

Long-term planning

History - Year 9

Year 9	Autumn term 1 World War One	Autumn term 2 Interwar Years and Nazi Germany	Spring term 1 World War Two	Spring term 2 The Holocaust	Summer term 1 End of the Empire	Summer term 2 Twentieth Century World
The main themes and concepts students will know include: War, conflict, democracy, dictatorship, socialism, genocide, independence, Civil Rights,	Students will know					
	<ul style="list-style-type: none"> • The context of the First World War. • Why Britain has been involved in so many conflicts over the last 100 years. • Causes of the First World War; both short- and long-term. • Great Power rivalry and the Alliance System. • How the assassination of the Archduke Franz Ferdinand sparked world war. • The concept and failure of the Schlieffen Plan. • How to evaluate different pieces of historical evidence to draw a conclusion: <i>Case of Harry Farr</i>. 	<ul style="list-style-type: none"> • The aims of the Big Three at the Paris Peace Conference. • The terms of the Treaty of Versailles and how they set Germany up for failure in the future. • Who was most and least happy of the Big Three and the reasons behind this. • The German reaction to the Treaty of Versailles and the successes and failures of the League of Nations. • The rise and 'threat' of communism and how fascist ideas helped to cause conflict. • The reasons for Nazi growth in the 	<ul style="list-style-type: none"> • The key causes of the outbreak of the second World War. • Key events both from a warfare point of view, but also how the war impacted the lives of everyday people. • How to question whether appeasement was the correct policy for the British government to follow. • Key Second World War events and developments, linked to the idea of wartime resilience. • How to debate the American use of the atomic bomb in 1945 to draw a conclusion. • The consequences of 	<ul style="list-style-type: none"> • The reasons for Nazi growth in the late 1920s and early 1930s. • How Hitler consolidated his power over Germany and the reason for his hatred of the Jews and other ethnic minorities. • How Jews and ethnic minorities were persecuted in Nazi Germany. • About the horrendous conditions for those in concentration and extermination camps. • Of the importance in remembering and commemorating the victims of the Holocaust. 	<ul style="list-style-type: none"> • How and why the British Empire declined after the Second World War. • And apply complex understanding of differing interpretations of Empire. • How to evaluate how the British lost the right to govern India in 1947. • Why India was partitioned and how this shape the world we live today. • About the Windrush generation and how they were treated when they arrived in Britain. 	<ul style="list-style-type: none"> • How the Cold War developed and the impact it had on the wider world. • The importance of the Space Race, in terms of the effects of the Cold War and evaluate evidence come to a sustained justification. • The issue of race in the USA and how African Americans were deemed as 2nd class citizens. • How African Americans were treated and the varying responses and opposition to this. • About the US involvement in the Vietnam War and its consequences. • How terrorism has, unfortunately,

	<ul style="list-style-type: none"> Recruitment, conscription and conscientious objectors impacted the War. Why soldiers carried on fighting in the trenches. Of the contribution of British Empire troops to the war effort. How civilians' lives were affected on the Home Front. How to assess whether the negative impact of the First World War outweigh the positive impact. 	<p>late 1920s and early 1930s.</p> <ul style="list-style-type: none"> How Hitler consolidated his power to be elected in 1933. 	<p>Hiroshima, namely the Cold War conflict between the USA and the Soviet Union.</p>			<p>shaped our modern world, and the importance of challenging it.</p>
Students will know how						
	<ul style="list-style-type: none"> To independently research To identify and assess causation To write complex historical narratives To structure and formulate essays involving the analysis of complex concepts. 	<ul style="list-style-type: none"> To historically debate e.g., was appeasement the right policy? To analyse political cartoons and propaganda; both British and foreign. To show understanding of wartime chronology. Interpret historical interpretations. 	<ul style="list-style-type: none"> Understand different historical interpretations Demonstrate source analysis. Show and demonstrate judgement skills. Identify change and continuity over time. Understand significance. 	<ul style="list-style-type: none"> To understand change and continuity over the century. Show an understanding of significant events and how they shaped our modern world. Analyse sources confidently to assess reliability. Understand why there are different 	<ul style="list-style-type: none"> Show empathy to historical events. To understand change and continuity. To be able to identify causes of key events. To show an understanding of significance, and importance. To show how to utilise different 	<ul style="list-style-type: none"> To show an understanding of significance, To analyse sources confidently. To formulate independent judgements. To show confidence in utilising chronology within work.

