

# Coombeshead History Year 9 2022-23

PLEASE NOTE: The 2022-23 Year 9 cohort is the last year prior to the introduction of a new ESW Common Curriculum for KS3.

Theme	Enquiry question(s)	Disciplinary knowledge	Substantive knowledge/Conceptual frameworks	Formal Assessment
Exploration and Impact	How developed were the Pre-Columbian civilizations of Mesoamerica?	Students are exposed to interpretations as an historical concept in this unit. This also marks a break from their previous study, seeing them abandon Eurocentric history for that of the indigenous peoples of the Americas.	<b>Substantive Knowledge:</b> This unit will use the focused examples of the Incan and Mayan peoples to explore civilizations outside Europe and help challenge the Eurocentric view of world history that is common in KS3 curricula. This will consider European preconceptions of the rest of the world as 'uncivilised' and help create a more global worldview, especially in the light of Western cultural recidivism. The unit offers a chance to study global history, as well as re-evaluate Mediaeval European civilization and accomplishments. As part of the study, students will trace the historical timeline of Pre-Columbian civilizations in the New World and compare with Mediaeval and Early Modern England, analysing the reasons behind the rise and fall of each civilization.	Describe two consequences of Mayan expansion.
			<b>Substantive concepts:</b> civilization, development, primacy	
Church, State, and People	How did Britain evolve from Absolute Monarchy to Parliamentary Democracy?	Focus on cause and consequence in analyzing the movement from autocracy to democracy. Students utilize a range of source materials in order to establish interpretations as to the impact of changes.	<b>Substantive knowledge:</b> Students will study the development of parliamentary democracy in Britain through a series of critical case-studies. These range from the initial conflict of Church and State – the English Anarchy – through to the beginnings of mass suffrage with the popular protests of the late Mediaeval and Early Modern periods. The focus continues to the development of universal suffrage and the Chartist Movement, with students able to make retrograde causational links to their Y8 learning on the Suffragettes. This unit covers key concepts such as human rights and individual liberties, as espoused in the Magna Carta, and the universal application of law.	'Popular protests had little impact on reform'. How far do you agree?
			<b>Substantive concepts:</b> Government, State, Church, Parliament.	

The Development of Multi-Cultural Britain 1912-1952	How did attitudes to class and minority groups change in Britain?	The first half of the 20 <sup>th</sup> Century saw an acceleration in the rate of social change in Britain. This unit has a focus on change and continuity, through students' engagement with sources and material culture of the period.	<b>Substantive knowledge:</b> This unit is part of a pair which sees students look at how far Britain has evolved into a multi-cultural society over the past century. The sinking of <i>Titanic</i> is an undoubted watershed moment of cultural significance, but one more likely to be familiar through the Hollywood epic of the same name. Marking the end of 'Age of Innocence', the loss of <i>Titanic</i> is considered in terms of how the concepts of class affected the survival chances of its passengers, and becomes a starting point for considering the gradual evolution of British society and attitudes toward different groups. Incidents such as the 1919 Race Riots, the Jarrow March, along with case-studies into individual figures, will be considered by students evaluating change and continuity over time. The unit ends with the post-war Festival of Britain and the start of the reign of Elizabeth II as natural points of reflection.	Knowledge and source focus.
			<b>Substantive concepts:</b> class, suffrage, fascism, migration.	
The Development of Multi-Cultural Britain 1952-2012	How far has Britain become a multi-cultural society?	There is a focus on using contemporary source material in order to highlight the experiences of those who lived through these moments. This develops the key skills of being an Historian, and introduces students to archival material.	<b>Substantive knowledge:</b> This unit is the second half of the century-long study into changes in British society. Taking the opening ceremony montage of the 2012 London Olympics, depicting Britain as a successfully multi-cultural society, students evaluate the change, continuity, and progress of the latter half of the 20 <sup>th</sup> Century. Considering the causes and consequences of a number of key events, such as the murder of Stephen Lawrence, responses to the AIDS crisis, the Brixton Riots, and the notorious <i>Rivers of Blood</i> speech by Enoch Powell, students will engage with material which has and continues to shape the society in which they live.	How valid was the presentation of the 2012 London Olympics showing Britain as a successfully multi-cultural society?
			<b>Substantive concepts:</b> racism, homophobia. Establishment.	

