



## Year 9 History

### What will students know and be able to do:

In Year 9 students will use the skills they have learnt in years 7 and 8 and apply them to their first GCSE module. They will begin with two chronological thematic studies that are not in the exam; Migration Through Time and Liberation Through Time. This will help to give students the chronological contextual knowledge they need for the exam, developing on what they have already studied in years 7 and 8 and really ensuring they have understood the key skills needed before moving on to exam topics. They will be able to apply what they have learnt to their study of Medicine Through Time and be able to analyse and evaluate information using the key concepts they have learnt, including cause and consequence, change and continuity, similarity and difference, and significance. Students will also use their previous studies on 'factors' to examine why changes occurred and explain these within their exam questions. Once they have completed their studies on Medicine Through Time, they will use their source analysis skills within their studies of trenches on the Western Front which requires students to assess the usefulness of sources.

By the end of the year, students will have a good understanding of all of the contextual information, as well as being able to confidently structure answers to exam questions and be prepared with a variety of revision resources.

<b>Key concepts</b>	<b>Factors</b>
Cause and consequence	Religion
Change and continuity	Technology
Similarity and difference	Individuals
Significance	Government and institutions
Sources and interpretations	Attitudes

### How will they learn this:

To ensure students use the skills they have been learning to become historians, the structure of the lessons will be similar to those in year 7 and 8. Lessons continue to be built around 'Enquiry Questions', which are developed to encourage students to really challenge their thinking and be able to 'explain' rather

than just 'know'. Students will continue to partake in a variety of activities, including discussions and debates, collecting and sequencing information, asking and answering questions, and further creative and written tasks. In Year 9 there will be a bigger focus on sources and interpretations; a skill students were introduced to in Years 7 and 8. A further development from KS3 is that students will be expected to apply their knowledge to exam questions at regular intervals throughout the lessons, however lessons will include help on how to structure these and encourage students to become more confident with these.

### **How will they be assessed:**

Students will focus on the questions that they will get in this exam specifically. These questions include:

#### Paper 1:

##### **Trenches on the Western Front:**

- Describe two features of... (4 marks)
- How could you follow up Source X for an enquiry into Y (4 marks)
- How useful are Sources A and B for an enquiry into... (8 marks)

##### **Medicine Through Time:**

- How different/similar is X to Y (4 marks)
- Explain why... (12 marks)
- Statement. How far do you agree? (16 marks)

Practising these questions ensures students can confidently answer them and be prepared for the questions they will get in their other GCSE questions. They will practise them regularly but will only be formally assessed at the end of each half term.

## HT1

Theme: Migration

Enquiry Question: How has migration shaped our world?

**Intro:** A study of migration for Y9, looks at migration to and from the UK to introduce students to a range of reasons for migration throughout History. They will revisit time periods looked at lower down the school thereby interleaving time periods and building up their historical knowledge and understanding. The SOW will follow 3 key themes for migration, war, religion and trade, it will aim to show pupils through scholarship and material culture different reasons for migration throughout time both to and from the British isles. **Starting year 9 with a chronological study will help students with any gaps that may have occurred during the break from school due to Covid-19. This topic focuses on the different historical skills students need, but is not based on the topic students will be examined on for their GCSEs. Therefore students have the chance to settle back into education without the worry of exam content.**

**Students studying this at home due to Covid 19 will have PP lessons set on Teams.**

Homework: Students will use knowledge organisers to revise key terms and dates which they will be tested on every 2 weeks.

Lesson	Topic and EQ	Lesson	Resources	Key words and Factors	Homework
1	What is migration?	Intro lesson – What is migration?	PP	Migration	<a href="https://www.bbc.co.uk/bitesize/guides/zpbs7hv">https://www.bbc.co.uk/bitesize/guides/zpbs7hv</a>  Complete Quiz
2	Who was the Ivory Bangle Lady and how significant is she to the story of migration?	This lesson introduces students to migration by examining archaeology and looking at the story of a woman found from the Roman era.	PP	Economy	
3	Was there a sixth century WWW?	In this lesson, students examine the customs of the Vikings and why they venture to England.	PP	Trade	
4	How did the invasion of the Normans impact migration?	Students recap the events of the Norman invasion and then consider the changes that are made to England. They will examine how the country is divided and the impact this has on migration.	PP	Politics Economics	
5 and 6	What part did Jewish migrants play in English life, 1250–1500?	Students spend a double lesson investigating how and why Jews came to England in the Middle Ages, including how and why their roles and place in society changed over time.	PP	Religion Politics Archa Judaism	

