



Year 9 History

Enquiry Question 1: How did soldiers and labourers from the British Empire and Commonwealth experience the First World War?

Learning about this topic is important because:

To help you understand why the First World War was a 'world' conflict which impacted on the lives of a diverse amount of people.

This builds on Year 8:

EQ3: How and why are there different interpretations of Oliver Cromwell? Beginning of involvement of Britain in the Caribbean

EQ5: What was the real reason for the abolition of the Transatlantic Slave Trade? British control of overseas territories through the slave trade.

EQ6: What did colonialism look like in the 19th century? Experiences of different colonies in the British Empire

This leads to:

EQ2: What was the 'ideal' Victorian woman?

GCSE: Medicine Through Time case study WW1

We will learn:

- What was Europe arguing about in 1914?
- Why did war break out in 1914?
- Why did men fight in the First World War?
- What was it like to fight in the trenches?
- How did technology change the way WW1 was fought?
- What were the key battles of WW1?
- What were the experiences of soldiers and labourers on the Western Front focusing on Algerian, Chinese, Asian, West Indian, African and Native Canadian troops

Key Historical Concept(s): Causation, Similarity and difference

We will develop/practise skills including:

- Chronology and Knowledge
- Explanation (making a CASE)
- Analysing Evidence
- Evaluating Interpretations
- Making informed judgements

Some of the vocabulary that we will use includes:

Enlistment: the act of voluntarily signing up to join the military.

Propaganda: biased or misleading information spread to influence how people think, feel, or act

Western Front: a 400-mile line of trenches during World War I where Allied armies (like Britain and France) fought against Germany

Stalemate: a long period in WW1 where neither side could win or move forward, leading to a standstill.

You could learn more about this topic by:

Online:

[World War One - KS3 History - BBC Bitesize](#)

[The Role Of Empire & Commonwealth Troops: Battle Of The Somme | IWM](#)

Visit: Imperial War Museum North, Salford

Watch: WW1: Uncut with Dan Snow, War Horse, Private Peaceful

Read: *Stories of WW1 Edited by Tony Bradman*, *Private Peaceful* by Michael Morpurgo



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

10 Question Knowledge Test

Written answer to the question: How far did the soldiers and labourers who served in the First World War for the British Empire experience inequality?



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Enquiry Question 2: To what extent did Victorian women conform to society's rules for an 'ideal' woman?

Learning about this topic is important because: it helps us understand the impact of society and politics on what women could do in the 1800s and 1900s.

This builds on Year 8:

EQ1: How did ideas about women and authority change? How women were treated in society and what authority and power they had.

This leads to:

EQ3: What is the real story of how women won the vote in 1918?

We will learn:

1. What was the 'ideal' Victorian middle-class woman?
2. Did Victorian middle-class women live up to the ideal?
3. What was life like for working class Victorian women?
4. What can 'The Five' tell us about the problems of poor working class Victorian women?

Key Historical Concept(s): Change and Continuity, Diversity

We will develop/practise skills including:

- Chronology and Knowledge
- Explanation (making a CASE)
- Analysing Evidence
- Evaluating Interpretations
- Making informed judgements

Some of the vocabulary that we will use includes:

Ideal: something that is perfect or the very best version of what it could be.

Domestic: referring to things (such as work) that happen in the home

Industrial Revolution: roughly between 1750 and 1900 when Britain stopped relying mostly on farming and started making things in large factories using machines

Working Class: a group of people who earn their living by doing manual or physical work usually in factories

Middle Class: a group of people who are in the 'middle' of society economically. They are not as rich as upper-class people but richer than working class people.

You could learn more about this topic by:

Online: [BBC bitesize The Victorians](#)

[Ideals of Womanhood in Victorian England](#)

Visit: The People's History Museum in Salford <https://phm.org.uk/>

Watch: British Library: Victorian Women on YouTube

Royal Holloway History Hub: search for 'women' on YouTube

Read:

[Opal Plumstead](#), by Jacqueline Wilson



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

10 Question Knowledge Test

Written source analysis answering the question: **How useful are Sources A and B for telling us about the lives of Victorian women?**



Year 9 History

Enquiry Question 3: What is the real story of how women won the vote in 1918?

Learning about this topic is important because:

This is a key development in women's history and the story of democracy in the UK. This story has often been told from the point of view of the Suffragettes, but these lessons allow us to investigate which other groups and events played a big part in the women's suffrage movement and why it is such a complicated story.

