

Subject:	History	Year	9	Ability	All
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Term / Date(s)	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6 – 12 lessons
Topic	World War 1	Russian Revolution 1917	Germany between the wars – Weimar and Nazi Germany	The Holocaust	WW2	Britain and the wider world in the 20 th Century
Pupils will learn...	<p>Unit Enquiry: How did different people experience WW1?</p> <p>This will include:</p> <p>Who were the Great Powers and was Britain prepared for war.</p> <p>That causes of events can be judged based on their importance and that causes can link from the long term to the short term.</p> <p>The impact of World War 1 on different people in different ways.</p> <p>How and why have historical interpretations of Douglas Haig changed over time?</p>	<p>Unit Enquiry: How did society change in Russia between 1900-1939?</p> <p>This will include:</p> <p>That causes of events are attributed significance based on their impact on the outcome over time, and that underlying causes can have as much of a significant impact as short term causes.</p> <p>How the Russian Revolution caused the shape and structure of Russian society to change in the 20th century.</p> <p>That global events can have different consequences for different countries.</p>	<p>Unit Enquiry: Why were the Nazi's able to take over Germany?</p> <p>This will include:</p> <p>That the short-term consequences of WW1 had a long-lasting effect on Germany politically</p> <p>Why problems created by the Weimar Republic and its government, because of WW1, eventually led to the rise of extremism in Germany</p> <p>The extent of the impact of the Nazis on the people and groups who lived in Germany</p>	<p>Unit enquiry – How did the Holocaust happen and in what ways was it resisted?</p> <p>This will include:</p> <p>The challenges for Britain, Europe and the wider world 1901 to the present day by studying the events preceding, during and consequences of the Holocaust including an examination of its significance and why we remember</p>	<p>Unit Enquiry: Why did the Allies defeat the Nazis?</p> <p>This will include:</p> <p>The challenges faced by Britain, Europe and the wider world when in conflict during WW2 by studying the significant events and battles, and why the Nazis eventually lost.</p> <p>How historians have interpreted the causes of WW2 in different ways, and that these interpretations are impacted by who made them and when, the purpose or intended audience.</p> <p>Why the Atomic Bomb was dropped, the consequences and aftermath and judgement on whether such actions are ever justifiable.</p> <p>How did WW2 cause the Cold War?</p>	<p>Unit Enquiry: How did different people experience the 20th century?</p> <p>This will include:</p> <p>How did the events of the 20th century impact different groups in different ways?</p> <p>How different were people's experiences of the 20th century world.</p>
Golden Knowledge	<p>Substantive Knowledge Who were the Great Powers?</p> <p>What were the causes of the First World War.</p> <p>How were similar and different the experiences of the soldiers who fought during WW1. Looking at the Western Front, Imperial and Colonial experiences.</p> <p>Pupils will understand how the First World War ended with the signing of the Armistice on 11 November 1918.</p> <p>Disciplinary Knowledge Pupils will have a gain of historical chronology of events can have multiple interpretations of the event.</p>	<p>Substantive Knowledge</p> <p>What were the problems in Russian society that caused the February Revolution in 1917.</p> <p>How the Bolsheviks took control of Russia between 1918-1924.</p> <p>How Russia was transformed into the Soviet Union and the impact of Stalinisation on the Soviet people from Russia and the other satellites.</p> <p>Disciplinary Knowledge</p>	<p>Substantive Knowledge</p> <p>How did the Treaty of Versailles impact Germany in the 1920s</p> <p>How did the failure of Weimar Germany lead to the rise of extremism?</p> <p>Did the German people accept living under Nazi rule?</p> <p>Disciplinary Knowledge To look at causes and consequences of the Treaty of Versailles, international politics and economic problems.</p> <p>To make inferences and analyse primary sources.</p> <p>Evaluate the consequences of the rise of the Nazis.</p>	<p>Substantive Knowledge</p> <p>What is the Holocaust?</p> <p>What were the experiences of victims of the Holocaust?</p> <p>How do we commemorate the victims of the Holocaust and genocides?</p> <p>Disciplinary Knowledge To make inferences and analyse primary sources.</p> <p>To make comparisons between different people's experiences of the Holocaust</p>	<p>Substantive Knowledge</p> <p>What are the key battles in the key theatres of World War II?</p> <p>How were the Axis Powers defeated?</p> <p>Was the use of the Atomic Bomb justified?</p> <p>Disciplinary Knowledge To be able to evaluate interpretations of WW2.</p> <p>To look at significance of key battles and events of WW2.</p> <p>To make judgements on why they are significant.</p>	<p>Substantive Knowledge</p> <p>How has life changed for people living in Britain? Focusing on, living conditions, Women, working class people, health care, disability, LGBTQ+, Travellers and immigration (Windrush and South Asian immigration).</p> <p>What are Living conditions and was life getting better for all people in 20th Century Britain?</p> <p>How have international events influenced people's lives in Britain?</p>

