Curriculum Summary Document

Year 9 – *History*

Revolution, Rights and Justice

Throughout Year 9, students explore how societies change through revolution, how individuals and groups have campaigned for greater rights and equality, and how ideas about crime, punishment and justice have evolved over time. The curriculum develops students' historical knowledge alongside the disciplinary skills needed for successful transition into GCSE History.

Module/Unit of Learning	Taught During	What will students learn?	How does this prepare students for transition into KS4?	Links to other Subjects
How transformative were the 'Dual Revolutions' of 1789–1848?	Autumn one	Students investigate the impact of the French and Industrial Revolutions in Europe, America and Russia. They explore change and continuity over time and evaluate historian Eric Hobsbawm's interpretation of this period.	Develops GCSE skills of analysing interpretations, explaining significance and assessing change and continuity.	English, Geography, Life: Citizenship/Politics, Maths: Economics, Sociology
How transformative were the 'Dual Revolutions' of 1789–1848?	Autumn two	Students continue to explore the political, social and economic consequences of revolution and industrialisation for different groups in society.	Builds analytical writing, evaluation and historical argument skills required at GCSE.	English, Geography, Life: Citizenship/Politics, Maths: Economics, Sociology
How useful are primary sources for an enquiry into life in America during the 1920s and 30s?	Spring one	Students investigate the "boom and bust" of American society, including prosperity, the Wall Street Crash and differing experiences within society. They develop source analysis skills and examine similarity and difference.	Introduces key GCSE source evaluation skills and strengthens evidence-based reasoning.	English, Business Studies, Media Studies
How was the idea of 'all men are created equal' applied in the USA?	Spring two	Students explore the struggle for civil rights amongst Indigenous peoples, African Americans and women, examining change and continuity over time.	Supports understanding of equality, rights and social change while developing comparison and causation skills required at GCSE.	Sociology, Life: Citizenship, Religious Studies
How have crimes and punishments changed over time?	Summer one	Students investigate changing definitions of crime and the ways in which British governments have punished those who break the law.	Reinforces thematic study skills, chronology and understanding of change	Life: Citizenship/Politics/ Rule of Law, Sociology

			and continuity which underpin GCSE History. Particularly the Paper 1 Medicine exam.	
How have crimes and punishments changed over time?	Summer two	Students evaluate why crimes and punishments have changed over time and consider the factors that have influenced attitudes towards justice and law enforcement.	Develops historical analysis, judgement and extended writing skills needed for GCSE success.	Life: Citizenship/Politics/ Rule of Law, Sociology