

Year 9 History	<b>Subject Intent</b>	History at Ernulf Academy aims to create and inspire the inquisitive minds and critical thinkers of the future. It provides the opportunity for pupils to develop their historical understanding through a rich, knowledge -based curriculum that has clear, purposed sequencing to ensure success at KS4 and beyond. Pupils are motivated and engaged to learn about the past to better understand how the world around them is shaped. They are given the tools to make sense of a complex and dynamically changing world, whilst improving transferable skills such as written communication, investigation, analysis, problem-solving, interpretation and evaluation – skills that will enable them to access a whole range of future pathways.
	<b>KS3 Subject Narrative</b>	Our KS3 curriculum follows the National Curriculum through the ‘Knowing History’ programme of study. It includes a wide range of diverse topics which provide pupils with the chronological overview and thematic understanding that they need to be successful at KS4 and beyond. It focuses on depth of knowledge and draws upon historical concepts such as continuity and change, cause and consequence, similarity, difference, and significance. Pupils explore methods of historical enquiry, including how evidence is used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
	<b>KS4 Subject Narrative</b>	At KS4 we follow the Pearson Edexcel 9-1 GCSE programme of study. We cover different historical topics across the two years -ranging from Medieval themes to Modern world depth studies and across British and international world topics. These topics have been carefully selected to deepen knowledge of content learned in KS3 and build on the skills embedded in the KS3 curriculum to best equip pupils for success at the end of KS4 and for progression beyond. Emphasis lies in the skills of source analysis and inference; explanation of cause and consequence; and evaluation of historical evidence.
	<b>Routine Assessment Strategies</b>	We regularly use knowledge retrieval starters at the beginning of lessons; low stakes quizzes take place throughout; and plenaries focus on new knowledge. Pupils sit at least one formative writing assessment with SAR (Strength Action Response) per unit.

Year 9 History	<b>WHY THIS, WHY NOW?</b>	<b>Autumn Term – Unit 1: The Slave Trade Unit 2: The First World War</b>	<b>Spring Term – Unit 3: The Rise of Dictators Unit 4: World War Two</b>	<b>Summer Term- Unit 5: The Cold War Unit 6: American Civil Rights</b>
	<b>Enquiry questions</b>	What was the main reason for the abolition of the Transatlantic Slave Trade? Why did war break out in 1914? What was life like on the Western Front?	What is the difference between a dictatorship and a democracy? How did life change for young people in Nazi Germany?	How significant was the fall of the Berlin wall? How far did Civil Rights change in 20 <sup>th</sup> Century America?
	<b>Key Subject Knowledge</b>	Recognise features of the Transatlantic Slave Triangle. Explore the cultural impact of the Slave Trade. Evaluate reasons for the abolition of Slavery. Categorise reasons for the outbreak of WW1 Explore life in the Trenches.	State differences between life in a democracy and a dictatorship. Investigate life in Nazi Germany. Summarise key events of World War Two Explore the lasting impact of the Holocaust	Compare communism and capitalism. Summarise crises of the Cold War Analyse and interpret sources concerning events of the Cold War. Explore racial Segregation in 20 <sup>th</sup> Century America Critique changes in American civil Rights
	<b>Subject Competencies</b>	Description of Historical events Explanation of continuity and change Source analysis, interpretation and inference Evaluation of significance	Explanation of cause and consequence Source analysis, interpretation, and inference Evaluation of significance	Explanation of cause and consequence Source analysis, interpretation, and inference Explanation of continuity and change Evaluation of significance
	<b>Summative Assessments (high stakes assessments which test cumulative knowledge)</b>		Mid-year test covering Y7, 8 and 9 content to date – the test covers key Historical skills of chronology, source analysis and the concepts of cause and consequence of key events	End of -year test covering Y7, 8 and 9 content to date – the test covers key Historical skills of chronology, source analysis and the concepts of cause and consequence of key events
	<b>How does this pave the way for further study?</b>	The Slave trade unit is precursor to understanding racial segregation in America (summer term). The First World War links with topics throughout year 9 focusing on the rise of political ideologies and tensions. It is also key in pupils building knowledge in preparation for the KS4 study of post war Nazi Germany.	Chronological understanding of 20 <sup>th</sup> century History. Introduction to KS4 study of Nazi Germany – including the rise of Adolf Hitler and life in Nazi Germany. Establishes key knowledge in preparation for The Cold War and post WWII Europe.	The Cold War unit is essential for background knowledge in preparation for the Superpower Relations and the Cold War unit in KS4. Both units focus on modern 20 <sup>th</sup> Century History and equip pupils with understanding of key current topics.