				Anti-Semitism	
<b>7</b>	How diverse was England in the middle ages?	Students identify different countries on a map before matching those countries with the reasons why people migrated from there to England. They focus on the factors of trade, religion, and work, and categorise each of the countries. Students are then able to be a little more creative and design an episode of Horrible Histories that focuses on migration in the Middle Ages	PP	Diversity Trade Religion Economy	
<b>8</b>	Why was there migration to Tudor London?	This lesson focuses on an image from the Tudor era. Students are asked to examine and evaluate the image, making inferences and then finding out the context to back it up.	PP		
<b>9</b>	Why did the Reformation trigger migration?	Students recap the Reformation which they would have looked at in year 7 (and they will study further for their GCSE). They examine the difference between Catholic and Protestant and how Europe is divided because of this. They then look at the impact this has on migration and why people are forced to flee to and from England.	PP	Reformation Religion Catholic Protestant Persecution	
<b>10</b>	Why did Diago need saving?	This lesson follows a boy called Diago who is able to join an English ship and escape persecution. Students follow the story of Diago and then make inferences on the impact this might have around the globe.	PP	Religion Persecution	Teams:  Explain why people migrated to England.  Students add notes to the categories given to them on the mind map before adding their own categories that they remember from the lesson.
<b>11 and 12</b>	Why did the English go to Early America?	Students spend a couple of lessons studying the advances in technology and why people were able to travel and explore much more. They then move on to look at why they might want to explore and colonise other areas, with a focus on America and the lost colony at Roanoke.	PP	Astrolabe Travel Economy Colonies/colonies Empire	
<b>13</b>	Why did Black people come to Georgian England?	Students begin this lesson by recapping what they remember about the slave trade. They use historical text to remind themselves of the British involvement in the slave trade. They then use sources to analyse the impact	PP	Slave trade Persecution	

		of the slave trade on the diversity of the population in England and reactions to it.			
<b>14</b>	How significant was British migration to India?	Here students look at the East India company and the significance of India. They also look at what this meant for the population of both India and England, with soldiers having children with local women and what happened to these children.	PP	East India Company Economy Politics	
<b>15</b>	To what extent did migrants successfully settle in Victorian London?	This lesson introduces students to certain aspects of their Crime and Punishment course. Students investigate Victorian London and focus on the different groups that settled there and why, including Jews, Irish, and Eastern European. They then evaluate attitudes towards these groups of people and whether or not they were welcomed.	PP	Fenians Pogroms	Teams:  Research task on the Windrush Scandal
<b>16</b>	What was the impact of WWI on migration to Britain?	Students investigate the role of Empires on WWI before analyzing sources to see the impact this had on migration. They look at the Liverpool Race Riots of 1919 and compare this to the previous time periods they have studied.	PP	Empires War	
<b>17</b>	What was the impact of WWII on migration to Britain?	This follows on from looking at WWI by again looking at the different countries involved. It then looks at the relationship between Britain and America, and how the attitudes of the two towards black people differed. Students investigate how different groups were treated and compare this to WWI.	PP		
<b>18</b>	Who were the Windrush generation and why did they migrate to Britain?	Students investigate different sources to find out about the HMS Windrush and the people that came to England on it. They look at attitudes around this and how people were treated when they arrived. They compare this to the Victorian era, but also look at more modern pieces of evidence and the Windrush Scandal.	PP	Windrush Politics	

## HT2

Theme: Liberty

Enquiry Question: Why is History relevant?

**Intro:** This topic allows students to develop their chronological understanding by investigating similar time periods to their Migration topic but with a different focus. The study of Liberty gives students the opportunity to investigate different freedoms and how and why they have the freedoms they do in society today.

Students studying this at home due to Covid 19 will have PP lessons set on Teams.

Students will use knowledge organisers to revise key terms and dates which they will be tested on every 2 weeks.

