



Holland Park School | *Year 9 History*



WWI	Year 9 marks the culmination of Key Stage 3, bringing students into the twentieth century and exploring the events that have had the greatest influence on the modern world. Building on students' understanding of Britain's development from the medieval period to the Industrial Revolution, the Year 9 curriculum examines the political, social and ideological changes that shaped the twentieth century. Through the study of the two World Wars, campaigns for democracy and equality, the rise of extremism, and post-war Britain, students develop an understanding of how conflict, protest and political change have influenced the society they live in today. The WWI unit enables students to develop a secure understanding of the causes, experiences and significance of the First World War, one of the most important turning points in modern history. Students will investigate the political tensions that led to war in 1914, explore the realities of conflict on the Western Front and the Home Front, and evaluate the impact of the war on Britain, Europe and the wider world. Through the study of key events, individuals and historical interpretations, students will develop their understanding of causation, change, continuity and significance, while recognising how the First World War reshaped societies, governments and international relations.
	1. Why did the First World War begin? • Long-term causes of war: militarism, alliances, imperialism and nationalism (MAIN). • Short-term causes, including the assassination of Archduke Franz Ferdinand and the July Crisis. • The Schlieffen Plan and Britain's entry into the war. 2. What was life like during the First World War? • The experiences of soldiers on the Western Front, including trench warfare, new technology and the Battle of the Somme. • Recruitment, volunteering, conscription and the changing role of women. • Life on the Home Front, including total war, rationing, Zeppelin raids and government control through DORA.

3. Why was the First World War a turning point?

- The Armistice and the Treaty of Versailles.
- The creation of the League of Nations and changes to the balance of global power.
- The impact of the war on Britain, including changing roles for women, greater government intervention, welfare reforms and local remembrance.



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9.1 WWI

9.2 Suffrage and
popular protest

9.3
Rise of extremism

9.4 WWII

9.5 The Holocaust

9.6 Post-war
Britain

Suffrage and popular protest

This unit explores the development of democracy in Britain through the campaigns for universal suffrage and political reform during the nineteenth and early twentieth centuries. Students investigate why voting rights were restricted, how individuals and groups challenged political inequality, and why popular protest became an increasingly powerful force for change. Through studying the campaigns for both male and female suffrage, students develop an understanding of how democratic rights have been won rather than simply granted, recognising that political change is often the result of sustained activism, public pressure and shifting social attitudes.

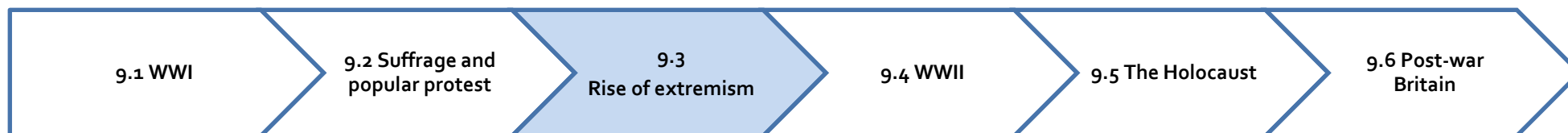
Students examine the changing relationship between government and the people, considering how industrialisation, changing attitudes towards social class, and evolving views of women's roles contributed to demands for political representation. Through contrasting peaceful constitutional campaigns with militant protest, students evaluate the effectiveness of different methods of achieving change while developing their understanding of historical concepts including change and continuity, significance, interpretations and causation. The unit also encourages students to appreciate the ongoing importance of democracy, participation and equality in modern Britain, whilst providing essential contextual knowledge for GCSE studies of modern British history.

