

KS3 History: Year 9

Scheme	What are they learning?	Why are they learning it?	How will it help in the real world?	Does it fit with the school INTENT statement at all? How?	How will it link to future learning?
<p>What was it like to fight in the First World War?</p>	<p>They will learn about the soldiers' experience of trench warfare on the western front and how this was relayed to their families at home in blighty.</p>	<p>The world has recently commemorated the centenary of WWI and the unit was initially introduced as part of this process.</p> <p>However, the level of engagement that students displayed, coupled with the skills it helps to develop (see next column) make this an ideal unit to continue with.</p>	<p>The focus of the unit is on research using a variety of media. They will use film, as well as letters written by soldiers and their families and the internet for homework activities.</p> <p>Not only will this develop their research skills it will also develop their empathy for those living and being affected by the conditions of war.</p>	<p>Develop students as learners and encourages independence.</p> <p>This unit of learning upholds British Values surrounding democracy and promotes a harmonious society.</p>	<p>It develops students' understanding of the impact that war had on the twentieth century which is vital for understanding the rest of the Year 9 curriculum as well as the Cold War unit at GCSE and the impact that war had in medical developments again at GCSE level.</p> <p>It also lays foundations for those who might go on to do Unit 4 (appeasement) at A level.</p>
<p>The Battle of the Somme case study - Lions led by Donkeys?</p>	<p>The aims, events and consequences of the Battle of the Somme in 1916.</p> <p>There is a link to the Leeds Pals whose losses were typical of those suffered on the first day. They then examine the extent to which Haig can be considered responsible for the failures of the offensive.</p>	<p>To develop their ability to comprehend differing interpretations of an event and then to use evidence to evaluate their usefulness.</p>	<p>The 'Lions led by Donkeys' epithet is commonly known and this enables us to encourage students to examine the evidence in a balanced manner rather than simply jumping to conclusions. A skill useful in all walks of life but particularly invaluable in an age of conspiracy theories and other assertions encountered on social media and</p>	<p>Increases pupils understanding of History as an academic discipline.</p>	<p>In terms of content, much as immediately above but with the added benefit of preparing students for the 'interpretations/convincing' questions encountered in two of the units in GCSE.</p>

			elsewhere on the internet.		
What were the Bolsheviks trying to achieve?	Students will find out about who the Bolsheviks were and how they seized power in Russia in 1917. They meet significant Historical figures like Lenin and Trotsky and discover how the policies they introduced transformed Russian families, the education system and the role of women.	In this unit pupils are challenged with different political structures to their own. This unit will raise their 'political' awareness and highlights some of the social issues that can drive political change.	Help pupils to develop a secure knowledge of the world today and how it came to be. Increase pupil's social awareness of economic and moral issues.	This unit of learning upholds British Values surrounding democracy and promotes a harmonious society preparing them for life as responsible citizens.	Pupils explore key concepts that will help with their GCSE studies both understanding and key terminology such as communism, socialism and key concepts, ideologies, economic theories and the Communist Bloc.
What was Stalinism?	Here students investigate Stalin's economic policy and ideology. They will learn how he transformed Russia from a peasant society to a nuclear superpower in the space of a few decades.	Students will develop their chronological understanding of the History of the USSR.	This unit improves pupils understanding of the significance of monetary systems, human rights, dictatorships and abuses of power.	This unit of learning upholds British Values surrounding democracy and promotes a harmonious society preparing them for life as responsible citizens.	This will help them to make connections to future learning on future learning at both KS3 and KS4 and build upon their KS3 English study of Animal Farm.
How did the Second World War impact the people of Leeds?	Students explore some local History to develop a wider understanding of how WWII impacted the people of Britain, using a story, source and scholarship approach to learning. Learning will be centred around local buildings, people and events.	Pupils will be made aware of local landmarks, be introduced to significant local historical figures and make them more aware of the value of culture and the arts.	This raises pupils' awareness of their local environment and develops an understanding of the role that Leeds has played in wider national issues.	To inspire and raise pupils' interest in the arts supporting the schools aim to remain committed to arts subjects, both as part of the curriculum and as part of the school's extensive enrichment and extra-curricular programme.	We feel that this unit will raise pupils' interest and curiosity in learning more about their local areas and support learning in the Wider, Modern World lessons unit on their local environment.
Should we remember Winston as Churchill the Great?	Students will study Winston Churchill as a war leader, both in terms of his associated	In a similar approach to the Somme Unit, it is designed to develop their ability	Again, Churchill's importance as a war leader is well established as increasingly is his	Raises pupils political and moral awareness, helping them to empathise with issues raised in society	In terms of content, consistent with previous statements but with the added benefit of