Week	Lesson	Topic and EQ	Lesson	Resources/Shadow curriculum/Cover	Key words	Homework
1 and 2 – How significant are the Middle Ages when learning about freedom?	1	What does it mean to be 'free'?	Students come up with their own definition of 'free' that they will challenge throughout the lesson. They look at different democratic freedoms and try to define them. They then investigate the story of Queen Bathild and evaluate how free she was and how free she made other people.	PP		Meanwhile, Elsewhere.  Students complete the sheet on witchcraft and then write a short paragraph explaining which rights those
	2	How liberating were the 1100s?	Recap William the Conqueror and then look at the story William Rufus and how Henry becomes king. Look at the charter and debate just how liberating it really is.  Main takeaway - The principle that no one – not a king, not a president or prime minister – is above	PP  <a href="https://www.youtube.com/watch?v=KGDu-vi8sg">https://www.youtube.com/watch?v=KGDu-vi8sg</a>		

			the law is essential to the freedom and happiness of people today.			accused of witchcraft did not have.
	<b>3</b>	What did the Feudal system mean for freedom?	Students recap the structure of the feudal system before looking at knights and villeins in more detail. They then watch a clip and investigate the importance of monks.  Finally, answer the question: What did the Feudal system mean for freedom?	<a href="https://www.youtube.com/watch?v=XHQ89qChw1Y">https://www.youtube.com/watch?v=XHQ89qChw1Y</a>	Feudal Villeins	
	<b>4</b>	How significant is the Magna Carta for the history of freedoms?	Examine an image showing the Magna Carta and then see what students remember from year 7 about it. Recap by watching a clip and answering questions in a table.  Students then look at other human rights declarations throughout history and complete tasks based on their ability level. These tasks ask students to investigate the impact the Magna Carta had on other human rights.  Finally, they answer a judgment question based on a 16 mark GCSE question	Ppt. <a href="https://www.bbc.co.uk/education/guides/zqggtfr/video">https://www.bbc.co.uk/education/guides/zqggtfr/video</a> <a href="https://www.youtube.com/watch?v=O8ME7kxMk4g">https://www.youtube.com/watch?v=O8ME7kxMk4g</a>	Magna Carta Human Rights Declaration	
	<b>5</b>	How can one man's freedom fighter be another man's terrorist?	Looking at different historical interpretations relating to the historical significance of William Wallace, making use of sources to develop skills required on Paper 3 (Q3b and 3c) to examine how and why interpretations differ.	Ppt.		Some form of graphic organiser?
<b>3 and 4 - How significant is the Early Modern era when</b>	<b>6</b>	Did the Reformation lead to greater religious freedom in Europe?	To gain an overview of how much religious freedom did ordinary people gain in the wake of the Reformation. The power of the church remained unchallenged until Martin Luther in 1517. The repercussions of men like these led to tumultuous changes in religion across Europe, but not without a price. Skills- Analysis and evaluation.	Ppt.		

<b>learning about freedom?</b>	<b>7</b>	Were English colonists free in the New World colony of Jamestown?	Investigate the settlement, including before colonists arrived. Look for evidence of greater freedom, including the Charter of 1606 e.g. economic freedom with people being able to make their own decision to invest in America and the creation of the general assembly in 1618.	Ppt.		Meanwhile, Elsewhere on Louise XIV
	<b>8</b>	How free were the Pilgrims really?	Extension to Jamestown, but this time the Mayflower seeks freedom from religious persecution in England.			
	<b>9</b>	How did the English Civil War lead to a shift in power from the Monarch to the people?	Look at the English Civil and understand how this was a political turning point in British History.	Ppt Sorting activity to complete 2 living graphs that show shifting power from Monarch to Parliament.		
<b>5 and 5=6</b>	<b>10</b>	What does the Glorious Revolution tell us about freedoms of the monarchy?	Students recap key information that will be useful for the lesson, including the reformation and chronology of monarchs. They then look at the event of the Glorious Revolution before examining the Bill of Rights. Students investigate the Act of Unions 1707 and analyse the impact of this on freedoms.	Ppt. Storyboard		Homework on Scotland and the positives and negatives of the Act of Union
	<b>11</b>	Why did the Americans want to be free from the British?	Students begin by learning about the 13 colonies of America. They then investigate the different causes of the American War of Independence before evaluating the relationship between Britain and the colonies.  Finally, they try to come up with their own slogan for the American War of Independence	Ppt. <a href="https://www.youtube.com/watch?v=vd0fMpAIs1s">https://www.youtube.com/watch?v=vd0fMpAIs1s</a> Worksheet		



