



Curriculum Intent	<i>'I have come so that they may have life and have it to the full.'</i> John 10: Chapter 10. V 10	
	Inspired by the Gospel values of love, joy, and compassion, we nurture and develop the whole child so that each unique individual grows in confidence and has the knowledge and skills to enable them to achieve their true potential.	
	Our aim is to ensure that all pupils: • use historical details to explain answers • regularly use key historical terms with confidence • can make a confident judgement about the significance of events. • can make inferences from sources and interpretations and can understand why they differ.	
	The vision for the history department is for students to be competent in both historical knowledge and skill set as well as providing a broad and balanced curriculum for students to follow.	
	Respecting each other, helping each other and bearing with each other: Getting better never stops.	
Year 7 Intent	The Year 9 History curriculum aims to develop students’ ability to think critically about complex historical events and ideas from the modern era, including topics such as the causes and consequences of global conflicts, the rise and impact of totalitarian regimes, social and political change, and the struggle for human rights. Building on prior learning, students will explore how individuals and societies have responded to injustice, conflict, and inequality, reflecting on the importance of leadership, community, and moral responsibility. Through this, they will deepen their understanding of the Common Good—how history reveals the need for societies to work together to protect dignity, promote justice, and foster peace.	
	Cycle 1	
	Term 1 02 09 26 – 23 10 26 7 weeks	Term 2 02 11 26 - 18 12 26 7 weeks
Focus & Skills	• The Causes of the First World War • The Key Events of the First World War	• Democracy and Dictatorship (Inc Communist case study) • The Rise of the Nazi Party • Life in Nazi Germany
Links to CST	• As we study the causes of the First World War, we are called to reflect on how God's option for the poor and vulnerable reminds us that political decisions and international tensions often have the greatest impact on those least able to protect themselves.	• As we study democracy and dictatorship, including the Communist case study, we are called to reflect on how God's option for the poor and vulnerable challenges us to consider whether governments protect the rights and dignity of those most in need.

	As we learn about the key events of the First World War, we are called to recognise how God's option for the poor and vulnerable encourages us to remember the suffering experienced by soldiers, civilians and families affected by conflict.	- As we learn about the rise of the Nazi Party, we are called to recognise how God's option for the poor and vulnerable reminds us of the importance of defending those who are targeted, excluded or blamed during times of political change. - As we study life in Nazi Germany, we are called to reflect on how God's option for the poor and vulnerable encourages us to stand in solidarity with those who faced discrimination, persecution and injustice.
Explicit Skill Content AO1 – Knowledge AO2 – Analysis/ Evaluation AO3 – Source Analysis AO4 - Interpretations	- Explain long-term causes of WWI (militarism, alliances, imperialism, nationalism). - Evaluate how these factors increased tensions in Europe. - Explain the short-term cause (assassination of Franz Ferdinand). - Sequence events of the July Crisis and outbreak of war. - Analyse the Schlieffen Plan and its impact on early war developments. - Use evidence to judge the most significant causes of WWI. - Explain how and why men were recruited. - Analyse propaganda and how it shaped public opinion. - Describe trench conditions and soldiers' experiences. - Use sources (e.g. letters) to understand personal experiences. - Explain the causes and impact of the Battle of the Somme. - Investigate the case of Harry Farr (discipline and shell shock). - Assess how new technology changed warfare. - Analyse the role of Empire soldiers. - Explain the impact of war on the Home Front. - Make links between local history and the wider war. - Explain why the war ended in 1918. - Assess remembrance (e.g. Armistice Day) and how WWI is remembered. - Use evidence to judge the overall impact of WWI.	- Compare democracy and dictatorship (including communism). - Explain how power is gained, maintained and challenged in different systems. - Explain key ideas of communism and how they differ from democracy. - Explain the causes of the Nazi rise to power (economic, political, social). - Sequence key events in Hitler's rise to power. - Analyse propaganda and how support for the Nazis was built. - Use evidence to judge the most important reasons for Nazi success. - Describe life in Nazi Germany for different groups. - Explain how the Nazis controlled people (propaganda, terror, laws). - Use evidence to judge how far life improved or worsened under Nazi rule.
Homework	Reading on the MAIN causes of WW1 spellings to learn. 10 words Definitions. Find the definitions for 10 words Write a paragraph on the Schlieffen plan Quiz	Reading on fascism in Italy spellings to learn. Definitions. Find the definitions for 10 words Write a paragraph on Hitler's early life Quiz
Assessment	In class: - Schlieffen Plan - Battle of the Somme	Cycle 1 assessment (Ferdinand, Schlieffen Plan, Trench Life) In class: How did Hitler come to power?

