

Year 9 – Term 6 - A modern World? A study of social changes

This final term of work brings the students’ knowledge of historical events up to more modern times. It allows for a consolidation of several topics studied throughout KS3 such as slavery (year 8) and women’s changing role (Year 9), with discussions of power and control that were introduced in the year 7 course. It explores the Nazi war trials in Nuremberg, as well as exploring ideas such as modern immigration to Britain, civil rights struggles in USA and the sexual revolution in Britain. This keeps the study relevant to modern life, and shows students how the events that they have studied from the past have evolved into the modern society that they now live in.

	<u>Lesson Intent</u> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc)	<u>Vocabulary – Daily Retrieval/Teach for memory</u>	<u>Activities/Assessment (to including the metacognitive/learning verb</u>	<u>Homework/Literacy Map</u>
<u>KG/s Analyse the Nazi crimes and justify judgments on them</u>  Lesson 1	For the majority of students, their knowledge of “modern history” stops after the second world war. This lesson allows students to understand the repercussions in Germany for the Nazi leaders, and to understand that those found guilty of the atrocious war crimes were held to account for their actions. <i>Feeds on from ‘Nazi’ unit and events in Germany, such as the Holocaust - Terms 4 and 5.</i> <i>Feeds on from events of WW2 knowledge - Term 5 and KS2.</i> <i>Feeds forward to events of Cold War in Lessons 2-4.</i>	Nuremberg Trials Responsibility Munitions International Military Tribunal Indictments Conspiracy Charges Humanity Extermination Enslavement Inhumane Looting Prosecution Marginal figure Conspiracy	DIN What do you think happened to the leading Nazis after the war? Identify names of some key Nazis – i.e. Hess, Goering – what did they do etc  Information on the key events and the 4 possible charges levelled against those accused of being Nazi war criminals – “In your opinion, do you agree with the top Nazis being rounded up, and put on trial?”  Information about key Nazis – Goering, Speer, Hess – after each give judgment – do you think the sentence was fair? Explain  Discuss conspiracy theories of Hess’s midnight flight Video of Nuremberg trials – make notes <a href="https://www.youtube.com/watch?v=RsA6AdCRI-k">https://www.youtube.com/watch?v=RsA6AdCRI-k</a>  Were the Nuremberg trials fair? The Nuremberg trials were justified. How far do you agree?	Literacy HW – responsibility
<u>KG/s Compare the types of governments that formed after WW2</u>	This lesson allows for a fundamental understanding of political terms, as well as an examination of the partition of Europe and the political rationales behind this.	De-Nazification Swastika Capitalism Communism Cold War	Discuss - Why do you think the German Government “De-Nazified” the country?  Definitions of key terms and Analyse cartoon of JFK arm wrestling Gorbachev sat on bombs – each ready to push the	Research project – Vietnam War  WHERE is Vietnam? WHO was fighting?

