Technological and Scientific change: bicycles and the women's movement, science and culture. Contested social and economic change: Beliefs, attitudes and values on gender, sexual orientation and disability.</i></p> <p>What do these hidden histories of women reveal about changing attitudes towards women? [8]</p>	<p><i>Stability and Instability, International relations: World Conflict in the Middle East, Imperialism, Decolonisation, self-determination, international agreements, religion as power, terrorism.</i></p> <p>Why is there so much bad blood between Jews and Arabs? [3]</p> <p><i>Stability and Instability, International relations: World Conflict (The First World War, The Second World War: Impact on political, social and economic change, The Cold War, causes 1945-49, atomic diplomacy, ideology as power) International co-operation (United Nations and European Union), Democracy and Dictatorships: Nationalism, Imperialism and Fascism; Collectivism, Socialism and Communism, Social Reform, Hyperinflation and The Great Depression and its consequences, changing patterns in world trade, Decolonisation.</i></p> <p>From charging cavalry officer to possessor of the atomic bomb: What does Winston Churchill reveal about the modern world? [5]</p>	<p><i>Stability and Instability, International relations: World Conflict, The Cold War, causes 1945-49, atomic diplomacy, ideology as power, trends, turning points and pace of change 1945-89, collapse of the Berlin Wall and end of Soviet Empire, Technological and Scientific change: the experience of technological warfare, atomic diplomacy and the Cold War, Democracy and Dictatorships: Nationalism, Capitalism, Individualism and Materialism, Collectivism, Socialism and Communism.</i></p> <p>Why did Dr Seuss write the Butter Battle Book in 1984? [5]</p> <p><i>Power, Protest and Civil Rights: Black Civil Rights in the USA and the Windrush, Generation in the UK. Contested social and economic change: Decolonisation, Globalisation and Migration.</i></p> <p>How far did black people achieve equality in Civil Rights in the 1950s-1960s? [3]</p>	<p><i>Continued:</i></p> <p>How far did black people achieve equality in Civil Rights in the 1950s-1960s? [3]</p> <p>All curriculum intent:</p> <p>When did humans take over the world? [5]</p>
Curriculum Intent (Focus):	Similarity & Difference, Interpretation Causation	Causation, Change and Continuity, Significance	Change and Continuity, Causation and Consequence, Similarity & Difference.	Causation, Significance, Evidence, Interpretation.	Interpretation, Change & Continuity	Change & Continuity
Curriculum Impact: How will progress be assessed?	<p>Formal: Linear Examination with Essay (similarity & difference). How far did people's experiences of the First World War differ?</p> <p>Health Checks: classroom and online quizzes, timelines, narratives; exercise book checks</p>	<p>Formal: Open book Essay (causation). Why did Hitler become chancellor of Germany in 1933?</p> <p>Health Checks: classroom and online quizzes, timelines, narratives; exercise book checks</p>	<p>Formal: Narrative Table (change & continuity). What do these hidden histories of women reveal about changing attitudes towards women?</p> <p>Health Checks: classroom and online quizzes, timelines, narratives; exercise book checks</p>	<p>Formal: Linear Examination with Essay (significance). What does Winston Churchill reveal about the modern world?</p> <p>Health Checks: classroom and online quizzes, timelines, narratives; exercise book checks</p>	<p>Formal: Creative (interpretation). Forward to the 40th Anniversary Edition of the Butter Battle Book for publication 2024.</p> <p>Health Checks: classroom and online quizzes, timelines, narratives; exercise book checks</p>	<p>Formal: Linear Examination with Narrative historical writing: Write a clear and organised summary that analyses the Modern World. Support your summary with examples.</p> <p>Health Checks: classroom and online quizzes, timelines, narratives; exercise book checks</p>

Super-Curricular Opportunities – Extending Learning

Useful supporting resources:	If a student is really passionate about this subject, they could:	As a parent/carer, I can assist my child in this subject by:
<ul style="list-style-type: none"> • There are 5R independent Learning Sheets for both the Autumn and Summer Term to support your child in their home-learning. These are packed with ideas. • Please visit FrogOS and the Year 9 History page for activities and resources. 	<p>Read:</p> <ul style="list-style-type: none"> • <i>The Silk Roads: A New History of the World - Illustrated Edition</i>, by Peter Frankopan • <i>The Skylarks' War</i>, by Hilary McKay (fiction) • <i>The Book Thief</i>, by Markus Zusak (fiction) • <i>After the War</i>, by Tom Palmer (fiction) • <i>The Earth is Singing</i>, by Vanessa Curtis (fiction) • <i>Ghost Boys</i>, by Jewell Parker Rhodes (fiction) <p>Watch: Any of the documentaries on our Microsoft Streams Year 9 History channel.</p> <p>Surf: Please visit FrogOS and the Year 9 History page for activities and resources.</p> <p>Visit: Imperial War Museum London</p>	<ul style="list-style-type: none"> • Talking to your child about what they have been learning in History, ask them further questions and get them to explain 'stuff' to you. • Read this book with your child: <i>The Silk Roads: A New History of the World - Illustrated Edition</i>, by Peter Frankopan • Watch historical documentaries together • Visit local or national sites of historical interest.