	Why did people demand greater political rights? Students explore the social, political and economic factors that created increasing pressure for democratic reform in nineteenth-century Britain, including: • The limitations of the voting system before 1832, including the restricted franchise, rotten boroughs and the lack of representation for industrial towns. • The impact of industrialisation, changing attitudes towards social class and the decline of laissez-faire on demands for political reform. • Victorian attitudes towards women, including the ideology of separate spheres, and why women remained excluded from political participation. • The growing belief that political representation should be extended to a wider proportion of society. 2. How was universal male suffrage achieved? Students investigate the gradual extension of voting rights for men and evaluate the role of organised protest in achieving democratic change, including: • The Reform Acts of 1832, 1867 and 1884, and how each expanded the franchise whilst retaining some inequalities. • The causes of the Chartist Movement, including industrialisation and the exclusion of working-class men from political representation. • The People's Charter, its six demands and the government's response through the rejection of petitions, arrests and military intervention. • The significance of Chartism, including its immediate failures, its influence on later democratic reforms and its establishment of organised political protest as a means of achieving change. 3. How did women win the right to vote? Students examine the campaign for women's suffrage by comparing different methods of protest and evaluating the factors that led to political reform, including: • The aims, methods and effectiveness of the NUWSS (Suffragists) and WSPU (Suffragettes), including peaceful campaigning, direct action and militant protest.

	• The contributions of key individuals, including Millicent Fawcett, Emmeline, Christabel and Sylvia Pankhurst, Margaret Aldersley and Lady Constance Lytton. • Government responses to the suffrage movement, including imprisonment, hunger strikes, force-feeding and the Cat and Mouse Act (1913). • The impact of the First World War on attitudes towards women and the contribution of women's war work to changing perceptions of citizenship. • The significance of the Representation of the People Act (1918) and the Equal Franchise Act (1928) in achieving universal suffrage and establishing political equality.
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Rise of extremism	This unit explores the rise of extremist ideologies and dictatorships during the interwar period, examining how political instability, economic hardship and social change created opportunities for authoritarian leaders to gain power. Students investigate why democracy came under threat following the First World War and compare the emergence of Communist and Fascist regimes in the Soviet Union and Germany. Through the study of Joseph Stalin and Adolf Hitler, students develop an understanding of how ideology, propaganda, terror and state control were used to establish and maintain dictatorship. By comparing different political systems and the experiences of ordinary people living under totalitarian rule, students are encouraged to appreciate the value of democracy, individual rights and the rule of law. The unit also provides essential historical context for understanding the origins of the Second World War and equips students with the substantive knowledge and disciplinary concepts needed for further study of twentieth-century history at GCSE.
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Why did extremism emerge after the First World War?

Students investigate the political, economic and social conditions that allowed extremist ideologies to gain support across Europe following the First World War, including:

- The impact of the Treaty of Versailles and the wider consequences of the First World War.
- Economic instability, including hyperinflation, unemployment and the Great Depression.
- Political instability and the weaknesses of democratic governments during the interwar period.
- The emergence of competing ideologies, including Communism and Fascism, and why they appealed to different groups.

How did dictators gain and maintain power?

Students examine how authoritarian leaders established control in the Soviet Union and Germany, comparing similarities and differences between the regimes, including:

- The rise of Joseph Stalin and Adolf Hitler.
- The key beliefs and aims of Communism and Fascism.
- The use of propaganda, censorship and personality cults to influence public opinion.
- The use of terror, secret police and political repression to eliminate opposition and maintain power.
- How education, youth organisations and control of the media shaped everyday life under dictatorship.

What were the consequences of extremism?

Students evaluate the impact of totalitarian rule on individuals, societies and international relations, including:

- The impact of dictatorship on everyday life, freedom and human rights.
- The persecution of political opponents and minority groups under authoritarian regimes.
- The consequences of aggressive foreign policies and ideological conflict for Europe.
- How the rise of extremism contributed to increasing international tensions and the outbreak of the Second World War.
- Why the study of extremism remains significant in understanding democracy, citizenship and the modern world.