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<p>Lesson 2</p> <p><u>Literacy HW due</u></p>	<p>Feeds on from events of WW2 knowledge - Term 5 and KS2.</p> <p>Feeds on from Lesson 1 – reactions to WW2.</p> <p>Feeds forward to events of Cold War in Lessons 3 and 4.</p>	<p>Pursued</p> <p>Economic and political actions</p> <p>Propaganda</p> <p>Proxy wars</p> <p>Espionage</p>	<p>button to blow the other up (and themselves as too close!)D</p> <p>Discuss Communism Vs Capitalism meaning and positives/negatives – go through details – then get students to do card sort into communism Vs Capitalism beliefs</p> <p>Map task – sort the communist Vs capitalist countries</p> <p>Plenary – examine the way Germany is divided – what problems will this cause?</p>	<p>BRIEF WHY was there fighting?</p> <p>TYPES of fighting?</p> <p>Give three weeks</p> <p>Create a poster/leaflet</p>
<p><u>KG/s Analyse and judge the causes of the cold war</u></p> <p>Lesson 3</p>	<p>This lesson allows students to examine and priorities the causes of the Cold war, and an understanding of the modern political processes and trade alliances, it allows for expert and peer teaching as well as group work tasks to stretch student engagement and understanding and ask them to justify decisions made</p> <p>Feeds on from events of WW2 knowledge from Term 5 and KS2.</p> <p>Feeds on from Lesson 1 – reactions to WW2.</p> <p>Feeds on from Lesson 2 - aspects of the Cold War.</p> <p>Feeds forward to events of Cold War - Lesson 4.</p> <p>Feeds forward to changing attitudes around the world - Lessons 5-11.</p>	<p>Cold War</p> <p>Capitalism</p> <p>Communism</p> <p>Production</p> <p>Conference</p> <p>Respect</p> <p>Reparations</p> <p>Sphere of influence</p> <p>Dominant</p> <p>Democracy</p> <p>Embassies</p> <p>Detest</p> <p>Nuclear weapons</p> <p>Dominate</p> <p>Inevitable</p>	<p>DIN – image of Stalin (USSR) Roosevelt (USA) and Churchill (UK)</p> <p>Class is split into small groups – each given an event that caused rising tension and lead to Cold War to become experts on – then peer teach – all to complete tables of events</p> <p><b>MARKED WORK</b> – SOT – who was most to blame for the Cold War</p> <p>Discuss - was the cold war was inevitable?</p>	
<p><u>KG/s Evaluate decisions made by Cold War Leaders</u></p> <p>Lesson 4</p>	<p>Here students are asked to evaluate and justify several decisions made by key players in the aftermath of WW2 – focusing on the impacts that these had in Europe</p> <p>Feeds on from events of WW2 knowledge - Term 5 and KS2.</p>	<p>Inevitable</p> <p>Authority</p> <p>Propaganda</p> <p>Decisive</p> <p>Communism</p> <p>Capitalism</p> <p>Democracy</p> <p>Divided</p>	<p>Discuss - why did America or the USSR not just attack each other?</p> <p>Go through the role-play decision making exercise – taken from Rediscovering the 20<sup>th</sup> century world (Blue book) P116</p> <p>Then discuss the Berlin wall – go through detail of why erected and why removed</p>	

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	<p>Feeds on from Lessons 1-3 – reactions to WW2 and aspects of the cold war. Feeds forward to changing attitudes around the world - Lessons 5-11.</p>	<p>Permits Border-guards Escape</p>	<p>Judgment was the building of the Berlin Wall “worth it”? Think at the time/over time (detail from P118 onward)</p>	
<p><u>KG/s Describe the Impact of the former Empire on Modern Britain</u></p> <p>Lesson 5</p>	<p>This leads to a mini unit on racism – focusing on examples from Britain and the USA. It serves to consolidate some of the year 8 curriculum and apply it to modern, multi-cultural Britain, showing how the empire is still relevant today. Feeds on from events of WW2/the cold war - Term 5 and Lessons 1-4. Feeds on from ‘empire’ unit, especially role of Empire in WW1 Year 8, Term 3. Feeds forward to changing attitudes around the world - Lessons 6-11. Feeds forward to looking at migration to England – Lesson 6. Feeds forward to Geography units.</p>	<p>Push/pull factors Migration Immigrant Prejudice</p>	<p>Read info Technology and war P118 (NEW) The Empire comes home – immigration to UK Create bar graph to show locations and numbers of immigrants How do you think the British Empire has influenced migration to Britain? Describe the Poster – what message is it showing? How would this message in WW2 translate into migration in the 1950s? How has migration and cultural diversity improved Britain?</p>	
<p><u>KG/s Describe the Windrush arrival in Britain</u></p> <p>Lesson 6</p>	<p>The Windrush marked the beginning of a move to a much more multi-cultural Britain, where those who felt they shared a British identity began to move into the British Isles as the empire structure of colonies broke down. Many came looking for work, or on the promise of a better life and established their lives in Britain. Feeds on from ‘empire’ unit, especially role of Empire in WW1 - Year 8, Term 3 and Slavery - Term 4. Feeds on from Impact of Empire - Lesson 5. Feeds forward to changing attitudes around the world in various aspects - Lessons 7-11.</p>	<p>Racism Discrimination Push/pull factors Caribbean Migration Immigrant Prejudice</p>	<p>Windrush – what was so special about the Windrush? Geography link – What are Push/Pull factors? What factors would PULL people to Britain? What might PUSH people out of the Caribbean?  Discuss - Why might people from the Caribbean believe the they had a right to live in Britain after WW1 and WW2? What might their experience of Britain be? How would that lead to setting up “Black areas” of Cities?  Discussion of racism at the time – Feed to Alf Garnet – why would people say these things? Is it okay if they just didn’t know better?  Read info Technology and war P120 (NEW) What was so special about the Windrush?</p>	