	<b>12</b>	How free were the Americans after the American War of Independence?	Students investigate why the Americans won the American War of Independence. They use a Clip from Hamilton to look at the Battle of York town and what followed. Students then categorize the different consequences of the American War of Independence.	Ppt. Hamilton clip		Explain why task  Students complete a diagram of factors answering something like 'Explain why people's rights have changed over time'
	<b>13</b>	How did the enslaved become free?	Students look at the ends leading to the end of the slave trade in Britain by reading through information and completing a table showing how free people were at each time period.	Ppt.		
	<b>14</b>	Who were the Chartists?	The Chartists 1838- In the aftermath of the Peterloo massacre in 1819 what caused the formation of the Chartists and how did their demands change British society.	Ppt.		
<b>6 and 7</b>	<b>15</b>	Did the women's suffrage movement help or hinder the fight for women's rights?	Women- Suffrage- Suffragists and Suffragettes	Ppt.		Meanwhile, Elsewhere homework looking at USA and/or India?
	<b>16</b>	Why was Gandhi significant figure in gaining independence for India?	How did the actions of one man change the course of a nation? Students will explore the significance Gandhi's role in gaining Indian independence from the British.	Ppt		
	<b>17</b>	How would a UK Bill of Rights in post-Brexit	Civil Liberties and Human Rights- What are civil liberties? What is the Freedom of Information Act? How does the Human Rights Act ensure our civil liberties are upheld? If the Human Rights Act was replaced with a	PPt 1997 Civil Liberties Act summary sheet		

		Britain change our civil liberties?	<p>Bill of Rights what would be the impact of this on our civil liberties in the UK?</p> <p>Skills focus on 'Explain why...' e.g. Explain why replacing the Human Rights Act with a Bill of Rights might weaken civil liberties or Explain why replacing the Human Rights Act with a Bill of Rights would strengthen civil liberties.</p>			
	<b>18</b>	Did the World Wars lead to an increase in demand for greater personal freedoms? CJA	20th century fight for freedom - Including abortion rights, LGBTQ+ rights, marriage rights (links to crime and punishment)			

## HT3-HT5: Paper 1, Section B – Medicine Through Time

Students will learn all of the contextual knowledge they need on Medicine Through Time, as well as practising questions they will be expected to answer when they do their GCSEs.

Students studying this at home due to Covid 19 will use Oak National Academy lessons set on Teams each week.

Homework: Students will use knowledge organisers to revise key terms and dates which they will be tested on every 2 weeks.

Week	Key topic	Specification content
1	<ul style="list-style-type: none"> <li>• <i>Introduction and overview to Medicine in Britain, c1250-present. How and why have ideas about the cause of disease and illness and approaches to prevention and treatment changed over time?</i></li> <li>• <i>Overview of key features in the development of medicine and how these were linked with the key features of society in Britain in the periods studied.</i></li> </ul>	
	<p><b>c1250–c1500: Medicine in medieval England</b></p> <ul style="list-style-type: none"> <li>• <i>Brief overview of the period: medieval England. Continuity in ideas with the ancient world.</i></li> </ul>	
2	1 Ideas about the cause of disease and illness in the Middle ages	<ul style="list-style-type: none"> <li>• Supernatural and religious explanations of the cause of disease.</li> <li>• Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence of Hippocrates and Galen.</li> </ul>
	2 Approaches to prevention and treatment	<ul style="list-style-type: none"> <li>• Approaches to prevention and treatment and their connection with ideas about disease and illness: religious actions, bloodletting and purging, purifying the air, and the use of remedies.</li> </ul>
3		<ul style="list-style-type: none"> <li>• New and traditional approaches to hospital care in the thirteenth century. The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500.</li> </ul>
	3 Case study	<ul style="list-style-type: none"> <li>• Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread.</li> </ul>
	<i>Review</i>	<ul style="list-style-type: none"> <li>• <i>Summary of the influence of key factors on change and continuity in the years c1250–c1500.</i></li> </ul>

