



The Fisher Way: Curriculum



The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	History
Year Group	Year 9
Intent	<p>Successful and resilient learners: who demonstrate a sophisticated approach to researching and dealing with historical source material and its interpretation.</p> <p>Confident individuals: who able to confidently present an historical argument, justifying and evidencing that argument with well-chosen historical fact.</p> <p>Responsible citizens: who continue to learn; apply their evaluative minds to political and moral judgements, using their knowledge and interpretations of past events.</p>
Narrative	A focus on 20 th century history and themes of conflict and resolution from the point of view of combatants and civilians, and the reasons for the cause of WW2. Learners then spend the second half of the year in a depth study on Nazi Germany which also takes

	in racial persecution and Holocaust which then links into learners' work in Year 10 for Holocaust memorial day. A study of Germany during WW2 provides a comparison to the work on the British Home Front completed earlier in the year. Both the subject matter and the skills of source analysis and evaluation are then further developed at A level. The depth study is used as a GCSE unit for those pursuing History GCSE in year 10					
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (topics studied)	World War One- soldiers' experiences	Interwar years and causes of WW2	World War Two- the Home Front	Nazi Germany depth study. Hitler gains power and controls Germany	Nazi Germany depth study. Life in Nazi Germany	Nazi Germany depth study. Racial theory and World War Two.
Key skills	Historical interpretation, cause and consequence, source analysis, diversity, literacy.	Chronology, cause and consequence, significance, change and continuity.	Chronology, cause and consequence, change and continuity, significance, literacy	Chronology, source analysis, cause and consequence, change and continuity, significance.	Source analysis, cause and consequence, diversity, change and continuity. Literacy, numeracy.	Source analysis, interpretation, cause and consequence, significance, diversity
Cultural capital	Patriotism, military service, propaganda, pacifism, civil rights, role of media, relationship between government and civilians, fellowship, mental health, PTSD.	International diplomacy, collective action, peace keeping, LoN/United Nations, propaganda.	Patriotism, relationship between government and civilians, economic understanding, civil defence, morality of targeting civilians in war.	Democracy and dictatorship. Propaganda and indoctrination. Use of death penalty. Role of police in modern society. Role of technology, police states.	Propaganda and indoctrination, labour relations, role of media, gender equality,	Propaganda and indoctrination. Civil rights. Prejudice. Economic policies. Civilians involvement in warfare. Genocide.
Assessment	Did soldiers have the same views about WW1? Assessment of interpretations		Analysis of source material from the Home Front.	Exam question	Exam question	Exam question- unseen paper.