



# KEY STAGE 3 – YEAR 9 – HISTORY

## CURRICULUM MAP

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes	Key Themes	Key Themes	Key Themes	Key Themes	Key Themes
<p><b>WORLD WAR ONE</b>  <b>Inquiry One: Why did World War One happen?</b>            The Alliance systems, the Anglos German Naval Race, the Assassination of the Archduke Franz Ferdinand, the Blank Cheque, the outbreak of war. (5 lessons)  <b>Inquiry Two: Why was it so difficult to achieve a breakthrough on the Western Front?</b>            Key battles in World War One: the Somme and Ypres. Trench conditions and medical treatment in World War One (5 lessons)  <b>Inquiry Three: Why was the Treaty of Versailles so unpopular in Germany?</b>            How did World War One end? The Treaty of Versailles. Consequences and impact (5 lessons)</p> <p>(16 Lessons including Assessment)</p>	<p><b>THE RISE OF THE NAZIS</b>  <b>Inquiry One: What problems did the Weimar Republic face between 1919 and 1923?</b>            The German constitution. Problems facing the Weimar Republic including economic and political threats.(4 lessons)  <b>Inquiry Two: Why did German democracy recover between 1923 and 1929?</b> The recovery of the Weimar Republic under Stresemann (1923-29) (3 lessons)  <b>Inquiry Three: Why did the Nazis win so much support between 1930 and 1933?</b>            Increase in the Nazi vote from 1930 onwards, reasons why the Nazis won so much support especially the Wall Street Crash. (3 lessons)  <b>Inquiry Four: Why did Germany become a dictatorship between 1933 and 1934?</b>            Appointment of Hitler as Chancellor, the Reichstag Fire, the Enabling Act, the Night of the Long Knives. (6 lessons)</p> <p>(16 Lessons including Assessment)</p>	<p><b>ROOSEVELT’S AMERICA</b>  <b>Inquiry One: What problems did the United States face in 1932?</b>            Mass unemployment, dust bowl, banking crisis, poverty and discrimination (Jim Crow) (4 lessons)  <b>Inquiry Two: What steps did Roosevelt take to address America’s problems in the New Deal?</b> Federal Emergency Relief Administration, Public Works Administration, Emergency Banking Act. (3 lessons)  <b>Inquiry Three: Why did America not become a Dictatorship like Germany?</b>            Similarities between Germany and USA in 1932 but, unlike Weimar Germany, the American Government took steps to reduce unemployment, New Deal Coalition. (4 lessons)</p> <p>(12 lessons including Assessment)</p>	<p><b>LIFE IN NAZI GERMANY</b>  <b>Inquiry One: What was it like to live in Nazi Germany between 1933 and 1939?</b>            The police state and the Gestapo, propaganda, education in Nazi Germany and the Hitler Youth, women in Nazi Germany. (5 lessons)  <b>Inquiry Two: Why did the position of Jews change in Germany between 1933 and 1939?</b>            The Jewish community in Germany in 1933, discrimination (Law for a Professional Civil Service and the Nuremburg Laws), persecution (Kristallnacht). (4 lessons)</p> <p>(10 lessons including Assessment)</p>	<p><b>THE HOLOCAUST</b>  <b>Inquiry One: Why did the Holocaust happen?</b>            National Socialism as a racist ideology. World War Two and the transition to mass murder 1939-41. Key features of the Holocaust. Interpretations of the Holocaust: Goldhagen, intentionalists, structuralists. (6 lessons)  <b>Inquiry Two: How did the Holocaust affect ordinary people?</b>            Source work on the Holocaust. (3 lessons)</p> <p>(10 lessons including Assessment)</p>	<p><b>WORLD WAR TWO</b>  <b>Inquiry One: What were the most important events during World War Two?</b>            A timeline of the key events in WW2 between 1939-45. Identification of key turning points during WW2 especially the Battle of Britain, the German invasion of Russia, the Battle of Stalingrad, the German declaration of war against the United States, the Battle of Kursk, the Battle of El Alamein, Operation Overlord, the bombing of Germany. (4 lessons).  <b>Inquiry Two: Students assess the importance of key events in WW2.</b>            Students, working in pairs, produce presentations to the class as follows “Assess the importance of ..... to the outcome of World War Two.” Students take notes on the presentations. Notes and presentations are assessed. (5 lessons)</p> <p>(9 lessons)</p>
Assessment / Composite Tasks	Assessment / Composite Tasks	Assessment / Composite Tasks	Assessment / Composite Tasks	Assessment / Composite Tasks	Assessment / Composite Tasks
Assessment on World War One and the Treaty of Versailles.	Assessment on the Weimar Republic.	Assessment comparing Roosevelt’s America with Nazi Germany.	Assessment on life in Nazi Germany.	Year 9 History Exam	Students prepare presentations on aspects of the second World War while others take notes. Students are assessed on both.



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