

Year 9: Three-year Scheme of Work

Half-term: Autumn 1						
Unit title: Getting the vote						
Weeks 1–2 Enquiry question: How democratic was Britain in the 19th Century?						
Content details	Links to Edexcel GCSE (9–1) History	Progression scale focus	Target understanding for all students	Additional understanding for some students	Extra stretch understanding	End of half term assessment will cover
<p>Week 1</p> <p>* Look at elections in c1800 and why people criticised them: Rotten boroughs, franchise, electoral practices, etc.</p> <p>* Build on Namier research – information on the electoral system towards the end of the 18th Century in <i>The Structure of Politics</i></p> <p>* Review key terms and the concept of democracy</p>	<p>Developing concept of democracy is important to: Weimar and Nazi Germany, 1918–1939 and to other topics.</p>	<p>Evidence</p> <p style="color: green;">Target Step 6</p> <p style="color: blue;">Stretch to Step 7</p> <p>Historical vocabulary</p> <p style="color: green;">Target Step 6</p>	<p>Evidence Step 6:</p> <p>Learners use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose. Learners can use a small group of sources together to make simple inferences and present this as evidence.</p> <p>Historical vocabulary Step 6: Learners use historical vocabulary correctly in their work and it is becoming a feature of the way in which they talk and write about history.</p>	<p>Evidence Step 7:</p> <p>Learners can make supported inferences about the past by using a source and the detail contained within it.</p> <p>Historical vocabulary Step 6: They have a growing awareness of context and can begin to explain why some historical language is relevant in one period but not another (e.g. Leveller, Lollard, Protestant).</p> <p>Change and continuity Step 7: Learners understand that the historical significance of changes differs depending on the timescale used or the person looking at the change.</p>	<p>Evidence Step 7:</p> <p>Learners can comment on the utility of a source as well as its reliability, but they may be confused about how these two ideas work together. They can support comments on utility and reliability by using content from sources that they are given, but this remains undeveloped.</p>	<ul style="list-style-type: none"> • Evidence • Change and continuity
<p>Week 2</p> <p>* The 1832 Reform Act and the extent of its influence</p> <p>* Chartists</p> <p>* The 1867 and 1884 Reform Acts and their influence; Secret Ballot Act</p>		<p>Change and continuity</p> <p style="color: green;">Target Step 6</p> <p style="color: blue;">Stretch to Step 7</p>				

**This Scheme of Work outlines a course that would prepare students to start studying Edexcel GCSE (9-1) History, however it is not necessary to follow this scheme in order to take the qualification. and other approaches to preparing students for GCSE study may be equally valid and effective.*

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			<p>Change and continuity Step 6: They can recognise that a change may be important to one society or group of people but has little historical significance in another context.</p>			
<p>Weeks 3–4 Enquiry question: What's the truth about Victorian Women?</p>						
<p>Week 3 * Victorian attitudes towards women. Property ownership, physical and mental abilities, role in society * Victorian attitudes towards marriage * Women's clothes * Differences between how working class and upper class women were seen and treated</p>		<p>Evidence Target Step 6 Stretch to Step 7</p>	<p>Evidence Step 6: Learners use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose. Learners can use a small group of sources together to make simple inferences and present this as evidence. (Reinforced) Evidence Step 7: Learners can comment on the utility of a source as well as its reliability, but they may be confused about how these two ideas work together.</p>	<p>Evidence Step 7: Learners can make supported inferences about the past by using a source and the detail contained within it. Evidence Step 7: They can support comments on utility and reliability by using content from sources that they are given, but this remains undeveloped.</p>	<p>Evidence Step 7: They are able to formulate questions that are loosely based on a line of enquiry, but struggle to explain why this would be an important question to answer.</p>	<ul style="list-style-type: none"> • Evidence • Change and continuity
<p>Week 4 * Victorian women in medicine (Florence Nightingale), teaching, literature, Politics (Elizabeth Fry), Science and Maths (Ada Lovelace) * Jobs women were doing by 1900 * Women climbers and cyclists</p>		<p>Evidence Target Step 6 Stretch to Step 7</p>				

Weeks 5–6 Enquiry question: How did women get the vote?						
<p>Week 5</p> <ul style="list-style-type: none"> * Suffragette and suffragist demands and their tactics * Resistance to votes for women and the suffrage movement * Introduce concepts of liberalism and conservatism 		<p>Interpretations Target Step 6 Stretch to Step 7</p>	<p>Change and continuity Step 7: Learners can use the language of change to talk about developments and how they are measured in different ways (e.g. political, economic, pace, extent). Learners understand that the historical significance of changes differs depending on the timescale used or the person looking at the change, but they cannot yet link these ideas with other developments.</p>	<p>Change and continuity Step 7: They will be able to communicate their understanding of changes by identifying lines of development rather than just individual changes.</p>	<p>Change and continuity Step 8: Learners are confident when using the language of change and are beginning to explain why some changes are significant or seen as significant depending on perspective.</p>	<ul style="list-style-type: none"> • Evidence • Change and continuity
<p>Week 6</p> <ul style="list-style-type: none"> * Role of women in munitions factories and other previously male occupations during the First World War * Job losses after war ended and men came back etc. * Granting of the franchise, but FA decision to ban women footballers from FA grounds 	<p>Warfare through time, c1250–present</p>	<p>Change and continuity Target Step 7 Stretch to Step 8</p>	<p>Interpretations Step 6: Learners can select and describe the key features of a variety of interpretations (e.g. visual, written, spoken) and explain the reasons for their construction (e.g. to entertain, to inform, to persuade). They will understand that this is linked to who made the interpretations.</p>			

Week 7 Enquiry question: How much more democratic was Britain by 1928?						
<p>Week 7 * Compare situation in 1800 with electoral system in 1928 and with today's electoral system * Can also compare to previous periods, e.g. the era of Walpole</p>		<p>Change and continuity Target Step 7 Stretch to Step 8</p>	<p>Change and continuity Step 7: They will be able to communicate their understanding of changes by identifying lines of development rather than just individual changes.</p>	<p>Change and continuity Step 8: Learners are confident when using the language of change and are beginning to explain why some changes are significant or seen as significant depending on perspective.</p>	<p>Change and continuity Step 8: Learners can explain lines of development in which changes work cumulatively in the same direction or pull in different directions.</p>	<ul style="list-style-type: none"> • Evidence • Change and continuity