This builds on Year 8:

EQ1: How did ideas about women and authority change? How women were treated in society and what authority and power they had.

EQ6: What was the significance of the Peterloo Massacre? The fight for the right to vote by ordinary working class people and the start of the women's suffrage movement

Year 9:

EQ1: How did soldiers and labourers from the British Empire and Commonwealth experience the First World War? Impact of WW1 on women's suffrage.

EQ2: To what extent did Victorian women conform to society's rules for an 'ideal' woman?

This leads to:

EQ4: In what ways did the Jewish people resist the Nazis in Germany 1933-45?

We will learn:

1. What was the position of women in 1900?
2. How did women win the vote?
3. How effective was the WSPU?
4. How the Suffragettes make themselves the story?
5. How effective was the NUWSS?
6. What is hidden or misunderstood about women's fight for the vote?
7. How important was WWI for women?

Key Historical Concept(s): Change and Continuity, Significance, Cause and Consequence

We will develop/practise skills including:

- Chronology and Knowledge
- Explanation (making a CASE)
- Analysing Evidence
- Evaluating Interpretations
- Making informed judgements

Some of the vocabulary that we will use includes:

Suffrage: The right to vote

Parliament: where representatives, voted for by the people, make and change laws

Suffragette: A member of the Women's Social and Political Union (WSPU)

Suffragist: A member of the National Union of Women's Suffrage Societies (NUWSS)

The Women's Suffrage Movement/Campaign: long-running struggle by women to win the right to vote in general elections

Member of Parliament: A person who is elected to represent their constituency (area of the country) in parliament

Militant: being very active and aggressive in supporting a cause you believe in

You could learn more about this topic by:

Online: <https://www.mappingwomenssuffrage.org.uk/suffrage-map>

Visit: [The People's History Museum, Manchester](#)

Watch: History Hub on YouTube – collection of women's suffrage clips

Read: Fiction **The Making of Mollie** by Anna Carey, Suffragette (My Story) by Carol Drinkwater, Make More Noise! By Emma Carroll

Non fiction: *Suffragette: the battle for equality*, by David Roberts

What is Feminism? Why do we need it? & other big questions, by Louise Spilsbury & Bea Appleby

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

10 Question Knowledge test

Written answer to the question: **Which interpretation is more convincing in showing how women successfully campaigned for the vote?**



Year 9 History

Enquiry Question 4: In what ways did the Jewish community resist the Nazis from 1933-45?

Learning about this topic is important because:

This topic sets out the significance of events on the Jewish community & the importance of safeguarding against genocide.

This builds on

Year 7: EQ5: Rats v Revolts: Which caused most upheaval in the Middle Ages – the Black Death or the Great Revolt? Medieval ideas about religion and Jewish scapegoating during the Black Death

Year 8: EQ5: What was the real reason for the abolition of the Transatlantic Slave Trade? Construction of race and impact of enslaved resistance

Year 9: EQ3: What is the real story of how women won the vote in 1918? Ideas about equality and protest

This leads to:

EQ5: Did the Atomic Bomb end WW2 or start a new kind of war?

GCSE: Cold War, Weimar and Nazi Germany

We will learn:

1. What is the Holocaust and antisemitism?
2. Who are the 6 million and what were their lives like before the Holocaust?
3. How were Jewish people persecuted before the Second World War?
4. What were ghettos?
5. Did Hitler always plan to kill the Jewish people?
6. How did the Jewish people use passive resistance?
7. How did the Jewish people use violent resistance?
8. Female Jewish resistance in the Holocaust

Key Historical Concept(s): Cause and consequence, Significance, Change and continuity

We will develop/practise skills including:

- Chronology and Knowledge
- Explanation (making a CASE)
- Analysing Evidence
- Evaluating Interpretations
- Making informed judgements

Some of the vocabulary that we will use includes:

Antisemitism: hatred and prejudice against Jews

Holocaust the persecution and murder of around six million European Jews by the Nazi German regime and its allies between 1933 and 1945.

Resistance: The refusal to accept or comply with something

Persecution: when a person or group is treated unfairly, cruelly, or harmed on purpose over a long period of time

You could learn more about this topic by:

Watch: [History KS3 / GCSE: Children of the Holocaust - BBC Teach](#)

Read: I am a Star, by Inge Auerbacher; Diary of Anne Frank

Visit: National Holocaust Centre and Museum, Nottinghamshire; Imperial War Museum, Salford

Website: [Holocaust Memorial Day Trust \(hmd.org.uk\)](http://hmd.org.uk)

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are: 10 Question Knowledge Test

Written response on how far violent resistance was important during the Holocaust.



