



SUBJECT: HISTORY

Year Group	YEAR 9					
Rationale	This year is a key year for pupils. We have selected topics which we hope will enthuse and inspire pupils to opt for the subject at GCSE but to ensure that those who don't are fully aware of some of the key lessons and developments of the 20 th Century. The level of detail pupils are expected to understand and retain is enhanced and pupils are required to examine some key pre-conceptions about modern British history.					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Topic/Unit:	Topic/Unit:	Topic/Unit:	Topic/Unit:	Topic/Unit:	Topic/Unit:
Knowledge	Who were the Suffragettes? How did the Suffragettes use propaganda? What really happened to Emily Davison? How did WW1 change the position of women? Interpretations of the Suffragettes. What was the Treaty of Versailles? Who was Adolf Hitler? How did Hitler become Chancellor? What was the main reason why Hitler became Chancellor of Germany? <u>CITIZENSHIP</u> How is Britain governed? What are the different ideas on how to govern a country? How are other powerful countries governed?	How did Hitler turn Germany from a democracy into a dictatorship? How did the Nazis create an atmosphere of terror? what was life like in Nazi Germany? Pupils then study the use of propaganda, changes to education, the lives of women, economic change, the lives of young people and the treatment of minority groups.	Who were the main victims of the Holocaust? / Why were minority groups persecuted? How did the Holocaust start? (1930s Anti-Jewish Legislation) What were conditions like in the Ghettos? Pupils watch the film 'The Pianist' during this sequence of lessons making notes on the conditions endured by those trapped in the Warsaw Ghetto with the aim of writing a diary from the point of view of a Jewish person trapped in the ghetto.	What was 'life' like in a concentration camp? Final solution What evidence would convict a Nazi of war crimes? How should the Holocaust be memorialised? Why did the Second World War break out? Was appeasement the right policy? What was Blitzkrieg? Was Dunkirk a defeat or a victory? Sources on Dunkirk.	Why was the Battle of Britain a turning point? What happened at Stalingrad? What was D-Day? Were the USA right to use nuclear weapons at the end of WW2? Would the Nazis have won the Second World War if Britain hadn't been involved? How significant was Britain in the Second World War?	Enquiry task: Was Churchill really a good Prime Minister? Library research lesson – What was life like in Britain during the Second World War – The Blitz, rationing, air raid precaution, evacuation. What were the consequences of the Second World War for Britain?
Skills	<ul style="list-style-type: none"> The skill focus for the first half term include: - The development of factual knowledge - Interpretations with a focus on the differing views of the importance of the Suffragette movement. 	<ul style="list-style-type: none"> The skill focus for the second half term include: - The development of factual knowledge. - Explaining causes and consequences with a focus on the impact the Nazis had on life in Germany 	<ul style="list-style-type: none"> The skill focus for the third half term include: - The development of factual knowledge which builds on and deepens the knowledge acquired in R.E and English studies of the Holocaust. 	<ul style="list-style-type: none"> The skill focus for the fourth half term include: - Making inferences – a key part of our Holocaust Assessment. - Explaining causes - Development of factual knowledge. - Source analysis and evaluation – 	<ul style="list-style-type: none"> The skill focus for the fifth half term include: - The development of factual knowledge if a key conflict which has helped shape many features of the modern world. - Significance. Pupils examine how 	<ul style="list-style-type: none"> The skill focus for the sixth half term include: - Explaining an opinion – - Pupils focus on Winston Churchill and examine his leadership to develop an opinion on whether he really was a 'great' Prime Minister.



	- Explaining causes		<ul style="list-style-type: none"> Developing an empathetic understanding of the victims of the Holocaust. 	pupils analyse sources relating to the Dunkirk evacuation and identify and explain their strengths and weaknesses as sources.	important Britain really was in the Second World War given the prominent role it holds in our current national identity.	<ul style="list-style-type: none"> Explaining consequence Pupils examine the impact the war had on Britain and explain whether the positive effects outweigh the negative effects.
Assessments	<p>Written assessment – Interpretations focus on the Suffragettes. Pupils examine two interpretations and identify and explain the differences between the two views.</p> <p>Factual assessment – Test on the key events leading to Hitler’s appointment as Chancellor in January 1933.</p>	<p>Written assessment – Pupils are asked to chose from a ‘menu’ of questions which draws on their knowledge of life in Nazi Germany. The questions are modelled on the 12 mark ‘Explain why’ question which appears on a number of our GCSE papers. Pupils are to select one of their questions to answer as their assessed piece of work on Nazi Germany.</p>	<p>There is no lengthy, formal assessment in this half term due to the length and structure of the Holocaust unit.</p> <p>Pupil progress / the data input for the February half term is determined by:</p> <p>Factual assessment – Pupils complete a factual test on some of the key features of the Holocaust.</p> <p>The results from the extended written assessments from life in Nazi Germany from Term 1B.</p>	<p>Inferences / creative assessment – Pupils create a memorial for the Holocaust. This has to include several ‘hidden meanings’ which relate to different aspects of the Holocaust they have covered. Pupils then deliver a short presentation to the rest of their class in which they explain the meaning of their memorial.</p> <p>Written assessment – Pupils analyse a range of source on the Dunkirk evacuation and explain their strengths and weaknesses.</p>	<p>Written assessment – Pupils produce an extended written answer to the following question. Again, it follows the hypothesis question format used at GCSE. “The British army was a vital part of the alliance which defeated Nazi Germany in 1945”. How far do you agree with this statement?</p>	<p>Written assessment – Pupils are asked to explain the consequence of the Second World War on Britain with reference to positive and negative effects, short term and long term effects, social and political effects. Pupils are also expected to prioritise the consequences of the war.</p>
Homework Homework tasks are not prescriptive in History but may include the following:	Suffragette speech task, research tasks on Adolf Hitler and the early Nazi Party, practice explanation paragraphs on the reasons for the rise of the Nazis.	Practice explanation paragraphs using details from lessons to explain the impact of life in Nazi Germany. Revision task for fact test on life in Nazi Germany.	Planning / design tasks for the Holocaust memorial, making the Holocaust memorial, revision for a factual test on the Holocaust.	Research tasks on the outbreak of the Second World War / Blitzkrieg, source analysis tasks on the Dunkirk evacuation.	Research tasks on elements of the Second World War which are not taught in class, Winston Churchill opinion task based on source research.	Practice paragraphs to explain the consequences of the Second World War for Britain.