



Subject: History

Lead Teacher: Ms J Clarke

Year: 9

## Curriculum organisation

Students are taught in mixed groups of **28-30** for **two** hours per week. They are not grouped by ability.

## Overview of Topics &amp; Key Information

## How will your child be learning?

Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	How will your child be learning?
Autumn Term  Paper 1: Understanding the modern world America 1920 - 73	<b>Part 1 American people and the 'Boom' 1918 - 29</b> <b>Section 1:</b> The Economic boom	<ul style="list-style-type: none"> <li>• What was the state of America in 1918?</li> <li>• Which industries boomed and why? To what extent did all industries boom?</li> <li>• How is the American government organised? How did the Republican party impact the boom?</li> </ul>	<ul style="list-style-type: none"> <li>• Benefits of WW1, Advertising &amp; consumerism;</li> <li>• HP &amp; mass production,</li> <li>• Henry Ford</li> <li>• Inequalities of wealth; Republican government policies</li> <li>• Stock market boom.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding concepts such as cause / consequence; change / continuity.</li> <li>• Source interpretation and evaluation.</li> <li>• Writing analytical essays.</li> <li>• Creating effective arguments.</li> <li>• Forming judgements.</li> <li>• Examination style questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Pair work</li> <li>• Small group work</li> <li>• Problem-solving tasks</li> <li>• Watching short video clips</li> <li>• Research tasks</li> <li>• Decision making-activities</li> <li>• Essay writing</li> </ul>
	<b>Section 2:</b> Social & cultural changes 1918 - 29	<ul style="list-style-type: none"> <li>• How was society impacted by the economic &amp; political change?</li> </ul>	<ul style="list-style-type: none"> <li>• Entertainment, including cinema and jazz;</li> <li>• The position of women in society, including flappers.</li> </ul>	<ul style="list-style-type: none"> <li>• Forming judgements.</li> <li>• Examination style questions.</li> </ul>	
	<b>Section 3:</b> Divided society	<ul style="list-style-type: none"> <li>• How was society divided during the 1920's?</li> <li>• Why was society so divided?</li> <li>• What was life like in the 1920's and how did those experiences compare?</li> </ul>	<ul style="list-style-type: none"> <li>• Organised crime &amp; Al Capone</li> <li>• Prohibition</li> <li>• Causes of racial tension, the experiences &amp; impact of immigration;</li> <li>• The Ku Klux Klan;</li> <li>• The Red Scare &amp; the Sacco and Vanzetti case.</li> </ul>	<ul style="list-style-type: none"> <li>• Examination style questions.</li> </ul>	
Spring Term  Paper 1: Understanding the modern world America 1920 - 73	<b>Part 2 Bust - Americans' experiences of the Depression and New Deal</b> <b>Section 1:</b> The Wall Street Crash & its impact	<ul style="list-style-type: none"> <li>• What was the WSC?</li> <li>• What was the impact of the Depression?</li> <li>• How did Hoover respond?</li> <li>• Why did FDR win the 1932 election?</li> </ul>	<ul style="list-style-type: none"> <li>• Depression – farmers, businessmen, unemployed</li> <li>• Hoover's responses &amp; unpopularity</li> <li>• Election of FDR</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing significance of events, an issue or a person.</li> <li>• Source evaluation</li> <li>• Understanding concepts such as similarity / difference; cause / consequence.</li> <li>• Measuring impact in the long, short and medium term.</li> <li>• Evaluating significance of factors</li> <li>• Understanding change over time.</li> </ul>	
	<b>Section 2:</b> The New Deal & its impact	<ul style="list-style-type: none"> <li>• What was the New Deal &amp; what was its impact?</li> <li>• How did people react to the New Deal?</li> <li>• How did popular culture change?</li> </ul>	<ul style="list-style-type: none"> <li>• Aspects of ND &amp; responses to it including Supreme Court &amp; Republicans</li> <li>• Cinema, Walt Disney, literature, music</li> </ul>	<ul style="list-style-type: none"> <li>• Measuring impact in the long, short and medium term.</li> <li>• Evaluating significance of factors</li> <li>• Understanding change over time.</li> </ul>	
	<b>Section 3:</b> Impact of WW2	<ul style="list-style-type: none"> <li>• How did WW2 impact the economy &amp; society?</li> </ul>	<ul style="list-style-type: none"> <li>• Recovery</li> <li>• Lend Lease</li> <li>• Impact on Afro-Americans &amp; women</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding change over time.</li> </ul>	