	<p>Understanding the difference between long- and short-term causes.</p> <p>Make a judgement on the causation of WW1.</p>	<p>Understanding the difference between long- and short-term causes.</p> <p>How Russian society changed over time.</p> <p>To make historical judgements.</p>				<p>How similar and different were people's experiences of British life in the 20th Century?</p> <p>Disciplinary Knowledge</p> <p>To identify describe and explain key changes to British society.</p> <p>To make judgements on what was the biggest change.</p>
<p>Components</p>	<p>Pupils will know that World War 1 had long and short terms causes, in order to create links between causes and evaluate the most important cause</p> <p>Pupils will know that World War 1 impacted different people in different ways through the study of</p> <ul style="list-style-type: none"> • Trench warfare • The Home Front (including women's experience) • Global Conflict and colonial troops • Mental illness (shellshock) <p>Pupils will know that interpretations of the leaders of World War 1 have changed over time through focusing on General Sir Douglas Haig</p> <p>Pupils will know that interpretations in history change dependent on nature, origin, purpose and audience through studying Blackadder</p> <p>Pupils will know that there was more than one reason that Germany lost World War 1 in order to evaluate the most important reason</p>	<p>Pupils will know that the Russian Revolution was a combination of underlying tensions in Russia spanning years and short-term causes, to be able to understand how causes connect and evaluate the most important reasons for change.</p> <p>Pupils will know that Russian society changes by studying:</p> <ul style="list-style-type: none"> • Russian society at the turn of the 20th century • The state of Russian society after Bloody Sunday 1905 and impact • The events of February and October 1917 and its implications for Russia and beyond • Comparing leadership of Russia under Lenin and Stalin <p>Pupils will know that there was more than one revolution in Russia, and the interplay between the causes which drove Russia to another revolution in October. They will evaluate the most important reason by examining Trotsky's comments on war and revolution to be able to make their own conclusions.</p>	<p>Students will know that in the aftermath of WW1, Germany had to deal with many problems that had long lasting consequences for Germany and her people:</p> <ul style="list-style-type: none"> - The consequences of the Treaty of Versailles - The Weimar Republic and the problems associated with it - The Weimar crisis and subsequent 'Golden Age' <p>Students will link the above set of circumstances with the Nazi's rise to power and subsequent control the people of Germany:</p> <ul style="list-style-type: none"> - The Nazi's exploitation of events (cause) in Germany that allowed for the path to dictatorship in 1933/34 - Comparing methods of control – terror, propaganda and popular support - The impact of the Nazi's on people's everyday lives (women and education) <p>Students will know that historical sources are useful pieces of evidence in understanding who the Nazi's impacted in Germany.</p> <p>To make inferences about the body of sources and the provenance to be able to analyse sources.</p>	<p>Pupils have a knowledge of what the Holocaust was to address any misconceptions about who was affected by the events</p> <p>The major stages in the evolution of Nazi anti-Jewish policy from persecution to mass murder so that students have a chronological understanding of the evolution of Nazi anti-Semitic policy as well as encouraging them to consider its human impact</p> <p>Pupils will then understand the range of responses to the Holocaust by looking the importance of choices made by ordinary people, whether perpetrators, bystanders, rescuers or other ways in which Jews resisted the Holocaust. This will allow students to explore the complex factors which facilitated the Holocaust by looking at the actions of a wide range of people who in very different ways were confronted with moral choices during the Nazi era</p> <p>Finally, pupils will understand the story to the end of the war and, by implication, beyond. This is to remind pupils that, although the Holocaust ended in 1945, its human impact did not. It does so by focusing on the challenges faced after liberation</p>	<p>Students will know that WW2 had short- and long-term causes, and that these causes can be linked to the consequences of WW1 on Germany and the rest of Europe. They will be able to analyse how the actions of the League of Nations, the actions of Britain and France, and the actions of Hitler caused WW2 and explain the most significant reason.