Half-term: Autumn 2						
Unit title: The First World War						
Weeks 8–11 Enquiry question: Why did the First World War start in 1914?						
Content details	Links to Edexcel GCSE (9–1) History	Progression scale focus	Target understanding for all students	Additional understanding for some students	Extra stretch understanding	End of half term assessment will cover
Week 8 * The Franco-Prussian War * The unification of Germany in 1871 and how it affected relations with France and the balance of power in Europe * Concept of Nation and Nationalism	Weimar and Nazi Germany, 1918–1939	Causation and consequence Target Step 6 Stretch to Step 7	Causation and consequence Step 6: Learners can link categories of causes to form a simple causal picture and begin to explain why something happened in history.	Causation and consequence Step 7: Learners are becoming confident in forming a causal picture using information that they are given and can construct a sound explanation of why something happened.	Causation and consequence Step 8: Learners are able to construct and explain a causal argument using historical knowledge with which they are becoming increasingly familiar. This argument will put forward a case for defining the importance of particular causes or groups of causes, but there will be a lack of organisation or sustained argument.	<ul style="list-style-type: none"> • Interpretations • Causation and consequence
Week 9 * Look at the extent of European empires by late 19th Century * Germany's desire for an empire, and attempts to get one * The Kaiser and the naval arms race		Evidence (cartoons) Target Step 7 Stretch to Step 8	Learners may still hold the belief that things happen because people wanted them to and may be over-reliant on the agency of historical figures.	Causation and consequence Step 7: Learners are beginning to be more selective when deploying historical knowledge, although this may be patchy.	Learners are beginning to be more selective when deploying historical knowledge, although this may be patchy.	
Week 10 * The alliance system and how it developed in the lead up to war * Germany's position in central Europe and the Schlieffen Plan		Interpretations Target Step 7 Stretch to Step 8	Learners may be starting to use simple knowledge of the event or period to back up their statements, but this will remain generic.	Evidence Step 8: Learners can support their comments on sources by using source content and sometimes by	Interpretations Step 8: Learners	

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<p>Week 11 * Story of Sarajevo * Series of events following the assassination which led to war * Different historian's views of who was to blame for starting the war</p>	<p>Weimar and Nazi Germany, 1918–1939</p>	<p>Causation and consequence Target Step 6 Stretch to Step 7 Analytical narrative Target Step 6 Stretch to Step 7 Interpretations Target Step 7 Stretch to Step 8</p>	<p>consequence Step 6: Learners understand that events have consequences as well as causes and can describe, in simple terms, one or more of the consequences of an event or development in isolation from other consequences. Causation and consequence Step 7: They may be starting to prioritise some causes as more important than others, but the explanation or reasoning behind this remains weak. Evidence Step 7: Learners can make supported inferences about the past by using a source and the detail contained within it. Interpretations Step 7: Learners are able to link the construction of different interpretations to the use of different sources. They have a broad understanding that historians can explain the same event through different stories (e.g. the abolition of the slave trade as an economic</p>	<p>referencing the provenance of a source. Interpretations Step 8: Learners can explain how and why an interpretation may have been constructed using points relating to purpose, viewpoint, background, source availability and selection. This may remain quite deterministic and simplistic (e.g. 'Historian X wrote this because he was from France'). Analytical narrative Step 7: Learners' narrative accounts of the past are sometimes analytical, but they struggle to link this to a particular key concept. There is an attempt at organisation, but this may be weaker in parts. They use some accurate information in their work but this does not necessarily show conceptual understanding and</p>	<p>will understand that interpretations can be tested for validity, but will need a lot of support to begin to do this.</p>	
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			<p>argument, as the work of white abolitionists, or as a story of slave revolts and resistance).</p> <p>Analytical narrative Step 6: Learners can construct a descriptive narrative about the past and show hints of analysis within their work. There are hints of organisation, but this does not yet have an impact on the overall structure. The information that they use to support their narrative is sometimes accurate, but may lack relevance in places.</p>	<p>may be limited in scope.</p>		
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Weeks 12–13 Enquiry question: What was the First World War like?						
<p>Week 12</p> <ul style="list-style-type: none"> * Who fought in the First World War? Recruitment and conscription * Key features of trench warfare on the western front * The Battle of the Somme * War poetry 	<ul style="list-style-type: none"> * Warfare through time, c1250–present * Medicine through time, c1250–present 	<p>Evidence</p> <p>Target Step 7</p> <p>Stretch to Step 8</p>	<p>Interpretations Step 7:</p> <p>Learners are able to link the construction of different interpretations to the use of different sources. They have a broad understanding that historians can explain the same event through different stories (e.g. the abolition of the slave trade as an economic argument, as the work of white abolitionists, or as a story of slave revolts and resistance).</p> <p>(Reinforced)</p> <p>Evidence Step 7: Learners can comment on the utility of a source as well as its reliability, but they may be confused about how these two ideas work together. They can support comments on utility and reliability by using content from sources that they are given, but this remains undeveloped.</p> <p>(Reinforced)</p>	<p>Interpretations Step 8: Learners can explain how and why an interpretation may have been constructed using points relating to purpose, viewpoint, background, source availability and selection. This may remain quite deterministic and simplistic (e.g. ‘Historian X wrote this because he was from France’).</p> <p>Evidence Step 8: Learners can distinguish between ideas of utility and reliability, and understand that historians use ‘unreliable’ sources as valuable pieces of evidence.</p>	<p>Interpretations Step 8: Learners will understand that interpretations can be tested for validity, but will need a lot of support to begin to do this.</p>	<ul style="list-style-type: none"> • Interpretations • Causation and consequence
<p>Week 13</p> <ul style="list-style-type: none"> * The end of the war * A look at casualty rates compared to other conflicts * Spanish influenza * State of Europe at the end of the war * Some good outcomes: Medical advances, technological advances, e.g. aviation, the League of Nations 	<ul style="list-style-type: none"> * Warfare through time, c1250–present * Medicine through time, c1250–present <p>Background to:</p> <ul style="list-style-type: none"> * Weimar and Nazi Germany, 1918–1939 	<p>Interpretations</p> <p>Target Step 7</p> <p>Stretch to Step 8</p>	<p>Interpretations Step 7: Learners are able to link the construction of different interpretations to the use of different sources. They have a broad understanding that historians can explain the same event through different stories (e.g. the abolition of the slave trade as an economic argument, as the work of white abolitionists, or as a story of slave revolts and resistance).</p> <p>(Reinforced)</p> <p>Evidence Step 7: Learners can comment on the utility of a source as well as its reliability, but they may be confused about how these two ideas work together. They can support comments on utility and reliability by using content from sources that they are given, but this remains undeveloped.</p> <p>(Reinforced)</p>	<p>Interpretations Step 8: Learners can explain how and why an interpretation may have been constructed using points relating to purpose, viewpoint, background, source availability and selection. This may remain quite deterministic and simplistic (e.g. ‘Historian X wrote this because he was from France’).</p> <p>Evidence Step 8: Learners can distinguish between ideas of utility and reliability, and understand that historians use ‘unreliable’ sources as valuable pieces of evidence.</p>	<p>Interpretations Step 8: Learners will understand that interpretations can be tested for validity, but will need a lot of support to begin to do this.</p>	<ul style="list-style-type: none"> • Interpretations • Causation and consequence

