

History Year 9 Curriculum Overview 2025-26



Year 9 Overview: Fragile Worlds

The Roaring Twenties: Was everyone 'roaring' about the twenties?

Students will learn about significant changes in society in America with links to the wider world. Specifically, it will analyse changes in democracy, equality and conflict in America and the consequences this had for different people across the nation, whether these were positive and 'roaring' or not, and why.

The Second World War: Why did the Allies win?

In this topic, students will examine the reasons for the Allied victory in the Second World War. They will explore the strengths and weaknesses of both sides, including the role of military leadership, technology, and economic resources. Key turning points such as the Battle of Britain, Stalingrad, D-Day, and the use of atomic bombs will be studied to assess how the war shifted in the Allies' favour. By analysing these events, students will develop skills in evaluating causation, weighing the relative importance of different factors, and constructing balanced historical judgments about why the Allies emerged victorious.

Exploring the Holocaust

The Holocaust brought the destruction both of millions of individual human beings and of communities and cultures which had existed in Europe for centuries. Study of their fate – and their lives before they were victims – therefore helps to ensure that they are not forgotten and serves to demonstrate to students the richness and diversity of European societies before the Second World War. Holocaust education thus offers a form of history which goes beyond dry study of the actions of states and governments, engaging students' interest in the lives of ordinary people not too dissimilar to themselves.

How far was Mao's China "destructive, demoralising and disastrous"?

In this topic, students will explore the rise and rule of Mao Zedong, from the Communist victory in 1949 to his death in 1976. They will study key groups such as peasants and young people and what impact they had on Chinese society, economy, and culture. By examining both propaganda and opposition, students will gain insight into how totalitarian states maintain

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control. This builds skills in analysing cause and consequence, judging the success and failure of policies, and understanding how ideology shapes government action.

Was the fight for equality more successful in the UK than the US?

This topic examines the struggle for equality in Britain and the USA across the 20th century. Students will begin by studying the Civil Rights campaigns of African Americans, including Martin Luther King, Rosa Parks, and Malcolm X before moving onto the women's suffrage movement, comparing peaceful suffragist and militant suffragette tactics. They will also explore Britain's own experiences with race relations, including Windrush, the Bristol Bus Boycott, and Notting Hill riots. This develops students' ability to evaluate different methods of protest, judge the significance of key individuals and events, and recognise links between social, political, and cultural change.

Cold War: What caused rising tensions?

In this topic, students will investigate the global rivalry between the USA and USSR from 1945 to 1991. Starting with the division of Europe after WWII, they will trace key flashpoints such as the Berlin Blockade, Korean War, Cuban Missile Crisis, and the Vietnam and Afghanistan conflicts. They will also consider the role of nuclear weapons, propaganda, and diplomacy, ending with the fall of the Berlin Wall and the collapse of the Soviet Union. This builds students' understanding of international relations, their ability to analyse change and continuity over time, and their skills in weighing up the causes of tension and conflict in a global context.

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Week Number	Themes/ Topics	Key Knowledge & Skills	Key Assessments
<p>1-6 (Autumn 1)</p>	<p>The Roaring Twenties: Was everyone 'roaring' about the twenties?</p> <p><i>a significant society or issue in world history and its interconnections with other world development</i></p>	<p>Key Knowledge <u>Reason for American Boom</u> Republican Policies – Laissez-Faire and leaving businesses/people alone. Hire Purchase – Allowing goods to be bought first and paid later encouraged spending. Consumer Goods – Fridges, radios and cars were in demand. Tariffs - By taxing foreign goods, many Americans spent money on American goods. The Model T Ford - The model T Ford created the assembly line and revolutionised factory work. Led to more goods being created.</p> <p><u>Inequalities of wealth</u> Not everyone benefitted during the boom years. Some groups of people made no money and struggled during this time. The unemployed and homeless – With republican policies they received no aid or support financially. Farmers – There was far too many farmers and many farmers were producing too much stock which led to a waste of stock and a larger loss of money. Workers in old industries - Many workers such as Blacksmiths were no longer needed and many of their resources were no longer in demand.</p> <p><u>Culture</u> Jazz - many Americans wanted to enjoy themselves as much as they could by listening to Jazz music. Some older generations did not like Jazz due to its origins. Movies – Crowds flocked into cinemas to watch film stars like Charlie Chaplin and watch new films with sounds knowns as talkies.</p>	<p>Deliberate Practice Was everyone roaring about the 1920s?</p> <p>Knowledge Test</p>

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Radio – in 1921 there only one licensed radio station in America. By 1922 there was 508 of them, with so much variety that Americans could listen to whatever they wanted.

