

Subject:	History	Year	9	Ability	All
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Term / Date(s)

Topic	WW1	Interwar America (Roaring 20s)	Dictators	LGBTQ+	WW2 + Holocaust
Pupils will learn...	The challenges for Britain, Europe and the wider world 1901 to the present day by studying the causes of WW1, the key features of trench warfare, and the impact of WW1 on people	A study of a significant society or issue in world history and its interconnections with other world developments. The social, political and economic changes that took place in America during the 1920s and 30s	The challenges for Britain, Europe and the wider world 1901 to the present day + study of a significant society or issue in world history and its interconnections with other world developments. The creation and maintenance of dictatorships in the modern period.	A study of a significant society or issue in world history and its interconnections with other world developments. LGBTQ+ history across time and across the world, with a focus on the evidence that historians use for an enquiry.	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
Components	<p>Pupils will begin with an overview of the 20th century and the key changes and developments during this time. This will mean that they can fit WW1 into their wider chronological knowledge and have the key context of the transition between the Industrial and Modern periods before they look at WW1 in depth.</p> <p>Pupils will have a knowledge of MAIN (militarism, alliances, imperialism and nationalism) in order to understand the long-term causes of WW1 and how causes can be interlinked to create an outcome.</p> <p>Pupils will then further develop their knowledge of causes by looking at the assassination of Franz Ferdinand. This is so students can understand the difference between timescales and compare the long-term causes to the short term spark.</p> <p>Pupils will understand why people joined the war through looking at propaganda posters and conscription.</p>	<p>Pupils will understand the concept of the Roaring 20s and the economic boom in America in order to understand the key concept of change. This will also help them to explore similarity and differences as they compare America to European countries in the same time period.</p> <p>Pupils will understand key features of the prohibition laws in order to explore cause and consequences as they focus on the effects of prohibition on the country.</p> <p>Pupils will continue to explore change and continuity by looking at the Flappers and how they represented a change in women's experiences.</p> <p>Continuing with the theme of consequences of Prohibition pupils will now explore why there was a rise in crime, focusing in on Al Capone.</p> <p>Pupils will then understand what brought the 'Roaring 20s' to an end with the Wall Street Crash and Great Depression. Pupils will explore the concept of consequences again by exploring the effects on the economy and society.</p>	<p>Building on their work on WW1 and the interwar period (Roaring 20s, Great Depression) students will now begin a thematic study looking at dictatorships I the 20th century across different countries and times. They will be able to tie their knowledge of WW1 and the interwar period into their learning about Russian and Germany in particular before making comparisons with other dictatorships. The focus is how dictatorships are maintained and the mechanisms of control. To begin with then, it is important for students to understand communism as an ideology as many of the dictatorships of the modern era were based on some form of communism. This lesson is to build this knowledge.</p> <p>Moving on from the key context of what communism is, students will now look at the first communist revolution and setting up of the dictatorship in Russia. Students should understand that dictatorships (often communist ones) are often set up by process of a revolution but will be able to make comparisons later to the democratic</p>	<p>Pupils will begin with a lesson discussing key terminology and key events within LGBTQ+ history in order to provide the key concepts and vocabulary needed throughout the rest of the SOL.</p> <p>Pupils will look at two LGBTQ+ 'icons', Alexander Turing and Joesphine Baker. They will link this to their knowledge of WW2 and will start thinking about the contributions of LGBTQ+ people in history and the importance of representation.</p> <p>Pupils will practice moving backwards and forwards in time by now looking back at Anne Lister. This will allow pupils to explore lesbian history as well as the importance of documents such as diaries to find out about the private lives of people in the past. This will also provide a link to local history.</p> <p>Now that pupils have an understanding of various LGBTQ+ people in Britain/Europe, pupils will now look at other countries worldwide and across time. This will include the two-spirit people of indigenous America, Hijras of India, the Medieval</p>	<p>Pupils will gain a chronological understanding of the significant events of WW2 and how they provide key context for the events of the Holocaust. For example, in order to explore the concept of 'turning points', pupils will explore two key events that are considered turning points by historians; Pearl Harbour and Stalingrad. Pupils 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>Pupils have a knowledge of what the Holocaust was in order 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 antisemitic 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</p>