Half-term: Spring 1						
Unit title: Conflict in the 20th Century						
Weeks 14–15 Enquiry question: How did new ideas cause conflict?						
Content details	Links to Edexcel GCSE (9–1) History	Progression scale focus	Target understanding for all students	Additional understanding for some students	Extra stretch understanding	End of half term assessment will cover
<p>Week 14</p> <ul style="list-style-type: none"> * What did communists believe in? * Changes brought about in Russia by industrialisation and war, and why this made communism appealing * Briefly cover the Russian Revolution and the West's reaction to it 	<p>* Russia and the Soviet Union, 1917–1941</p> <p>Background to:</p> <ul style="list-style-type: none"> * Mao's China, 1945–1976 * Superpower relations and the Cold War, 1941–91 	<p>Chronology</p> <p>Target Step 7</p> <p>Causation and consequence</p> <p>Target Step 7</p> <p>Stretch to Step 8</p>	<p>Causation and consequence Step 7:</p> <p>Learners are becoming confident in forming a causal picture using information that they are given and can construct a sound explanation of why something happened.</p> <p>Causation and consequence Step 7:</p> <p>They may be starting to prioritise some causes as more important than others, but the explanation or reasoning behind this remains weak.</p> <p>(Reinforced)</p> <p>Causation and consequence Step 7:</p> <p>Learners are beginning to be more selective when deploying historical knowledge, although this may be patchy.</p> <p>Interpretations Step 7:</p> <p>Learners are able to link the construction of</p>	<p>Causation and consequence Step 8:</p> <p>Learners are able to construct and explain a causal argument using historical knowledge with which they are becoming increasingly familiar. This argument will put forward a case for defining the importance of particular causes or groups of causes, but there will be a lack of organisation or sustained argument.</p> <p>Interpretations Step 8:</p> <p>Learners will understand that interpretations can be tested for validity, but will need a lot of support to begin to do this.</p>	<p>Causation and consequence Step 8:</p> <p>Learners show recognition of the importance of selecting knowledge to strengthen their points, although this is not always successful.</p>	<ul style="list-style-type: none"> • Causation and consequence • Analytical narrative
<p>Week 15</p> <ul style="list-style-type: none"> * What is Fascism? * Who was Adolf Hitler and what did he believe in? * Nazi ideas about nationalism, race and Lebensraum, and how these contributed to the outbreak of the Second World War 	<p>Weimar and Nazi Germany, 1918–1939</p>	<p>Interpretations</p> <p>Target Step 7</p> <p>Stretch to Step 8</p>	<p>They may be starting to prioritise some causes as more important than others, but the explanation or reasoning behind this remains weak.</p> <p>(Reinforced)</p> <p>Causation and consequence Step 7:</p> <p>Learners are beginning to be more selective when deploying historical knowledge, although this may be patchy.</p> <p>Interpretations Step 7:</p> <p>Learners are able to link the construction of</p>	<p>Causation and consequence Step 8:</p> <p>Learners are able to construct and explain a causal argument using historical knowledge with which they are becoming increasingly familiar. This argument will put forward a case for defining the importance of particular causes or groups of causes, but there will be a lack of organisation or sustained argument.</p> <p>Interpretations Step 8:</p> <p>Learners will understand that interpretations can be tested for validity, but will need a lot of support to begin to do this.</p>	<p>Causation and consequence Step 8:</p> <p>Learners show recognition of the importance of selecting knowledge to strengthen their points, although this is not always successful.</p>	<ul style="list-style-type: none"> • Causation and consequence • Analytical narrative