Year 9 History

Enquiry Question 5: Did the Atomic Bomb end WW2 or start a new kind of war?

Learning about this topic is important because:

This topic sets out the context for why the USA dropped the Atomic Bombs in Japan & the aftermath, i.e. the dawn of the Nuclear Age.

This builds on:

EQ1: How did soldiers and labourers from the British Empire and Commonwealth experience the First World War? Causes of global conflict, new technology and ways of fighting war in the twentieth century

EQ4: In what ways did the Jewish community resist the Nazis from 1933-45? The holocaust during WW2

This leads to:

EQ6: Did the 1980s radically change Britain?

GCSE: Cold War, Weimar and Nazi Germany

We will learn:

1. Causes & course of WW2
2. War in the Pacific
3. Hiroshima & Nagasaki
4. Impact of the Bomb
5. From victory to tension
6. Did the Bomb end the war?

Key Historical Concept(s): Cause and Consequence, Change and Continuity, Significance

We will develop/practise skills including:

- Chronology and Knowledge
- Explanation (making a CASE)
- Analysing Evidence
- Making informed judgements
- Debating skills

Some of the vocabulary that we will use includes:

Civilian casualties: people who are not in the military who are injured or killed during war

Cold War: a long period of intense tension between the United States and the Soviet Union (1945-1991). They were "superpowers" that never fought each other directly ("hot war") due to fear of nuclear weapons, but competed through politics, technology, space exploration, and supporting smaller wars.

Arms race: a competition between two or more countries to build more and better weapons than the other side, often lasting for many years

Nuclear deterrence: a strategy where a country keeps powerful nuclear weapons to prevent other countries from attacking them

You could learn more about this topic by:

Watch: BBC Bitesize explaining the Bomb:

<https://www.bbc.co.uk/bitesize/topics/zqhyb9q>

Read: A survivors account: Imperial War Museums –

<https://www.iwm.org.uk/history>

Visit: Imperial War Museum North –

<https://www.iwm.org.uk/visits/iwm-north>

Website: National Archives UK –

<https://www.nationalarchives.gov.uk/education/>

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

10 Question Knowledge Test

Final debate as to whether the use of the Atomic Bomb was justified



Year 9 History

Enquiry Question 6: Did the 1980s radically change Britain?

Learning about this topic is important because: To understand the impact of the 1980s on shaping modern day Britain.

This builds on:

Year 8:

EQ5: What was the real reason for the abolition of the Transatlantic Slave Trade? Construction of race and impact of slave trade on Liverpool

Year 9:

EQ3: What is the real story of how women won the vote in 1918? Equality and protest

EQ5: Did the Atomic Bomb end WW2 or start a new kind of war? Social and political impacts of the Cold war

This leads to:

GCSE Medicine Through Time

We will learn:

1. Introduction to the 1980s
2. Toxteth Riots/ 'Uprising'
3. Falklands War
4. Miners' Strike
5. LGBTQ+ rights

Key Historical Concept(s): Cause and consequence, Significance, Change and continuity, Similarity and difference

We will develop/practise skills including:

- Chronology and Knowledge
- Explanation (making a CASE)
- Analysing Evidence
- Evaluating Interpretations
- Making informed judgements

Some of the vocabulary that we will use includes:

Radical: something that is extreme, totally new, or goes right to the root/base of a problem, can bring about big rather than small change

Uprising: when a large group of people join to fight against, or protest, the people in charge (like a government or leader) because they want change

Community: a group of people who share similar interests, struggles and goals

Visibility: to build greater awareness of a group of people in politics and society

Deprivation: extreme lack of something e.g. money or resources

You could learn more about this topic by:

Online: [1980s The Decade That Divided Britain - Everything Got Worse](#)

Visit: [Museum of Liverpool | National Museums Liverpool](#)

Watch: [What it was like to live in Great Britain in the 1980s](#)

Read: [1980s Britain | The People's Archive](#)

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

Judgement/explanation activities, e.g. poster, song, rap, poem, speech etc. based on evidence presented – Did Britain radically change in the 1980s?

10 Question Knowledge Test



Year 9 History



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