YEAR 9 HISTORY - Curriculum End Points and key vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit of Work	**ENQUIRY 1:** Why was the Great War so devastating for the World? **ENQUIRY 2**: Why did more women get the right to vote in 1918?	**ENQUIRY 3:** How and why did Germany go from being a thriving democracy to a dictatorship? **ENQUIRY 4**: Why is it so important for us to learn about the Holocaust?	**ENQUIRY 5**: How significant was the Second World War?	**ENQUIRY 6**: Why is the island of Ireland two countries today? **ENQUIRY 7**: Why did conflict in Northern Ireland rage until 1997?	**ENQUIRY 8**: How significant were the changes made during Post-War Britain?	**ENQUIRY 9**: How far did the Civil Rights Movement improve the lives of Black Americans? **ENQUIRY 10**: To what extent did the USA lose the war in Vietnam?
Ethos Links	**Respect, Responsibility, and Resilience** • Students explore the experiences of soldiers and civilians from different countries and backgrounds, developing empathy and respect for those affected by conflict. • Students consider how political decisions and international relations can impact millions of people and reflect on the responsibilities of leaders during times of crisis.	**Respect, Responsibility, and Resilience** • Understanding the consequences of prejudice, propaganda, and authoritarianism encourages students to value democratic principles and human rights. • Encourages deep respect for human rights and diversity. • Promotes responsibility by exploring the consequences of prejudice, silence, and complicity.	**Respect, Responsibility, and Resilience** • Encourages respect for diverse experiences during wartime, including civilians, soldiers, and resistance movements. • Promotes responsibility by exploring the consequences of political decisions and moral choices in times of conflict. • Builds resilience through the study of perseverance on the Home Front and in	**Respect, Responsibility, and Resilience** • **Respect**: Encourages understanding of different identities, cultures, and perspectives within Irish and British history. • **Responsibility**: Promotes reflection on the consequences of prejudice, political division, and violence. • **Resilience**: Highlights the endurance of communities through famine, migration,	**Respect, Responsibility, and Resilience** • **Respect**: Encourages understanding of diverse communities and the contributions of migrants and civil rights activists. • **Responsibility**: Promotes reflection on the role of government and individuals in creating a fairer society. • **Resilience**: Highlights the perseverance of migrants and campaigners in the face of discrimination and inequality. **STEM Connections** • **Post-War Reconstruction**: Links to engineering, urban planning, and	**Respect, Responsibility, and Resilience** • **Respect**: Encourages understanding of diverse identities and experiences. • **Responsibility**: Promotes reflection on civic duty, protest, and leadership. • **Resilience**: Highlights perseverance in the face of injustice and adversity. **STEM Connections** • **Technology and Warfare**: Understanding the role of helicopters, napalm, and media coverage in Vietnam. • **Data and Demographics**: Analysing casualty

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	• Students investigate how individuals and societies endured the hardships of war, demonstrating courage, determination and perseverance in extremely challenging circumstances. **STEM Connections** • Students examine how advances in science, engineering and technology transformed warfare during the First World War. They explore developments such as tanks, aircraft, submarines, artillery and medical innovations, and consider both the benefits and consequences of technological progress. • Students explore the changing role of women during the	Learning about the struggles of people under the Weimar Republic and Nazi rule fosters empathy and appreciation for perseverance in adversity. • Builds resilience through the study of resistance and survival under extreme oppression. **STEM Connections** • **Technology and Surveillance**: Understanding how systems (e.g. railways, census data, communication networks) were used to facilitate genocide. • Students explore how technological advancements (e.g. radio, film, and surveillance systems) were used by the Nazis to control and influence society.	military campaigns. **STEM Connections** • **Technology and Warfare**: Understanding the role of radar, codebreaking (Bletchley Park), and the development of the atomic bomb. • **Scientific Ethics**: Exploring the moral implications of scientific advancements in warfare, especially nuclear technology. • **Logistics and Engineering**: Analysing the planning and execution of D-Day, including transport, communication, and infrastructure. **Sustainability and Global Citizenship** • Encourages reflection on the	conflict, and peacebuilding. **STEM Connections** • **Data and Demographics**: Analysing population changes due to famine and migration. • **Technology and Conflict**: Exploring the role of surveillance, communication, and media during the Troubles. • **Ethical Use of Science**: Encouraging reflection on how technology and data can be used to support or suppress communities. **Sustainability and Global Citizenship** • Promotes understanding of **sustainable peace**, reconciliation, and the importance of	public health through the rebuilding of Britain and the creation of the NHS. • **Data and Demographics**: Analysing migration patterns and population changes using statistical data. • **Technology and Communication**: Exploring the role of media and broadcasting in shaping public opinion on civil rights and immigration. **Sustainability and Global Citizenship** • Promotes understanding of **social sustainability** through inclusive policies and community building. • Encourages students to reflect on the long-term impact of migration and civil rights on modern Britain. • Supports **global citizenship** by exploring international	figures, protest participation, and public opinion polls. • **Scientific Ethics**: Exploring the moral implications of chemical warfare and military strategy. **Sustainability and Global Citizenship** • Promotes understanding of **peacebuilding** and the long-term consequences of war. • Encourages reflection on **social sustainability** through civil rights and equality. • Supports global citizenship by exploring international movements for justice and the impact of foreign policy.

