

Year: Year 9

Subject: History

Autumn Term		
<p>Overarching Topic: Was the West right to fear Russia in the years 1917-1945? To what extent did British society progress after the Second World War (1945-present)?</p>		
What has come before and what comes later:	<p>Students explore the causes and consequences of World War One at the end of Year 8. This provides the starting point for an assessment of the Russian Revolution and World War Two in Year 9.</p> <p>The Year 8 curriculum also provides insight into the challenges of the British Empire and the early developments of race relations surrounding the slave trade and its abolition. The Year 9 curriculum aims to complete the narrative of this by exploring decolonisation and race-relations post the Windrush generation.</p> <p>Students revisit the concepts of capitalism and communism, along with British politics post 1945, later in Year 9 and again in Y12/13 via a study of the Cold War period. Furthermore, the welfare reforms initiated by Clement Attlee after World War Two are revisited in Y10/11 in an assessment of government action in the development of medicine and provision of health care (e.g. NHS).</p>	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<p>ENQUIRY QUESTION – Was the West right to fear Russia in the years 1917-1945?</p> <ul style="list-style-type: none"> <li>• Why was the Second World War important?</li> <li>• How significant were Russian contributions to the Second World War?</li> <li>• Why were the people in the West so frightened of Communism?</li> <li>• Why did Lenin and the Bolsheviks revolt in Russia in 1917?</li> <li>• How did Lenin go from protestor to leader of the Soviet Union?</li> <li>• Did Lenin successfully form his 'Worker's Paradise' in the USSR?</li> </ul>	<ul style="list-style-type: none"> <li>• Did Stalin's Soviet Union live up to Lenin's Bolshevik dream for Russia?</li> <li>• Is it accurate to say that a Communist Soviet Union was an improvement on Tsarist Russia?</li> <li>• How accurate is it to say Britain between 1945-present day lived up to Attlee's 'New Jerusalem'?</li> <li>• How valid is the view that British society progressed both economically and socially between 1945 and present day?</li> </ul>

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	<ul style="list-style-type: none"> <li>• Was Stalin's rise to power the result of Trotsky's mistakes?</li> <li>• Was Stalin's USSR the 'Worker's paradise' or a 'Worker's nightmare'?</li> <li>• How did Stalin secure his position as the leader of the USSR?</li> </ul> <p>ENQUIRY QUESTION – To what extent did British society progress after the Second World War (1945-present)?</p> <ul style="list-style-type: none"> <li>• How successful were labour at forming their 'New Jerusalem' post World War Two?</li> <li>• Were the Windrush generation warmly welcomed to Britain?</li> <li>• How did race relations develop after the arrival of the Windrush generation?</li> <li>• Why did racial tensions increase in 1960's Britain?</li> <li>• How far has treatment of Black British people improved since 1971?</li> <li>• Were protestors right to tear down statues in the spring of 2020?</li> <li>• Did British society progress between 1964 and 1979?</li> <li>• Did Thatcherism modernise the UK for everyone?</li> <li>• How tolerant is modern day Britain?</li> </ul>	
	<b>Skill/Technique</b>	<b>How students will develop and demonstrate this</b>
Key skills	<p>Using direct evidence from a historical source</p> <p>Making inferences from historical sources</p>	<ul style="list-style-type: none"> <li>• In the analysis of historical evidence, they will make good use of quotations and other direct references to the text that develop precise points with detailed explanation.</li> <li>• In the analysis of historical sources, they will make good use of quotations and other direct references to the text to support inferences.</li> </ul>

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	Evaluating and drawing a conclusion from a wide range of historical data	<ul style="list-style-type: none"><li>• In the evaluation of historical data, they will make judgements on the importance and significance of causation and consequence.</li></ul>
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