<p>This is also in order to practice their source analysis skills.</p> <p>Pupils will understand the nature of trench warfare which will allow students to begin exploring the effect of war on people.</p> <p>Pupils will now progress to explore documentary sources from Vera Brittan and Paul Nash in order to practice source analysis and to understand the effect of war on different groups of people and the effect of war on the landscape.</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>process that other dictatorships do to establish control.</p> <p>Students will now continue looking at Russia's dictatorship focusing on Stalin's rule. They will explore key ideas that are elements of many dictatorships such as a personality cult, terror (purges), censorship, propaganda. This will enable them to make effective comparisons to other dictatorships later.</p> <p>Moving onto another example of a dictatorship (this time fascist) students will begin looking at Nazi Germany. They will be able to draw on their previous knowledge of Mussolini and Italy, but now start making comparison between a fascist and communist dictatorship. Similar themes of propaganda, police states, censorship will be covered so that students can understand what life was like under the Nazis.</p> <p>Pupils will have an understanding of the key features of the 1930s, such as the Great Depression and appeasement in order to understand the causes of WW2 and how causes can be interlinked to create an outcome.</p> <p>Pupils will develop knowledge of a another fascists dictator, Franco and how the bombing of Guernica during the Spanish Civil War could be considered a form of terror.</p> <p>Pupils will compare other dictatorships (especially communist ones) to the one set up by Mao in Chian. This will include a look at the forms of control such as propaganda, censorship etc. through events such as the Cultural Revolution.</p>	<p>Muslim rulers of Spain, and the practices of the ancient world. This will allow pupils to see that LGBTQ+ people have existed across the world and across time and have been a part of many different cultures.</p> <p>Linking to the evidence base available, pupils will now look at the places where LGBTQ+ people could express themselves openly through time. This will include Molly houses, Fire Island, private homes, and the importance of cities. Pupils will be able to explore the reasons why it is hard to find out about LGBTQ+ people and link to the various social, cultural and economic factors within each time period.</p> <p>Pupils will now focus in on one aspect of LGBTQ+ history, the history of drag. This will include Shakespeare (and theatre), drag balls, all the way up to drag race. It will also include a discussion of how drag has influenced language today (e.g. slay) and the intersections between LGBTQ+ people and people of colour etc.</p> <p>Pupils will now look at a significant event in LGBTQ+ history, the Stonewall Riots. This will allow pupils to explore significance and make links to other civil rights movements that they have looked at.</p> <p>Pupils will now move further towards the modern day by looking at the AIDS crisis focusing on interviews of people who lived through it. This will allow pupils to see how the public and government responded to this crisis and the impact that it had on LGBTQ+ people.</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,</p>	<p>others 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>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>
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What pupils should already know (prior learning components)	<p>Pupils should be aware of:</p> <ul style="list-style-type: none"> - The British empire - Industrialisation in Britain and across the world - The scramble for Africa 	<p>Pupils should be aware of:</p> <ul style="list-style-type: none"> - WW1 and the armistice 	<p>Pupils should be aware of:</p> <ul style="list-style-type: none"> - WW1 and the armistice - The Treaty of Versailles - Mussolini - Roaring 20s 	<p>Pupils should be aware of:</p> <ul style="list-style-type: none"> - The different time periods and the social, cultural and economic factors involved in each one. 	<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
Transferrable knowledge (skills)	<p>An understanding of the consequences of WW1 on Europe and beyond.</p> <p>Critical evaluation and interpretation of different types of historical source.</p> <p>Understanding of the causes and consequences of a major historical event, with assessment of their relative importance.</p> <p>Deployment and development of appropriate historical vocabulary</p>	<p>An understanding of the connections between social, economic and political changes and effects.</p> <p>An understanding of the key features of the Great Depression on society and economies of the world.</p> <p>Understanding of the causes and consequences of a major historical event, with assessment of their relative importance.</p>	<p>An understanding of the connections between social, economic and political changes and effects.</p> <p>An understanding of how WW2 is caused.</p> <p>Deployment and development of appropriate historical vocabulary</p> <p>An understanding of the key second order concepts of change and continuity, similarity and difference, significance, causes and consequence.</p>	<p>An understanding of the connections between social, economic and political changes and effects.</p> <p>Deployment and development of appropriate historical vocabulary</p> <p>A strong chronological understanding that allows students to effectively move backwards and forwards through time.</p> <p>An understanding of the key second order concepts of change and continuity, similarity and difference, significance, causes and consequence.</p>	<p>An understanding of the key events of WW2 and its impact on Europe and beyond.</p> <p>Deployment and development of appropriate historical vocabulary</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>