Disciplinary Literacy Vocab	abdicated * armistice * Flanders fields * assassination * cause * militarism * alliances * imperialism * nationalism * empire * long term * short term * Treaty of Versailles * ally * recruitment * conscientious objectors * censorship * conscription * cowardice * enlist * pals battalions * propaganda * Western front * trench * infantry * no man's land * trench warfare * Somme * trench foot * shell * shrapnel * shell shock * court martial * desertion * remembrance * memorial	democracy * dictator * fascism * communism * USSR * Stalin * Mussolini * capitalist * classless society * communist manifesto * unions * Abdicated * Weimar Government * constitution * TOV * DAP * Golden age * Bauhaus * culture * Chancellor * Wall Street Crash * depression * voters * proportional representation * SA * opposition * Hindenburg * * dictator * Fuhrer * inferior * Gestapo * Reichstag * motherhood * brainwash * indoctrinate * Hitler Youth * persecution * anti-semitism * ghetto * resistance * Schindler * final solution * Holocaust * concentration camp * extermination camps * rebellion * synagogue * eugenics *
KS4 Links	Germany in Transition unit Chapter 1, Treaty of Versailles	Germany in Transition chapters 1-5
Cycle 2	Term 3 04 01 27 – 12 02 27 6 weeks	Term 4 23 02 27 – 25 03 27 5 weeks
Focus & Skills	- Racial Persecution in Nazi occupied Europe - The causes of the Second World War - The key events of the Second World War	The key events of the Second World War CONTD
Links to CST	<i>As we study racial persecution in Nazi-occupied Europe, we are called to recognise how God's option for the poor and vulnerable challenges us to defend the dignity of those who are marginalised, persecuted and denied their human rights.</i> <i>As we learn about the causes of the Second World War, we are called to reflect on how God's option for the poor and vulnerable reminds us that the consequences of political decisions and conflict are often felt most deeply by the most vulnerable members of society.</i> <i>As we study the key events of the Second World War, we are called to recognise how God's option for the poor and vulnerable encourages us to remember and support those whose lives were devastated by war, displacement and suffering.</i>	<i>As we study the key events of the Second World War, we are called to recognise how God's option for the poor and vulnerable encourages us to remember and support those whose lives were devastated by war, displacement and suffering.</i>
Explicit Skill Content	- Explain Nazi racial ideology and how it shaped policy. - Explain the development and impact of racial persecution in Europe. - Evaluate how persecution escalated during WWII and its consequences. - Use sources and survivor accounts to understand experiences of persecution. - Use evidence to judge the impact of Nazi racial policies.	- Explain the role of the Home Front and its impact on daily life. - Evaluate how total war affected society (rationing, air raids, government control). - Analyse the role and contribution of soldiers from the British Empire. - Assess how the contribution of empire soldiers has been remembered. - Explain the significance of Pearl Harbor and its impact on the war.

	- Explain the causes of WWII (e.g. Treaty of Versailles, appeasement, expansion). - Use evidence to judge the most significant causes of war in 1939. - Analyse the impact of military strategies (e.g. Blitzkrieg). - Evaluate key events such as Dunkirk and the Battle of Britain. - Analyse civilian experiences (e.g. evacuation). - Use sources to examine how WWII has been remembered and represented.	- Evaluate how US entry influenced the outcome of WWII. - Sequence key events of D-Day and explain its importance. - Explain the impact of the bombing of Dresden. - Analyse interpretations of whether Dresden was justified. - Use evidence to judge the moral and military significance of events like Dresden.
Homework	Reading on a Jewish family in Germany case study Definitions. Find the definitions for 10 words Write a paragraph on conditions at Auschwitz Quiz	Reading on Noor Inyat Khan and Ulric Cross Definitions. Find the definitions for 10 words Write a paragraph on the bombing of Dresden Quiz
Assessment	In class - Oneg Shabbat archives - Dunkirk	Cycle 2 assessment (Hitler Youth, Reichstag Fire, women) In class: Dresden bombing
Disciplinary Literacy Vocab	League of Nations * appeasement * Neville Chamberlain * Winston Churchill * Munich Agreement * Sudetenland * Rhineland * Nazi-Soviet Pact * Lebensraum * rearmament * Reich * Anschluss * Blitzkrieg * Battle of Britain * Blitz * air raid * incendiary * blackout * shelter * Anderson * Morrison * evacuation * Pearl Harbour * home guard * Messerschmitt * spitfire * hurricane hawker * Luftwaffe * RAF * radar * area bombing * precision bombing * firestorm * phosphorous * D-Day * Utah * Omaha * nuclear * VE day * VJ day *	independence * decline * migration * emigration * immigration * multicultural * Windrush * colonies * resources * rebellion * freedom * democracy * Ghana * Gandhi * Pakistan * Partition * self-governing * citizenship * prejudice * climate * carnival * modern *technology
KS4 Links	Germany in Transition chapters 4- 7	Crime and punishment: 1900-present
Cycle 3	Term 5 12 04 27 – 23 05 27 7 weeks	Term 6 07 06 27 – 16 07 27 6 weeks
Focus & Skills	GCSE: The Development of the USA: 1929-2000 - Economic downturn and recovery - Economic Impact of WWII - Civil Rights 1941-1970 - Political Change 1960-2000	GCSE: The Development of the USA: 1929-2000 CONT Cold War Rivalry The Search for World Peace from 1970
Links to CST	<i>As we study economic downturn and recovery, we are called to reflect on how God's option for the poor and vulnerable challenges us to consider the impact of economic hardship and recovery on those most in need.</i>	<i>As we study Cold War rivalry, we are called to reflect on how God's option for the poor and vulnerable reminds us that political tensions and conflicts often place the greatest burdens on those who are least able to protect themselves.</i>