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WWII	This unit explores the causes, experiences and consequences of the Second World War, examining how the failures of the interwar period led to another global conflict and how the war transformed Britain and the wider world. Students investigate why war broke out in 1939, how civilians and soldiers experienced total war, and how the conflict reshaped British society, government and international relations. Through the study of key events and the experiences of ordinary people, students develop an understanding of how the Second World War affected every aspect of daily life. They examine the impact of bombing, evacuation, government intervention and the changing role of women, considering how wartime experiences differed according to age, gender and social class. Students also evaluate the long-term consequences of the war, including the creation of the welfare state, the establishment of the NHS and changing attitudes towards Britain's role in the world. The unit develops students' understanding of historical concepts including causation, consequence, significance and change and provides a secure foundation for further study of twentieth-century history at GCSE.
	Why did the Second World War begin? • Students investigate the political and international tensions that led to the outbreak of the Second World War, including: • The long-term causes of war, including the failure of the League of Nations, Germany's rejection of the Treaty of Versailles, the rise of dictators and the policy of appeasement. • The short-term causes of war, including the Nazi-Soviet Pact and Germany's invasion of Poland in September 1939. • Britain's declaration of war and the beginning of a second global conflict. • Life in Britain during the 1930s, including unemployment, social inequality, traditional gender roles and the political response to economic challenges. How did the Second World War affect everyday life in Britain?

- Students explore the experiences of civilians during wartime Britain, examining how the conflict transformed daily life and increased government intervention, including:
- The early impact of war, including the Phoney War, gas masks, blackout regulations and conscription.
- The Blitz, including the bombing campaign, its physical, emotional and social impact on civilians, and the role of propaganda in promoting the 'Blitz Spirit'.
- The evacuation of children, including the organisation of evacuation, differing experiences and the challenges faced by families and communities.
- Government control during wartime, including rationing, censorship, propaganda and directing workers into essential industries.
- The changing role of women, including employment in factories, agriculture and essential services, alongside the continuing limitations placed upon women during and after the war.

How did the Second World War change Britain?

- Students evaluate the significance of the Second World War by examining its lasting impact on British society and the development of the modern state, including:
- The expansion of government responsibility through the development of the welfare state and the creation of the National Health Service (NHS).
- Post-war labour shortages and migration from across the British Commonwealth to support Britain's reconstruction.
- The continuing inequalities experienced after the war, including those relating to social class, gender and race.
- Why the Second World War represented a turning point in British history and how its legacy continues to shape modern Britain.



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The Holocaust	This unit provides students with an understanding of the Holocaust as one of the greatest atrocities in human history. Building on their study of the rise of extremism and the Second World War, students investigate how prejudice, discrimination and dictatorship developed into the systematic persecution and murder of six million Jewish people, alongside millions of other victims, under Nazi rule. Through studying the experiences of individuals and communities before, during and after the Holocaust, students develop an understanding of how ordinary people were affected by extraordinary events and why the Holocaust remains a defining event in modern history. Students examine the historical roots of antisemitism, the role of Nazi ideology, and the gradual escalation of persecution into genocide. They also consider the responsibilities of individuals, governments and societies, exploring questions of collaboration, resistance and justice. The unit encourages students to reflect on the importance of democracy, human rights, tolerance and the rule of law, while developing disciplinary concepts including causation, significance, interpretations and historical responsibility. Although this unit is not formally assessed, it provides an essential opportunity for students to develop historical understanding alongside empathy, critical thinking and informed citizenship. This unit is intentionally not formally assessed. The Holocaust is studied as a distinct historical enquiry that prioritises thoughtful discussion, reflection and understanding over recall in an examination. This allows students to engage more deeply with the historical evidence, ethical questions and individual experiences, recognising the Holocaust as a unique event in history whose study is essential for developing historical understanding, empathy and responsible citizenship.
	How did the Holocaust become possible? Students investigate the long-term and short-term factors that enabled the Holocaust to occur, including:

- The history of antisemitism in Europe from the medieval period to the twentieth century, including expulsions, ghettos and pogroms.
- The development of Nazi ideology, including nationalism, antisemitism and beliefs about racial superiority.
- Hitler's rise to power and the establishment of a Nazi dictatorship through propaganda, censorship, education, youth organisations and political terror.
- The increasing persecution of Jewish people between 1933 and 1939, including boycotts, the Nuremberg Laws, Kristallnacht and the creation of concentration camps.

