



# Year 9 History

**Subject Leader: Mrs Sophie Foster**

History challenges and fires our curiosity whilst encouraging critical thinking. It helps students to develop their own identities through an understanding of history at a personal, local, national and international level and so make sense of our complex and constantly changing world. It encourages a mutual understanding and respect for the historic origins of our ethnic and cultural diversity. It develops students' desire and ability to play an active role in a democratic society. It promotes the importance of decision-making and independent enquiry as we seek to equip students with the transferable skills required to face the opportunities and challenges of work and life.

## Topics to be covered in Year 9

	Term 1	Term 2	Term 3
<b>Topics to be covered</b>	<ul style="list-style-type: none"> <li>The Shoah— a preventable tragedy?</li> <li>Is the world a safer place since 1945?</li> <li>Medicine in Britain: 1250-1500</li> </ul>	<ul style="list-style-type: none"> <li>Medicine in Britain 1500-1700</li> <li>Medicine in Britain 1700-1900</li> </ul>	<ul style="list-style-type: none"> <li>Medicine on the Western Front</li> <li>Medicine in Britain: 1900-present</li> </ul>
<b>Key vocabulary</b>	<p>Holocaust, concentration camps, genocide, Cold War, proxy, nuclear, communism, capitalism.</p> <p><b>Medicine:</b> causes, treatments, preventions, Black Death, miasma, pilgrimage, prayer, rational, supernatural, four humours, astrology, leprosy, Galen, regimen sanitates.</p>	<p>Vesalius, Harvey, Sydenham, Snow, cholera, Simpson, anaesthetic, Lister, antiseptics, Pasteur, germ theory, Koch, vaccination, Jenner dissection, iatrochemistry, herbal remedies, theory of opposites, bloodletting, trepanning, purging, apothecary, wise women, barber surgeon, physician, Great Plague, printing press.</p>	<p>DNA, NHS, gene therapy, antibiotics, magic bullets, penicillin, vaccination campaigns, antibiotics, magic bullets, penicillin, Western Front, Ypres salient, terrain, trench, explosives, rifles, shrapnel, gas attacks, RAMC, FANY, field ambulance, base hospital, Thomas Split, x-ray, blood depot/banks, aseptic surgery, blood transfusions, trench foot, irrigation, Carrel-Dakin method.</p>
<b>Skills to be developed</b>	<ul style="list-style-type: none"> <li>Cause and consequence</li> <li>Historical interpretations</li> <li>Use of sources</li> <li>Historical significance</li> <li>Chronological understanding</li> <li>Change and continuity</li> </ul>	<ul style="list-style-type: none"> <li>Cause and consequence</li> <li>Historical significance</li> <li>Change and continuity</li> <li>Chronological understanding</li> </ul>	<ul style="list-style-type: none"> <li>Source skills</li> <li>Cause and consequence</li> <li>Change and continuity</li> <li>Chronological understanding</li> <li>Historical significance</li> <li>Change and continuity</li> </ul>
<b>Opportunities for revisiting previous learning</b>	<ul style="list-style-type: none"> <li>All skills are revisited regularly</li> <li>Factual recall starter tasks</li> <li>Revision homeworks</li> </ul>	<ul style="list-style-type: none"> <li>All skills are revisited regularly</li> <li>Factual recall starter tasks</li> <li>Revision homeworks</li> </ul>	<ul style="list-style-type: none"> <li>All skills are revisited regularly</li> <li>Factual recall starter tasks</li> <li>Revision homeworks</li> </ul>
<b>When will formal assessment of progress take place?</b>	At the end of each unit there is a formal assessment of learning that includes a combination of factual recall questions, skills and an extended piece of writing.	At the end of each unit there is a formal assessment of learning that includes a combination of factual recall questions, skills and an extended piece of writing.	At the end of each unit there is a formal assessment of learning that includes a combination of factual recall questions, skills and an extended piece of writing.

## Year 9 Useful Resources

<https://www.gcsepod.com/>

<https://www.bbc.co.uk/bitesize>

<https://www.senecalearning.com/>

## Marking, Assessment and Feedback

Over the course of an academic year students will complete a number of formal assessments, these will be used to assess where students are in their learning journey.

Information from these assessments could be used when making decisions regarding setting of students, reporting progress home and predicting outcome. Current guidelines mean that we cannot provide as much detailed written feedback as it typical. As a result of this, we will during lessons, evaluate students' learning through a range of activities including quizzes, class discussions, detailed questioning and other strategies. Through this, students will know where they are in their learning journey and what they need to do next to make further progress.

Teachers will continue to provide planned written feedback on selected pieces of work.

## Homework

Homework will be set using the online platform Go 4 Schools.

Homework tasks are designed to prepare students for future learning or consolidate work completed in the classroom. It will be clear what should be handed in, when it should be handed in and how it should be handed in.

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