

Year 9 History Curriculum on a Page

Term 1

What we will be learning (Key subject content and themes)

GCSE (9-1) EdExcel History (1H10)

Paper 3: Modern Depth Study, focusing on sources and interpretations. Worth 30% of the qualification.

Option 33: The USA, 1954 -75: conflict at home and abroad

Key topics include:

- 1) The development of the civil rights movement, 1954-60
- 2) Protest, progress and radicalism, 1960-75
- 3) US involvement in the Vietnam War, 1954-75
- 4) Reactions to, and the end of, US involvement in Vietnam, 1964-75

Please note, we will start the course with section 3, on the origins of the Vietnam War, before turning our attention to civil rights later in the term.

How we will be learning (Learning approaches including Learning Habits)

- ✓ Use of "big questions" to tie learning together across the whole term.
- ✓ Making links and identifying themes
- ✓ Developing understanding of chronology.
- ✓ Analysing and evaluating source evidence
- ✓ Selection and prioritising of evidence
- ✓ Weighing up key factors and reading conclusions
- ✓ Comparing different interpretations and perspectives of the past
- ✓ Development of literacy – reading for understanding and writing to argue
- ✓ Use of progress trackers, learning conversations, peer assessment to monitor progress and set targets for development
- ✓ Projects, presentations, role-play, discussions
- ✓ Mock exams and practice questions.

Try this at home:

Use the library and websites such as www.bbc.co.uk/history to deepen understanding of the period. Make your own mind-maps to summarise each of the topic areas. This will help you a great deal when revising for the exams.

Home learning projects and exam preparation/revision will be set as appropriate.

Term 2

What we will be learning (Key subject content and themes)

Continue The USA, 1954-75: conflict at home and abroad.

Launch Thematic Study and Historic Environment, worth 30% of the qualification.

Option 10: Crime and punishment in Britain, c.1000-present, with Whitechapel, c1870-c1900: crime, policing and the inner city.

This thousand year study covers medieval England, early modern England, 18th and 19th Century Britain, and modern England 1900-present day.

The study is also linked by the following themes:

- 1) Nature and changing definitions of criminal activity
- 2) The nature of law enforcement and punishment
- 3) Various case studies.

How we will be learning (Learning approaches including Learning Habits)

- ✓ Use of "big questions" to tie learning together across the whole term.
- ✓ Making links and identifying themes
- ✓ Developing understanding of chronology.
- ✓ Analysing and evaluating source evidence
- ✓ Selection and prioritising of evidence
- ✓ Weighing up key factors and reading conclusions

- ✓ Comparing different interpretations and perspectives of the past
- ✓ Development of literacy – reading for understanding and writing to argue
- ✓ Use of progress trackers, learning conversations, peer assessment to monitor progress and set targets for development

- ✓ Projects, presentations, role-play, discussions
- ✓ Mock exams and practice questions.

Try this at home:

Use the library and websites such as www.bbc.co.uk/history to deepen understanding of the period. Make your own mind-maps to summarise each of the topic areas. This will help you a great deal when revising for the exams.

Home learning projects and exam preparation/revision will be set as appropriate.

Term 3

What we will be learning (Key subject content and themes)

Continue Crime and punishment in Britain, c.1000-present, with Whitechapel, c1870-c1900: crime, policing and the inner city.

End of year exam

How we will be learning (Learning approaches including Learning Habits)

- ✓ Use of “big questions” to tie learning together across the whole term.
- ✓ Making links and identifying themes
- ✓ Developing understanding of chronology.
- ✓ Analysing and evaluating source evidence
- ✓ Selection and prioritising of evidence
- ✓ Weighing up key factors and reading conclusions
- ✓ Comparing different interpretations and perspectives of the past
- ✓ Development of literacy – reading for understanding and writing to argue
- ✓ Use of progress trackers, learning conversations, peer assessment to monitor progress and set targets for development
- ✓ Projects, presentations, role-play, discussions
- ✓ Mock exams and practice questions.

Try this at home:

Home learning projects, reading and exam practice will be set as appropriate.

Use the library and internet to read further into the subject. Watch any relevant documentaries that are shown this year on television or online.

Never too early to be revising the topic or ensuring all makes sense by using revision websites like BBC bitesize or redoing practice questions to show progression.