Sport – Many loved baseball stars like Babe Ruth. Boxing was another major sport in which Americans would go out and watch.

Prohibition

Why it happened – Liquor was seen as responsible for crime and violence. It also threatened the breakup of families because men wasted their wages on drink and then went home to abuse their wives and children. It also affected people’s health.

The impact – Prohibition was effective in rural areas and alcohol consumption did decrease at least 20 percent. However, it was not effective for the most of America. Many agents were either corrupt or did not have enough man power to enforce. Speakeasies grew in large numbers and many began making their own moonshine. Prohibition also led to the increase of gangster like Al Capone.

Women

The changing role of women was a result of their work during the FWW.

The number of women working increased by 25 percent

Flappers smoked in public, danced new dances and divorce was made easier for women who did not want to stay home and belong to her husband.

However, many women stayed as housewives.

African Americans

They were segregated and discriminated against.

They did not receive equal rights, education or any decent employment.

They had poor living conditions and many were racially abused.

Jim Crow Laws allowed them to be racially abused.

Immigrants

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Immigration became an issue in America and many Americans were dissatisfied with immigrants in America.

Red Scare – Many Americans were concerned about the spread of communism leading to many Eastern Europeans being attacked.

Sacco and Vanzetti – Falsely accused of murder the unlawfully sentenced to execution.

Immigration Act : literacy act 1917 – Immigrants had to prove they could read and write English.

Immigration Act 1921 – Limited immigrants arriving to America at 3 percent.

Immigration Act 1924 – Limited immigrants arriving to America at 2 percent.

Concepts

Conflict / Empire and Invasion / Equality / Key Individuals / Migration / Power / Revolution / Trade

Skills

- *Historical evidence – Inferences from sources, cross-referencing sources, source utility, evaluating sources, sources in context.*
- *Historical perspectives – Appreciating worldviews, perspectives in context, perspectives through evidence, diversity.*
- *Historical interpretations – Identifying interpretations, drawing inferences from interpretations, evaluating interpretations, interpretations in context.*
- *Causation – Casual webs, influence of factors, personal and contextual factors, unintended consequences.*
- *Change and continuity – Identifying change, interweaving continuity and change, flows of continuity and change, complexity of change.*
- *Similarity and difference – Identify concepts to compare, comparing experiences within groupings.*

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		<ul style="list-style-type: none"> • <i>Significance – Resulting in change, revelation, identifying significance criteria, provisional significance.</i> 	
<p style="text-align: center;">7-13 (Autumn 2)</p>	<p>The Second World War: Why did the Allies win?</p> <p><i>challenges for Britain, Europe and the wider world 1901 to the present day</i></p>	<p><u>Key Knowledge</u></p> <p><u>Early War</u></p> <p><u>1939</u> Poland is first to fight, attacked by the Germans and then the Soviet Union (USSR) they are quickly defeated.</p> <p><u>1940</u> Germany uses ‘blitzkrieg’ tactics to beat France. The British army and some French are trapped in the port of Dunkirk. A ‘fleet of little ships’ rescues them and brings them back to Britain. <u>10th July:</u> Britain. German air force tries to destroy RAF so an invasion can happen. First major defeat for the Germans. The Blitz. German bomb cities to make the UK surrender. Churchill evacuated to countryside. Rationing introduced to make sure food doesn’t run out.</p> <p><u>1941</u> June, Germany betrays USSR and launches an invasion (Operation Barbarossa). USSR is not ready for war and suffers terrible losses. December, USSR is faced with disaster after a harsh winter beats the German army. However, they regroup at Moscow before a massive counter-attack throws them back.</p> <p><u>Major/Notable War: 1942</u> Germany now at war with ALL of E. Europe. British army defeats Germans and their Italian allies in N. Africa. With the attack on N. Africa a failure, Germans now attack into Southern Russia. Try to occupy the city of Stalingrad.</p>	<p><u>Deliberate Practice</u> How did life change on the British Homefront?</p> <p><u>Knowledge Test</u></p> <p><u>End of Term Assessment (based on HT1 and HT2)</u></p>

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Battle for Stalingrad is the bloodiest battle in human history. The German army is destroyed.