	<p>successes, as well as failures. They will also examine his attitudes towards Indians and Indian independence.</p>	<p>to comprehend differing interpretations, this time of an individual, and then to use evidence to evaluate their strengths, weaknesses and the complexity of their character.</p>	<p>attitude toward other peoples', thanks largely to the BLM protests of the last year. This enables us to encourage students to examine the evidence in a balanced manner rather than simply jumping to conclusions. A skill useful in all walks of life but particularly invaluable in what has become a world of potentially polarised opinion.</p>	<p>surrounding racism and the importance of fair representation of people by the media.</p>	<p>preparing students for the 'interpretations/convincing' questions encountered in two of the units in GCSE.</p>
<p>The USA - The world's greatest Superpower?</p>	<p>By the end of the Second World War the USA emerged as the 'World's moral leader', but how did this come about and to what extent do they deserve the title of 'World's greatest superpower'?</p>	<p>The US has been the only consistent superpower for well over a century and its influence socially, culturally, politically and economically is unquestionable both in the UK and globally. The unit is taught chronologically and examines major domestic developments such as prohibition as well as those that have impacted world affairs, such as the Great depression.</p>	<p>Examining the broad range of influences that the US had during the C20th is vital to an understanding of the world in which we live.</p> <p>There are a variety of lessons developing a range of concepts and skills which will be applicable in a range of circumstances.</p>	<p>This unit of learning upholds British Values surrounding democracy and promotes a harmonious society preparing them for life as responsible citizens.</p>	<p>Provides vital context for both Cold War and the US units at GCSE level.</p> <p>It also provides context for Unit 3 of the A level course so provides a basis for further study.</p>
<p>What breakthroughs were made in race relations during the 20th Century?</p>	<p>Student will study some of the events that led to the Rights of the Civil Rights movement in the</p>	<p>Students will develop a chronological understanding of</p>	<p>Helps pupils to understand the complexity of race relations in the UK. It</p>	<p>Supports British Values and promotes diversity and acceptance.</p>	<p>Provides a framework of knowledge that helps pupils to develop their understanding of the</p>

	USA and explore some of the issues surrounding race relations in the UK in the post-war world.	national and global history. Allows pupils to develop their historical skills by completing a historical enquiry with a degree of independence, deepening their understanding of how History is constructed.	empowers them to challenge stereotypes and to be empathic to the views of others. Develops skills of analysis and critical thinking.		wider world and its people and will be particularly useful to geography, RE, Citizenship and English. Provides a basis of understanding for future historical study. For, example KS5 students study Civil Rights and Race relations.
What did the Post War World look like?	Pupils will explore how the world changed as a result of WWII. They will gain an understanding of why so many people were displaced as a result of the conflict and will explore the relevance of the UN.	To further develop students' understanding of the impact that war has had both nationally and internationally, as well as on the lives of ordinary people. It also provides vital context for the first GCSE Unit to be undertaken-The Cold War.	It will help them to understand the importance of international organisations such as the UN and the influence that such organisations can have on peoples' daily lives.	Raises pupils' awareness of the important of the Human Rights Act and the power of collective responsibility, upholding British Values and preparing students for life as responsible Citizens.	It develops students' understanding of the impact that the war had on the twentieth century which is vital for understanding the Cold War unit at GCSE and also the impact that war had in medical developments again at GCSE level.
What was the Cold War?	Pupils will be introduced to the concept of Cold War and to an outline of what this meant in reality.	As a central episode in twentieth century history this period still has a major influence culturally and politically.	It will help them to understand that conflict can be more than direct and/or physical confrontation.	Develop students as learners and encourages independence.	Provides direct context for Cold War unit at GCSE level and makes pupils more politically aware of current affairs and international relations.
To what extent did the media coverage of the wars in Asia change attitudes?	Students will have the opportunity to explore the wars in Korea and	To understand the impact that media coverage can have on	By enabling them to understand the power of different forms of media	Upholding British Values by making pupils aware of the power of democracy	Provides a basis of understanding for future historical study. For,

	<p>Vietnam in more depth than they will at GCSE level. They will also have an overview of other Cold War 'flashpoints'.</p>	<p>perceptions that the public have of war is crucial to an understanding of all conflict during the C20th and C21st.</p> <p>It also offers an opportunity for students to evaluate newspapers and other forms of news media, as well as music and film in influencing political attitudes.</p>	<p>and their cultural, political, social and economic impact.</p>	<p>and freedom of speech; highlighting how the media are an important entity in holding Governments to account in democratic countries.</p>	<p>example whilst student study the involvement of the Vietnam and Korean wars, little time is given to the wider social and moral issues surrounding these conflicts.</p>
<p>What was it like to live in a divided world?</p>	<p>Pupils study the impact that communist rule had on the people of Berlin. Students investigate the psychological methods employed by the secret police and how society was controlled using censorship and terror.</p>	<p>These lessons highlight that abuses of power still happen around the world. It helps students to make connections with many current issues, such as the incarceration of Muslims in China and the lack of freedom experienced in North Korea. Enhancing students knowledge of the Wider, Modern World.</p>	<p>Pupils will be informed and aware of current affairs and issues that could potentially impact them in their adult lives making them politically and morally aware.</p>	<p>Upholding British Values by making pupils aware of some of the abuses of Human Rights that have occurred in modern times.</p>	<p>Provides a basis of understanding for future historical study. For example, whilst students study the impact that the Berlin Wall had in international relations, little time is given to consider the impact that the wall had on people in East Germany.</p>