



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

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

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

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

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