

<p><b>WHAT ARE THE BIG AIMS OF YEAR 9?</b></p> <ul style="list-style-type: none"> <li>• To prepare pupils for the rigour of KS4</li> <li>• To give pupils a deep understanding of source analysis using NOPC, Provenance and limitations (how to critically examine a source)</li> <li>• To carry out more in-depth studies of topics</li> </ul>	
<p><b>WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 9?</b></p> <ul style="list-style-type: none"> <li>• To be able to make their own links across a series of lessons/enquiries/topics studied throughout KS3</li> <li>• To have a deeper knowledge of significant world events</li> <li>• To have an experience of looking at different cultures/experiences and how the wider world links to them</li> <li>• To deepen their knowledge of the local environment and understand how Manchester changed over time</li> </ul>	
<p><b>WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?</b></p> <ul style="list-style-type: none"> <li>• How Hitler was able to gain power in Germany</li> <li>• To understand the relationship between the USA and the USSR during the Cold War</li> <li>• To understand the changing nature of Crime and Punishment in the local environment - Manchester</li> <li>• To know how immigration to Britain has impacted on society</li> <li>• To know how settlers changed the lives of Plains Indians in the 19<sup>th</sup> Century</li> <li>• To understand the successes and impact of the Civil Rights movement in America</li> </ul>	<p><b>WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?</b></p> <ul style="list-style-type: none"> <li>• Identify provenance of a source analysing CNOP and limitations of historical evidence</li> <li>• To be able to analyse sources critically</li> <li>• To be able to analyse interpretations critically and evaluate different viewpoints critically</li> <li>• Develop chronology further, being able to place events in to context of other events/time periods studied. Being able to construct historical narratives</li> <li>• Develop the nature of cause, consequence and significance</li> <li>• Analysis of depth of change</li> </ul>
<p><b>WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?</b></p> <ul style="list-style-type: none"> <li>• Hitler - World War II not World War I</li> <li>• Every German is a Nazi</li> <li>• Hitler treated all Germans badly</li> <li>• Every cowboy was white</li> <li>• Geography/History of the makeup of the US</li> <li>• Civil Rights Movement was a clear progression</li> <li>• That immigration doesn't impact them</li> <li>• The police force has always been professional</li> </ul>	

- Justice has always been fair
- Chronology of events

**WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?**

A range of assessment techniques will be used to ensure that all learners' needs are being met in history. Formative, summative and synoptic assessment strategies will all be utilised throughout the year.

Hinge questions will be embedded through each unit to check understanding, formative assessment strategies may include multiple choice questions, in class questioning, and other quizzes. Summative assessment may involve end of unit assessments, GCSE style questions and essay style questioning to develop exam style techniques

Synoptic Assessments will be at the end of the year and will assess students learning across the whole year.

End of unit assessments:

1. Unit 1- How did Hitler become Fuhrer?  
Interpretation question: How far do you agree with interpretation 2 about why Hitler was able to become Fuhrer of Germany by 1934?
2. Unit 2- How hot was the cold war?  
Question 1: Give one thing you can learn from the source about the arms race during the Cold War  
Question 2: Write a historical narrative. Write a narrative account analysing the key events of the Cuban Missile Crisis.  
Question 3: Explain the importance of the Berlin blockade to the relationship between the USSR and the USA.
3. Unit 3- How did crime and punishment change in Victorian Manchester?  
Question 1: Describe two features of the Victorian Police OR Describe two features of Victorian Punishment.  
Question 2: Following up a source. How could you follow up source A to find out more about Victorian prisons?  
Question 3: Source utility question. How useful is source B to an enquiry about Police in Victorian Britain?
4. Unit 4- How did the settlers change the lives of the Plains Indians?  
Question 1. Explain one consequence of the building of the transcontinental railroad on the lives of the Plains Indians.  
Question 2: Write a narrative account analysing the destruction of the way of life of the Plains Indians by 1888.  
Question 3. Explain the importance of the buffalo to the Plains Indians way of life.
5. Unit 5- What does the murder of Emmett Till tell us about the Early Civil Rights Movement?  
Source utility question: How useful are source A and B to an enquiry into the success of the early Civil Rights movement?

6. Unit 6- Migration

Question 1a- Study Interpretations 1 and 2. They give different views about attitudes towards immigration. What is the main difference between these views?

Question 1b- Suggest one reason why Interpretations 1 and 2 give different views about attitudes towards immigration.

Question 1c- How far do you agree with Interpretation 2 about attitudes towards immigration.