



# HISTORY Y9 CURRICULUM AND ASSESSMENT MILESTONES DOCUMENT

## YEAR 9 CURRICULUM MILESTONES: HISTORY

Half term:	Topic:	Core knowledge Milestones	Historical skills and concepts milestones:
1-2	Who suffered at the hands of Nazi persecution?	<ul style="list-style-type: none"> <li>-students will be able to state core Nazi values (e.g. Aryan race)</li> <li>-students will be able to give examples of the staggered treatment of Jew (e.g. being banned from public spaces, the Nuremburg laws, Ghettos, concentration camps and the Final solution.</li> <li>-students will show good knowledge of what life was like in ghettos</li> <li>-students will show good knowledge of concentration camps, including the difference between death camps and concentration camps</li> <li>-students will show knowledge of individual people that this happened to- what happened to them and why</li> <li>-students will be able to give knowledge of how the Nazi's targeted other groups of people including Roma and Sinti communities, physically and mentally disabled people, homosexuals, Jehovah's Witnesses, Black people and political prisoners. They should be able to give examples of how they were each treated and why each groups (including Jewish people) were targeted.</li> <li>-students will be able to show knowledge about what happened after the concentration camps were liberated; including the immediate reaction, survivors who returned home and how the holocaust contributed to the creation of Israel.</li> </ul>	<ul style="list-style-type: none"> <li>-students should be able to use the knowledge about how different groups of people were targeted by the Nazis to develop their ability to explain similarity and difference.</li> <li>-students should be able to use sources and testimonies of different people involved to broaden their understanding of the topic and how to use sources and testimonies</li> </ul>

<p>3</p>	<p>How did WW2 effect people both at war and at home?</p>	<ul style="list-style-type: none"> <li>-students will be able to accurately identify, describe and explain causes of WW2, including looking at what the policy of appeasement can reveal to us</li> <li>-students will look at conditions for soldiers in the war, including the Eastern Front and be able to give examples of how this impacted their health</li> <li>-students will be able to give core knowledge about the global nature of the war and how this effected people globally</li> <li>-students will have developed good knowledge about topical events including D-Day, Dunkirk and Stalingrad.</li> <li>-students will look at the contributions of individuals including Alan Turing (and also his treatment as a homosexual in the 1950's) and Winston Churchill (whether he deserves the legacy of a hero)</li> <li>-students will understand how the end of the war impacted Europe and the wider world</li> </ul>	<ul style="list-style-type: none"> <li>-Students will develop their ability to assess power and the role of governments</li> <li>-students will develop their writing, including connecting and comparing factors</li> <li>-students will continue to develop their ability to look at similarity and difference of experiences of people at the same time in history</li> </ul>
<p>4- 5</p>	<p>How have modern rights been campaigned for?</p>	<ul style="list-style-type: none"> <li>-students will review and be able to give knowledge of slavery and the context of Civil rights in the 1800's</li> <li>-students will have core knowledge of the Windrush (including modern 2010 links), how black people in the 1950's and 1960's were treated, the Notting Hill Riots and the factors which led to the creation of the Race relations act.</li> <li>-students will have core knowledge of the contribution of individuals in Britain and America in the continued campaign for equality; including Paul Stephenson, Rosa Parks, Malcolm X and Martin Luther King. Students should be able to give at least one example for each person as to how they campaigned for equality, what happened to them and the impact they had on society.</li> <li>-students will be able to link their learning to the modern fight for equality (e.g. looking at the case study of George Floyd),</li> </ul>	<ul style="list-style-type: none"> <li>-students will continue to develop their awareness of diversity and equality</li> <li>-they should be able to articulate in both discussion and writing similarities and differences in the experience of people, and link this to what we can learn about attitudes at the time</li> </ul>

5- 6

What impact does terrorism have on society?

-students will be introduced to the 8 different types of terrorism- students should be able to name at least three

-students will revisit the Suffragette topic and apply their new knowledge of terrorism to rediscuss and redefine whether they deserve the legacy of heroines.

-students will learn about a range of different terrorist attacks (notably to look at the ongoing concept of links to the media) including the Munich Olympics, the IRA, Al Qaeda and 9/11. Students should be able to give core knowledge about what happened, who was the perpetrator and what they were aiming to achieve (linked to the different types of terrorism).

-students complete the module looking at the impact of the media- including how it is reported and how it can be used by terrorists

-throughout all lessons students will be able to express examples of how this impacts people in society- as individual, groups and nations.

-students will develop their understanding of cause and consequence though looking at the intended outcomes of the terrorist events

-students will develop a modern awareness of attitudes in society and the significance that these events have

-students will be able to link their knowledge to power and the role of governments.

## YEAR 9 ASSESSMENT MILESTONES: HISTORY

When:	Assessment:	Feedback:
Half term 1: Completed during lesson 8 of SOW.	"The Nazis persecuted all people they considered to be inferior with the same plan". How far do you agree with this statement?  Students assessed on ability to explain answer in writing using correct criteria/core knowledge.	Teacher marked, proud work completed in class.
Half term 2: Completed two weeks before Christmas.	In class Knowledge test.  Testing the core knowledge they have learnt from Y7- Y9 December.	Student self marked in class with teacher support.  Teacher checked and feedback. Proud work completed in class.
Half term 3:  Completed at end of Alan Turing lesson.	How significant was the work of Alan Turing?  Students assessed on ability to make a reasoned judgement assessing significance, supported by core knowledge.	Teacher marked, proud work completed in class.
Half term 4: Completed two weeks before Easter.	In class Knowledge test.  Testing the core knowledge they have learnt from Y7 – Y9 April.	Student self marked in class with teacher support.  Teacher checked and feedback. Proud work completed in class.
Half term 6:  Completed at end of Terrorism module.	How useful is Source A for an enquiry into understanding reactions to the 9/11 terror attacks?  Assessing students ability to use source/s and own knowledge to answer a historical enquiry.	Teacher marked, proud work completed in class.
Half term 6: Completed two weeks before the end of the year.	In class Knowledge test.  Testing the core knowledge they have learnt from Y7- end of Y9.	Student self marked in class with teacher support.  Teacher checked and feedback. Proud work completed in class.