

Year 9

Having studied the Tudor and Stuart dynasties in year 8 and introduced concepts such as empire and trade, students in year 9 will further develop their understanding of those ideas through a thorough examination of the North Atlantic slave trade. The course begins with an analysis of the motivations that lay behind this dreadful practice and questions the role Britain played in it. Students are also taught about the historical context of slavery and gain some understanding of the continent of Africa prior to the commencement of the slave trade. There are some complex and challenging issues raised in this unit, making it a more appropriate module for year 9 students, rather than earlier in key stage 3. Students are also made aware of the fact that slavery is not just an historical concern and that modern slavery exists in all parts of the world, potentially including Brighton and Hove. The assessment of this unit is covered by an hypothesis essay question, which invites students to consider who or what played the main role in the abolition of the Atlantic slave trade and posits the traditional 'great men' view that white, male abolitionists played the primary role. Of course this enables students to critically interrogate this position and evaluate the role of black abolitionists, slaves and former slaves as well as other groups and individuals before forming a substantive conclusion.

To continue this theme, students then study the ending of slavery in the British Empire and USA, the American Civil War, the period of reconstruction and the subsequent development of segregation and the Jim Crow laws in the southern states. This enables students to assess the transition of one form of racial oppression and persecution to another, and then leads naturally to studying the Civil Rights movement. In this unit there are many opportunities to make links to other subject areas such as RE and English and also to explore concepts such as freedom, rights and democracy. These 'big' concepts are crucial to those going on to study History at GCSE and for future life skills. There is a particular focus on individuals such as Martin Luther King, Rosa Parks and Malcolm X, but there is also an emphasis on the role of mass participation in sit-ins, marches and rallies and the Freedom Riders.

We then introduce a British perspective to this by studying the experiences of immigrants to the UK, starting with the Windrush generation. Students examine the treatment that immigrants received and the similarities and differences to the USA. A source based assessment is carried out at this point which develops the historical skills of evidence analysis, oral and written histories and cause, consequence and significance. This is of course also not just an historical issue, with the families of the Windrush generation still having to fight to retain their legal status as British citizens. This unit allows us to investigate not only the historical events but also to consider the implications for the rights of citizens, to celebrate diversity and reflect on the realities of life in the UK for people from black and minority ethnic groups.

The next major topic in year 9 is a move to 20th Century European history with an initial focus on the First World War. Again, due to the sensitive nature of some of the content covered, and also the complexity of the historical skills required to analyse and evaluate the events of the war, make this an appropriate unit for year 9 students. In addition, by broadly covering topics throughout key stage 3 in chronological order, students will develop their understanding of the sequence of events and help them place events into context.

This unit begins with a detailed examination of the causes of the First World War and requires students to decide which events were most significant. From this we then complete an in depth study of the Western Front, focusing on the experiences of the British and Empire soldiers in the trenches. This enables students to study primary sources such as soldiers' diaries and journals and critically assess the actions of the generals in key battles such as the Somme. This is crucial preparatory work for year 10 when students studying medicine learn about the medical treatments used in the war. The assessment for this module is an examination of British recruitment propaganda, which requires students to analyse and evaluate different examples of propaganda and form conclusions about the methods used to persuade young men to 'join up'. By this point in the key stage 3 course, students will have had the opportunity to develop a number of historical skills and gain a lot of detailed subject knowledge. As a History department, we believe strongly that it is more beneficial for students to study topics in depth rather than cover more topics in a superficial way. Individual teachers, after assessing the needs and abilities of the groups they teach, may then look at slightly different aspects of the inter-war period. Students will have the opportunity to study the

Russian revolution, the rise of the dictators and how Hitler was able to gain power in Germany. We aim to conclude key stage 3 by critically assessing some popular perceptions from the Second World War, notably the so-called 'miracle of Dunkirk' and the 'Blitz spirit'. There may also be an opportunity to examine the origins of superpower tension between the USA and USSR which lasted for most of the second half of the 20th Century and whose legacy is still apparent today. Students are thus well prepared to begin GCSE History if they have chosen it as an option and also will have developed many transferable skills that will be valuable in other subjects.