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	<p>Feeds forward to looking at migration to England - Lesson 6.</p> <p>Feeds forward to Geography units</p> <p>Push/pull factors.</p>		<p>Why do you think that the arrival of the Windrush caused more alarm in the newspapers that migration from Ireland or the EU? (word answers VERY carefully!)</p>	
<p><u>KG/s Describe the Jim Crow Laws and Justify why people didn't fight back</u></p> <p>Lesson 7</p> <p>Vietnam HW due</p>	<p>This moves to establishing ideas of racism – especially in Southern America – so that students can understand the reasoning behind actions as well as the position that the descendants of former slaves found themselves in</p> <p>Feeds on from 'slavery' - Term 4, Year 8.</p> <p>Feeds on from impact of Empire on Britain and Windrush - Lessons 5 and 6.</p> <p>Feeds forward to changing attitudes in sexual revolution and teenagers - Lessons 10-11.</p> <p>Feeds forward to looking at Rosa Parks, MLK and changes in 1956/60's America - Lessons 8/9.</p>	<p>Racism</p> <p>Prejudice</p> <p>Klu Klux Klan</p> <p>Jim Crow Laws</p> <p>self-evident</p> <p>endowed</p> <p>Liberty</p> <p>Hypocrisy</p> <p>Lynching</p>	<p>The Jim Crow Laws – 1876-1965 were racist laws in the SOUTH of America – why do you think THIS AREA was often so RACIST?</p> <p>How does the quote for the USA Declaration of Independence fit with the racism seen? Why do you think this hypocrisy happened?</p> <p>Images to demonstrate the “Separate but equal” hypocrisy – students then describe what they have seen</p> <p>Feed to KKK – why would this stop rebellion?</p> <p>Feed to ideas of Lynching</p>	
<p><u>KG/s Explain who Rosa Parks was and analyse the impact she had on the Civil Rights Movement.</u></p> <p>Lesson 8</p>	<p>Though the examination of the work of Rosa Parks, students can not only see that standing up for civil rights was important, but also women's/human rights and equality for all. Her actions demonstrate that anyone can make a difference and encourage students to challenge injustice as well as help to develop sources skills.</p> <p>Feeds on from Jim Crow/KKK/Lynching in American Southern states - Lesson 7.</p> <p>Feeds on from slavery - Term 4, Year 8.</p> <p>Feeds on from impact of Empire on Britain and Windrush - Lessons 5 and 6.</p> <p>Feeds forward to changing attitudes in sexual revolution and teenagers - Lessons 10-11.</p>	<p>Civil Rights Movement</p> <p>Boycott</p> <p>Liberty</p> <p>Equality</p> <p>Racism</p> <p>Justice</p> <p>Discrimination</p>	<p>Look at photograph – what do students think is happening?</p> <p>Split the class in half – one half gets the lettered sources, the other half gets the numbered. Work through the questions – this could be written in full sentences in books – or students could answer on a printed version of the questions.</p> <p>Plenary Debate - Why do you think this boycott was a success?</p> <p>- How do you think this would effect future actions by civil rights protesters?</p> <p>- Do you think Rosa Parks INTENDED to be a Civil Rights icon?</p>	<p>HERSTORY</p> <p>Research OTHER women in the civil rights movement – who were they / what did they do?</p> <p>Give 2 weeks</p>