			<p>different interpretations to the use of different sources. They have a broad understanding that historians can explain the same event through different stories (e.g. the abolition of the slave trade as an economic argument, as the work of white abolitionists, or as a story of slave revolts and resistance). (Reinforced)</p> <p>Chronology Step 7: Learners increasingly have their own simple chronological picture into which they can place new knowledge, although they may still need some support. They are beginning to make assumptions about periods because of knowledge that they already have (e.g. ‘was everyone a Catholic because this was before the Reformation?’).</p>			
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Weeks 16–19 Enquiry question: How do you fight a 'Cold War'?						
<p>Week 16</p> <ul style="list-style-type: none"> * Why did the USA drop nuclear bombs on Hiroshima & Nagasaki? * The short-term and long-term consequences * Was it justified? 	<p>Superpower relations and the Cold War, 1941–91</p>	<p>Evidence</p> <p>Target Step 7</p> <p>Stretch to Step 8</p>	<p>Causation and consequence Step 7:</p> <p>Learners are becoming confident in forming a causal picture using information that they are given and can construct a sound explanation of why something happened. (Reinforced)</p> <p>Causation and consequence Step 7:</p> <p>They may be starting to prioritise some causes as more important than others, but the explanation or reasoning behind this remains weak. (Reinforced 2)</p> <p>Causation and consequence Step 7:</p> <p>Learners are beginning to be more selective when deploying historical knowledge, although this may be patchy. (Reinforced)</p> <p>Analytical narrative Step 7: Learners' narrative accounts of the past are sometimes analytical, but they struggle to link this to a particular key concept. There is an</p>	<p>Causation and consequence Step 8:</p> <p>Learners are able to construct and explain a causal argument using historical knowledge with which they are becoming increasingly familiar. This argument will put forward a case for defining the importance of particular causes or groups of causes.</p> <p>Causation and consequence Step 8:</p> <p>Learners can explain why events had certain consequences and begin to recognise that one cause may have multiple or conflicting consequences. They will begin to see how causes and consequences overlap and interact.</p> <p>Analytical narrative Step 8: Learners' narrative accounts attempt analysis and show some appreciation of the</p>	<p>Causation and consequence Step 9: Learners use knowledge to construct a causal argument, although they may struggle to make this knowledge fully relevant to the question asked. There is some attempt to organise their answer using a causal focus and there will be evidence of an argument forming.</p> <p>Analytical narrative Step 9:</p> <p>Learners can construct a narrative account which shows some sound analysis and a basic understanding of how the relevant historical concept should be linked to the narrative. They are able to organise their account so that it</p>	<ul style="list-style-type: none"> • Causation and consequence • Analytical narrative
<p>Week 17</p> <ul style="list-style-type: none"> * Korean War – use as a lens to illuminate early years of Cold War * Why did Russia get involved? * Why did the UN/US get involved? * Why did China get involved? * What is a proxy war? 	<p>Background to</p> <ul style="list-style-type: none"> * Mao's China, 1945–1976 * Superpower relations and the Cold War, 1941–91 * The USA, 1954–1975 	<p>Historical vocabulary</p> <p>Target Step 7</p> <p>Causation and consequence</p> <p>Target Step 7</p> <p>Stretch to Step 8</p>	<p>Causation and consequence Step 7:</p> <p>Learners are beginning to be more selective when deploying historical knowledge, although this may be patchy. (Reinforced)</p> <p>Analytical narrative Step 7: Learners' narrative accounts of the past are sometimes analytical, but they struggle to link this to a particular key concept. There is an</p>	<p>Causation and consequence Step 8:</p> <p>Learners are able to construct and explain a causal argument using historical knowledge with which they are becoming increasingly familiar. This argument will put forward a case for defining the importance of particular causes or groups of causes.</p> <p>Causation and consequence Step 8:</p> <p>Learners can explain why events had certain consequences and begin to recognise that one cause may have multiple or conflicting consequences. They will begin to see how causes and consequences overlap and interact.</p> <p>Analytical narrative Step 8: Learners' narrative accounts attempt analysis and show some appreciation of the</p>	<p>Causation and consequence Step 9: Learners use knowledge to construct a causal argument, although they may struggle to make this knowledge fully relevant to the question asked. There is some attempt to organise their answer using a causal focus and there will be evidence of an argument forming.</p> <p>Analytical narrative Step 9:</p> <p>Learners can construct a narrative account which shows some sound analysis and a basic understanding of how the relevant historical concept should be linked to the narrative. They are able to organise their account so that it</p>	<ul style="list-style-type: none"> • Causation and consequence • Analytical narrative
<p>Week 18</p> <ul style="list-style-type: none"> * Who was Fidel Castro? * The events of the Cuban Missile Crisis * Analysis of how close the world came to nuclear war 	<p>Superpower relations and the Cold War, 1941–91</p>	<p>Analytical narrative</p> <p>Target Step 7</p> <p>Stretch to Step 8</p> <p>Stretch to Step 9</p>	<p>Causation and consequence Step 7:</p> <p>Learners are beginning to be more selective when deploying historical knowledge, although this may be patchy. (Reinforced)</p> <p>Analytical narrative Step 7: Learners' narrative accounts of the past are sometimes analytical, but they struggle to link this to a particular key concept. There is an</p>	<p>Causation and consequence Step 8:</p> <p>Learners are able to construct and explain a causal argument using historical knowledge with which they are becoming increasingly familiar. This argument will put forward a case for defining the importance of particular causes or groups of causes.</p> <p>Causation and consequence Step 8:</p> <p>Learners can explain why events had certain consequences and begin to recognise that one cause may have multiple or conflicting consequences. They will begin to see how causes and consequences overlap and interact.</p> <p>Analytical narrative Step 8: Learners' narrative accounts attempt analysis and show some appreciation of the</p>	<p>Causation and consequence Step 9: Learners use knowledge to construct a causal argument, although they may struggle to make this knowledge fully relevant to the question asked. There is some attempt to organise their answer using a causal focus and there will be evidence of an argument forming.</p> <p>Analytical narrative Step 9:</p> <p>Learners can construct a narrative account which shows some sound analysis and a basic understanding of how the relevant historical concept should be linked to the narrative. They are able to organise their account so that it</p>	<ul style="list-style-type: none"> • Causation and consequence • Analytical narrative
<p>Week 19</p> <ul style="list-style-type: none"> * The reasons why America was fighting in Vietnam * Conscriptation * Draft dodgers, opposition to the war and to conscription * Connection to Civil Rights movement 	<p>*Superpower relations and the Cold War, 1941–91</p> <p>* The USA, 1954–1975</p>	<p>Causation and consequence</p> <p>Target Step 7</p> <p>Stretch to Step 8</p> <p>Stretch to Step 9</p>	<p>Causation and consequence Step 7:</p> <p>Learners are beginning to be more selective when deploying historical knowledge, although this may be patchy. (Reinforced)</p> <p>Analytical narrative Step 7: Learners' narrative accounts of the past are sometimes analytical, but they struggle to link this to a particular key concept. There is an</p>	<p>Causation and consequence Step 8:</p> <p>Learners are able to construct and explain a causal argument using historical knowledge with which they are becoming increasingly familiar. This argument will put forward a case for defining the importance of particular causes or groups of causes.</p> <p>Causation and consequence Step 8:</p> <p>Learners can explain why events had certain consequences and begin to recognise that one cause may have multiple or conflicting consequences. They will begin to see how causes and consequences overlap and interact.</p> <p>Analytical narrative Step 8: Learners' narrative accounts attempt analysis and show some appreciation of the</p>	<p>Causation and consequence Step 9: Learners use knowledge to construct a causal argument, although they may struggle to make this knowledge fully relevant to the question asked. There is some attempt to organise their answer using a causal focus and there will be evidence of an argument forming.</p> <p>Analytical narrative Step 9:</p> <p>Learners can construct a narrative account which shows some sound analysis and a basic understanding of how the relevant historical concept should be linked to the narrative. They are able to organise their account so that it</p>	<ul style="list-style-type: none"> • Causation and consequence • Analytical narrative