4	<b>c1500–c1700: The Medical Renaissance in England</b>	
	<ul style="list-style-type: none"> <li>Brief overview of the period: Britain 1500-1700. The 'Medical Renaissance'.</li> </ul>	
	1 Ideas about the cause of disease and illness	<ul style="list-style-type: none"> <li>Continuity and change in explanations of the cause of disease and illness. A scientific approach, including the work of Thomas Sydenham in improving diagnosis. The influence of the printing press and the work of the Royal Society on the transmission of ideas.</li> </ul>
5	2 Approaches to prevention and treatment	<ul style="list-style-type: none"> <li>Continuity in approaches to prevention, treatment and care in the community and in hospitals.</li> <li>Change in care and treatment; improvements in medical training and the influence in England of the work of Vesalius.</li> </ul>
6	3 Case studies  <i>Review</i>	<ul style="list-style-type: none"> <li>Key individual: William Harvey and the discovery of the circulation of the blood.</li> <li>Dealing with the Great Plague in London (1665): approaches to treatment and attempts to prevent its spread.</li> <li><i>How much changed in the 'medical renaissance' in understanding of the cause of disease and illness, and in approaches to prevention, treatment and care?</i></li> <li><i>How much changed in understanding of the cause of disease and illness, and in approaches to prevention, treatment and care c1250-1700?</i></li> <li><i>Summary of the influence of key factors on change and continuity in the years c1500-1700</i></li> </ul>
7	<b>c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain</b>	
	<ul style="list-style-type: none"> <li>Brief overview of the period: Britain 1700-1900.</li> </ul>	
	1 Ideas about the cause of disease and illness	<ul style="list-style-type: none"> <li>Continuity and change in explanations of the cause of disease and illness. The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes.</li> </ul>
8	2 Approaches to prevention and treatment	<ul style="list-style-type: none"> <li>The extent of change in care and treatment: improvements in hospital care and the influence of Nightingale. The impact of anaesthetics and antiseptics on surgery.</li> <li>New approaches to prevention: the development and use of vaccinations and the Public Health Act (1875).</li> </ul>

9	3 Case studies  <i>Review</i>	<ul style="list-style-type: none"> <li>• Key individual: Jenner and the development of vaccination.</li> <li>• Fighting Cholera in London (1854); attempts to prevent its spread; the significance of Snow and the Broad Street Pump.</li> <li>• <i>How much did ideas about the causes of disease and illness change between 1700 and 1900?</i></li> <li>• <i>How much did ideas about approaches to prevention and treatment change between 1700 and 1900?</i></li> <li>• <i>How much changed in understanding of the cause of disease and illness, and in approaches to prevention, treatment and care c1250-1900?</i></li> <li>• <i>Summary of the influence of key factors on change and continuity in the years c1700-c1900</i></li> </ul>
10	<b>c1900–present: Medicine in modern Britain</b> <ul style="list-style-type: none"> <li>• <i>Brief overview of the period: Britain 1900 to present.</i></li> </ul>	
	1 Ideas about the cause of disease and illness	<ul style="list-style-type: none"> <li>• Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health.</li> <li>• Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors.</li> </ul>
11	2 Approaches to prevention and treatment	<ul style="list-style-type: none"> <li>• The extent of change in care and treatment. The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals.</li> <li>• New approaches to prevention: mass vaccinations and government lifestyle campaigns.</li> </ul>
12	3 Case studies  <i>Review</i>	<ul style="list-style-type: none"> <li>• Key Individuals: Fleming, Florey and Chain’s development of penicillin.</li> <li>• The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.</li> <li>• <i>How much have ideas about the causes of disease and illness changed between 1900 and the present?</i></li> <li>• <i>How much have ideas about approaches to prevention and treatment changed between 1900 the present?</i></li> <li>• <i>How much has changed in understanding of the cause of disease and illness, and in approaches to prevention, treatment and care c1250-present?</i></li> <li>• <i>Summary of the influence of key factors on change and continuity in the years c1900-present day</i></li> </ul>

## HT6: Paper 1, Section A – Trenches on the Western Front

Students learn the contextual information needed for the exam questions on trenches on the Western Front. They will develop their learning on source analysis and carry out practise questions. Once students have all of the necessary knowledge, they will use lessons recapping information and practising questions from the entirety of Paper 1.

Students studying this at home due to Covid 19 will have a booklet to complete.

Homework: Students will use knowledge organisers to revise key terms and dates which they will be tested on every 2 weeks.

14	<b>The British sector of the Western Front, 1914–18: injury, treatment and the trenches</b>	<i>Introduction to historic environment</i> <ul style="list-style-type: none"><li>• The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. The trench system - its construction and organisation, including frontline and support trenches. The use of mines at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras. Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure.</li><li>• <i>Types of source relevant to this option.</i></li></ul>
15		<ul style="list-style-type: none"><li>• Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel, wound infection and increased numbers of head injuries. The effects of gas attacks.</li><li>• <i>Source utility</i></li></ul>
16		<ul style="list-style-type: none"><li>• The work of the RAMC and FANY. The system of transport: stretcher bearers, horse and motor ambulances. The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras.</li><li>• <i>Following up a source</i></li></ul>
17		<ul style="list-style-type: none"><li>• The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai.</li><li>• <i>Source utility</i></li></ul>

18		<ul style="list-style-type: none"><li>• The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood.</li><li>• <i>Following up a source</i></li><li>• <i>Review and assessment of Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injury, treatment and the trenches</i></li></ul>
----	--	---