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	<p>Feeds forward to lesson looking at MLK and changes in 1956/60's America</p> <p>Feeds forward to GCSE Sources skills.</p>			
<p><u>KG/s Explain how and why Martin Luther King campaigned against prejudice and discrimination</u></p> <p>Lesson 9</p>	<p>Though the examination of the work of MLK, students can not only see that another example of standing up for. They can explore the significance of individuals and their impact, and see that anyone can make a difference and encourage students to challenge injustice as well as help to develop sources skills.</p> <p>Feeds on from Jim Crow/KKK/Lunching in American Southern states and Rosa Parks - Lessons 8 and 9.</p> <p>Feeds on from slavery - Term 4, Year 8.</p> <p>Feeds on from impact of Empire on Britain and Windrush - Lesson 5 and 6.</p> <p>Feeds on from Suffragists and peaceful protest – Term 3.</p> <p>Feeds forward to changing attitudes in sexual revolution and teenagers - Lessons 10-11.</p> <p>Feeds forward to GCSE Sources skills.</p>	<p>Segregation</p> <p>Racism</p> <p>Pacifism</p> <p>Commission</p> <p>Civil Rights</p> <p>Empowered</p> <p>Desegregation</p> <p>Racial discrimination</p>	<p>look at images and infer how MLK thought – discussion of the images given</p> <p>Use the grid of events. - cut up and organise the cards.</p> <p><i>Picture – event description – significance</i> (The Bus Boycott, The Greensboro sit-ins, The Freedom Rides, The Birmingham campaign, The March on Washington.)</p> <p>Information – Civil Rights Act - What other aspects of life does this act not seem to cover? How significant is the Civil rights act in changing the lives of African Americans? THINK – At the time, Over time</p> <p>Watch videos on Mississippi freedom summer and Selma</p> <p><b>MARKED WORK</b> How effective do you think Martin Luther King and other peaceful protests were?</p>	
<p><u>KGs Evaluate how far Britain had a social revolution in the 1960s</u></p> <p>Lesson 10</p>	<p>Students will begin by being introduced to the idea of the 'birth of the teenager' looking at the Mods &amp; Rockers as key case studies. Pupils will then go on to discuss why young people chose to join the Mods or the Rockers and what impact they think these 'Youth Groups' had on how older people saw younger people? This relates well to ideas of discrimination, blame and responsibility for actions which is part of the moral curriculum.</p>	<p>Mods,</p> <p>Rockers,</p> <p>Revolution,</p> <p>Sub-culture,</p> <p>Hooliganism</p>	<p>Mods and rockers</p> <p>Discussion of teenagers – with the Mods &amp; Rockers as key case studies.</p> <p>Discuss why young people chose to join the Mods or the Rockers and what impact they think these 'Youth Groups' had on how older people saw younger people?</p> <p>Extension/challenge task:</p> <p>Were the parents of Mods and Rockers to blame for their children's bad behaviour?</p>	

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	<p>Feeds on from comparisons to live in previous time periods such as the Victorians - Year 8.</p> <p>Feeds on from holocaust – responsibility for events.</p> <p>Feeds on from civil rights changes in America – Lessons 7-9.</p> <p>Feeds forward to RE – identities.</p> <p>Feeds forward to other changes in 1960s such as the sexual revolution - Lesson 11.</p>			
<p><u>KGs analyse changing attitudes towards women and families</u></p> <p>Lesson 11</p> <p>HERSTORY HW due</p>	<p>Women’s lives massively changed with the “sexual revolution” of the 1960’s and changing laws around divorce. With rising feminist movements attitudes within society have changed. This lesson explores this, and consolidates learning from previous years to show how women’s roles have evolved into what they are today.</p> <p>Feeds on from comparisons to live in previous time periods such as the Victorians - Year 8.</p> <p>Feeds on from civil rights changes in America (Lessons 7-9) and the birth of the teenager (Lesson 10).</p> <p>Feeds forward to RE – identities.</p> <p>Feeds forward to GCSE all units significance of events skills.</p>	<p>First-wave &amp; second-wave feminism, Equality, Progress Contraception Divorce</p>	<p>Students will begin by taking the 1950s wife test, to see how they would’ve rated, and to understand the constraints on women in the 1960s.</p> <p>The students will then go on to create a timeline of events showing key changes for women in the 1960s.</p> <p>Extension/challenge task: Students will analyse the significance of each change that happened to women in the 1960s. THINK Significance at the time, significance over time.</p>	

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