

## History Department

Long-term sequencing Year 9: How did individuals effect attitudes to social groups 1933-91?

**This year consists of the moral side of History that focuses on the challenges of different groups of society and the methods that people did to overcome these challenges. The final part of the year will concentrate on Health and the People, ready for GCSE. This ambitious curriculum enables students to develop their skills of interpretations and second order concepts of change and continuity.**

<p><b>HALF TERM 1:</b> <u>What was the extent of change for minorities in the USA between 1870-1969?</u></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• The Roaring 1920s</li> <li>• Impact of the American Civil War on African-Americans</li> <li>• Life after slavery</li> <li>• Challenges of the 1920s and the rise of the Ku Klux Klan</li> <li>• The role of Rosa Parks and Montgomery Bus Boycott</li> </ul> <p><b>DISCIPLINARY SKILLS – change and continuity, interpretations</b></p> <p><b>HOW THIS WILL BE ASSESSED:</b> Knowledge tests that are interleaving and essay and source questions</p>	<p><b>HALF TERM 2:</b> <u>What was the extent of change for minorities in the USA between 1870-1969?</u></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• Protests for civil rights: Greensboro Sit ins, Alabama Marches and Little Rock Nine</li> <li>• Aims of Martin Luther King</li> <li>• Aims of Malcolm X</li> <li>• Aims of Black Power groups</li> <li>• Impact on Civil rights</li> <li>• Who was the most important for the Civil Rights</li> </ul> <p><b>DISCIPLINARY SKILLS – change and continuity, interpretations</b></p> <p><b>HOW THIS WILL BE ASSESSED:</b> Knowledge tests that are interleaving and essay and source questions</p>	<p><b>HALF TERM 3:</b> <u>Who had the biggest impact on the rights of their people?</u></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• Suffragette and Suffragist movement</li> <li>• Successfulness of the Women's Suffrage movement</li> <li>• Gandhi and non-violence</li> <li>• Partition of India and Pakistan</li> <li>• Nelson Mandela</li> <li>• Who had the biggest impact on their people?</li> </ul> <p><b>DISCIPLINARY SKILLS – significance, cause and consequence</b></p> <p><b>HOW THIS WILL BE ASSESSED:</b> Knowledge tests that are interleaving and essay and source questions</p>
<p><b>HALF TERM 4:</b> <u>How far was the Holocaust inevitable after 1933?</u></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• What were Hitler's domestic policies?</li> <li>• How were Jews treated in Nazi Germany before 1939?</li> <li>• How did WWII escalate the Holocaust?</li> <li>• What was the Final Solution?</li> <li>• Who were the other victims of the Holocaust?</li> <li>• Why was there so little opposition to the Holocaust?</li> <li>• How far was the Holocaust inevitable after 1933?</li> </ul> <p><b>DISCIPLINARY SKILLS – significance, cause and consequence</b></p> <p><b>HOW THIS WILL BE ASSESSED:</b> Knowledge tests that are interleaving and essay and source questions</p>	<p><b>HALF TERM 5:</b> <u>How far did medicine stand still in the Medieval Period?</u></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• Ancient Greek and Rome medicine</li> <li>• Medieval beliefs of diseases and health</li> <li>• Church and hinder of progress</li> <li>• Progression of Arab doctors</li> <li>• Medieval surgery</li> <li>• Public Health and Black Death</li> </ul> <p><b>DISCIPLINARY SKILLS – change and continuity, usefulness of sources</b></p> <p><b>HOW THIS WILL BE ASSESSED:</b> Knowledge tests that are interleaving and essay and source questions</p>	<p><b>HALF TERM 6:</b> <u>What was the extent of change in medicine in the Renaissance period?</u></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• Renaissance and impact on medical progress</li> <li>• Great Plague of 1665 and lessons learnt from Black Death</li> <li>• Hospitals during the Renaissance</li> <li>• George II and understanding of Mental health</li> </ul> <p><b>DISCIPLINARY SKILLS – change and continuity, usefulness of sources</b></p> <p><b>HOW THIS WILL BE ASSESSED:</b> Knowledge tests that are interleaving and essay and source questions</p>

**Home learning set will consist of a combination of: research finding that enhances independence and a number of videos that will support in note taking effectively.**

Stuart Bathurst Catholic High School