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	First World War, including their contributions to engineering, manufacturing, transport and munitions production. • They consider how technological and industrial changes created new opportunities for women and contributed to changing attitudes in society. **Sustainability and Global Citizenship** • Students will explore how decisions made by nations can have global consequences, examining the impact of conflict on people, economies, communities and the environment. • They will develop an understanding of international cooperation, the importance of	• **Scientific Ethics**: Exploring the misuse of science under Nazi ideology (e.g. racial pseudoscience) and promoting ethical reflection. • **Data and Evidence**: Analysing demographic data, maps, and statistics related to Jewish communities and Holocaust impact. **Sustainability and Global Citizenship** • Encourages students to reflect on the long-term consequences of intolerance and authoritarianism. • Promotes sustainable values of inclusion, peace, and justice. • Supports understanding of global citizenship and the	long-term consequences of war and the importance of peacebuilding. • Promotes sustainable values such as international cooperation, diplomacy, and conflict resolution. • Supports understanding of global citizenship and the role of institutions like the UN in maintaining peace.	dialogue in divided societies. • Encourages students to consider how **historical injustice** and inequality can have long-term social and environmental consequences. • Supports the development of **global citizenship** by exploring themes of identity, migration, and human rights.	movements for justice and equality	

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	peacebuilding and the challenges of creating a more stable and interconnected world following war. • Students will also consider how the consequences of the First World War affected countries across the globe and continue to influence international relations today. • Students will explore themes of equality, democracy and human rights through the campaign for women's suffrage. • They will examine how individuals and groups can bring about social and political change, and consider the importance of active citizenship in challenging discrimination and promoting fairness.	importance of international cooperation to prevent genocide.				

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	• Students will develop an appreciation of how the struggle for voting rights contributed to greater equality and helped shape modern democratic societies.					
Knowledge	**By the end of this unit students will know and understand:** **World War One** The causes of the First World War. Why the conflict became a global war. The experiences of soldiers and civilians during wartime. How technology increased the scale of destruction. The short-term and long-term consequences of the war. Why the First World War is considered a significant turning point in world history. **The campaign for women's suffrage**	**By the end of this unit students will know and understand:** **Post-WWI Germany** The Treaty of Versailles and its impact on German society. The concept of the "stab-in-the-back" myth and national resentment. **Weimar Republic** Democratic foundations and cultural achievements. Economic and political instability, including hyperinflation and uprisings. **Rise of the Nazis**	**By the end of this unit students will know and understand:** **Causes and Outbreak of War** • Hitler's foreign policy aims and their impact on international relations. • The role of appeasement, the Treaty of Versailles, and the failure of the League of Nations. • The invasion of Poland and Britain's declaration of war. **Key Events and Turning Points**	**By the end of this unit students will know and understand:** **19th and Early 20th Century Ireland** • Causes and consequences of the Great Hunger (1845–1852). • Experiences of Irish refugees in Britain and public attitudes. • The campaign for Irish Home Rule and its limitations. • The impact of WWI on Irish politics and society. • The events leading to partition in 1922 and its legacy.	**By the end of this unit students will know and understand:** **Post-War Britain** • Reconstruction efforts after WWII: housing, welfare, and the NHS. • Government policies aimed at improving living standards. • The decline of the British Empire and reasons for decolonisation. **Migration and Multicultural Britain** • Push and pull factors for migration to Britain after 1945. • Experiences of migrants of colour, including racism and resistance. • Government responses to immigration and the	**By the end of this unit students will know and understand:** **Civil Rights Movement** • The significance of the Little Rock Nine and school integration. • Rosa Parks, the Montgomery Bus Boycott, and the power of peaceful protest. • The role of organisations such as the NAACP, SNCC, and SCLC. • The contrast between peaceful protest and radical activism (e.g. Malcolm X and Black Power). • The overall impact of the Civil Rights Movement on legislation, society, and identity.

