

Year 9, Subject Curriculum Overview



	Autumn Term 1 Topic(s)	Autumn Term 2	Spring Term 1
Overview of Scheme of Learning	<p>Causes of World War One Students explore the causes of the First World War, linking to the Empire and the new year eight unit on Slavery. Causes are explained and students identify how their cumulative effect led to the outbreak of War in Europe. Students interpret how much each country was to blame and justify that interpretation.</p> <p>The Nature of Trench Warfare Students explore the development in weaponry and how this led to the need for Trench Warfare. Students construct a trench diary, based on their examination of primary sources, relating this to conditions and experiences in the Trenches</p> <p>Key Battles of the First World War Case Studies Students study the Battle of the Somme, testing the provenance and context of relevant sources, in direct relationship with requirements of the GCSE. This is then compared and contrasted with Gallipoli in an evaluation of causes and consequence.</p>	<p>War Poetry Students study a variety of contemporary poetry, including works by Rupert Brooke, Wilfred Owen and Siegfried Sassoon. Students not only apply their knowledge of World War One in interpreting the poems but also use prior learning to discuss their use as sources of information on the Great War</p> <p>Recruitment Posters of the First World War Students are introduced to the topic by way of a comparison with modern advertising. Students employ their sourcework skills to interpret and evaluate the posters in relation to their aim and effectiveness.</p> <p>Why did Women get the vote in 1918? This topic relates to the former through the presentation of various posters addressing the recruitment of women into roles in the factories, working on the land and into the Auxiliary Corps as stretcher bearers, drivers and medics. This is then broadened into the wider issue of the struggle for female suffrage and the work of those organisations pre-war.</p>	<p>The Treaty of Versailles and its impact in the 1920's Students work in groups to discuss the three main areas of the Treaty; punishment of Germany, her Eastern borders and her Western borders. Students create their own treaty by deciding the most appropriate punishment, before comparing it to the actual Treaty. This is followed by a profile of Hitler, charting his rise from a penniless destitute to Fuhrer.</p> <p>The Causes of World War Two These are linked indelibly with the Treaty discussed above. Students also study appeasement, using sources and assessing their provenance and context, in order to assess whether it was a mistake to appease Hitler.</p> <p>Preparations for War Students use their knowledge of World War One to contextualise preparations such as the issue of gas masks and the need for bomb shelters and the blackout and, finally, evacuation and the experience of those evacuated.</p>



<p>Assessment Overview</p>	<p>Was General Sir Douglas Haig the ‘Butcher of the Somme’? Students analyse sources and interpretations, both contemporary and current, in order to construct sustained arguments for and against the motion, before reaching a reasoned conclusion. As part of the process of reflecting upon their work, students debate their conclusions.</p>	<p>Should Women get the vote in 1918? Students produce a piece of extended writing in three stages in order to answer this question. First they are asked to chart the changing role of women and fight for suffrage pre-war. Next, students explore the role played by women during World War One. Lastly, they are asked to reach a conclusion by considering arguments from all perspectives, including contemporary views and justifying their final thoughts.</p>	<p>Profile of Adolf Hitler Students use a combination of Knowledge gained in lessons with their personal research to chart his rise from pauper to Fuhrer. This knowledge is then employed in a comparative study of the relative importance of causal factors in later lessons.</p>
--------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------