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| Year 9 | **Topic: The rise of the Hitler, life in Nazi Germany and the causes of World War II**  **(Modern History)**  **Period: Autumn 2** |
| **Overview of topic:**  There are events and people in this unit that students may already know about from KS2 but the SOW does add ‘meat on the bones’ to allow students to explore further. Students will gain an understanding of chronology and an overview. They will also look at key events and people in more depth. They will examine the work of cartoonists like David Low, make inferences, consider the utility of sources, consider cause and consequence, and make judgements and compare and contrast. This unit will also place the history of Britain within the context of the wider world and they will see the global nature of the Second World War and this will help them to understand the post-war world. | |
| **Key** **knowledge:**  The causes and key events of the Second World War   * Why was there another World War? * Why didn’t the League of Nations stop Hitler? * Why was there another World War? * Was Appeasement a mistake? * How should we remember Dunkirk as a triumph or a disaster? * Who were the few? The Battle of Britain * Did Britain really stand alone? What role did the British Empire play in the Second World War? * How far did war change health and medicine? * ‘Tearing the heart out of the German army’. Why did Hitler invade the USSR?   The Holocaust:   * No true witnesses * The demolition of man * How did the atomic bombs end the war in the Pacific? * Can the dropping of the atomic bombs be justified?   **Key vocabulary:**   |  |  | | --- | --- | | **Tier 2** | **Tier 3** | | **Analyse**  **Biased**  **Cause**  **Contrast**  **Evidence**  **Explain**  **Infer**  **Interpretation**  **Justify**  **Opinion**  **Provenance**  **Purpose**  **Significance**  **Source**  **Useful** | Allies  Appeasement, Armistice  Aryan  capitalist  censor  censorship communism democracy  democratic demilitarise  dictator  dictatorship disarmament  empire  fascism  foreign policy  Fuhrer  Gestapo  Great Depression, hyperinflation isolationism  League of Nations  Lebensraum  Nationalist  Nazi  persecution propaganda rearmament, reparations  republic  satirical  scapegoat  SS  terror  treaty | | **Key skills:**   * Chronological understanding. * Historical time periods. * Cause and consequence. * The use of historical evidence (sources) * Developing the ability to communicate in writing about the past.   **Know how to…**   * Make inferences and evaluate the utility of sources. * Assess the diverse range of experiences during the First World War, the 20s and the 30s. * Analyse interpretations of history. * Write developed explanations. |
| **Co-curricular opportunities: *(ASPIRE Day, Careers, clubs, competitions etc)***  History Film club – Horrible Histories: The Rotten Romans  History book club – to be decided. | **Key reading skills taught *(clarify, question, summarise, predict)* and key texts:**   1. Teaching subject specific vocabulary:  * Spelling and meaning tests using the vocabulary on knowledge organisers. * Vocabulary games, such as dominoes, bingo, taboo.  1. Lifting from the text e.g. keywords in assessment questions. 2. Promoting reading fluency:  * Teacher modelling * Whole class reading * Paired reading  1. Variety of texts – textbooks, plays, sources, historical fiction, scholarship, etc. 2. Guided reading to help students to develop: note-taking skills, read for meaning, summarise and analyse text.   **Wider Reading Opportunities/Links:**  Historical fiction:  The Book Thief by Markus Susak  A Salt to the Sea by Ruta Sepetys  The Boy in the Striped Pyjamas by John Boyne  **Non-fiction:**  The school library has a wide choice of history non-fiction books. For example:  Greg Jenner, You are history!  David Olusoga, Black and British  Horrible Histories – Frightful First World War, Woeful Second World War.  **Biography:**  ***Testament of Youth* by Vera Brittain**  –A young woman’s story of love, loss and the struggle to live in and beyond the First World War.  The Past is Myself by Christabel Beilenberg |
| **How can I use this information at home?**   * Conversation starters with your children to discuss their learning * Support your child in carrying out independent research around the topic * Visit your local library (or BorrowBox), museums, or other locations to explore the topic * Promote books/other texts that explore this topic (see reading section) * Help your child to learn the key vocabulary | |