

Broadening Horizons

For our study of History to have real meaning, we endeavour to give students an experience of the subject that goes beyond the classroom. Where possible students are offered opportunities to enrich their learning through first hand experiences, whether this be a visit to places such as France, Belgium or Auschwitz, an experience or the ability to hear a first-hand witness testimony to allow them to see that History is real, is all around us and has a direct impact on how we live our lives today. Allowing our students to see that History is a subject which opens up doors to many career opportunities is also an integral part of our students' preparation for life beyond school.

Careers

Think carefully about how much you enjoy history because it's hard work but very rewarding. Choosing to study History at GCSE can help if you go on to study things like psychology, Sociology and Law where you have to justify your opinions) and future careers including academic research, archivist, English Heritage / National Trust, museum curator, archaeologist and teacher.

Immerse Yourself



The Boy in the Striped Pajamas (2008)

The film adaptation is shown through the lens of an eight-year-old boy largely shielded from the reality of World War II, we witness a forbidden friendship that forms between Bruno, the son of Nazi commandant, and Schmel, a Jewish boy held captive in a concentration camp.



Schindler's List (1993)

In Poland during World War II, Oskar Schindler gradually becomes concerned for his Jewish workforce after witnessing their persecution by the Nazis.

Praise and Reward

Our rewards system can be broadly split into four categories: classroom level, subject level, school level and privilege rewards. We'll focus on classroom and subject rewards here - for more information about our rewards schemes, please see our website.

CLASSROOM LEVEL REWARDS

Awarded for: working hard, taking risks and rising to a challenge, making mistakes and learning from them, helping others, and taking pride in the school community.

Rewarded by: praise postcards, positive phone calls to parents/carers, positive text messages home, and lesson based prizes.

SUBJECT LEVEL REWARDS

Reward scheme: Star of the Week, curriculum awards (Subject/School Way, participation, working with pride, embracing the whole curriculum), high flyer, extra mile, most improved.

Rewarded by: names displayed on reward boards, certificates, social media posts.

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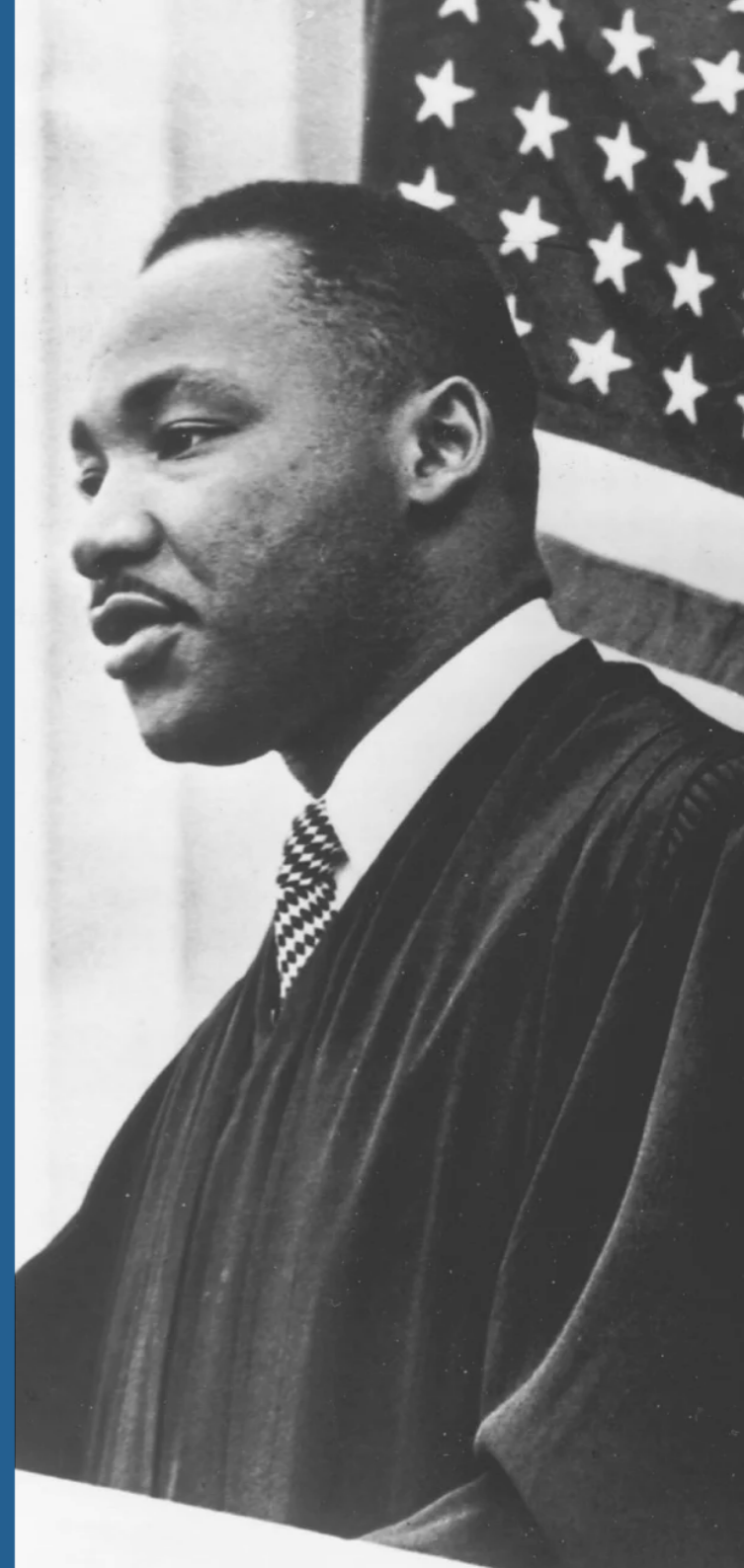
Surviving Auschwitz