Terrible loss to the Germans.

July 43, Germans try one more time to defeat the Red Army. Battle of Kursk one of the largest tank battles in history. Germans defeated again.

Major Events Late War - 1944

June 6th (D-Day) a mass allied army including Americans, British and others lands in Northern France (Operation Overlord)

They begin to liberate France and by August enter Paris.

December, Battle of the Bulge. Germany tries to stop allies, but fail. Allied armies now able to invade Germany from the west.

Soviet army (USSR) now heading towards Germany. Nazis in full retreat.

1945

After failing to stop the Soviet army at Seelow Heights outside Berlin, the Germans make their last stand inside the city.

Hitler and other top Nazis commit suicide in secret bunker under Berlin.

8th May, the Germans surrender, the war in Europe is now over (8th May).

Major Events in Asia

1941

Japan at war with China. Wants to build empire in the Pacific by taking over colonies owned by European powers like Britain and France.

1941

December, British lose Hong Kong to Japanese

-December, Japan attacks US naval base at Pearl Harbour. Americans now at war with Japan.

1942

British and American armies lose a navy Battle of Mid-way.

-Americans soon start to push Japanese back towards Japan.

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1945

As American armies land on islands of Okinawa Allies decide that an invasion of Japan will cost millions of lives.

-USAF drops two atomic bombs on Japan using nuclear weapons on the cities of Hiroshima and Nagasaki. Faced with such a powerful weapon, the Japanese surrender on the 15th August.

-15th August Japan surrenders, WW2 is now over.

Key People

Adolf Hitler

Leader of the Nazi party and chancellor of Germany.

Hated Jews

Hated Treaty, good friends with Mussolini

Leader of the Nazis

Emperor Hirohito

Leader of Japan.

Refused to surrender at end of war.

Killed by USA.

Hideki Tojo

Elected pro-war prime minister of Japan.

Winston Churchill

British prime minister during the war.

Refused to surrender to the Nazis.

Led Britain through Blitz and victory.

Neville Chamberlain

British leader at start of war.

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		<p>Responsible for policy of appeasement.</p> <p><u>Joseph Stalin</u> Leader of the USSR</p> <p><u>Concepts</u></p> <p>Conflict / Empire and Invasion / Equality / Key Individuals / Migration / Power / Religion</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • <i>Historical evidence – Inferences from sources, cross-referencing sources, source utility, evaluating sources, sources in context.</i> • <i>Historical perspectives – Appreciating worldviews, perspectives in context, perspectives through evidence, diversity.</i> • <i>Historical interpretations – Identifying interpretations, drawing inferences from interpretations, evaluating interpretations, interpretations in context.</i> • <i>Causation – Casual webs, influence of factors, personal and contextual factors, unintended consequences.</i> • <i>Change and continuity – Identifying change, interweaving continuity and change, flows of continuity and change, complexity of change.</i> • <i>Similarity and difference – Identify concepts to compare, comparing experiences within groupings.</i> • <i>Significance – Resulting in change, revelation, identifying significance criteria, provisional significance.</i> 	
<p>14-18 (Spring 1)</p>	<p>Exploring the Holocaust</p>	<p><u>Key Knowledge</u> <u>The context of the Holocaust</u></p>	<p><u>Deliberate Practice</u></p>

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*challenges for
Britain, Europe and
the wider world
1901 to the present
day*

Addressing what it was and who its victims were, and then by proceeding to study pre-war persecution, its ideological roots, and British responses to it. It begins by ensuring that students have a clear understanding of what the Holocaust was before proceeding in three lessons to outline the major stages in the evolution of Nazi anti-Jewish policy from persecution to mass murder. The next lesson looks at the range of ways in which Jews resisted the Holocaust whilst the concluding lesson takes the story to the end of the war and, by implication, beyond.