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	Why women were denied the vote before 1918. The aims and methods of the Suffragists and Suffragettes. How attitudes towards women changed in the early twentieth century. The impact of women's contribution during the First World War. Why the Representation of the People Act 1918 was introduced. The different factors that contributed to women gaining the right to vote.	Early Nazi ideology and the Munich Putsch. The effects of the Great Depression on political extremism. Hitler's path to power and the dismantling of democracy. **Nazi Control and Society** The creation of a police state: SS, Gestapo, and censorship. Propaganda and indoctrination strategies. Nazi policies towards youth, women, and opposition groups. Economic policies and their impact on living standards. **Historical Roots of Antisemitism** Medieval and early modern persecution of Jews. Religious, economic, and social causes of antisemitism. **Modern Antisemitism and Nazi Ideology**	• The Battle of Britain and the role of 'the few'. • Life on the Home Front: rationing, evacuation, and civilian morale. • The role of Bletchley Park and codebreaking in Allied success. • Strategic bombing and the ethical debate surrounding Dresden. • Japan's attack on Pearl Harbor and its global consequences. • The significance of D-Day in turning the tide of war. • The use of the atomic bomb and its moral implications.	**The Troubles and Peace Process** • Causes of the Troubles in 1969: civil rights, sectarianism, and historical grievances. • Daily life during the Troubles: violence, fear, and resilience. • Key groups involved: IRA, loyalist paramilitaries, British government, and civil rights activists. • The significance of the Good Friday Agreement (1998) and its role in peacebuilding. • The continued division of Ireland and its modern implications.	development of race relations legislation.	**Vietnam War** • Reasons for US interest in Vietnam in the 1950s (containment, Cold War context). • Diem's leadership and its role in worsening the conflict. • Johnson's escalation and the Gulf of Tonkin incident. • Vietcong tactics and guerrilla warfare. • US military responses and their effectiveness. • Nixon's doctrine and the process of Vietnamisation. • The end of US involvement and the fall of Saigon.

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		Continuity and change in antisemitic attitudes into the 20th century. Nazi racial theories and propaganda. **Jewish Life Before and After 1933** Cultural, religious, and social life of European Jews. Impact of Nazi policies on Jewish communities. **Nazi Persecution and Genocide** Key events: Nuremberg Laws, Kristallnacht, ghettos, Einsatzgruppen, concentration and extermination camps. The shift from persecution to systematic genocide. Resistance and the challenges of fighting back. **Legacy and Reflection** Importance of Holocaust education. Contemporary relevance: human rights, tolerance, and global citizenship.				

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Skills	By the end of this unit students will be able to: **World War One** Explain the causes and consequences of the First World War. Analyse and interpret historical sources. Evaluate the significance of key events and developments. Construct substantiated historical judgements supported by evidence. Explain why the Great War was devastating for individuals, societies and nations. **The campaign for women's suffrage** Explain why women were excluded from voting before 1918. Compare the methods used by Suffragists and Suffragettes. Evaluate the effectiveness of different campaigns for change.	By the end of this unit students will be able to: **Chronological Understanding** Sequencing events and understanding cause and consequence over time. **Historical Interpretation** Evaluating differing perspectives on the Weimar Republic and Nazi Germany. Understanding how propaganda shaped public opinion. **Source Analysis** Interpreting primary and secondary sources for reliability, bias, and utility. Using evidence to support arguments about historical events. **Critical Thinking** Assessing the effectiveness of opposition to Nazi rule. Judging the success of Nazi policies in improving lives.	By the end of this unit students will be able to: **Historical Thinking** • **Causation**: Understanding the complex causes of WWII and the escalation of conflict. • **Change and Continuity**: Identifying shifts in warfare, diplomacy, and civilian life. • **Significance**: Evaluating the importance of key events and decisions (e.g. D-Day, Pearl Harbor, atomic bomb). • **Interpretation**: Engaging with different historical perspectives and debates. **Source and Evidence Skills** • **Source Analysis**: Interpreting wartime	By the end of this unit students will be able to: **Historical Thinking** • **Causation**: Understanding the causes of famine, migration, conflict, and political change. • **Change and Continuity**: Identifying long-term tensions and shifts in Irish-British relations. • **Significance**: Evaluating the importance of events like partition and the Good Friday Agreement. • **Interpretation**: Engaging with different perspectives on Irish history and identity. **Source and Evidence Skills** • **Source Analysis**: Interpreting newspapers, speeches,	By the end of this unit students will be able to: **Historical Thinking** • **Causation**: Understanding reasons for migration, decolonisation, and civil rights activism. • **Change and Continuity**: Identifying shifts in government policy, social attitudes, and rights over time. • **Significance**: Evaluating the importance of events like the creation of the NHS or Brown v. Topeka. • **Interpretation**: Engaging with different perspectives on migration and civil rights. **Source and Evidence Skills** • **Source Analysis**: Interpreting government documents, photographs, speeches, and personal testimonies. • **Evidence Use**: Selecting and using	By the end of this unit students will be able to: **Historical Thinking** • **Causation**: Understanding the causes of civil rights activism and US involvement in Vietnam. • **Change and Continuity**: Identifying shifts in protest strategies, public opinion, and government policy. • **Significance**: Evaluating the importance of key events and individuals (e.g. Rosa Parks, Malcolm X, Nixon). • **Interpretation**: Engaging with different perspectives on civil rights and the Vietnam War. **Source and Evidence Skills** • **Source Analysis**: Interpreting speeches, photographs, propaganda, and protest materials. • **Evidence Use**: Selecting and using evidence to support