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			<p>attempt at organisation, but this may be weaker in parts. They use some accurate information in their work but this does not necessarily show conceptual understanding and may be limited in scope.</p> <p>Evidence Step 7: They are able to formulate questions that are loosely based on a line of enquiry, but struggle to explain why this would be an important question to answer.</p> <p>Historical vocabulary Step 7: There is a sound understanding of the importance of context when using historical vocabulary in different periods. There is also a basic awareness that historical vocabulary may need to be adapted within a period.</p>	<p>relevant historical concept (e.g. constructing a narrative of a cause) but are not clearly focused. They are able to plan an answer that builds an account, but it lacks internal logic. Learners are able to select mostly relevant knowledge so that it adds to the quality of their work.</p> <p>Evidence Step 8: Learners can formulate their own historical questions but struggle to plan a line of enquiry or select sources to use.</p>	<p>shows some logic and an ability to plan.</p>	
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Week 20 Enquiry question: What has caused conflict in the 20th Century?						
<p>Week 20 * Review learning: list drivers of conflict * "Industrialisation of war" * Arms races as drivers of conflict * Look at how ideas about the drivers of conflict have changed over time, e.g. how ideas about the Cold War have changed since the conflict ended and as new information, like the Kremlin archives, has become available</p>	<p>* Superpower relations and the Cold War, 1941–91 Relevant to: * Warfare through time, c1250–present</p>	<p>Change and continuity Target Step 7 Stretch to Step 8 Stretch to Step 9 Interpretations Target Step 8</p>	<p>Change and continuity Step 7: They will be able to communicate their understanding of changes by identifying lines of development rather than just individual changes. (Reinforced) Interpretations Step 8: Learners can explain how and why an interpretation may have been constructed using points relating to purpose, viewpoint, background, source availability and selection.</p>	<p>Change and continuity Step 8: Learners can explain lines of development in which changes work cumulatively in the same direction or pull in different directions. However, they struggle to link lines of development (e.g. religious, political, economic) to each other and may see them as discrete from each other.</p>	<p>Change and continuity Step 9: Learners can begin to look at lines of development over a long period of time and can select some examples to support a simple argument about change and continuity or significance.</p>	<ul style="list-style-type: none"> • Causation and consequence • Analytical narrative

Half-term: Spring 2						
Unit title: The Holocaust						
Weeks 21–23 Enquiry question: To what extent were Jews persecuted before the Holocaust?						
Content details	Links to Edexcel GCSE (9–1) History	Progression scale focus	Target understanding for all students	Additional understanding for some students	Extra stretch understanding	End of half term assessment will cover
<p>Week 21</p> <p>* Why should we remember Clifford's Tower? What happened and why?</p> <p>* European persecution: the Spanish Inquisition; Pogroms in Russia and Eastern Europe</p> <p>* Tackle misconception that anti-semitism started with the Nazis</p>		<p>Chronology</p> <p>Target Step 7</p> <p>Stretch to Step 8</p>	<p>Evidence Step 7:</p> <p>Learners can comment on the utility of a source as well as its reliability, but they may be confused about how these two ideas work together. They can support comments on utility and reliability by using content from sources that they are given, but this remains undeveloped. (Reinforced)</p> <p>Interpretations Step 7: They have a broad understanding that historians can explain the same event through different stories (e.g. the abolition of the slave trade as an economic argument, as the work of white abolitionists, or as a story of slave revolts and</p>	<p>Evidence Step 8:</p> <p>Learners can distinguish between ideas of utility and reliability, and understand that historians use 'unreliable' sources as valuable pieces of evidence. Learners can support their comments on sources by using source content and sometimes by referencing the provenance of a source, although they struggle to draw conclusions from ideas of nature, origin and purpose.</p> <p>Interpretations Step 8: Learners can explain how and why an interpretation may have been constructed using</p>	<p>Evidence Step 8: They use general contextual knowledge of the period studied to support their comments, but this remains unfocused.</p> <p>Interpretations Step 8: Learners begin to test interpretations for validity, but will need a lot of support to do this.</p> <p>Chronology Step 8: Learners can recognise where they and other historians are making generalisations about the past, although they find it hard to challenge these with any accuracy.</p>	<ul style="list-style-type: none"> • Evidence • Interpretations • Chronology
<p>Week 22</p> <p>* Jews in Europe – use anti-Jewish cartoons and media to explore conspiracy theories and stereotypes about Jews</p> <p>* Jews in Britain – e.g. Jewish immigrants in Whitechapel. The extent of integration/segregation.</p> <p>* Vibrancy of Jewish communities and contribution to society, e.g. Max Liebermann, other artists, writers, etc.</p> <p>* Emigration of 1.75 million Jews from Europe to the US 1900–1924</p>	<p>Links to the Crime Historic Environment : Whitechapel, c1870–c1900: crime, policing and the inner city</p>	<p>Evidence</p> <p>Target Step 7</p> <p>Stretch to Step 8</p>				
<p>Week 23</p> <p>* Anti-semitism in 1930s Germany, Nuremburg Laws, Kristallnacht</p>	<p>Weimar and Nazi Germany, 1918–1939</p>	<p>Interpretations</p> <p>Target Step 7</p> <p>Stretch to Step 8</p>				

