

Curriculum Intent

Key Stage 3

Subject long-term planning

History



PENK VALLEY
ACADEMY TRUST

*Learning
Together*



Key stage 3: **History** Year 9 – WHS

| | 1 | 2 | 3 | 4 | 5 | 6 |
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| Title | <i>Should we be known as the Disunited Kingdom?</i> | <i>Have the Olympics always been about sport?</i> | <i>Does our local war memorial reflect the impact of WW1?</i> | <i>To what extent did the Second World War only cause death, destruction and misery?</i> | <i>Was it the best or the Worst of Times: The USA 1919-1941?</i> | <i>How far did British society change between 1945 and 1970?</i> |
| Overall intent – rationale | Students study key events in the history of the United Kingdom to assess whether we can be said to be united. This is a bridging unit to draw in and consolidate important generative prior knowledge of earlier KS3. | Students study events in the Olympics such as terrorism, civil rights and anti-Semitism. This unit prepares students for many later topics by introducing important key concepts. | Students study WWI looking at the causes, events and contributions of various groups to the war as well as the end of war. This allows students to understand challenges for Britain, Europe and the wider world as well as investigating aspects of local history and in some cases, family history. | Students study the aftermath of WWI, the road to war, key events of WWII, the Holocaust, and the impact of war. This allows understanding of the challenges for Britain, Europe and the wider world 1901—present day. | Students study the USA in the inter war years looking at intolerance, women’s roles, prohibition and the Depression. This is a wider world study which shows the interconnection with other world developments. | Students study post war Britain looking at immigration, women’s rights and youth. Aspects of Britain’s place in the world are referred to. This unit is done at the end of Y9 due to the greater maturity required for some of the content and concepts. |
| Key concepts, knowledge & skills (Must be all three) | Students will know the relationship between the British Isles over time, from the Romans to modern day, including events such as the Irish Potato Famine and Brexit. Students will understand concepts of chronology, historical interpretation and the Union. Students will be able to make inferences from sources, apply chronological understanding and | Students will know Olympic events through History from Ancient Olympic games to modern games including the 1936 Olympics. Students will understand key divisive concepts of the 20 th century such as Anti-Semitism, Civil Rights, Terrorism and the Cold War. Students will be able to make Inferences, explain the significance of events and assess the reliability of sources. | Students will know the causes, events, key contributions and consequences of World War One. Students will understand long and short-term causes, propaganda, censorship, empire and remembrance. Students will be able to describe key roles in war, explain causes and consequences of war and identify the relative significance of factors in the war. | Students will know the impact of the Treaty of Versailles, Hitler’s foreign policy and the policy of appeasement, as well as experiences of different groups and the consequences of war Students will understand appeasement, evacuation, the home front, Holocaust, nuclear war, and social, political and technological change. Students will be able to explain cause and | Students will know key events in the USA in the interwar period. Students will understand concepts of boom, bust, Intolerance, prohibition, communism and the stock market crash Students will be able to make Inferences, reach supported judgements and evaluate sources for reliability and usefulness. | Students will know about social changes for women and youth, alongside the experience and contribution of immigrants. They will also study important local reactions to this. Students will understand Emigration, Immigration, racism and the Commonwealth Students will be able to analyse sources for reliability and empathy. |

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| | demonstrate knowledge of change over time. | | | consequence, analyse cartoons and identify the significance of atomic weaponry. | | |
| How parents/carers can support | Films and documentaries such as Braveheart and Mary, Queen of Scots (subject to an appropriate certificate) | Discuss and test students on key terms Films and documentaries such as Selma (subject to an appropriate certificate) | Visit a war memorial Discuss/research family history Read or watch War Horse or Private Peaceful | Films and documentaries such as Goodnight Mr Tom, Schindler's List and the Pianist (subject to an appropriate certificate) | | Films and documentaries such as Small Island, Small Axe (subject to an appropriate certificate) |