



# Programme of Study – Year 9 Humanities

	Theme	Overview of key learning to take place	How learning will be assessed
Term 1	Unit 1: Map skills	<p><b>Key Topic 1: World's Oceans and Continents</b></p> <ul style="list-style-type: none"> <li>a) I can identify the names of all the world's oceans and continents.</li> <li>b) I can locate the position of all the world's oceans and continents on a map.</li> <li>c) I can analyse the importance of these oceans and continents.</li> </ul> <p><b>Key Topic 2: The World Map: Asia - Countries</b></p> <ul style="list-style-type: none"> <li>a) I can identify some key features on a map.</li> <li>b) I can locate the position of Asia on a map and name some of the countries.</li> <li>c) I can evaluate the size and influence of Asia in the world.</li> </ul> <p><b>Key Topic 3: Latitude and Longitude</b></p> <ul style="list-style-type: none"> <li>a) I can define and describe the lines of longitude and latitude.</li> <li>b) I can identify the Equator and Prime-Meridian on a map.</li> <li>c) I can locate places on a map using longitude and latitude.</li> </ul> <p><b>Key Topic 4: Plan and scale</b></p> <ul style="list-style-type: none"> <li>a) I can correctly identify plans and scale on a map.</li> <li>b) I can use plans and scale to locate things on a map.</li> <li>c) I can calculate and convert scale on a map to reality.</li> </ul> <p><b>Key Topic 5: 4 and 6 figure Grid reference</b></p>	<p><b>Formative Assessment</b></p> <p>1 agreed task per half term for non-core subjects</p> <p>2 agreed tasks per half term for English, Maths, Science</p> <p>Formative assessments must be written this term. All staff within the department must do the same task to allow for consistency. The way the task will be marked and the feedback forms must also be produced for consistency. This will allow the HOD to see the progress across different classes, who are working on the same topics.</p> <p><b>Summative Assessments: When?</b></p> <p>End of Unit Assessments throughout the year.</p> <p>Minimum of 2 Summative Assessments per term. An average will be taken for the termly report.</p> <p>(the weeks in which each department intends to do these will need to be agreed with SLT and collated into a table</p>

	<p>Unit 2: Tourism</p>	<p>a) I can correctly identify 4 and 6 figure grid references on a map.</p> <p>b) I can explain the purpose of using 4 and 6 figure grid references on a map.</p> <p>c) I can determine and locate the exact point of a location/item on an OS map using 4 and 6 figure grid references.</p> <p><b>Key Topic 6: 'What is the tourist industry? 'What problems does tourism cause?'</b></p> <p>a) I can define and distinguish between the terms tourism and tourist.</p> <p>b) I can identify the different tourist industries and jobs linked to them.</p> <p>c) I can categorise problems caused by tourism that affect tourists, locals and/or both.</p> <p><b>Key Topic 7: "What are National Parks?" "What is conflict?"</b></p> <p>a) I can investigate and describe the impact of tourism on National park.</p> <p>b) I can establish reasons for conflict in National Parks</p> <p>c) I can suggest solutions for problems and conflict in National Parks.</p> <p><b>Key Topic 8: "Where do tourists go?" "Mallorca- a holiday paradise?"</b></p> <p>a) I can investigate and identify why tourist visit certain destinations.</p> <p>b) I can establish reasons why tourists visit certain destinations.</p> <p>c) I can create my own opinion and conclude on whether the island of Mallorca is a holiday dream.</p>	<p><b>What will be assessed in Summative Assessments?</b></p> <p>Content from each of the units covered. As the year progresses, please include elements of previously studied units, to encourage interleaving and retrieval of past knowledge.</p> <p>All staff must do the same assessment with their classes. The only difference will be if a child needs to sit a variant, which will be agreed by the HOD.</p>
--	------------------------	--	---

Unit 3: World Development

**Key Topic 9: "Disney Florida- a holiday dream? 'The Alps- a winter wonderland?'**

- a) I can identify Disney world in Orlando and the Alps.
- b) I can distinguish between the different Disney world resorts and the Alps resorts.
- c) I can create my own opinion and conclude whether or not it is a holiday dream and winter wonderland.

**Key Topic 10: 'Where in the world? 'Too many people''**

- a) I can describe world development.
- b) I can identify how people's lives are affected by different factors that influence development.
- c) I can compare two types of countries to find out how population affect their development.

**Key Topic 11: How do jobs affect development?'**  
**"How does trade affect development?"**

- a) I can describe how different jobs and trade affect development.
- b) I can establish reasons why different types of jobs and trade affect development.
- c) I can weigh the impact of different types of jobs and trade on world development.

**Key Topic 11: Is development spread evenly?**

- a) I can describe how development can be measured.
- b) I can establish where in the world rich and poor countries are located according to given data.
- c) I can evaluate the criteria used to determine the development.