Summer Term  Paper 1: Understanding the modern world America 1920 - 73	<b>Part 3 - Post-war America</b> <b>Section 1:</b> Post WW2 USA Economic changes	<ul style="list-style-type: none"> <li>• How did the economy &amp; society change post WW2?</li> <li>• How did the government try to improve society?</li> </ul>	<ul style="list-style-type: none"> <li>• Consumerism,</li> <li>• McCarthyism</li> <li>• American Dream</li> <li>• Teenagers</li> <li>• Rock n Roll &amp; TV</li> </ul>	<ul style="list-style-type: none"> <li>• Use of retrieval practice techniques &amp; activities.</li> <li>• Timed conditions for exam questions or varying types.</li> </ul>	
	<b>Section 2:</b> Civil Rights	<ul style="list-style-type: none"> <li>• How did the civil rights movement develop over the 1950's &amp; 60's?</li> <li>• To what extent had society changed by 1972?</li> </ul>	<ul style="list-style-type: none"> <li>• Racial tensions &amp; segregation</li> <li>• MLK &amp; peaceful protest</li> <li>• Malcolm X &amp; Black Power</li> <li>• Civil Rights Acts of 1964 and 1968</li> </ul>		
	<b>Section 3</b> <b>America &amp; the Great Society</b>	<ul style="list-style-type: none"> <li>• How did social policy change &amp; what impact did it have?</li> <li>• To what extent was sexual equality achieved?</li> <li>• What was the impact of the ERA?</li> <li>• To what extent had society changed by 1972?</li> </ul>	<ul style="list-style-type: none"> <li>• Social policies of JFK &amp; LBJ</li> <li>• Development of feminism including Roe V Wade</li> <li>• Supreme Court ruling on Equal Rights</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding change over time</li> <li>• Evaluation of evidence</li> </ul>	

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> <li>• Standard school stationery</li> <li>• Writing paper</li> <li>• Folder and dividers</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit tests (subject knowledge and skills focus)</li> <li>• Examinations in Summer term</li> <li>• Timed examination questions in class</li> <li>• Peer and self-assessment</li> <li>• Homework tasks including research and examination style questions</li> <li>• Retrieval practice activities</li> </ul>
Inclusion	Inclusion with Year 9 History
<ul style="list-style-type: none"> <li>• Teachers follow student passports to ensure that the needs of all students with SEND are met.</li> <li>• Work is enlarged to the necessary size for visually impaired students.</li> <li>• Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs.</li> <li>• Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.</li> <li>• Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.</li> <li>• Dyslexic students are encouraged to use coloured overlays when they are required to read long passages.</li> <li>• Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources.</li> <li>• Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration.</li> <li>• Students are seated according to their needs, students work with the SENDCo to decide upon this.</li> </ul>	<p>In addition to the whole-school inclusion points:</p> <ul style="list-style-type: none"> <li>• Extra-curricular opportunities in the history department are available for all students, with all being encouraged to attend and take a leading role.</li> <li>• Resources are digitised and uploaded onto Teams to allow all students to access them from home or with additional technology to support students with visual needs.</li> <li>• Syllabus organisers are provided for each topic and students complete their own glossary to aid development of their knowledge of key vocabulary and concepts.</li> <li>• A range of activities are used within lessons to address the needs of all learners.</li> <li>• Small video clips are often used and subtitles / captions are included.</li> <li>• A range of resources for additional learning are provided on Teams including Podcasts to address the needs of all learners.</li> </ul>

Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> <li>• Additional reading available.</li> <li>• Media recommendations for film, music &amp; literature</li> <li>• Appropriate materials from the <a href="http://history.org.uk">history.org.uk</a> [the Historical Association] will be used to support and extend learning</li> </ul>	<ul style="list-style-type: none"> <li>• Watch classic films from Snow White to The Great Gatsby</li> <li>• Discussion of current developments in the news as they happen regarding US society &amp; government eg Roe V Wade and the role of the Supreme Court</li> <li>• Encourage additional reading eg The Grapes of Wrath</li> </ul>

**If you have any questions about this Learning Overview, please contact the named Teacher above.**