The Golden Age of the USA	Were the 1920s truly a golden age for those in the USA?	Students will continue to develop their ability to construct arguments and write and speak as historians, focusing on the ability to effectively use evidence to form and support conclusions.	<b>Substantive knowledge:</b> Students focus on the Impacts of the rapid industrialization and progress of 1920s America, considering the EQ across a variety of different groups within America society: immigrants, African-Americans, women, WASPs. Building on skills learnt across Years 7 and 8, and returning to the concepts of cultural recidivism and nuanced perspective introduced in the first unit of the year, this unit sees students engaging with source and interpretative material in order to justify their own conclusions.	Knowledge and source focus.
			<b>Substantive concepts:</b> flapper, industrialization, Golden Age	
Contemporary Approaches to the Past	How does contemporary interest in the Ripper reflect on modern society as a whole?	A key aspect of the unit is in asking students to form and then challenge their own conclusions in the light of new evidence – a key aspect of working as an historian. Students will build on their skills developed across KS3 to consider the basis of History as a discipline.	<b>Substantive knowledge:</b> Using the infamous cold-case of the 1888 Whitechapel murders, students will consider the fundamental question as to the purpose of History: is it attempting to factualize the past, or instead reinterpret past events in light of contemporary attitudes and interests? This is an overt confrontation with the dilemma of History: subject or discipline? – one with which students have covertly grappled previously with their Year 8 unit on the Holocaust. Across the unit, students will be presented with new evidence which will ask them to reshape their own approaches to source material, and question their previous conclusions and interpretative positions. As the final unit in both Year 9 and KS3, students will be able to bring their understanding of Britain's societal make-up at the turn of the century from their breath study of units 3 and 4, and reflect on the purpose of their KS3 study. Such critical thinking will support students on their progression to KS4 across the Humanities.	How far is History a study of the past, rather than a reflection of the present?
			<b>Substantive concepts:</b> reinterpretation, policing, poverty	

## Curriculum Overview

The Year 9 curriculum is the culminating phase of the previous iteration of the History curriculum at Coombeshead, and returns KS3 to being a 3-year cycle. As such, students encounter key moments in British history – such as the Black Death, Magna Carta, and 20<sup>th</sup> Century Britain – which may be wholly unfamiliar to them. Not only does this increase students' cultural capital and widen their understanding of the past, but helps to position students for the culminating question of KS3: how far is History a study of the past, rather than a reflection of the present? To this end, the units in Year 9 focus students to continually reconsider their conclusions and viewpoints on the past, challenging misconceptions and existing interpretations. The first unit looks at Pre-Columbian civilizations and sees students re-evaluating these civilizations as progressive and culturally impressive in their own right, rather than from a European perspective. The second unit takes the concepts of continuity and change introduced in the previous topic to explore the development of parliamentary democracy in the UK. (This builds upon units studied in Years 7 and 8, and connects students' prior learning with the subsequent double-unit on Britain 1912-2012). Students learn that the process to the present age of British values has been piecemeal and unplanned, often as a direct result of hostility between three principal groups: the Church, the State, and the People. Units 3 and 4 continue this approach of considering societal change, looking at the evolution of pre-First World War Britain into the multi-cultural society of the present. These topics will see students engaging directly with source and archive material from the period studied, as well as developing the key historiographical skill of evaluating material and new knowledge against a working hypothesis. Unit 5 is focused on the USA in the 1920s and sees students revisit key substantive concepts of the previous units in interpreting a wealth of evidence about the 'Roaring Twenties': the multi-perspective approach of the first unit being developed by students in aiding their comprehension of evidence. The final unit looks at the continuing fascination with the Whitechapel Murders, allegedly perpetrated by the mysterious 'Jack the Ripper', to ask students to consider the fundamental question of History: are they studying the past in order to recover inalienable truths, or to re-interpret the past to consider the present.