<p>* But also look at Kindertransport and Oskar Schindler * Bystanders / perpetrators concept</p>			<p>resistance). (Reinforced) Chronology Step 7: Learners increasingly have their own simple chronological picture into which they can place new knowledge, although they may still need some support. They are beginning to make assumptions about periods because of knowledge that they already have (e.g. 'was everyone a Catholic because this was before the Reformation?'). (Reinforced)</p>	<p>points relating to purpose, viewpoint, background, source availability and selection. This may remain quite deterministic and simplistic (e.g. 'Historian X wrote this because he was from France'). Interpretations Step 8: Learners begin to test interpretations for validity, but will need a lot of support to do this. Chronology Step 8: Learners can use new knowledge that they have been given to add to their understanding by beginning to assimilate both 'facts' and historical ideas into their own historical picture of the past.</p>		
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Weeks 24–26 Enquiry question: How were the Nazis able to implement the 'Final Solution'?						
<p>Week 24</p> <p>* Approach holocaust using a personal story, e.g. Leon Greenman. What happened?</p> <p>* Why did the Holocaust happen: Tie this to decision making within the Nazi party – who came up with the Final Solution? Who carried it out?</p> <p>* Hannah Arendt's idea of the "banality of evil"</p>	<p>Weimar and Nazi Germany, 1918–1939</p>	<p>Causation and consequence</p> <p>Target Step 7</p> <p>Stretch to Step 8</p>	<p>Evidence Step 7: Learners can comment on the utility of a source as well as its reliability, but they may be confused about how these two ideas work together. They can support comments on utility and reliability by using content from sources that they are given, but this remains undeveloped.</p> <p>(Reinforced)</p> <p>Interpretations Step 7: They have a broad understanding that historians can explain the same event through different stories (e.g. the abolition of the slave trade as an economic argument, as the work of white abolitionists, or as a story of slave revolts and resistance).</p> <p>(Reinforced)</p> <p>Causation and consequence Step 7: Learners are becoming confident in forming a causal picture using information that they are given and can construct a</p>	<p>Evidence Step 8: Learners can distinguish between ideas of utility and reliability, and understand that historians use 'unreliable' sources as valuable pieces of evidence. Learners can support their comments on sources by using source content and sometimes by referencing the provenance of a source, although they struggle to draw conclusions from ideas of nature, origin and purpose.</p> <p>Evidence Step 8: They use general contextual knowledge of the period studied to support their comments, but this remains unfocused.</p> <p>Interpretations Step 8: Learners can explain how and why an interpretation may have been</p>	<p>Evidence Step 9: Learners are starting to make judgements about sources and how they can be used for a specified enquiry. They support the comments that they make by using precise content from sources and backing it up with sound contextual knowledge.</p> <p>Interpretations Step 9: Learners can make a case for or against an interpretation and use some relevant contextual knowledge to support their evaluation, but they tend to make only assertive judgements of interpretations</p>	<ul style="list-style-type: none"> • Evidence • Interpretations • Chronology
<p>Week 25</p> <p>* Case studies of different forms of resistance (cross ref with Slave Rebellions) e.g. 1943 Warsaw Ghetto uprising, joining resistance movements in occupied countries, joining armies of the allies</p> <p>* Are people passive victims of fate?</p> <p>* Who survived the Holocaust?</p>	<p>Weimar and Nazi Germany, 1918–1939</p>	<p>Evidence</p> <p>Target Step 7</p> <p>Stretch to Step 8</p> <p>Stretch to Step 9</p>	<p>(Continued from Week 24)</p>	<p>(Continued from Week 24)</p>	<p>(Continued from Week 24)</p>	<p>(Continued from Week 24)</p>
<p>Week 26</p> <p>* Look at all causes of the Holocaust</p> <p>* Different explanations put forward by historians to explain how and why it happened</p>	<p>Weimar and Nazi Germany, 1918–1939</p>	<p>Interpretations</p> <p>Target Step 7</p> <p>Stretch to Step 8</p> <p>Stretch to Step 9</p> <p>Causation and consequence</p> <p>Target Step 7</p> <p>Stretch to Step 8</p>	<p>(Continued from Week 24)</p>	<p>(Continued from Week 24)</p>	<p>(Continued from Week 24)</p>	<p>(Continued from Week 24)</p>

			<p>sound explanation of why something happened. (Reinforced 2) Causation and consequence Step 7: They may be starting to prioritise some causes as more important than others, but the explanation or reasoning behind this remains weak. (Reinforced)</p>	<p>constructed using points relating to purpose, viewpoint, background, source availability and selection. This may remain quite deterministic and simplistic (e.g. 'Historian X wrote this because he was from France'). Causation and consequence Step 8: Learners are able to construct and explain a causal argument using historical knowledge with which they are becoming increasingly familiar. This argument will put forward a case for defining the importance of particular causes or groups of causes, but there will be a lack of organisation or sustained argument.</p>	<p>that lack clear justification.</p>	
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Half-term: Summer 1						
Unit title: The Middle East						
Weeks 27–28 Enquiry question: What are the long-term causes of conflict in the Middle East?						
Content details	Links to Edexcel GCSE (9–1) History	Progression scale focus	Target understanding for all students	Additional understanding for some students	Extra stretch understanding	End of half term assessment will cover
<p>Week 27 How did the Middle East get dragged into the First World War? * Geography of the Middle East, Tribal, ethnic and religious diversity * Ottoman rule and the rise of Arab nationalism. Reasons why Arabs supported the Allies against the Ottomans * British and French policies in the First World War: Promise of Arab independence, Sikes Picot agreement, Balfour Declaration * Mandates after the First World War</p>	Background to Conflict in the Middle East, c1945–1995	Causation and consequence Target Step 7 Stretch to Step 8	<p>Causation and consequence Step 7: Learners are becoming confident in forming a causal picture using information that they are given and can construct a sound explanation of why something happened. (Reinforced 3)</p> <p>Causation and consequence Step 7: Students are starting to prioritise some causes as more important than others.</p>	<p>Causation and consequence Step 8: Learners are able to construct and explain a causal argument using historical knowledge with which they are becoming increasingly familiar. This argument will put forward a case for defining the importance of particular causes or groups of causes, but there will be a lack of organisation or sustained argument.</p>	<p>Causation and consequence Step 8: Learners can explain why events had certain consequences and begin to recognise that one cause may have multiple or conflicting consequences. They will begin to see how causes and consequences overlap and interact.</p>	<ul style="list-style-type: none"> • Change and continuity • Causation and consequence
<p>Week 28 What caused the Arab-Israeli war of 1948? * Jewish immigration 1918–1936 * Tensions cause by Jewish settlers, leading to the Arab revolt * The impact of the Second World War * The Jewish insurgency, the civil war and the Partition Plan * The role of David Ben-Gurion and the Israeli declaration of independence * Intervention of neighbouring Arab states * Main consequences of the war</p>	Background to Conflict in the Middle East, c1945–1995	Causation and consequence Target Step 7 Stretch to Step 8	<p>Causation and consequence Step 7: Learners are beginning to be more selective when deploying historical knowledge, although this may be patchy. (Reinforced 2)</p>			