		<p><b>Key Topic 12: 'How can the rich help the poor?' Should we give aid?'</b></p> <ul style="list-style-type: none"> <li>a) I can describe the different ways in which rich countries can help poor countries.</li> <li>b) I can identify and distinguish between the short and long term aid that can be given to a country</li> <li>c) I can compare and evaluate the different ways countries can provide short and long term aid.</li> </ul>	
Term 2	<b>Unit 1: Historical skills</b>	<p><b>Key Topic 1: So, what is history?</b></p> <ul style="list-style-type: none"> <li>a) I can reflect on what I have learned on KS3 history.</li> <li>b) I can apply prior knowledge of KS3 history.</li> <li>c) I can formulate my own opinion of what is meant by history.</li> </ul> <p><b>Key Topic 2: A local history toolkit.</b></p> <ul style="list-style-type: none"> <li>a) I can use some of the tools for exploring local history.</li> <li>b) I can retrieve historical data using a local history toolkit.</li> <li>c) I can apply my knowledge of local history toolkits to solve problems.</li> </ul> <p><b>Key Topic 3: What can old photographs tell us about local history?</b></p> <ul style="list-style-type: none"> <li>a) I can use photographs to explore local history.</li> <li>b) I can question the usefulness of photographs as evidence.</li> <li>c) I can interpret what old photographs tell us about local history and assess the relevance and accuracy.</li> </ul>	<p><b>Formative Assessment</b></p> <p>1 agreed task per half term for non-core subjects</p> <p>2 agreed tasks per half term for English, Maths, Science</p> <p>Formative assessments must be written this term. All staff within the department must do the same task to allow for consistency. The way the task will be marked and the feedback forms must also be produced for consistency. This will allow the HOD to see the progress across different classes, who are working on the same topics.</p> <p><b>Summative Assessments: When?</b></p> <p>End of Unit Assessments throughout the year.</p>

			<p>Minimum of 2 Summative Assessments per term. An average will be taken for the termly report.</p> <p>(the weeks in which each department intends to do these will need to be agreed with SLT and collated into a table</p> <p><b>What will be assessed in Summative Assessments?</b></p> <p>Content from each of the units covered. As the year progresses, please include elements of previously studied units, to encourage interleaving and retrieval of past knowledge.</p> <p>All staff must do the same assessment with their classes. The only difference will be if a child needs to sit a variant, which will be agreed by the HOD.</p>
Term 2	<p><b>Unit 2: Introduction: The twentieth century</b></p>	<p><b>Key topic 1: Part 1: The age of total war</b></p> <ul style="list-style-type: none"> <li>a) I can give an overview of some of the major events of the 20<sup>th</sup> century.</li> <li>b) I can developed some chronological understanding of the age of total war.</li> <li>c) I can analyse different sources to extract information on the age of total war.</li> </ul>	

**Unit 3: The Great War**

**Key topic 2: Part 2: A changing world**

- a) I can give an overview of some of the major inventions and developments of the 20<sup>th</sup> century.
- b) I can develop greater chronological understanding.
- c) I can break down the major inventions and developments and estimate how they contributed to the changing world.

**Key Topic 1: World War One: Mrs. Beechey and her family**

- a) I can explore the impact of the war on families and communities.
- b) I can identify the impact of the war on Mrs. Beechey and her family.
- c) I can link the impact of the war to families and communities in the 21<sup>st</sup> century.

**Key Topic 2: Short-term causes of the war: assassination in Sarajevo**

- a) I can explore the causes of the assassination of Archduke Franz Ferdinand.
- b) I can think about whether breaking the law is ever justified.
- c) I can question the response of the Austrian government to the assassination.

**Key Topic 3: What was it like in the trenches?**

- a) I can explain what it was like to in the trenches.
- b) I can describe the living condition in the trenches.
- c) I can use the evidence you have to challenge an interpretation of life in the trenches.

		<p><b>Key Topic 4: Armistice</b></p> <ul style="list-style-type: none"> <li>a) I can describe people's reactions at the end of the war.</li> <li>b) I can suggest why people might have reacted in different ways.</li> <li>c) I can make a convincing argument about the reasons for the end of the war.</li> </ul> <p><b>Key Topic 5: 'The war to end all wars?'</b></p> <ul style="list-style-type: none"> <li>a) I can describe the way in which World War One battles were fought and suggest my own enquiry questions.</li> <li>b) I can carry out an historical enquiry into the way in which World War one battles were fought, using and refining my own enquiry questions.</li> <li>c) I can evaluate the process of historical enquiry into the way battles were fought in World War One and evaluate the accuracy of the responses.</li> </ul>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Term 2</p>	<p><b>Unit 4: From Boom to Bust</b></p>	<p><b>Key Topic 1: What makes a great power?</b></p> <ul style="list-style-type: none"> <li>a) I can give examples of the features of a great power.</li> <li>b) I can explain how the features of a great power changed over time.</li> <li>c) I can rate great powers based on the knowledge of their features.</li> </ul> <p><b>Key Topic 2: Boom: How strong was the US economy in the 1920's</b></p> <ul style="list-style-type: none"> <li>d) I can explain some causes of economic growth in the USA.</li> <li>e) I can show how each factor helped the economy to grow.</li> <li>a) I can identify some problems with economic growth in the 1920s</li> </ul> <p><b>Key Topic 3: Fascists and Nazis: Who were they and what did they believe.</b></p> <ul style="list-style-type: none"> <li>a) I can describe what Nazis believed in.</li> </ul>	

