

Subject	Year 9 Content – Autumn Term	How to support students' learning
History	History Skills 1. Understanding key concepts of change, continuity and consequence. 2. Understanding different aspects of chronology. 3. To be able to explain why there was change/continuity. Crime and Punishment 1250-present. 1. Introduction to Crime and Punishment and Medieval overview. 2. What crimes were committed in Medieval England? 3. How was law and order enforced in Medieval Britain? 4. How were offenders punished in Medieval Britain? 5. What religious, social and political changes were there in Early Modern Britain? 6. How did crime change in Early Modern Britain 7. How did law and order and punishment change from 1500-1750? 8. What religious, social and political changes took place from 1750-1900? 9. How did the police force develop between 1750-1900? 10. What changes were there to punishment between 1750-1900? 11. What new crimes were committed in the 20th century?	Encourage your child to: • Talk about History at home around topics being studied and more generally. In Year 9, we study life in the Middle Ages up to the period 1900-present and this will link well to previous content students have studied in both Year 7 and Year 8. These are broadly discussed in the Key Stage 3 curriculum. (Year 7 – Medieval to Early Modern life and religion / Year 8 Industrial Revolution) • Read: As an academic subject, anything that students read will benefit their core skills when it comes to improving comprehension. It could be non-fiction, historical works, newspapers, or online material, each of these will benefit student progress. There are a broad number of resources that we make use of in lessons that are current. We make use of academic works by historians, articles based on current events and other sources and interpretations. It's usually the case that the greater exposure that students have to these sources of information, the stronger the outcome. • Historic sites and museums also have useful resources on their websites. • Watch historical documentaries and programmes together.

Subject	Year 9 Content – Spring Term	How to support students' learning
History	History Skills 1. Understanding key concepts of change, continuity and consequence. 2. Understanding different aspects of chronology. 3. To be able to explain why there was change/continuity. 4. Identify the message and purpose of a source. 5. Explain the extent to which a range of sources are different. Crime and Punishment 1250-present. 12. How was law and order enforced in the 20th century? 13. How has technology impacted law enforcement? 14. How did punishments change in the 20th century? 15. Review of crime and punishment 1250-present. The Elizabethans 1580-1603 1. How did Elizabeth use her power? 2. Did Elizabeth successfully control her Parliament? 3. How did Elizabeth control her local government? 4. What was Elizabeth's Religious Settlement? 5. What was the Elizabethan spy network? 6. Who was Mary Queen of Scots?	Encourage your child to: • Talk about History at home around topics being studied and more generally. In Year 9, we study the Elizabethan period which has links to content we have previously studied in Year 8. Such topics include, Early Modern Life, Religious Changes and the Tudor dynasty. • Read: As an academic subject, anything that students read will benefit their core skills when it comes to improving comprehension. In the Elizabethan topic there is a strong focus on historical interpretations. We have access to a broad range of history books • Historic sites and museums also have useful resources on their websites. • Watch historical documentaries and programmes together. • Students are able to access podcasts on the BBC about Elizabethan England, such as: Elizabethan Subjects - Puritans - BBC Sounds • Students are also able to access mini-documentaries from BBC Teach on Youtube such as: What was life like for the rural poor in Elizabethan England? History - Elizabethan England - YouTube

Subject	Year 9 Content – Summer Term	How to support students' learning
History	History Skills 1. Identify the message and purpose of a source. 2. Explain the extent to which a range of sources are similar. 3. To provide explanation in their essay writing. 4. To write a well explained judgement in relation to an examination question. The Elizabethans 1580-1603 7. What was the impact of the Spanish Armada? 8. What were the daily lives of Elizabethans like? How did Elizabeth deal with the problem of poverty? 9. Why were theatres so popular in Elizabethan England? 10. Why were witches persecuted in Elizabethan England? 11. What were the motivations and achievements of Elizabethan Explorers? 12. How successful were Elizabethan explorers? History Around Us 1. Why was the site created and what are its physical features? 2. What are the attitudes and values and significance of the site? 3. How does your historical site compare to others? 4. What are the benefits and challenges to your historical site?	Encourage your child to: • Talk about History at home around topics being studied and more generally. • Read! It could be non-fiction, historical works, newspapers, or online material, but then ask them to assess it as a source using their skills. Students can also make use of the collection of books in both the school and department libraries. • Encourage students to ask their teachers for examples of further reading for the topics they are studying. • Visit historic sites/museums/online displays. • Historic sites and museums also have useful resources on their websites. • Watch historical documentaries and programmes together. • Encourage students to plan examination questions at home. • Research primary source material as this will help with the source and interpretations questions for the Nazi Elizabethan topic. • You are able to complete further independent research on Coalbrookdale by visiting this website: <a data-bbox="1323 1043 2101 1082" href="#">Coalbrookdale Museum of Iron – The Ironbridge Gorge Museums