The Second World War

Increasing Nazi persecution of Jews and other groups. It then looks at the Holocaust itself and considers how different people, in Europe and Britain, responded or participated. It begins by introducing students to prewar Jewish culture, broadening their perspectives beyond the purely religious. The next two lessons allow exploration of the ideologies behind Nazi persecution – of Jews and others – whilst the succeeding two lessons address the importance of choices made by ordinary people, whether perpetrators, bystanders, rescuers or others, whilst also cautioning against simplistic judgements. The final lesson invites students to consider the challenges faced by Holocaust survivors after the war and the factors which enabled them to rebuild their lives.

Reactions to the Holocaust

Addressing means by which it was resisted and then through three lessons which remind students that the impact of the Holocaust did not end with liberation in 1945. It primarily addresses Britain's relationship to the Holocaust and how this has continued to shape the country. In the process, the three lessons enable students to study issues which have contemporary relevance across the UK including immigration and the plight of refugees, the role of the media, political protest, the role of the government, law and justice, and what it means to be a good citizen.

Concepts

Conflict / Empire and Invasion / Equality / Key Individuals / Migration / Power / Religion

Give an example of two groups that were persecuted in Nazi Germany and explain how they were persecuted.

Knowledge Test

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		<p>Skills</p> <ul style="list-style-type: none"> • <i>Historical evidence – Inferences from sources, cross-referencing sources, source utility, evaluating sources, sources in context.</i> • <i>Historical perspectives – Appreciating worldviews, perspectives in context, perspectives through evidence, diversity.</i> • <i>Historical interpretations – Identifying interpretations, drawing inferences from interpretations, evaluating interpretations, interpretations in context.</i> • <i>Causation – Casual webs, influence of factors, personal and contextual factors, unintended consequences.</i> • <i>Change and continuity – Identifying change, interweaving continuity and change, flows of continuity and change, complexity of change.</i> • <i>Similarity and difference – Identify concepts to compare, comparing experiences within groupings.</i> • <i>Significance – Resulting in change, revelation, identifying significance criteria, provisional significance.</i> 	
<p>19-24 (Spring 2)</p>	<p>How far was Mao’s China “destructive, demoralising and disastrous”?</p> <p><i>a significant society or issue in world history and its interconnections with other world development</i></p>	<p>Key Knowledge</p> <p><u>Key People</u> Mao Zedong – Leader of the Chinese Communist Party (CCP) and ruler of China from 1949–1976.</p> <p><u>Key Events</u> 1912 – China became a republic</p> <ul style="list-style-type: none"> • The Qing Dynasty collapsed after 2,000 years of imperial rule. • Sun Yat-Sen became the first president of the Republic of China. • Marked the beginning of attempts to modernize and reform China. <p>1921 – Chinese Communist Party (CCP) founded</p>	<p>Deliberate Practice</p> <p>How far was Mao’s China “destructive, demoralising and disastrous”?</p>

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- Founded in Shanghai by intellectuals inspired by the Russian Revolution.
- Initially small and weak, but began to grow in influence during the 1920s.

1937–1945 – Second Sino-Japanese War

- Japan invaded China, leading to widespread destruction and suffering.
- Both the Nationalists (led by Chiang Kai-shek) and Communists (led by Mao) fought against Japan, though cooperation was uneasy.
- CCP gained popular support by fighting in rural areas.

1946–1949 – Chinese Civil War (CCP vs Nationalists)

- The civil war resumed after Japan's defeat.
- Nationalists (Kuomintang/KMT) were weakened by corruption and poor support.
- CCP used guerrilla tactics and gained peasant support.
- Ended with Communist victory and retreat of Nationalists to Taiwan.

1949 – Mao Zedong declared the People's Republic of China

- On October 1, 1949, Mao proclaimed the establishment of the PRC in Beijing.
- Began Communist one-party rule.
- Land reform, nationalisation, and collectivisation policies followed.

1950 – Land Reforms

- Redistribution of land from landlords to peasants.
- Millions of landlords were executed or imprisoned as "class enemies."
- Strengthened CCP's control in the countryside.

1953 – Five-Year Plan begins

- Focused on industrialisation and collectivisation, inspired by the Soviet model.
- State took control of heavy industry, banking, and transport.
- Led to rapid but uneven industrial growth.