</p> <p>Students will gain a chronological understanding of the significant events of WW2. They will develop their skills at making judgements by deciding if it was a triumph.</p> <p>Progressing chronologically, Students will gain an understanding of the Battle of Britain to begin exploring potential 'turning points' in the war.</p> <p>To explore the concept of 'turning points' further, students will explore three key events that are considered turning points by historians; Pearl Harbour, Stalingrad, and D-Day. Students will explore the significance of these battles in the different arenas of war and how they changed the way the war continued afterwards.</p> <p>Students will demonstrate key disciplinary knowledge of chronological awareness with an identification of links</p>	<p>An overview of the politic situation of the UK and what are the most important political changes for people living in the UK.</p> <p>A look at how Living conditions changed and improved.</p> <p>How have women's rights become more equal.</p> <p>How has life become more equal for minorities?</p> <p>Students will gain an understanding of how politics in Britain has changed between 1945-2016.</p> <p>Students will know that historical events can be judged for their significance based on morality and legality. Students will know that significance is more than 'importance', and that significant events are remarkable, have an immediate and long-term impact on the world and are relevant in learning about how the world we live in today has been shaped.</p> <p>Students will demonstrate the above knowledge by using the disciplinary skill of assessing changes and continuities of Britain between 1945- 2016</p>

				<p>Pupils will develop and consolidate of key disciplinary knowledge of chronological awareness with an identification of links between different events, places and people</p> <p>Pupils will develop and consolidate of key disciplinary knowledge of the causes and consequences of a major historical event, with assessment of their relative importance</p> <p>Pupils will understand how and why the past has been interpreted in different ways, and the ability to assess the validity of these differing interpretations.</p>	<p>between different events, places and people.</p> <p>Students will develop and consolidate key disciplinary knowledge of the causes and consequences of a major historical event, with assessment of their relative importance in assessing how WW2 was won and lost.</p> <p>Students will know that interpretations in history change dependent on their nature, origin, purpose or audience, and will analyse these different perspectives of war</p> <p>Students will know how WW2 ended in the pacific, and the arguments surrounding the use of atomic weaponry.</p>	
<p>What pupils should already know (prior learning components)</p>	<p>Events have more than one cause (Peasants Revolt Y7, English Civil War Y8)</p> <p>Britain built an Empire across the World and by 1900 was the most powerful country in the World (Empire Year 8)</p> <p>Interpretations are based on purpose and audience (Cromwell Year 8)</p> <p>Warfare changed over time (Hastings Year 7, English Civil War Year 8, American Civil War Year 9)</p>	<p>Events can have more than one cause (Y7 Battle of Hastings, Y7 Peasants Revolt), thematic causes of events (Y8 Why Did Parliament win the English Civil War).</p> <p>How society changes with agriculture, industry and technological changes and the impact (Industrial Revolution Y8).</p> <p>WW1 and the involvement of the Russian Empire in WWI.</p>	<p>Events have more than one cause (Y7 Peasants Revolt and Year 8 English Civil War), events have significant causes and judging that significance; long- and short-term causes (Year 9 causes of WW1 and causes of Russian Revolution).</p> <p>Germany has changed from a Kaiser to a democratic republic as a consequence of WW1, as well as the changing political nature of other European powers (e.g. Russia).</p> <p>Warfare has changed and developed through time and has long term consequences long after the battles have stopped (Medieval warfare and Norman Conquest Y7, English Civil War and American Civil War Y8, the technological developments in WW1 Y9).</p> <p>Analysis of sources and explaining what their content reveals to historians about a given topic: Medieval life, Crusades and Henry VIII in year 7, Empires and slavery in year 8. Students can interleave the skills of analysing nature, purpose, origin or audience of interpretations from year 8.</p>	<p>Pupils should be aware of:</p> <ul style="list-style-type: none"> - Rise of fascism and dictatorships in Germany - WW2 (general understanding of who is involved, occupation of Poland) - Nazism - Anti-Semitism 	<p>Events have more than one cause (Y7 Peasants Revolt and Year 8 English Civil War), events have significant causes and judging that significance; long- and short-term causes (Year 9 causes of WW1, causes of Russian Revolution).</p> <p>Historical interpretation can vary dependent on their nature, origin, purpose or audience. The analysis of how and why these differ (interpretations of General Haig Y9).