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	Use evidence to explain why women gained the vote. Reach a substantiated judgement about the most important reason women won the right to vote.	**Empathy and Ethical Reflection** Considering the experiences of youth, women, and dissenters under Nazi rule. Reflecting on moral choices in authoritarian contexts. **Communication** Structuring written responses using historical evidence. Participating in debates and discussions with reasoned arguments. **Historical Thinking** • **Chronology**: Sequencing events and understanding historical context. • **Causation**: Exploring causes of antisemitism and genocide. • **Change and Continuity**: Identifying shifts in attitudes and policies over time. • **Significance**: Evaluating the	propaganda, speeches, photographs, and official documents. • **Evidence Use**: Selecting and deploying evidence to support arguments and conclusions. • **Critical Evaluation**: Judging reliability, bias, and utility of sources. **Communication and Literacy** • **Structured Writing**: Developing analytical and evaluative writing using historical evidence. • **Debate and Discussion**: Articulating viewpoints on controversial issues (e.g. Dresden, atomic bomb).	photographs, and personal accounts. • **Evidence Use**: Selecting and using evidence to support arguments and narratives. • **Critical Evaluation**: Judging reliability, bias, and context of sources. **Communication and Reasoning** • **Structured Writing**: Developing analytical and narrative writing using historical evidence. • **Debate and Discussion**: Articulating viewpoints on controversial and sensitive historical issues. **Personal Development and Ethical Reflection** • **Empathy**: Understanding the human	evidence to support arguments and narratives. • **Critical Evaluation**: Judging reliability, bias, and context of sources. **Communication and Reasoning** • **Structured Writing**: Developing analytical and narrative writing using historical evidence. • **Debate and Discussion**: Articulating viewpoints on controversial and sensitive historical issues. **Personal Development and Ethical Reflection** • **Empathy**: Understanding the lived experiences of migrants and civil rights activists. • **Moral Reasoning**: Reflecting on justice, equality, and the role of government and society.	arguments and narratives. • **Critical Evaluation**: Judging reliability, bias, and context of sources. **Communication and Reasoning** • **Structured Writing**: Developing analytical and narrative writing using historical evidence. • **Debate and Discussion**: Articulating viewpoints on controversial and sensitive historical issues. **Personal Development and Ethical Reflection** • **Empathy**: Understanding the human impact of racism, war, and protest. • **Moral Reasoning**: Reflecting on justice, resistance, and the role of government.

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		importance of key events like Kristallnacht and the Final Solution. **Source and Interpretation Skills** • **Source Analysis**: Interpreting survivor testimonies, propaganda, laws, and photographs. • **Evidence Use**: Using historical evidence to support arguments and narratives. • **Interpretation Evaluation**: Understanding different perspectives on the Holocaust and its legacy. **Communication and Literacy** • **Structured Writing**: Developing narrative and analytical writing skills. • **Discussion and Debate**: Engaging	**Personal Development and Ethical Reflection** • **Empathy**: Understanding the experiences of civilians, soldiers, and leaders during wartime. • **Moral Reasoning**: Reflecting on ethical dilemmas in wartime decision-making. • **Global Citizenship**: Recognising the impact of WWII on international cooperation and peacebuilding.	impact of famine, migration, and conflict. • **Moral Reasoning**: Reflecting on justice, reconciliation, and the legacy of violence. • **Global Citizenship**: Recognising the importance of peace, tolerance, and shared history.		