Arek Hersh recounts his experience as a prisoner, at the age of only 14, in the notorious death camp at Auschwitz-Birkenau.



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HISTORY
YEAR 9 Curriculum Newsletter



Curriculum Intent

“How we got to now” is the overriding aim of the History secondary curriculum at Wickersley Partnership Trust (WPT). Through a shared understanding and knowledge of our past history, we aim to give our students the ability to understand who they are and their place in the world. We aim to inspire a love of learning and the ability to ask questions.

Our History curriculum allows our students to ask and develop perceptive questions to help them understand the past and the present. In an ever-changing world, History allows our students to look to past examples, learn from them and ensure that as citizens we do not make the same mistakes that those before us may have done.

The History curriculum aims to give pupils a coherent knowledge and understanding of Britain’s past and that of the wider world. It inspires students’ curiosity to know more about the past.

Teaching equips pupils to ask enquiring questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Year 9 Curriculum

History is delivered via three 80 minute lessons per two weeks. In Year 9, we look at the following topics:

Between the Wars

What is the link between WW1 and WW2 and how did one event ultimately cause the next? How did the events of the interwar years create the backdrop for the outbreak of WW2? What global events led to Hitler’s rise to power and the development of dictatorship in Germany? What were the consequences of the Treaty of Versailles and how did this helped Hitler and the Nazi party gain popularity? How did the allies respond to Hitler’s aggression?

World War II - Events, Home Front & Holocaust

What were the main events of World

War II on the War Front and what impact did this have on the public on the Home Front? How did this change the role of women in Britain during the war? What was the dropping of the Atomic Bomb and why did it happen?

American Civil Rights

How were Black African Americans treated after the slave trade ended and how does history link to current affairs events such as the Black Lives Matter campaign? What progress was made by Civil Rights groups through a variety of different protest methods?

Vietnam War

Why did the USA get involved in the Vietnam war? What was the USA’s response to the Vietnamese tactics? How did American power fail? What were the reasons behind protest movements both for and against the war in Vietnam? How has life changed as a result of WWII?

Assessment Points

In Year 9, students are assessed each half term in class using essays, skills practice and source analysis. There is also one summative test in Year 9, which usually takes place in December.

Year 8 Flashback

Last year, students learned about the Empire and Slavery, Industrial Revolution, Women and the vote and World War 1. To refresh your child’s memory, why not ask them about what they learned?

What was life like in Britain before the Industrial Revolution?

What were the long and short term causes of WW1?

The History Way

The History Way is followed in all of our lessons. It is designed to help students become young subject specialists and has two main purposes: to teach students the vital skills needed to achieve their full potential, and to demonstrate how History relates to the wider world.

THE HISTORY WAY



We use historical examples to support our points

We always try to look at the historical context of events

WE UNDERSTAND HOW THE PAST CONTRIBUTES TO OUR FUTURE

We strive to incorporate history structures in our written work

WE ALWAYS TRY TO USE KEY HISTORY WORDS IN CLASS DISCUSSION

We are willing to develop our historical learning **beyond the classroom**

We are motivated to investigate the past & **become young historians**

We use analytical steps when investigating historical evidence



SUBJECT WAYS

Have your say!

At WPT we’re always looking for feedback. If you have any thoughts/opinions on this Curriculum Newsletter, its content or the curriculum in general, please scan the QR code to fill out a short feedback form.