</p> <p>The social, economic and political climate of Europe and the rapid changes of the 1920s and early 1930s: The Wall Street Crash, Weimar Republic, and the rise of fascism and dictatorships. The changing nature of warfare through time with technological developments (Medieval warfare and Norman Conquest Y7, English Civil War and American Civil War Y8, WW1 Y9).</p>	<p>Students will be able to use their causal thinking developed throughout KS3 and use this to help them attribute and evaluate significance.</p> <p>Students will already have made judgements on significant events and people in the past when looking at Empire and Slavery in year 8.</p> <p>That WW2 ended with the defeat of the Axis powers and the aftermath of the war had severe and long-lasting significance for the world.</p> <p>That the USA was a growing superpower in the early 20th century and the significance of the USA's contribution to both World Wars (Year 9).</p> <p>Russia has also grown into a superpower in the early 20th century after the 1917 revolution (Year 9).</p> <p>The prominent competing ideologies of Capitalism vs. Communism and how these opposing ideologies cause tension politically (year 9 – Weimar and Nazi Germany, Russian Revolution).</p>

						How society changed in the Medieval, Early Modern, and Industrial Period focusing on living and working conditions, problems affecting society, developments in science, medicine, technology (Y7 and Y8).
Transferrable knowledge (skills)	<p>Experiences of past events differ dependent on circumstance and the impact of an event can vary in terms of importance, nature and length of impact</p> <p>How to consider an event long and short-term causes and how to evaluate in terms of importance once they are linked.</p> <p>To know that Germany was defeated during World War 1 due to bankruptcy not invasion.</p> <p>To know that Russia surrendered in World War 1 due to the Russian Revolution</p> <p>To consider how and why interpretations are formed and can change over time.</p>	<p>Significance of events differs based on the impact of that event at the time compared to contemporary study, that the importance of events changes based on who is discussing them and their motivations and experiences. The length of impact the event has can help determine its significance. That people will view significance in different ways.</p> <p>How to consider causes thematically and long and short term, and how to evaluate their importance by comparison.</p> <p>To know that Russia underwent massive political, economic and social change in the first half of the 20th century.</p> <p>To know the connection and impact of WW1 and the Russian Revolution and the global consequences.</p> <p>To consider and develop their own historically valid opinions and judgements and create substantiated arguments.</p>	<p>Students can interleave the skills of analysing nature, purpose, origin or audience of sources for use with interpretation analysis of the causes of WW2.</p> <p>To know that short- and long-term causes of events are connected, and that the short-term causes of an event do not necessarily mean they are more important than long term causes due to proximity to the event.</p> <p>To know that huge political upheaval within a country can also be done legally and relatively peacefully, as well as through violent revolt.</p> <p>That people's experiences can be vastly different dependent on their circumstances and that these experiences can happen simultaneously. Evaluating and comparing the impacts of different groups (women, youth, working class, Jews) will vary based on the importance, nature and length of impact.</p> <p>That the Nazis were able to take power in Germany by manipulating popular discontent and exploiting the political instability that was a result of WW1 and the Treaty of Versailles.</p>	<p>Knowledge of genocide, how and why this takes place</p> <p>Understanding of discrimination and how it develops into persecution</p> <p>A knowledge of the different experiences that can take place based on locality</p> <p>Early persecution of Jews e.g. Kristallnacht Nuremburg Laws</p> <p>Chronological awareness with identification of links between different events, places and people.</p> <p>Understanding of the causes and consequences of a major historical event, with assessment of their relative importance.</p> <p>Understanding of how and why the past has been interpreted in different ways, and the ability to assess the validity of these differing interpretations.</p> <p>Critical evaluation and interpretation of different types of historical source.</p>	<p>The changing nature of warfare during major conflict and the impact this has (looking at the Atomic Bomb and Cold War) and how and why technology drives change in the 20th century.</p> <p>How and why the Nazis lost WW2, and the significant implications of Nazi Germany on the rest of Europe and beyond.</p> <p>Understanding of the causes and consequences of a major historical event, with assessment of their relative importance.</p> <p>Understanding and critically evaluate how and why the past has been interpreted in different ways, and the ability to assess these different interpretations based on their nature, purpose, audience or origin.