	An understanding of the key thematic components of conflict, empire, government.	An understanding of the key second order concepts of change and continuity, similarity and difference. An understanding of the key thematic components of society, gender and economy.	An understanding of the key thematic components of society, government, economy, empire, conflict, individuals.	An understanding of the key thematic components of society, culture, individuals, gender and sexuality, government, conflict etc.	Early persecution of Jews e.g. Kristallnacht Nuremberg Laws Chronological awareness with identification of links between different events, places and people. Understanding of the causes and consequences of a major historical event, with assessment of their relative importance. Understanding of how and why the past has been interpreted in different ways, and the ability to assess the validity of these differing interpretations. Critical evaluation and interpretation of different types of historical source.
Key vocabulary pupil will know and learn	Militarism, Alliance, Imperialism, Nationalism, Enlist, Propaganda, Conscription	Interwar, social. Economic, political, Prohibition, Flappers, Depression	Dictator, democracy, communism, fascism, propaganda, censorship, terror, personality cult, gulag, concentration camp, police state	Gender, LGBTQ+, heterosexual, homosexual, drag	Holocaust, persecution, anti-Semitism, Kristallnacht, perpetrators, collaborators, bystanders, victims, genocide
Assessment activities	<ul style="list-style-type: none"> - Source analysis task - Second order concepts writing task (focus cause and consequence) 	<ul style="list-style-type: none"> - Source analysis task - Second order concepts writing task (focus on similarity and difference/change and continuity) 	<ul style="list-style-type: none"> - Second order concepts writing task (focus on similarity and difference) 	<ul style="list-style-type: none"> - Writing task based on the evidence base. 	<ul style="list-style-type: none"> - Second order concepts writing task (focus significance)
Resources available	All resources are on Shared Area including: <ul style="list-style-type: none"> - SOL document - Lesson Powerpoints and resources - Teacher Guides - ETA info 	All resources are on Shared Area including: <ul style="list-style-type: none"> - SOL document - Lesson Powerpoints and resources - Teacher Guides - ETA info 	All resources are on Shared Area including: <ul style="list-style-type: none"> - SOL document - Lesson Powerpoints and resources - Teacher Guides - ETA info 	All resources are on Shared Area including: <ul style="list-style-type: none"> - SOL document - Lesson Powerpoints and resources - Teacher Guides - ETA info 	All resources are on Shared Area including: <ul style="list-style-type: none"> - SOL document - Lesson Powerpoints and resources - Teacher Guides - ETA info
Notes Why this topic is important Why this topic is important...	Subject Knowledge: The 20 th century is categorised by political changes, declining and rising superpowers, war and revolutions. This topic connects the British Empire to the 20 th Century and WW1 is a pivotal turning point in world and British History which establishes the nature of the 20 th century. Its consequences are far -reaching across the world and the legacy of WW1 is felt in all the other topics studied by students in the 20 th century (Russian Revolution, interwar years, WW2).	Subject Knowledge: The 1920s and 1930s represent important transitional years being interwar. They feel the legacy of WW1 while also allowing for the important developments that helped to cause WW2 such as the Great Depression and the rise of fascism. Students also need to be aware of the key features of non-European societies to broaden their understanding of the world history and how it can interconnect with other developments. Disciplinary Concepts:	Subject Knowledge: Many historians discuss the modern period as being an age of dictators, studying this topic allows students to engage with this idea. It will also allow students to make connections between all the topics they have studied so far (WW1, Roaring 20s etc.) and see the links in to WW2. It also represents more of a thematic study to allow students to practice centering their knowledge of key concepts across various different times and places in the world. Disciplinary Concepts:	Subject/Disciplinary Knowledge: Pupils will develop their chronological knowledge by this thematic study which will allow them to practice moving backwards and forwards through time and linking their existing knowledge of time periods to a new perspective. Studying LGBTQ+ history allows for the curriculum to be more representative while also allow for meaningful discussions about the problems of the evidence bases available for each time period. This topic also allows students to explore the intersections between different groups in society e.g. people of colour, and members of the LGBTQ+ community, women etc.	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. Disciplinary Knowledge:

	<p>Disciplinary Concepts: The topic allows for the development and consolidation of key themes that are continually returned to such as conflict, government, empire. The heavy focus on sources throughout this topic allows students to develop their analysis of this disciplinary concept.</p> <p>Link to British values: This topic helps to develop British values with its ties to Remembrance.</p>	<p>Pupils will develop a deeper understanding of the key second order concepts of change and continuity, similarity and difference, cause and consequences.</p> <p>Link to British values: This topic helps students to understand the concepts of individual liberty especially with regards to the changes to women.</p>	<p>Pupils will develop a deeper understanding of the key second order concepts of similarity and difference. Alongside this, it will allow students to consolidate their knowledge of key themes such as government, society, economy, and key individuals.</p> <p>Link to British Values: This topic will allow students to develop their respect for democracy and the rule of law.</p>	<p>Link to British Values: This topic will help students to develop mutual tolerance and respect for others.</p>	<p>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>
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