What were the experiences of Jewish people during the Holocaust?

Students explore how Nazi persecution developed into genocide during the Second World War, including:

- The expansion of Nazi rule across Europe and the differing experiences of Jewish communities under occupation.
- Life in ghettos, including overcrowding, starvation, disease and segregation.
- The role of the Einsatzgruppen and the development of the 'Final Solution', including the establishment of death camps.
- The experiences of Jewish people during the Holocaust, including persecution, survival and acts of resistance under extreme conditions.
- The liberation of concentration and death camps by Allied forces in 1945.

Why does the Holocaust matter today?

Students evaluate the legacy of the Holocaust and consider why it continues to be remembered, including:

- The devastation of Jewish communities across Europe and the experiences of survivors after liberation, including trauma, displacement and rebuilding their lives.
- The continued existence of antisemitism after 1945 and the challenges faced by survivors returning home.
- Responsibility for the Holocaust, including the roles of Nazi leaders, collaborators, bystanders and those who resisted persecution.
- The Nuremberg Trials and the development of the principle that individuals can be held accountable for crimes against humanity.
- Why the Holocaust remains significant today and the importance of remembrance, education and protecting human rights.



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Post-war Britain	This unit provides students with an opportunity to explore how Britain changed following the Second World War and how the experiences of the twentieth century shaped the society we live in today. As the final unit of Key Stage 3, students examine the political, social and cultural developments that transformed Britain after 1945, including the creation of the welfare state, changing attitudes towards equality, immigration, popular culture and Britain's changing role in the world. Building on students' understanding of conflict, protest and social change throughout Year 9, this unit encourages students to consider how societies respond after periods of crisis and how historical events continue to influence modern life. Students investigate the extent to which post-war Britain became a fairer and more equal society, while recognising the continued presence of social, economic and cultural inequalities. Through studying themes such as the NHS, migration, civil rights, changing roles and popular culture, students develop their understanding of change and continuity, significance and interpretations. This unit is intentionally not formally assessed, as the majority of the content is taught following the end-of-year examinations. The unit provides an opportunity to broaden students' understanding of modern Britain, consolidate the themes explored throughout Year 9 and complete their Key Stage 3 history journey by connecting twentieth-century developments to the world they experience today. It also provides valuable foundations for students continuing to study GCSE History, particularly through developing their understanding of social change, political developments and historical interpretations.
	How did Britain change after the Second World War? Students investigate how Britain responded to the challenges of rebuilding after 1945 and the changing expectations of government and society, including:

- The impact of the Second World War on Britain's economy, society and international position.
- The reasons for the creation of the welfare state, including the influence of the Beveridge Report and the desire to address the problems of poverty, poor health and unemployment.
- The establishment of the National Health Service (NHS) in 1948 and its significance in providing universal healthcare.
- The expansion of government responsibility and the decline of traditional laissez-faire attitudes.
- The challenges of post-war reconstruction, including housing shortages, rebuilding and economic pressures.
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How did British society become more diverse and equal?

Students explore the social changes that transformed Britain after 1945, including both progress and continuing inequalities:

- The impact of migration from the British Commonwealth, including the arrival of the Windrush generation and the contribution of migrants to Britain's workforce and society.
- The experiences of different communities, including the challenges of racism, discrimination and inequality.
- The changing role of women after the Second World War, including expectations around work, family life and greater demands for equality.
- The development of campaigns for greater rights and representation.
- The extent to which Britain became a more equal society after 1945.
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How did Britain's culture and identity change after 1945?

Students examine the cultural, political and international changes that shaped modern Britain, including:

- The growth of youth culture and changing attitudes towards music, fashion and popular entertainment.
- The impact of television, mass media and changing consumer culture on everyday life.
- The changing role of Britain in the world after the decline of the British Empire and the process of decolonisation.
- Britain's relationship with Europe and the wider world.
- How post-war developments continue to shape British identity and society today.