

Curriculum Map: Year 9 History

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	What was the Holocaust? How did people respond to it?		What was the Mughal empire? How powerful was the Mughal empire?	What was the Partition of India, and how did it impact on people's lives?	How far was immigration 1948-1960 a turning point in modern British society?	How far did the nature of crime, punishment and law enforcement change during the 20th century?
Intent	To develop key knowledge and understanding about the Holocaust. To examine the choices made by individuals and institutions during the Holocaust.		To enable students to develop their knowledge of a non-European empire and culture and to assess the strength and weakness of the empire.	To develop key knowledge and understanding about Partition and to examine the impact it had on people's lives.	To enable students to identify patterns in immigration and to enable them to reach judgements on its impact.	To enable students to gain an overview of key changes in a theme across the 20th century.
Key Knowledge	Anti-Jewish prejudice, life for Jewish people in Plauen before the Holocaust, Dachau and Treblinka, responses to the Holocaust, prejudice towards members of the Gypsy, Roma and Traveller communities.		The Mughal empire, Nur Jahan, Aurangzeb, the Indian rebellion, Indian resistance to the British	Sudershana Kumari's reasons for Partition, 'Forgotten Heroes', Margaret Bourke-White's photographs	Immigration to Britain during the Second World War, immigration from the Commonwealth after 1948 ie. Windrush, immigration after 1960	Key themes in crime and punishment across the 20th century.
Key Skills	Source analysis Empathy Causation and consequence		Source analysis, causation and consequence, Interpretations	Making and supporting inferences Analysing usefulness of sources	Explanation and analysis (change and continuity, turning points) Reaching a judgement.	Knowledge and understanding Explanation and analysis
Key Vocabulary	Holocaust, genocide, prejudice, discrimination, Nazi, antisemitism, death camp, concentration camp, Second World War, perpetrator, collaborator, bystander, rescuer.		Empire, Mughal, Muslim, Hindu, Taj Mahal, trade, rebellion, resistance	Partition, empire, independence, refugees, Second World War, Indian National Congress, Muslim League	Immigration, tolerance, Second World War, refugees, SS Windrush Commonwealth	Law enforcement, punishment, crimes against the person, crimes against property
Key Reading				A children's History of India – Subhadra Sen Gupta Mukand and Riaz – Nina Sabani (Part Fiction)	Coming to England – Floella Benjamin (Inspired by a true story)	Crime and Punishment through the ages – Collin Big Cat
End Point	Students identify the responses of individuals and explain possible reasons for their actions. They assess the consequences of the Holocaust.		Students assess reasons for the collapse of the empire and Indian resistance to the British empire.	Students analyse a range of sources for their usefulness for learning about the problems faced by Indian people after Partition.	Students complete progress check in order to reach a judgement on the enquiry question.	Students gain a thematic overview of crime and punishment in modern Britain.
Form of Assessment	Students are invited to counter a range of misconceptions about the Holocaust using the information they have collected. They produce analytical written work to counter the misconceptions.		Progress check – knowledge and understanding.	Knowledge test Question on usefulness of source, inferences	Progress check – knowledge and understanding	Review of knowledge and understanding developed in Year 9
Enrichment Opportunities	Opportunities to visit the Imperial War Museum for the exhibition and workshop on 'The Holocaust: Life in Germany 1919-1939' in which students will deepen their understanding of how political, economic and social change in Germany affected the people who lived there. The workshop includes using artefacts and archive materials. Holocaust survivor in school – students will get the chance to hear from a Holocaust survivor and their experiences of the Holocaust and Second World War.					

	Opportunity to create an online exhibition in Half Term 4 which will show case the work, evidence and debate that has been covered in Half term 3
Leadership Opportunities	<p>Leadership development throughout the year includes refining debating skills through topics such as 'How far was immigration 948-1960 a turning point in modern British Society?' where students discuss and debate using evidence to come to a judgement.</p> <p>Teamwork skills are developed through the year through starters in lessons and end points of lessons where students will work together to reach judgements, find suitable evidence and work together to answer enquiry questions about the topics being studied.</p> <p>Young Historians Awards (Historical Association) – researching, writing and presenting ideas about a historical theme or period. Students will get the opportunity to research and write about an area of history which interests them and then will be entered in a national competition.</p>