

Year 9 Overview 2025-26 – History

Second Order Concepts

Causation

Change and
Continuity










Historical
Evidence

Historical
Interpretations

Significance

Similarity &
Difference

Foundational Concepts

Authority 	Status 	Freedom 	Empire 	Migration 	Revolutions 	Civilisations 	Identity 	Conflict 	Belief
---	---	--	---	--	--	---	---	---	--------

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment
------	----	------	-----------------------------------	---------------------------

8 weeks (11 Lessons) (38 Days)

Tues 2-Sep Tues Y7 only Wednesday- whole school	A	1	What made the First World War GREAT? and origins of the War 1. Schlieffen Plan – Bravo Belgium source 2. Trench Warfare lesson 3. Trench Warfare Assessment – Opportunity for 'I We You'. 4. Weapons of WWI 5. What happened at the Battle of the Somme? 6. Why was the Somme significant? 7. Forgotten soldiers of the Empire 8. Shell Shock 9. Role of Women 10. End of the War	
8-Sep	B	2		
15-Sep (INSET Friday)	A	3		
22-Sep	B	4		
29-Sep	A	5		
6-Oct	B	6		
13-Oct	A	7	Second Order Concepts: Significance, historical interpretations. EQ1: SIGNIFICANCE GI: Students can identify elements of the war which reveal aspects of society today. i.e. Remembrance, PTSD, role of women. BW: Students can successfully apply the GREAT criteria to the war to illustrate multiple aspects of significance EI: Students can explain how the significance of the war has altered over time. i.e. success of the Somme, appreciation of Empire troops.	
20-Oct	B	8		

Half-Term

7 weeks (c.10 lessons) (35 Days)

3-Nov	A	9	11. Remembrance 12. Treaty of Versailles	
10-Nov	B	10	Why is Alan Turing on a £50 banknote? 1. Who was Alan Turing? 2. Was appeasement justified? 3. Breaking Enigma 4. How did Ultra help to win the War? 5. Alan after the War 6. How is Alan remembered today? Banknote Assessment 7. ST1 REVISION LESSON - Diagnostic Questioning. a. What made the First World War GREAT?, b. Turing c. Foundational Concepts Review Lesson (May take 2 lessons)	
17-Nov	A	11		
24-Nov	B	12		
1-Dec	A	13		
8-Dec	B	14		
15-Dec	A	15	EQ2 : GI : Students can recall at least two key achievements of Alan Turing. BW : Students can establish their own significance criteria for Alan's achievements. EI: Students can articulate the less typical significance criteria such as local relevance and neurodiversity.	

Christmas Holiday

6 weeks (9 lessons) (30 Days)

5-Jan	B	16	3. How should we remember the Holocaust?	
12-Jan	A	ST1	1. <u>Why were the Nazi's Anti Semitic?</u> 2. <u>How did Jewish Life Change?</u>	

19-Jan	B	ST1	3. STI Exam in lesson? 4. Battalion 101 5. Life in Nazi Camps 6. Did the Fuhrer give the Jews a town? 7. Artefacts in a museum Assessment Prep. DQs. 8. Artefacts in a museum assessment. 9. Perpetrators, Bystanders (Additional Lesson if time) 10. Learning Grid – Good for revision EQ3: GI: Draw unsupported judgments about the utility of a historical source. BW: Evaluate the utility of a source by considering its author, audience and purpose. EI: Evaluate the source by comparing it to its context.
26-Jan	A	19	
2-Feb	B	20	
9-Feb	A	21	
Half-Term			6 weeks (9 lessons) (28 Days)
23-Feb	B	22	4. How did Revolution change Russia? (7 lessons) 1. Russia in 1900 2. Life in Josef Djugashvili's Russia 3. The Russian Revolution 4. Life during the Civil War years 5. Life in Russia during the 1920s and 30s. 6. How far had life changed? - Peoples' Century Video 7. Review task preparation 8. How far had life changed? Assessment. EQ4: GI: Students can identify the fundamental changes from Tsardom to Communism, brought about by the Russian Revolutions. BW: Students can explain key turning points such as the First World War. EI: Students can explain trends such as the rise of the proletariat. They may also recognise that whilst some aspects of Russia changed, continuities still remained.
2-Mar	A	23	
9-Mar	B	24	
16-Mar	A	25	
23-Mar	B	26	
30-Mar (finish Wednesday 1 st April)			
	A	27	
Easter Holiday			5 weeks (c.7 lessons) (24 Days)
20-Apr	B	28	Easter Monday 21st Early May bank hol 6/5 5. Paper 2 – Unit 3 – Health – Pt 1 Medicine stands still 1. Medieval Beliefs 2. Christian Medicine 3. Islamic Medicine 4. Medieval Surgery 5. Public Health in towns 6. Public Health in Monasteries 7. Black Death GI: Students know the main features of Medieval & Renaissance medicine and can apply this simply to the exam questions focused on source utility and the factors essay by providing specific evidence that is largely unsupported. BW: Students are able to construct developed explanations about Medieval Medicine by explaining the importance of specific evidence. They can analyse the content and provenance of a source and can compare it to their own contextual knowledge. They can write good explanations about a range of factors that affected Medieval England. EI: Student progress from BI to add complex thinking to their answers. They display reasoning that shows the links or connections between evidence or details that are explicitly relevant to the question. Students may show originality or sophistication. Answers demonstrate substantiated judgement or an awareness of the provisional and problematic nature of historical issues e.g. that Religion was a hinderance in Western Christendom, but a benefit in Islamic societies.
27-Apr	A	29	
4-May (Bank holiday Mon)	B	30	
11-May	A	31	
18-May			
	B	32	
Half-Term			7 weeks (c.10 lessons) (35 Days)
1-Jun	A	33	1. Exam lesson 2. ST2 Feedback 3. Medieval Medicine Review & Factors Essay Prep
9-Jun	B	ST2	
16-Jun	A	ST2	

23-Jun	B	36	4. Medieval Factors Essay Assessment lesson <u>Paper 2 – Pt 2 – The beginnings of change.</u> 5. Big 3 Renaissance figures x2 6. Big 3 second lesson 7. 17 th & 18 th C medicine 8. The Great Plague 9. Growth of hospitals 10. Foundational Concepts Review lesson?
30-Jun	A	37	
7-Jul	B	38	
14-Jul	A	39	
(Total: 190 Days)			