</p>	<p>To know that the consequences of WW2 have had a long-term impact in shaping the world we live in today.</p> <p>To know that the conflict between the USA and Russia is based on ideology, and how this conflict has shaped international relations.</p> <p>To know that society develops and changes over time based on people's attitudes and values, and the progress that certain groups have achieved in fighting for equality to understand why people may still fight for their rights in the world we live in today.</p> <p>To know the different types of terrorism, and that terrorism and extremism are not specific to one place or one group of people.</p> <p>That significant events are judged on their relevance, impact and how remarkable they are in history for what they help us learn or understand about past or present time periods.</p>
Key vocabulary pupil will know and learn	Triple Alliance, Triple Entente, Imperialism, Alliances, Militarism, Nationalism, Assassination, Encirclement, Propaganda.	Revolution, Civil War, Duma/Parliament, autocracy, Tsar, abdicate, Bolshevik, communism New Economic Plan, Serf Industrialisation.	Economic, inflation, reparation, extremism, propaganda, terror, Reichstag, Reichsrat, Republic, dictator, propaganda, indoctrination.	Holocaust, persecution, anti-Semitism, Kristallnacht, perpetrators, collaborators, bystanders, victims, genocide Functionalism Intentionalism	Theatre of War, Turning point, fascism, appeasement, Allies, Axis powers, Blitzkrieg, Atomic Bomb, pacific, historiography.	Labour, National Health Service, Decline, decolonisation, Windrush, Traveller, disability, immigration, Trade Union,
Assessment activities	<p>Knowledge quiz</p> <p>20 mins- Write a clear and organized summary that analyses the impact of WW1 on people's lives.</p>	<p>Knowledge quiz</p> <p>30 mins - How far did Russia change between 1900-1939?</p>	<p>Knowledge quiz</p> <p>15 mins- What can Source A tell us about how the Nazis were able to take power in 1933? Use the source and your own knowledge to support your answer.</p>		<p>Knowledge quiz - Holocaust and WW2</p> <p>25 mins- Interpretations B and C both focus on the causes of World War 2. How far do they differ and what might explain any differences?</p>	<p>Knowledge quiz</p> <p>30 mins- The historian Dr Andrew lacey argued 'The 20 years between 1945 and 1997 witnessed unprecedented change across the British Isles. There was a dramatic rise in prosperity, living standards</p>

						and freedom.' How far do you agree?
Resources available	<p>Shared area lesson resources I:\Humanities\History\Lessons and resources\Year 9\3. Year 9 WW1\Resources for new year 9 WWI</p> <p>Trench life V:\Department Resources\History\They Shall Not Grow Old</p> <p>Textbook – Understanding History Key Stage 3 Pages 204-211</p>	<p>Shared area lesson resources: I:\Humanities\History\Lessons and resources\Year 9\4. Russia</p> <p>Textbook: Challenge and Change pg. 26</p>	<p>Shared area lesson resources: I:\Humanities\History\Lessons and resources\Year 9\5. Germany between the wars</p> <p>Rise of Evil: https://www.youtube.com/watch?v=DIHOsranYRU</p>	<p>All resources are on Shared Area including: I:\Humanities\History\Lessons and resources\Year 9\7. The Holocaust</p>	<p>All resources are available in shared Department area: I:\Humanities\History\Lessons and resources\Year 9\6. Year 9 WW2</p> <p>Textbooks: Challenge and Change Living Through History History in Progress</p>	<p>All resources are saved in the shared department area: I:\Humanities\History\Lessons and resources\Year 9\8. Post 1945</p> <p>Textbooks: Challenge and Change Understanding History KS3 History in Progress</p>
Notes Why this topic is important Why this topic is important...	<p>Subject Knowledge The topic introduces the clear connection between countries across the World.</p> <p>This topic connects the British Empire to the 20th Century and begins to explain how the USA becomes a super power throughout the 20th Century. It also introduces the issues facing Germany following World War 1 which allows the introduction of the desperation in of the 1920s in Germany and the rise of the Right Wing across Europe in response perceived Communist threat eventually leading to the Hitler taking control in Germany.</p> <p>The topic is important to allow students to challenge their prior perceptions of the past and the Eurocentric view of the world through the consideration of the colonial troops. As well as the importance of challenging view of warfare as a male only experience and the glorification of war and violence.</p> <p>The topic is important to the developing nature of warfare to introduce the changes leading to World War 2.</p> <p>Disciplinary Knowledge The topic allows for the development of causal thinking, being able to attribute and explain why one cause is superior to the rest. This is useful in allowing students to develop their opinions and historical judgements and arguments independently.</p> <p>The topic allows students to consider that interpretations are written for a purpose and the content of the interpretations is dependent on the nature, origin, purpose and audience of the interpretation.