

OVERVIEW	<p>The Lowry Academy intends to provide students with a high-quality History education that will enable students to understand Little Hulton, Walkden, Salford and Manchester’s place within Britain and the wider world by exploring a range of time periods, people, and places from the past. We have designed the curriculum to allow our students to develop a coherent, chronological understanding of Britain’s place in the world. We also want our students to become aware of how significant individuals and events have shaped both the local area and the wider world, and how both Salford and Britain have been influenced by the wider world, to create the more cosmopolitan, diverse society we see today. Year 9 aims to allow students to know how the modern world has been shaped, through a study of both world wars, the fight for women’s suffrage, and also the increase in diversity in Britain post-WW2.</p>		
AUTUMN	<p>Unit 1 : WW1</p> <p>Lessons 1-6 – A study of the different long-term, short-term and trigger causes of WW1.</p> <p>Lessons 7-10 – A study of WW1 itself, including the trench system, Battle of the Somme and modern technology, looking at sources and how sources can change in their usefulness based on the questions asked of them.</p> <p>Lessons 11-12 – A study of the forgotten armies of WW1 and the differing experiences of soldiers from different ethnic and religious backgrounds.</p> <p>Unit 2: The Suffrage Movement.</p> <p>A study of the suffrage movement in the 19th and early 20th centuries, leading to a discussion of the main cause of women’s suffrage.</p>	<p style="text-align: center;">Assessment</p> <p>Big Write – “Alliances were the main cause of WW1” How far do you agree?</p> <p>Big Write – Did all soldiers experience war in the same way?</p> <p>Big Write – “The Suffragettes were the main cause of women’s suffrage” How far do you agree?</p>	<p style="text-align: center;">Personal Development</p> <p>Unit 1: Tolerance of different faiths – an understanding of the different races and religions that fought in WW1 and how they should be commemorated.</p> <p>Unit 2: Democracy – The struggle for the vote by working class men and women and the privilege of modern democracy.</p>
SPRING	<p>Unit 3: Shifting World Orders in the Modern World</p> <p>Lessons 1-5 – A study of the differing ideologies in modern Europe, introducing students to the growth of communism and fascism through a study of interpretations.</p> <p>Lessons 6-10 – A study of some of the key events of WW2, such as Dunkirk and D-Day, with students measuring the significance of these events and how their significance has changed over time.</p> <p>Lessons 11-12 – Students study the origins of the Cold War and some of its key crises, through a study of historical sources/evidence.</p> <p>Unit 4: The Holocaust – Lessons 1-5 – Students study the causes and early events of the Holocaust, with a focus on what we can learn from sources and how useful they are to historians.</p> <p>Lessons 6-7 – Students study the Final Solution during the Holocaust and look at differing interpretations as to the who should take most blame for the Final Solution</p> <p>Unit 5 – The Civil Rights Movement (UK)</p> <p>Lessons 1-5 – Students study some of the key events and individuals involved in the British Civil Rights Movement, looking at the change and continuity in experience.</p>	<p style="text-align: center;">Assessment</p> <p>Big Write – How have historical interpretations of totalitarianism changed over time?</p> <p>Big Write – How has the significance of D-Day changed?</p> <p>Big Write – How useful is Source A for an understanding of Jewish life in the ghettos?</p> <p>Big Write – How convincing is Interpretation A about who was to blame for the Final Solution?</p> <p>Big Write – How successful were black campaigns in Britain?</p>	<p style="text-align: center;">Personal Development</p> <p>Unit 3: Democracy, the rule of law and individual liberty – a study of how important democracy is and what happens when dictators come to power..</p> <p>Unit 4: Diversity and the rule of law – An understanding of how important it is to be tolerant of differing beliefs in order to avoid tragedies like the Holocaust.</p> <p>Unit 5: Diversity– A study of why Britain has ended up as a multicultural nation that should be celebrated.</p>
SUMMER	<p>Unit 6: Post-War Britain – Students will look at the variance in life in post-war Britain, such as the creation of the NHS, the immigrant experience, and the experience of women.</p>	<p style="text-align: center;">Assessment</p> <p>Big Write – What does it mean to live in ‘post-war Britain?’</p>	<p style="text-align: center;">Personal Development</p> <p>Unit 6: Diversity – The study of the varying life of different people in post-war Britain, and the creation of a multicultural country.</p>

Useful resources for supporting your child at home.

Seneca – There are quizzes on Seneca that match to all the units we study in Year 9. This will allow your child to quiz themselves to improve their ability to remember facts.

Knowledge Organiser – The History knowledge organiser contains all the key facts students need to know for each unit. You could test your child on their ability to remember these facts, or get your child to self-quiz using the ‘Read, Cover, Write, Check’ technique