	- As we learn about the economic impact of the Second World War, we are called to recognise how God's option for the poor and vulnerable reminds us that economic change should be judged by how it affects the wellbeing of the most disadvantaged people in society. - As we study Civil Rights from 1941–1970, we are called to reflect on how God's option for the poor and vulnerable inspires us to stand alongside those who face discrimination and to work for justice, dignity and equality for all. - As we learn about political change from 1960–2000, including the presidencies of Nixon and Reagan, we are called to consider how God's option for the poor and vulnerable challenges leaders and citizens alike to protect and support those most in need.	As we learn about the search for world peace from 1970 onwards, we are called to recognise how God's option for the poor and vulnerable encourages individuals and nations to work for peace, justice and security for those most affected by war, poverty and instability.
Explicit Skill Content	- Explain the causes and impact of the Wall Street Crash and Great Depression. - Describe the New Deal and how the government responded. - Explain the impact of WWII on the US economy and global position. - Evaluate how far WWII transformed the USA's economy and growth. - Describe key events of the Civil Rights Movement (1941–1970). - Explain why the movement developed and its impact. - Evaluate progress towards equality by 1970. - Describe key features of Nixon's leadership. - Explain the causes and impact of the Watergate scandal. - Evaluate how far Watergate changed public trust in government. - Describe key features of Reaganomics. - Explain why Reagan introduced these policies. - Evaluate the impact of Reaganomics on the economy and society.	- Explain key features of the Cold War and ideological differences (capitalism vs communism). - Explain how tensions developed between the USA and USSR after 1945. - Analyse containment policies (Truman Doctrine, Domino Theory, Marshall Plan). - Explain causes and impact of key crises (Berlin, Cuba). - Sequence major Cold War events and how tensions escalated. - Evaluate how close the world came to nuclear war (e.g. Cuban Missile Crisis). - Explain the causes of the Vietnam War and US involvement. - Evaluate why the USA was unsuccessful in Vietnam. - Assess how Vietnam affected Cold War relations and US policy. - Describe détente and attempts to reduce tensions. - Explain changing relations with China (e.g. Ping Pong diplomacy). - Analyse the impact of the Soviet invasion of Afghanistan. - Explain Reagan's role in renewed Cold War tensions. - Evaluate how US–USSR relations changed under Reagan and Gorbachev. - Explain reasons for the fall of communism in Eastern Europe. - Analyse Middle East conflicts (e.g. Iran, Iraq, Gulf War) and their global context.
Homework	Reading on the Wall Street Crash Describe the impact of the Wall Street Crash Reading on the New Deal Describe the New Deal of 1932	Describe the experience of black Americans during WWII Reading on The Montgomery Bus Boycott Describe the Montgomery Bus Boycott Reading on JFK and LBJK

	Quiz	Quiz
Assessment	In class: • Impact of Wall Street Crash • Little Rock 9	Cycle 3 assessment (Economic downturn, impact of WWII and Civil Rights) In class: • Counter culture • Vietnam
Disciplinary Literacy Vocab	Depression * Stock Market Crash * Great Depression * Unemployment * Recession * Republican * Democrat * Economic recovery * New Deal * Government intervention * Bank failure * Industrial production * Inflation * Welfare state * Public works * Social security * Military production * Economic boom * suburbs * poverty amidst plenty * Levittown * Labour force * War bonds * Post-war prosperity * Supply and demand * Consumer spending * Industrial growth * Civil Rights * boycott * protesters * Montgomery * MLK * non-violent * SNCC * CORE * segregation * discrimination * Jim Crow * Alabama * Malcolm x * Rosa Parks * sit-ins * freedom riders * integration * black power	*Civil Rights*Segregation*Protest *Activism*Legislation *Equality *Democracy *Opposition *Integration *Discrimination *Cold War *Superpower *Arms race *Nuclear deterrence *Détente *Containment *Marshall Plan *Communism *Capitalism *Airlift *Berlin Wall *Cuban Missile Crisis *Peace talks *Disarmament *United Nations *Civil disobedience *Cold War rivalry *Human rights* Social reform* limitation *treaty
KS4 Links	Development of the USA	