1956–1957 – The Hundred Flowers Campaign

- Mao encouraged intellectuals to speak out and criticise the government ("Let a hundred flowers bloom, let a hundred schools of thought contend").

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- When criticisms became too strong, Mao reversed policy and cracked down on dissent.
- Many critics were arrested, imprisoned, or sent to labour camps.

1958–1962 – The Great Leap Forward

- Aimed to rapidly transform China into an industrial and agricultural superpower.
- Created “people’s communes” and backyard furnaces for steel production.
- Poor planning, unrealistic targets, and famine led to the deaths of 20–40 million people.
- Considered a catastrophic failure.

1966–1976 – The Cultural Revolution

- Mao launched the movement to reassert his control after the Great Leap Forward’s failure.
- Red Guards (radical youth) targeted intellectuals, officials, and “bourgeois elements.”
- Schools and universities closed; traditional culture, art, and religion were attacked.
- Widespread chaos, violence, and persecution of millions.

1976 – Mao dies

- Mao Zedong died on September 9, 1976.
- Left China politically unstable.
- Soon after, Deng Xiaoping rose to power and introduced reforms to modernise China.

Concepts

Conflict / Empire and Invasion / Equality / Key Individuals / Migration / Power / Religion / Revolution / Trade

Skills

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<p>25-30 (Summer 1)</p>	<p>Was the fight for equality more successful in the UK than the US?</p> <p><i>challenges for Britain, Europe and the wider world 1901 to the present day</i></p>	<p><u>Key Knowledge</u></p> <p><u>Key People</u></p> <p>Emmeline Pankhurst</p> <ul style="list-style-type: none"> • Founder of the Women’s Social and Political Union (WSPU) in 1903. • Took militant action: window smashing, arson, hunger strikes. • Arrested numerous times, went on hunger strikes, and was force-fed. <p>Millicent Fawcett</p> <ul style="list-style-type: none"> • Leading suffragist, led NUWSS (National Union of Women’s Suffrage Societies) from 1897–1919. • Focused on constitutional (peaceful) campaigning. • Argued militancy was counterproductive. • Key role in securing women the vote. <p>Emily Wilding Davison</p>	<p><u>Deliberate Practice</u></p> <p>Did the Suffragettes do more damage than good?</p> <p><u>Knowledge Test</u></p> <p><u>End of Term Assessment (based on HT3, 4 and 5)</u></p>

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a significant society or issue in world history and its interconnections with other world development

- A suffragette who, in 1913, attempted to pin a suffragette scarf onto the King's horse during the Derby.
- Fatally injured, becoming a martyr for the women's suffrage cause.

Emmett Till

- African American teenager murdered in 1955 for allegedly speaking to a white woman.
- Killers were acquitted by an all-white jury.
- His death shocked the world and fuelled the U.S. civil rights movement.

Rosa Parks

- Arrested in 1955 for refusing to give up her bus seat to a white passenger.
- Sparked the Montgomery Bus Boycott, a turning point in the civil rights movement.

Little Rock Nine

- Group of nine black students who attempted to integrate Central High School in Little Rock, Arkansas in 1957.
- Faced intense hostility, but President Eisenhower sent federal troops to protect them.

Martin Luther King Jr.

- Leader of the Southern Christian Leadership Conference (SCLC).
- Advocated non-violent protest and civil disobedience.
- Delivered the "*I Have a Dream*" speech in 1963.

Malcolm X

- Black nationalist leader, associated with the Nation of Islam.
- Believed Black people were superior to whites.
- Advocated self-defence and sometimes violent resistance.

Clementina Black

- Trade union activist, campaigned for working-class women's rights.
- Advocated for a legal minimum wage as part of the Consumers League (1896).

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Key Events

1897 – NUWSS formed

- Led by Millicent Fawcett.
- Focused on peaceful, constitutional campaigning for women's suffrage.

1903 – WSPU formed

- Founded by Emmeline Pankhurst and daughters.
- Slogan: "*Deeds, not words.*"
- Adopted militant tactics like protests, hunger strikes, and property damage.

