Programme of study for Year 9 History 2026-27

Autumn (1st term)	Autumn (2nd term)	Spring (1st term)	Spring (2nd Term)	Summer (1st term)	Summer (2nd term)
Thematic study and historic environment.	Thematic study and historic environment.	Thematic study and historic environment.	In-depth study into the Holocaust	Thematic study and historic environment.	Thematic study and historic environment.
Topic / Big Question: What were the causes and events of WWII? Long term causes of WWII How far was Hitler responsible for WWII? How did different groups contribute towards winning WWII? Life on the Home Front Skills(students should be able to do): To explain the long and short term causes od WWII. To evaluate the extent to which different factors impacted on winning the war.	Topic / Big Question: What were the causes and events of WWII? How far was Churchill a wartime hero? Was the USA justified in dropping the A-Bomb? How far was the British Empire just a house of cards waiting to fall? Skills(students should be able to do): To evaluate different historical interpretations of key events in order to formulate an argument to debate.	Topic / Big Question: What were the changes and impact of WWII? How far was the Cold War inevitable? Why was the Vietnam War significant for the USA? Who was the most responsible for ending Apartheid in South Africa? Why did the Cold War end? Skills(students should be able to do): Evaluate the extent to which historical factors influenced each other ang come to a judgement. To explain why the Cold War came to an end.	Topic / Big Question: How did people experience and resist the Holocaust? Long-term and short-term causes of the Holocaust. Key features of the Holocaust. Consequences of the Holocaust. Skills(students should be able to do): To explain the causes and devastation of the holocaust and the impact that this had on minority groups, the liberators and the significance of the Nuremberg trials. How has Southall changed over time? (6 weeks) Southall and Local History Southall Sources Why did people migrate to Southall? Racism in Southall Little India Skills(students should be able to do): Local historical study, using sources to evaluate and explain change over time.	Topic / Big Question: How has Southall changed over time? (6 weeks) Southall and Local History Southall Sources Why did people migrate to Southall? Racism in Southall Little India Skills(students should be able to do): Local historical study, using sources to evaluate and explain change over time.	Topic / Big Question: Project: Why were Ancient Civilisations significant? (6 weeks) Researching and library lessons leading to student presentations. Students' collaboration on an enquiry question into an aspect of an ancient civilisation and present. Skills(students should be able to do): Self-setting enquiry question into a choice of ancient and medieval civilisations. Students to use a range of sources, library books and internet to support their enquiry

Key Learning Outcomes (students should know): Social, political and economic causes. Comparison, similarity, difference between revolutions.	Key Learning Outcomes (students should know): The key events and individuals of WWII and the wider moral debates surrounding them.	Key Learning Outcomes (students should know): What the Cold War was and how it influenced wider world events.	Key Learning Outcomes (students should know): Understand the narrative of the changes to Southall over time, impact of changes within students local area.	Key Learning Outcomes (students should know): The systematic, intentional and industrialised persecution of minority groups and the immorality and impact of its purpose.	Key Learning Outcomes (students should know): Learn about an Ancient civilisation achievements, life, similarities, and differences
End of term 1 assessment to cover: PPE paragraphs, linear assessment		End of term 2 assessment to cover: Continuous assessment covering topics and the Holocaust		End of year assessment to cover: Peer assessment on the group presentations.	
Building understanding: Rationale / breakdown for your sequence of lessons: Understanding how and making connections between wider political that events can culminate to create turning points in history such as wars.	**Building understanding: Rationale / breakdown for your sequence of lessons:** Introducing the broader brush strokes of change and turning points in history, analysis of what makes an event important, and evaluating the role of individuals in history. Preparation for themes in GCSE history	**Building understanding: Rationale / breakdown for your sequence of lessons:** Looking at wider global events and trends to understand the world today.	**Building understanding: Rationale / breakdown for your sequence of lessons:** Causes, key features, and consequences of the Holocaust. Ks3 N/C requirement. Maturity of the students to complete the enquiry into an emotionally challenging topic	**Building understanding: Rationale / breakdown for your sequence of lessons:** Understanding the history of the local area and the impact of generational changes. Ks3 enquiry into a local study and themes of migration	**Building understanding: Rationale / breakdown for your sequence of lessons:** Chronology of the aspects of change and continuity for types of crime, changing punishment and development of methods to enforce the law. Ks3 enquiry skills
Home – Learning: Practice questions, research, keywords.	**Home – Learning:** Practice questions, research, keywords.	**Home – Learning:** Practice questions, research, keywords.	**Home – Learning:** Practice questions, research, keywords, Firefly support.	**Home – Learning:** Practice questions, research, keywords, brainscape quizzes, Seneca, Firefly support	**Home – Learning:** Practice questions, research, keywords, presentation
Reading / literacy: Ppt's, worksheets, web-links, video clips, class discussions, model answers	Reading / literacy: Ppt's, worksheets, web-links, video clips, class discussions, model answers	Reading / literacy: Ppt's, worksheets, web-links, video clips, class discussions, model answers	Reading / literacy: Textbook, ppt's, online textbook, worksheets, web-links, video clips, class discussions, model answers	Reading / literacy: Textbook, ppt's, online textbook, worksheets, web-links, video clips, class discussions, model answers	Reading / literacy: Library books, ppt's, online textbook, worksheets, web-links, video clips, class discussions, model answers
Numeracy: Chronology, statistics.	Numeracy: Chronology, statistics.	Numeracy: Chronology, statistics.	Numeracy: Chronology, statistics.	Numeracy: Chronology, statistics.	Numeracy: Chronology, statistics.
Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC): British museum tip to visit the exhibition halls and investigate into the Benin Bronzes artefacts studied in year 8. After school debate club.					