</p> <p>Links to British Value Rule of Law – Are all laws fair? (conscripton) Respect and Tolerance – Remembering and respecting the fallen. Understanding the Empire’s contribution to the war effort. Democracy – The impact of World War One on the view of women and the right to vote.</p>	<p>Subject Knowledge This topic continues exploring the connection between countries across the world and the impact of global events on specific places.</p> <p>This topic introduces the concept of governing countries through dictatorship and what this may look like for the political system and the people (e.g. Russia under Stalin in the 1930s).</p> <p>This topic is also important because it gives pupils a chance to study a country that is completely different politically and socially to what they are familiar with, and allows them to explore different societal structures and political systems (e.g. the growth of communism). Understanding this then helps pupils explore and appreciate more deeply the growth of right wing political parties and the rivalry that eventually lead to Hitler seizing power in Germany, giving them a wider sense of perspective on politics in the 20th century.</p> <p>This topic will challenge pupils’ misconceptions about Russia, communism and the Soviet Union. Allowing pupils to explore and contrast Russia and its rulers with the rest of Europe allows them to reach judgements on the growth of political violence and prejudice that takes hold in the 20th century.</p>	<p>Subject Knowledge The topic introduces the consequences of war and how nations respond and rebuild as a result of the impact of war. This topic explores the political connections of the influential countries in the early 20th century, and how the USA was developing into an influential world power. This topic connects students study of WW1 and Russia to evaluate how the political and social landscape in Germany (and eventually wider Europe) was changing. This allows students to fully appreciate the gravity of the political and social situation when considering WW2. This topic delves into how the desperate problems faced by the German people allowed Right-Wing extremism to grow and take root in Germany.</p> <p>This topic is important because it allows students to explore the different types of political leadership, in comparison to their learning on the changing nature of monarchical power, democracy, and communist dictatorship (British history thus far; Russian revolution). This will allow students to challenge their misconceptions of ‘democracy’ and ‘dictatorship’, and further explore the impact and experiences of the people who live under dictatorship.</p> <p>Disciplinary Knowledge This topic allows for further causal thinking, being able to understand how events working together can achieve an overall outcome. Students will be able to make a judgement and explain why one cause can be more significant in causing the event. This will allow students to explore their own historical opinions and substantiating their claims independently and coherently.</p> <p>Germany between the wars allows students to consider historical evidence, and how sources can be incredibly useful in revealing the past to historians. Students will also be able to consider how the specific purpose of a source, made on a certain date by a particular group, for an intended audience, can greatly impact on what has been written/created; that this can also be incredibly revealing to historians.</p> <p>Links to British Values</p>	<p>Subject Knowledge: The Holocaust was a defining event in human history whose legacies continue to shape the modern world. The results fundamentally changed the fabric of European society and culture and had global reverberations. Any attempt to properly study the history of Britain, Europe and the wider world must therefore include the Holocaust, a view reflected in the fact that it is the only specific historical event whose study is a statutory requirement of the History National Curriculum for England.</p> <p>Disciplinary Knowledge: Pupils will develop a deeper understanding of the causes and consequences of a major historical event, with assessment of their relative importance.</p> <p>Link to British Values: The Holocaust brought the destruction both of millions of individual human beings and of communities and cultures which had existed in Europe for centuries. Study of their fate – and their lives before they were victims – therefore helps to ensure that they are not forgotten and serves to demonstrate to students the richness and diversity of European societies before the Second World War. It allows students to deepen their respect for the liberties enjoyed by the citizens of the United Kingdom.