Weeks 29–30 Enquiry question: How did the Cold War cause conflict in the Middle East?						
<p>Week 29 What caused the Suez Crisis? * Why was the Suez Canal so important? * Nasser's rise to power and aims – to become leader of the Arab world. Egypt's relations with Israel * The context of the Cold War – US and Soviet aims in the Middle East * Britain and France's reasons for wanting Nasser removed * Nationalisation of the Canal * Israeli, British and French military action * Resolution of the Crisis. Who were the winners and losers?</p>	<p>Conflict in the Middle East, c1945–1995 Some relevance to Superpower relations and the Cold War, 1941–91</p>	<p>Causation and consequence Target Step 7 Stretch to Step 8 Stretch to Step 9</p>	<p>Causation and consequence Step 7: Learners are becoming confident in forming a causal picture using information that they are given and can construct a sound explanation of why something happened. (Reinforced 4) Causation and consequence Step 7: Students are starting to prioritise some causes as more important than others. (Reinforced)</p>	<p>Causation and consequence Step 8: Learners are able to construct and explain a causal argument using historical knowledge with which they are becoming increasingly familiar. This argument will put forward a case for defining the importance of particular causes or groups of causes, but there will be a lack of organisation or sustained argument. Change and continuity Step 8: Learners can explain lines of development in which changes work cumulatively in the same direction or pull in different directions. However, they struggle to link lines of development to each other.</p>	<p>Causation and consequence Step 9: Learners use knowledge to construct a causal argument, although they may struggle to make this knowledge fully relevant to the question asked. There is some attempt to organise their answer using a causal focus and there will be evidence of an argument forming</p>	<ul style="list-style-type: none"> • Change and continuity • Causation and consequence
<p>Week 30 What caused the Iran-Iraq War? * Multicausality of the Iranian Revolution - Increasing wealth from oil led to development - Religion (Islamic fundamentalism) - Liberalism - Communism * The nature and aims of Iran's new government. Support for Shia forces across the Middle East. Effects of this on Palestinian conflict and Lebanon * Saddam Hussein's aims * The Iran-Iraq War. Superpower involvement, including US arms sales. * Why the war was so brutal.</p>	<p>Some relevance to Superpower relations and the Cold War, 1941–91</p>	<p>Causation and consequence Target Step 7 Stretch to Step 8 Stretch to Step 9 Change and continuity Target Step 7 Stretch to Step 8</p>	<p>Causation and consequence Step 8: Learners show recognition of the importance of selecting knowledge to strengthen their points, although this is not always successful. Change and continuity Step 7: They will be able to communicate their understanding of changes by identifying lines of development rather than just individual changes. (Reinforced 2)</p>			

Weeks 31–32 Enquiry question: Why is the Middle East in the news so much?						
<p>Week 31 What caused the First Gulf War? * Why have dictatorships flourished in the Middle East? * Case study: Saddam Hussein * Treatment of the Kurds and the Iraqi people. Use of chemical weapons * Financial pressures from the Iran-Iraq war – debts to Kuwait and Saudi Arabia * Local issues: Iraqi claims over Kuwait. Iraq's land-locked status. Disputes over oil production by Kuwait * Reasons for intervention by the UN, US and allies. How important was oil?</p>	<p>Conflict in the Middle East, c1945–1995</p>	<p>Causation and consequence Target Step 7 Stretch to Step 8 Stretch to Step 9</p>	<p>Change and continuity Step 8: Learners are confident when using the language of change and are beginning to explain why some changes are significant or seen as significant depending on perspective. Change and continuity Step 8: Learners can explain lines of development in which changes work cumulatively in the same direction or pull in different directions. However, they struggle to link lines of development to each other. Causation and consequence Step 7: Learners are becoming confident in forming a causal picture using information that they are given and can construct a sound explanation of why something happened. (Reinforced)</p>	<p>Change and continuity Step 9: Learners can begin to look at lines of development over a long period of time and can select some examples to support a simple argument about change and continuity or significance. Causation and consequence Step 8: Learners are able to construct and explain a causal argument using historical knowledge with which they are becoming increasingly familiar. This argument will put forward a case for defining the importance of particular causes or groups of causes, but there will be a lack of organisation or sustained argument.</p>	<p>Causation and consequence Step 9: Learners use knowledge to construct a causal argument, although they may struggle to make this knowledge fully relevant to the question asked. There is some attempt to organise their answer using a causal focus and there will be evidence of an argument forming</p>	<ul style="list-style-type: none"> • Change and continuity • Causation and consequence
<p>Week 32 What caused the 'War on Terror'? * The dramatic events of 9-11 * What is Islamic extremism and what do Islamic extremists want? * Reasons for western intervention against the Taliban in Afghanistan and the Second Gulf War * Review of the causes of conflict in the Middle East in the 20th Century. Identify common causes and changing causes of instability</p>		<p>Change and continuity Target Step 8 Stretch to Step 9</p>				