1913 – Emily Wilding Davison's protest

- Stepped in front of the King's horse at the Epsom Derby.
- Died four days later.
- Became a suffragette martyr and symbol of sacrifice.

1918 – Representation of the People Act

- Gave all men over 21 and women over 30 the right to vote (if householders).
- Significant victory for suffrage campaigners, though not yet full equality.

1948 – Arrival of HMT Empire Windrush

- Brought workers from the Caribbean to Britain.
- Marked the beginning of large-scale post-war immigration.
- Sparked debates on race and identity in Britain.

1955 – Murder of Emmet Till & Montgomery Bus Boycott

- Till's murder galvanised the civil rights movement.
- Rosa Parks' arrest sparked a year-long boycott of Montgomery buses, leading to desegregation.

1957 – Little Rock Nine

- First African American students to attend an all-white school in Arkansas.
- Federal troops enforced their right to attend despite violent resistance.
- President Eisenhower signed a Civil Rights Act to protect voter rights the same year.

1958 – Notting Hill Riots

- Racially motivated violence against West Indian immigrants in London.
- Highlighted rising racial tensions in post-war Britain.

1960 – Sit-ins

- Peaceful protests at segregated lunch counters in the U.S. South.
- Drew national attention to segregation and inspired further activism.

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1961 – Freedom Rides

- Civil rights activists rode interstate buses to challenge segregation.
- Faced violent attacks, but forced the government to enforce desegregation.

1963 – March on Washington

- Martin Luther King delivered “*I Have a Dream*” speech.
- Over 250,000 attended, making it one of the largest demonstrations in U.S. history.
- Malcolm X and the Black Panthers also gained influence around this time, with a more militant message.

1963 – Bristol Bus Boycott (UK)

- Protest against a bus company refusing to hire Black or Asian workers.
- Inspired by U.S. civil rights tactics, it succeeded in changing the company’s policy.

1968 – Ford Strikes

- Female machinists at Ford Dagenham went on strike for equal pay.
- Led to the 1970 Equal Pay Act in Britain.

Concepts

Conflict / Equality / Key Individuals / Power / Revolution

Skills

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		<ul style="list-style-type: none"> • <i>Similarity and difference – Identify concepts to compare, comparing experiences within groupings.</i> • <i>Significance – Resulting in change, revelation, identifying significance criteria, provisional significance.</i> 	
<p>31-38 (Summer 2)</p>	<p>Cold War: What caused rising tensions?</p> <p><i>challenges for Britain, Europe and the wider world 1901 to the present day</i></p> <p><i>a significant society or issue in world history and its interconnections with other world developments</i></p>	<p><u>Key Knowledge</u></p> <p><u>Key People</u></p> <p>Joseph Stalin (leads USSR 1922-1953). Governed the Soviet Union 1922 – 1953/ Stalin was famous for his ‘Five Year Plans’ and the rapid industrialisation of USSR. He used purges and Gulags to control the population.</p> <p>Nikita Khrushchev (leads USSR 1953-1964) Leads USSR during the Cuban Missile Crisis; one of the tensest moments of the Cold War.</p> <p>Mikhail Gorbachev (leads USSR 1985-1991) The final leader of the USSR who believed the USSR needed reform, he is remembered for his role in ending the Cold War.</p> <p>Harry S Truman (President of USA 1945-1953) President of USA in early years of the Cold War. Sent US forces to fight a communist invasion in Korea.</p> <p>John F Kennedy (President of USA 1961-63) President during the Cuban Missile Crisis. Visited West Berlin in 1963 and made a speech offering solidarity to their citizens.</p> <p>Fidel Castro (Leader of Cuba 1953-69)</p>	<p><u>Deliberate Practice</u> Explain two causes of the Cold War.</p> <p><u>Knowledge Test</u></p> <p><u>End of Topic Assessment</u> Evaluate how one event led to further tension during the Cold War.</p>