		<p>b) I can use sources to discover what Nazis believed. c) I can explain how I reached my conclusion.</p> <p><b>Key Topic 4: Hitler and the rise of Nazi Germany</b></p> <p>a) I can describe the process of German expansion. b) I can suggest reasons why the rest of the world allowed Germany to expand. c) I can identify an historical turning point.</p> <p><b>Key Topic 5: The Spanish Civil War</b></p> <p>a) I can identify the causes of the Spanish Civil War. b) I can describe the ways in which the war has been represented. c) I can recognise the strengths and limitations of sources linked to the Spanish Civil War.</p> <p><b>Key Topic 6: Name that period</b></p> <p>a) I can make a judgement about the most significant features of the period. b) I can describe the key characteristics of the 1920s and 1930s. c) I can create my own historical interpretation of the time.</p>	
Term 3		<p><b>Key Topic 1: America enters the war</b></p> <p>a) I can describe the reasons behind America joining WW1. b) I can explain the different causes that led America into entering the war c) I can reflect on how the Treaty of Versailles led to WWII</p> <p><b>Key Topic 1: Did Germany cause World War Two? (Part 1)</b></p>	<p><b>Formative Assessment</b></p> <p>1 agreed task per half term for non-core subjects</p> <p>2 agreed tasks per half term for English, Maths, Science</p> <p>Formative assessments must be written this term. All staff within the department</p>



**Unit 5:  
Here we go again**

- a) I can describe the steps leading to World War Two.
- b) I can decide whether Hitler was to blame for starting the war.
- c) I can form an opinion on who I think was responsible.

**Key Topic 2: Evacuation**

- a) I can explore what it was like for children to be evacuated during World War Two.
- b) I can distinguish between the good and bad experiences.
- c) I can establish reasons why evacuation experiences varied so much.

**Key Topic 3: World War Two: the stories of individuals**

- a) I can recount some of the individual stories of World War Two.
- b) I can begin to recognise the diversity of experiences of war across the globe in April 1943.
- c) I can reach a judgement about whether to see the loss of life as a tragedy or a statistic.

**Key Topic 4: Was World War Two a total war?**

- a) I can use propaganda posters as evidence.
- b) I can find out what the concerns of the wartime British government were.
- c) I can explain how the war affected every aspect of people's lives.

**Key Topic 5: Comparison: World War One and World War Two.**

- a) I can describe some of the similarities and differences between the two World Wars.

must do the same task to allow for consistency. The way the task will be marked and the feedback forms must also be produced for consistency. This will allow the HOD to see the progress across different classes, who are working on the same topics.

**Summative Assessments: When?**

End of Unit Assessments throughout the year.

Minimum of 2 Summative Assessments per term. An average will be taken for the termly report.

(the weeks in which each department intends to do these will need to be agreed with SLT and collated into a table)

**What will be assessed in Summative Assessments?**

Content from each of the units covered. As the year progresses, please include elements of previously studied units, to encourage interleaving and retrieval of past knowledge.

All staff must do the same assessment with their classes. The only difference will be if a child needs to sit a variant, which will be agreed by the HOD.

**Unit 6:  
The world after  
1945**

- b) I can explain how some changes altered the nature of warfare.
- c) I can appreciate the way in which the nature of warfare changed between the two world wars.

**Key Topic 6: D-Day**

- a) I can explore features of historical interpretations.
- b) I can compare how different filmmakers have depicted D-Day.
- c) I can suggest reasons why filmmakers construct different interpretations of D-Day.

**Key Topic 7: What happened at Nuremberg?**

- a) I can describe what happened at Nuremberg in 1945.
- b) I can explain why not everyone faced trial.
- c) I can decide which kind of court should try war criminals, and give reasons.

**Key Topic 8: What sort of war was World War Two?**

- a) I can describe characteristic features of World War Two.
- b) I can select from a range of evidence, historical knowledge or explanation to support my answers.
- c) I can use historical terms to help make my presentation clear and convincing.

**Key Topic 1: When did Americans feel most threatened by the Soviet Union from 1946 – 1960.**

- a) I can explain why the Americans felt most and least threatened.
- b) I can explain when the Americans felt more or less threatened.

- c) I can use evidence to suggest when Americans felt most threatened by the Soviet Union between 1946 and 1960.
- d) I can plot the graph.

**Key Topic 2: When did the Soviet union feel most threatened by the USA from 1946 to 1983? (Part 2)**

- a) I can plot a graph showing how much the Soviet Union felt threatened by the USA.
- b) I can decide when it felt most threatened.
- c) I can suggest why this was.

**Key Topic 3: Creating historical interpretations**

- a) I can design and label my seal.
- b) I can say why I have chosen some details and left out others.
- c) I can explain how my design differs and ,y answers show that I understand why interpretations of history can vary so much.