Half-term: Summer 2						
Unit title: What's the best way to bring about change?						
Weeks 33–38 Enquiry question: What's the best way to bring about change?						
Content details	Links to Edexcel GCSE (9–1) History	Progression scale focus	Target understanding for all students	Additional understanding for some students	Extra stretch understanding	End of half term assessment will cover
<p>Week 33</p> <ul style="list-style-type: none"> * How to bring about change by stirring up moral outrage * Elizabeth Fry and prison reform * Link back to anti-slavery campaigns 	<p>Crime and punishment through time, c1000–present</p>	<p>Evidence</p> <p>Target Step 7</p> <p>Stretch to Step 8</p>	<p>Evidence Step 7:</p> <p>Learners can make supported inferences about the past by using a source and the detail contained within it. (Reinforced)</p> <p>Evidence Step 7:</p> <p>Learners can comment on the utility of a source as well as its reliability, but they may be confused about how these two ideas work together. (Reinforced)</p>	<p>Evidence Step 8:</p> <p>Learners can distinguish between ideas of utility and reliability, and understand that historians use 'unreliable' sources as valuable pieces of evidence.</p>	<p>Evidence Step 8:</p> <p>Learners can support their comments on sources by using source content and sometimes by referencing the provenance of a source, although they struggle to draw conclusions from ideas of nature, origin and purpose.</p>	<ul style="list-style-type: none"> • Evidence • Interpretations
<p>Week 34</p> <ul style="list-style-type: none"> * Is conflict a good way to bring about change? * The American Civil War, why it broke out and whether it settled the issues that started it * Compare with the English Civil War 	<p>The American West, c1835–c1895</p>	<p>Causation and consequence</p> <p>Target Step 8</p> <p>Stretch to Step 9</p>	<p>Causation and consequence Step 8:</p> <p>Learners can explain why events had certain consequences and begin to recognise that one cause may have multiple or conflicting consequences. They will begin to see how causes and consequences overlap and interact.</p>	<p>Causation and consequence Step 9:</p> <p>Learners are beginning to place their causal reasoning within a wider contextual knowledge of the period or country studied.</p>		

Year 9 Scheme of Work: Three-year scheme

<p>Week 35 Can people cause change by refusing to fight? * Gandhi * Salt March * US Civil rights sit-ins and boycotts</p>	<p>The USA, 1954–1975</p>	<p>Evidence Target Step 8 Stretch to Step 9</p>	<p>Evidence Step 8: Learners can distinguish between ideas of utility and reliability, and understand that historians use ‘unreliable’ sources as valuable pieces of evidence. Evidence Step 8: Learners can support their comments on sources by using source content and sometimes by referencing the provenance of a source, although they struggle to draw conclusions from ideas of nature, origin and purpose.</p>	<p>Evidence Step 8: They use general contextual knowledge of the period studied to support their comments, but this remains unfocused.</p>	<p>Evidence Step 9: Learners are starting to make judgements about sources and how they can be used for a specified enquiry. They support the comments that they make by using precise content from sources and backing it up with sound contextual knowledge.</p>	
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<p>Week 36 Controlling the media to change how people think * Propaganda - During the Blitz - In Soviet Russia - In Nazi Germany * Public information campaigns aimed at changing behaviour, e.g. 1980s Aids campaign, stop smoking</p>	<p>Relevant to * Weimar and Nazi Germany, 1918–1939 * Warfare through time, c1250–present * Russia and the Soviet Union, 1917–1941 * Medicine through time, c1250–present</p>	<p>Evidence Target Step 8 Stretch to Step 9</p>	<p>Evidence Step 8: Learners can support their comments on sources by using source content and sometimes by referencing the provenance of a source, although they struggle to draw conclusions from ideas of nature, origin and purpose. (Reinforced) Evidence Step 8: Learners can formulate their own historical questions but struggle to plan a line of enquiry or select sources to use.</p>	<p>Evidence Step 9: Judgement of provenance is becoming more of a feature of learners’ understanding, so that ideas of nature, origin and purpose are sometimes reflected in their answers.</p>	<p>Evidence Step 9: Learners are confident in asking historical source questions of their own and can describe the types of sources which would be useful.</p>	
<p>Week 37 How can we change the law? * Abolition of the death penalty in Britain * Abortion Law Reform * Poll Tax riots – forced laws to be repealed</p>	<p>Crime and punishment through time, c1000–present</p>	<p>Analytical narrative Target Step 8 Stretch to Step 9</p>	<p>Analytical narrative Step 8: Learners’ narrative accounts attempt analysis and show some appreciation of the relevant historical concept (e.g. constructing a narrative of a cause) but are not clearly focused. They are able to plan an answer that builds an account, but it lacks internal logic. Learners are able to select mostly relevant knowledge so that it adds to the quality of their work.</p>	<p>Analytical narrative Step 9: Learners can construct a narrative account which shows some sound analysis and a basic understanding of how the relevant historical concept should be linked to the narrative.</p>	<p>Analytical narrative Step 9: They are able to organise their account so that it shows some logic and an ability to plan, but there is no overall coherence. Learners are able to select relevant knowledge that has some links with the topic and the question.</p>	

Year 9 Scheme of Work: Three-year scheme

<p>Week 38 Is terrorism ever justified? * How do we define terrorism? * Nelson Mandela and the ANC * Link back to suffragettes</p>		<p>Interpretation Target Step 8 Stretch to Step 9</p>	<p>Interpretations Step 8: Learners can explain how and why an interpretation may have been constructed using points relating to purpose, viewpoint, background, source availability and selection. (Reinforced) Interpretations Step 8: Learners will understand that interpretations can be tested for validity, but will need a lot of support to begin to do this.</p>	<p>Interpretations Step 9: Learners can make a case for or against an interpretation and use some relevant contextual knowledge to support their evaluation, but they tend to make only assertive judgements of interpretations that lack clear justification.</p>		
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