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	<p>Cuban revolutionary and first leader of communist Cuba.</p> <p>Ho Chi Minh (Leader of Vietnam 1945-69) A key figure in the people's army of Vietnam and the Viet Cong during the Vietnam war.</p> <p>Kim il Sung (Leader Of North Korea 1948 -94) Founder of North Korea in 1948</p> <p><u>Key Events</u></p> <p>1945 – End of WWII & Yalta/Potsdam Conferences</p> <ul style="list-style-type: none">• Allies discussed post-war Europe.• Germany divided into occupation zones.• Growing tension between the USSR and the West over Eastern Europe. <p>1947 – Truman Doctrine & Marshall Plan</p> <ul style="list-style-type: none">• Truman promised U.S. support to any country threatened by communism.• Marshall Plan provided billions of dollars to rebuild Western Europe.• USSR saw this as an attempt to spread capitalism. <p>1948–1949 – Berlin Blockade and Airlift</p> <ul style="list-style-type: none">• Stalin blockaded West Berlin to force Allies out.• Western powers responded with an airlift, supplying food and fuel.• Blockade lifted after 11 months – first major Cold War crisis. <p>1949 – NATO formed & USSR tests atomic bomb</p> <ul style="list-style-type: none">• NATO (North Atlantic Treaty Organization) created as a Western military alliance.• USSR successfully tested its first nuclear weapon, ending U.S. nuclear monopoly. <p>1950–1953 – Korean War</p> <ul style="list-style-type: none">• North Korea (backed by USSR and China) invaded South Korea (backed by U.S. and UN).	
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- Ended in stalemate with Korea still divided at the 38th parallel.
- 1955 – Warsaw Pact formed
- Soviet-led military alliance as a response to NATO.
 - Cemented division between East and West Europe.
- 1956 – Hungarian Uprising
- Hungarians protested against Soviet control and demanded reforms.
 - Soviet tanks crushed the uprising, killing thousands.
 - Showed USSR’s determination to keep control of Eastern Europe.
- 1961 – Berlin Wall built
- Constructed to stop East Germans fleeing to West Berlin.
 - Became the symbol of Cold War division.
- 1962 – Cuban Missile Crisis
- USSR placed nuclear missiles in Cuba.
 - U.S. imposed a naval blockade.
 - Closest the world came to nuclear war.
 - Ended with USSR removing missiles in exchange for U.S. not invading Cuba.
- 1968 – Prague Spring
- Reformist leader Dubček introduced “socialism with a human face” in Czechoslovakia.
 - Soviet forces invaded to crush reforms.
 - Led to the Brezhnev Doctrine (USSR could intervene to protect socialism).
- 1972 – SALT I Agreement
- U.S. and USSR signed Strategic Arms Limitation Treaty.
 - Marked a period of *détente* (easing of tensions).
- 1979 – Soviet Invasion of Afghanistan
- USSR invaded to support communist government against Mujahideen rebels.
 - U.S. supported rebels, leading to a long and costly war for the USSR.
 - Ended *détente* and reignited tensions.
- 1983 – Ronald Reagan’s “Evil Empire” speech & SDI (Star Wars)
- Reagan escalated Cold War rhetoric, calling USSR the “Evil Empire.”

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- Announced the Strategic Defense Initiative (space-based missile defense).
- Increased pressure on USSR's economy.

1989 – Fall of the Berlin Wall

- East German government collapsed under pressure from protests.
- Berlin Wall torn down – powerful symbol of the Cold War's end.

1991 – Collapse of the Soviet Union

- Economic crisis, failed reforms, and nationalist movements weakened USSR.
- Officially dissolved in December 1991.
- Marked the end of the Cold War.

Concepts

Conflict / Empire and Invasion / Equality / Key Individuals / Power / Revolution / Trade

Skills

- *Historical evidence – Inferences from sources, cross-referencing sources, source utility, evaluating sources, sources in context.*
- *Historical perspectives – Appreciating worldviews, perspectives in context, perspectives through evidence, diversity.*
- *Historical interpretations – Identifying interpretations, drawing inferences from interpretations, evaluating interpretations, interpretations in context.*
- *Causation – Casual webs, influence of factors, personal and contextual factors, unintended consequences.*
- *Change and continuity – Identifying change, interweaving continuity and change, flows of continuity and change, complexity of change.*
- *Similarity and difference – Identify concepts to compare, comparing experiences within groupings.*

History Year 9 Curriculum Overview 2025-26



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| | | <ul style="list-style-type: none">• <i>Significance – Resulting in change, revelation, identifying significance criteria, provisional significance.</i> | |
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