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		in respectful dialogue about sensitive topics. **Personal Development and Ethical Reflection** • **Empathy**: Understanding the human impact of persecution and genocide. • **Moral Reasoning**: Reflecting on ethical dilemmas and the responsibilities of individuals and societies. • **Global Citizenship**: Recognising the importance of tolerance, diversity, and human rights.				
Key Vocabulary	• Alliance • Militarism • Imperialism • Nationalism • Assassination • Mobilisation • Neutrality • Empire • Colony • Commonwealth • Trench Warfare	• Democracy • Weimar Republic • Treaty of Versailles • Hyperinflation • Reichstag • Nazi Party • Adolf Hitler • Propaganda • Enabling Act • Dictatorship	• Blitzkrieg • Allies • Axis Powers • Home Front • Evacuation • Rationing • D-Day • Atomic bomb • Winston Churchill • Adolf Hitler	• Partition • Home Rule • Unionism • Nationalism • Republic of Ireland • Northern Ireland • Anglo-Irish Treaty • Sectarianism • Independence • Sovereignty	• Welfare State • NHS (National Health Service) • Beveridge Report • Reconstruction • Immigration • Windrush • Social housing • Austerity • Nationalisation • Education Act	• Segregation • Jim Crow laws • Civil Rights Act • Voting Rights Act • Martin Luther King Jr. • Non-violence • Protest • March on Washington • Freedom Riders • Black Power • Equality

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	• Western Front • No Man's Land • Artillery • Machine Gun • Tank • Poison Gas • Submarine (U-Boat) • Aircraft • Shell Shock • Propaganda • Conscription • Rationing • Casualties • Armistice • Treaty of Versailles • Reparations • League of Nations • Suffrage • Democracy • Devastation • Consequences • Suffrage • Franchise • Democracy • Equality • Representation • Petition • Campaign • Protest • Parliament • Reform • Suffragist • Suffragette	• Totalitarianism • SA (Sturmabteilung) • SS (Schutzstaffel) • Holocaust • Genocide • Anti-Semitism • Concentration camp • Auschwitz • Final Solution • Persecution • Ghettos • Nuremberg Laws • Testimony • Remembrance • Human rights • Dehumanisation	• Total war • Resistance • Legacy	• Identity • Border • Civil War • The Troubles • IRA (Irish Republican Army) • Loyalist • Republican • Civil rights • Sectarian violence • Peace process • Good Friday Agreement • Paramilitary • Internment • Bloody Sunday • Power-sharing • Reconciliation	• Modernisation • Consumerism • Youth culture	• Discrimination • Legacy • Vietnam War • Guerrilla warfare • Viet Cong • Ho Chi Minh • Domino Theory • Tet Offensive • My Lai Massacre • Agent Orange • Protest movement • Media coverage • Withdrawal • Containment

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	• National Union of Women's Suffrage Societies (NUWSS) • Women's Social and Political Union (WSPU) • Militant • Civil Disobedience • Hunger Strike • Force-Feeding • Cat and Mouse Act • Emmeline Pankhurst • Millicent Fawcett • Representation of the People Act (1918) • Equal Franchise Act (1928) • Citizenship • Discrimination • Political Rights • Reform Movement • Equality • Activism					
Assessment	Students will receive formative assessment activities every lesson and will receive homework quizzes which will test their knowledge. Students will also complete an	Students will receive formative assessment activities every lesson and will receive homework quizzes which will test their knowledge. Students will also be required to write a	Students will receive formative assessment activities every lesson and will receive homework quizzes which will test their knowledge. Students will also be required to complete	Students will receive formative assessment activities every lesson and will receive homework quizzes which will test their knowledge.	Students will receive formative assessment activities every lesson and will receive homework quizzes which will test their knowledge.	Students will receive formative assessment activities every lesson and will receive homework quizzes which will test their knowledge.

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	assessment on their lessons before the half-term is over.	narrative account of the Holocaust at the end of the enquiry.	an assessment on the causes of WW2.			