



# Year 9 History - Curriculum Content Overview 2018-19

History – Year 9				
Knowledge and Skills Students will be taught to....	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to reformed GCSE Content
<ul style="list-style-type: none"> <li>Develop debating and discussion skills</li> <li>Develop an understanding of analysing sources at a higher level by considering the provenance of sources in greater depth.</li> <li>Forming effective answers to essay questions by selecting and deploying evidence effectively.</li> <li>Evaluate the most important cause or consequence of a historical event.</li> <li>Highlight examples of change and continuity in across several historical periods, especially with reference to developments and problems emerging.</li> <li>Develop an understanding of the origins, changes and effects of a particular historical site.</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Reading more advanced historical sources and historical interpretations.</li> </ul>	Questioning in lessons  Whole class feedback during lessons  Low stakes quizzing	3 subsequent summative (end of topic) assessments on Health and the People Through Time and Germany 1890-1945	Students will begin tackling practice exam questions in lessons and in summative assessment to prepare them for the final exams in Year 11.
	<b>Numeracy</b> <ul style="list-style-type: none"> <li>Years of key historical events linked to the development of Medicine from 1000AD to the present and Germany from 1890-1945</li> <li>Statistics surrounding death rates, unemployment, economies and so on across both of the first two units.</li> </ul>	Student debates and discussions surrounding topical issues  Practicing individual exam-style questions in lessons.		
	<b>Oracy and Literacy (including key words for practical subjects)</b> <ul style="list-style-type: none"> <li>Key words</li> <li>Student discussion</li> <li>Student presentation</li> </ul>			



# Assessment Skills, Knowledge and Concepts Map

History – Year 9		Cross-Curricular Strands
<b>Key Learning Questions (Autumn term)</b>	<b>Unit 1 - Health and the People Through Time</b>	<b>Reading</b>
<ul style="list-style-type: none"> <li>• What were the key medical ideas of the Greeks and Romans?</li> <li>• Why did medicine regress during the Medieval period?</li> <li>• What were the causes and effects of the Black Death?</li> <li>• What sort of treatments were offered to people in Medieval times?</li> <li>• What was the role of monasteries in Medieval times?</li> <li>• What role did Muslims in the Middle East play in developing medicine?</li> <li>• Why was medical progress made during the Renaissance?</li> <li>• What were the discoveries of Vesalius, Pare and Harvey?</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an understanding of analysing sources on Medieval and Renaissance medicine at a higher level by considering the time, author, place and purpose of the source.</li> <li>• Forming effective answers to essay questions on Medieval and Renaissance medicine by selecting and deploying evidence effectively.</li> <li>• Evaluate the most important cause or consequence of a historical event linked to Medieval and Renaissance medicine.</li> <li>• Highlighting changes and continuities in medicine across both of these periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge organisers</li> <li>• GCSE Revision guide (GCSE revision guide 'My Revision Notes' AQA GCSE History 9-1)</li> </ul>
<b>Key Learning Questions (Spring term)</b>	<b>Unit 1 - Health and the People Through Time/Unit 2- Germany 1890-1945</b>	<b>Oracy and Literacy</b>
<ul style="list-style-type: none"> <li>• What were the methods of healers and surgeons during the Renaissance?</li> <li>• What was the role of Edward Jenner in developing medicine?</li> <li>• What was the role of Louis Pasteur and Robert Koch in developing medicine?</li> <li>• What were towns like in the 1800s?</li> <li>• What problems and improvements were made in Public Health in the 1800s?</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an understanding of analysing sources on Renaissance, Victorian and 20<sup>th</sup> century medicine at a higher level by considering the time, author, place and purpose of the source.</li> <li>• Forming effective answers to essay questions on Renaissance medicine by selecting and deploying evidence effectively.</li> <li>• Evaluate the most important cause or consequence of a historical event linked to Renaissance, Victorian and 20<sup>th</sup> century medicine.</li> <li>• Highlighting changes and continuities in medicine across all of the periods linked to the course.</li> </ul>	<ul style="list-style-type: none"> <li>• Debates and discussions.</li> <li>• Learning skills in comprehension and extended writing.</li> </ul> <p>Oracy</p> <ul style="list-style-type: none"> <li>• Student discussion and student feedback</li> <li>• Student responses to questions</li> <li>• Student to student discussion and debate</li> </ul>



<ul style="list-style-type: none"> <li>• What improvements were made in surgery in the 1800s?</li> <li>• What was the impact of WWI on medicine?</li> <li>• What and who was responsible for the NHS being created?</li> <li>• What was Germany like under Kaiser Wilhelm II?</li> <li>• What was the impact of WWI on Germany?</li> </ul>		
<b>Key Learning Questions (Summer term)</b>	<b>Unit 2 – Germany 1890-1945</b>	<b>Numeracy</b>
<ul style="list-style-type: none"> <li>• What was life like in the ‘golden years’ of the Weimar Republic?</li> <li>• What factors enabled the Nazis to come to power in 1933?</li> <li>• What were the Nazis policies towards Jews?</li> <li>• What were the Nazis policies towards youth groups?</li> <li>• What opposition groups challenged the Nazis?</li> <li>• What were the successes and failures of the Nazi economy?</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an understanding of analysing sources on the Germany 1890-1945 at a higher level by considering the time, author, place and purpose of the source.</li> <li>• Forming effective answers to essay questions on Germany 1890-1945 by selecting and deploying evidence effectively.</li> <li>• Evaluate the most important cause or consequence of a historical event linked to Germany 1890-1945 .</li> <li>• Highlighting changes and continuities in political and economic affairs across the entire period linked to Germany.</li> </ul>	<ul style="list-style-type: none"> <li>• Dates and statistics used to back up arguments.</li> <li>• Use of timelines and understanding of chronology, particularly in charting Adolf Hitler’s rise to power.</li> </ul>