</p>	<p>Subject Knowledge WW2 is important due to the significant economic, social and political changes that took place in Europe and beyond, and the growing connection of these countries internationally. This topic continues to explain how the USA rose to become a superpower in the 20th century, ahead of students’ study of The Cold War. This topic is also important as it allows students to understand the complexity of politics and warfare, and the truly connected, global nature of the world we live in today. In addition, in order to fully understand the Holocaust students must gain a chronological understanding of the key events of WW2 to be able to fully appreciate the severity.</p> <p>Disciplinary Knowledge This topic allows students to explore the concept of significance and further develop their causal thinking this way. They will be able to identify and explain historical turning points in order to substantiate their judgements on why events happened in a certain way.</p> <p>The topic allows students to consider that interpretations are written for a purpose and the content of the interpretations is dependent on the nature, origin, purpose and audience of the interpretation. It allows students to compare and contrast interpretations.</p>	<p>Subject Knowledge This topic is key to following the story of British Society. This topic aims to show how Britain was changing and becoming more diverse throughout the 20th Century. This is part of the spiral curriculum of KS3. This builds on the foundations of the year 7 and year 8 enquiries of how society changed during the medieval and industrial periods.</p> <p>This topic focuses on various different groups that are minorities in Britain. This includes the LGBTQ+, immigrant communities such as the Windrush generation from the West Indies, and Southeast Asia from Pakistan and India.</p> <p>It will also tackle the issue of equality in the UK and focus on the protected characteristics on the equality act 2010.</p> <p>Disciplinary Knowledge This topic allows students to explore that the concept of significance has a deeper meaning than ‘importance’, and that remarkable past events can play an important role in shaping the world we know. Students will be able to explain the long and short term implications of significant events and people, and attribute how much significance they hold in history; this is based on the remarkable and memorable</p>

<p>Liberty – Freedom of choice over going to war, propaganda and censorship</p>	<p>This topic is important in giving pupils a nuanced view of Europe in the early 20th century, so that they can evaluate the changes and impact that come with WW2.</p> <p><u>Disciplinary knowledge</u> This topic expands students causal thinking, attributing significance to causes in the correct historical context and explaining why one cause is more significant than the other. Students will categorise these causes to allow substantiated judgements and conclusions to be drawn, which is useful in allowing students to develop their own opinions on historical events.</p> <p><u>Links to British Values</u> <i>Rule of Law</i> – revolution: understanding what happens when the rule of law breaks down in a country and the leaders lose control. <i>Tolerance and mutual respect</i> – learning about a vast and completely different culture in Russia and the diverse nature of the Russian Empire. Respecting the differences of other ways of life. <i>Democracy</i> – society under autocratic rule and the consequences for people living in these societies. The impact of the abdication of the Tsar and the promise of democracy from the Provisional Government. <i>Individual liberty</i> – what society was like without freedoms and the impact this can have; impact of protesting and power conflicts over people’s rights (e.g. Bloody Sunday).</p>	<p>Rule of law – how being legally correct does not mean morally correct (Nazis rise to power through the legal and political system rather than revolt) Mutual respect and Tolerance – Respecting other viewpoints, and opinions objectively and considering them critically (understanding why the people of Germany chose to support extremism). Democracy – what it means to live under democratic rule as opposed to dictatorship, how the two political systems compare, the benefits of democratic choice. Individual Liberty – what it means to be ‘free’ and enjoy freedom (e.g. political freedom under the Weimar constitution vs. Nazi fascism). Lack of freedom to make an informed choice through the use of propaganda and terror.</p>		<p><u>Links to British Values</u> Democracy – students explore the concept of democracy politically in contrast with dictatorship, and the conflict between these two ideologies during WW2. Individual Liberty – the value and appreciation we have in our freedom of choice, compared to the experiences of those who would live in wartime. Rule of Law – how rules and laws can change in wartime compared to peacetime.</p>	<p>nature of the significant event/person/country.</p> <p><u>Link to British Values</u> Democracy – students will further explore the relationship between democracy and other political ideologies, and when these can come into conflict with each other. Mutual Respect and Tolerance – students will learn about extremism and how damaging this ideology can be when compared with tolerance and respect of other faiths, cultures and beliefs.</p>
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