	<ul style="list-style-type: none"> To analyse of British wartime propaganda. To reach a clear judgement using the historical evidence presented. 	<ul style="list-style-type: none"> Support and explain interpretations with accurate and well-selected supporting evidence. 	<ul style="list-style-type: none"> To evaluate the impact of the Second World War on British society: impact on children, women and elderly men – SMSC. To discuss the question: was Britain correct to get involved in a second World War in 30 years? To analyse and discuss interpretations of the Second World War and its role in the idea of modern Britain. 	<p>interpretations of the same event.</p> <ul style="list-style-type: none"> Show empathy to historical events. Understand historical significance, and how events had an impact. To analyse contemporary accounts and personal stories e.g., holocaust survivor accounts To understand complex views of different historians and the origins, history, and development of anti-Semitism To balance experiences of Jews in Europe before, during and after the Holocaust. To make links between the Holocaust and Nazi ideology e.g., Aryan supremacy. To be confident with key Second World War events and developments, linking to the idea of wartime resilience. 	<p>historical interpretations and formulate an argument.</p> <ul style="list-style-type: none"> To make comparisons and form judgements, especially comparison of key people, events, and developments. To make links between historical events and contemporary issues 	
Vocabulary and the concepts they link to						

Militarism, imperialism, nationalism, alliance, court martial	Dictator, Tsar, revolution, Communism, Fascism, Democracy, Collectivisation, purge	Homefront, Blitzkrieg, rationing, evacuation, atomic, nuclear, radiation	Genocide, persecution, ghetto, concentration camp, Antisemitism, perpetrator	Windrush, emigration, empire, independence	Communism, Cold War, Civil Rights, segregation, racism, terrorism
Assessment					
Explain why war broke out in Europe in 1914.	General Haig butcher of the Somme? How far do you agree?	Explain why Hitler became the Chancellor of Germany in January 1933.	Narrative account of the evacuation of Dunkirk	Knowledge test	End of Year exam
Diversity and development of cultural capital					
An insight into why Britain has been involved in so many conflicts over the last 100 years. An understanding of the complex way in which the First World War started.	Year 9 Citizenship Political ideologies Comparative system Link to GCSE History Weimar and Nazi Germany	Mutual Respect: Pupils will look at how, during a time of national emergency, the British work together. This will be highlighted through looking at evacuation and the Home Guard.	Tolerance: Pupils will discuss key concepts such as: What is anti-Semitism and what were the effects on the Jews of Europe? Mutual Respect: The dangers of a lack of respect for other religions and cultures	Mutual respect and the understanding of culture and its roots in the UK International Day Against Homophobia, Transphobia and Biphobia	Mutual Respect: Pupils will look at the problems of a racist society and government. Tolerance: Pupils will also look at the US government's lack of tolerance for Communism and Socialist ideas.
An understanding of how British foreign policy changed in the early twentieth century.	Rule of Law: Life in Nazi Germany – what happens when the law is controlled by one man?	Holocaust Memorial Day	World Book Day World Poetry Day		
Notice the changing nature of warfare in the early twentieth century and attitudes to war before, during	SMSC - to discuss how the country has addressed the question of remembrance and debate around the relevance of remembrance in the 21st century	National Storytelling week Valentine's Day			

	and after the First World War.	Remembrance Day				
	European day of Languages.	International day for the abolition of slavery				
Cross-curricular opportunities and enrichment						
	English GCSE and war poems	Anti-bullying week	Safer Internet Day	National Careers Week	Earth Day	History Film Club: Hidden Figures
	Local history	Entrepreneurship Week-	National Apprenticeship Week	British Science Week	History film club- Twelve years a slave	Link to Year 8 The British Empire in India
	Imperial War Museum	Whilst studying this module pupils will develop skills which	NSPCC Number Day	Pi Day		British involvement in the slave trade
	Salford First World War Battlefields	will allow them to peruse careers in the following industries: Culture sector, business	History film club: Goodnight, Mr Tom	History film club: Boy in the striped pyjamas		Black Lives Matter
	Western Front Association competitions:	management, law, policing, teaching, data analysis, archive management and the military.	Potential trip to the Imperial War Museum North			
	Animals at War		Memorial Day commemorative event at school and with the Stalybridge community			
	The First World War in our local area- Westhill boys	History film club: War Horse Potential trip to the Imperial War Museum North Use of World War One artefacts to bring History into the classroom.	Link to Year 9 Computing Cybersecurity- reference to Alan Turing.			