


Department	HISTORY Year 9	
Key Stage	3	

Unit Title 1	Why This Is Important and Why Is It Taught at This Point?
Holocaust	<p>This is a statutory part of the National Curriculum. It is taught at the start of year 9 as they will have studied the dictatorship of Adolf Hitler. It links to the ways in which certain scenarios can be used by people in power to further their agenda and the impact of propaganda and fear in allowing this to continue. This topic links to the GCSE topic of Germany 1895-1945, in which students look again at the impact of Nazi policies on the people of Germany and 'Greater Germany' during the war.</p> <p>This topic is primarily the historical study of the systematic, bureaucratic, state-sponsored persecution and murder of six million Jews by Nazi Germany and its collaborators.</p> <p>It also provides a starting point to examine warning signs that can indicate the potential for mass atrocity. This study raises questions about human behaviour and our capacity to succumb to scapegoating or simple answers to complex problems in the face of vexing societal challenges. The Holocaust illustrates the dangers of prejudice, discrimination, antisemitism and dehumanization. It also reveals the full range of human responses - raising important considerations about societal and individual motivations and pressures that lead people to act as they do - or to not act at all.</p>

Dates Delivered & Unit Title	End Points / Curriculum Related Expectations (CREs)	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method Course guides and Reading
Year 9 Autumn  Holocaust	<b>Knowledge and understanding</b> – Students will know the way in which the Jews lived before the Holocaust.	What was the Holocaust? <ul style="list-style-type: none"> <li>Overview and Definitions</li> </ul> Who were the Jews of Europe before the Second World War? <ul style="list-style-type: none"> <li>Dispelling myths and misconceptions</li> </ul>	Evaluation of interpretations	

What the Holocaust consisted of and what other groups were targeted.

**Cause and Consequence** – Students will be able to give misconceptions used by the Nazis to excuse their genocide. Students will be able to explain the consequence of the Holocaust on the Jewish population and on the other groups targeted.

**Significance / impact**

Students will be able to give judgements of who could be held responsible for the Holocaust.

**Change and continuity** –

Students will be able to describe changes made to the lives of the Jewish population by the Nazis.

**Source analysis and interpretation analysis** –

Students will be able to use knowledge to evaluate an interpretation or a source.

<ul style="list-style-type: none"> <li>• Traditional and non-traditional Jewish Life</li> <li>• Nationalism before religion</li> </ul>
<p>What prejudice did Jews face?</p> <ul style="list-style-type: none"> <li>• Actions against the Jews</li> <li>• Reasons given</li> <li>• Change in 20<sup>th</sup> Century</li> <li>• Key figures – Albert Einstein</li> </ul>
<p>Who were the Nazis?</p> <ul style="list-style-type: none"> <li>• Life under Nazi control</li> <li>• How they came into power</li> </ul>
<p>Who did the Nazis see as enemies and how did they treat them?</p> <ul style="list-style-type: none"> <li>• Groups persecuted by the Nazis.</li> </ul>
<p>How did life change for German Jews?</p> <ul style="list-style-type: none"> <li>• Antisemitic laws</li> <li>• Nuremberg laws</li> </ul>
<p>How were Jews affected with the creation of 'Greater Germany'?</p> <ul style="list-style-type: none"> <li>• Takeover of Austria and Czechoslovakia</li> <li>• Kristallnacht</li> </ul>
<p>What happened at the start of the Second World War?</p> <ul style="list-style-type: none"> <li>• Ghettos</li> <li>• Experiences in different occupied countries</li> <li>• Einsatzgruppen</li> </ul>
<p>What was the 'Final Solution'?</p> <ul style="list-style-type: none"> <li>• Death camps</li> <li>• Wannsee conference</li> </ul>
<p>Liberation</p> <ul style="list-style-type: none"> <li>• When and by who</li> <li>• Conditions found</li> </ul>
<p>Resistance</p> <ul style="list-style-type: none"> <li>• Types and examples</li> </ul>
<p>Who was responsible?</p> <ul style="list-style-type: none"> <li>• Different groups of people and individual</li> <li>• Actions of people</li> <li>• Discussion / judgement of responsibility</li> </ul>

Knowledge and understanding of key individuals and events.

Understanding of change and continuity of life during the Nazi rule.

Understanding the causes and consequences of the Holocaust.

Classwork is completed with success criteria

End of Unit assessment

Class links for teams will have booklets

<https://www.bbc.co.uk/bitesize/topics/zk94jxs>

<https://www.iwm.org.uk/history/what-was-the-holocaust>

Unit Title 2	Why This Is Important and Why Is It Taught at This Point?
Roaring 20s	<p>This topic aims at helping ensure students have the understanding and background knowledge that will help in GCSE years. It also helps develop World History knowledge.</p> <p>This topic will again support the knowledge students have of political ideas.</p> <p>Students will be able to see what the 20's were in the previous century! This is also following a flu pandemic and how the world recovered. Students will gain knowledge of how businesses work and the impact across society with a brief outline of the stock exchange and the cycles of prosperity and depression.</p> <p>Students will recap knowledge of how society has been divided through ideas of 'race' and wealth.</p>

Dates Delivered & Unit Title	End Points / Curriculum Related Expectations (CREs)	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method Course guides and Reading
Year 9 Spring term  Roaring 20s	<p><b>Knowledge and understanding</b> – Students will know what life was like in the 1920s. They will study the development of culture and technology as well as the development of consumerism and the stock Market</p> <p><b>Cause and Consequence</b> – Students will be able to give reasons for the advancement in consumerism and prohibition. Students will be able to explain how prohibition led to an increase in organised crime.</p> <p><b>Significance / impact</b> Students will be able to give judgements of importance of different factors across events including the</p>	<p>Political ideas in America</p> <ul style="list-style-type: none"> <li>• Republicans</li> <li>• Democrats</li> </ul> <p>Isolationism and its affects</p> <ul style="list-style-type: none"> <li>• USA during the First World War</li> <li>• USA after the First World War</li> <li>• Economic boom</li> </ul> <p>Prosperity in the USA: Mass production and consumerism</p> <ul style="list-style-type: none"> <li>• Hire purchase</li> <li>• Mass production</li> <li>• Cycle of prosperity</li> </ul> <p>Entertainment</p> <ul style="list-style-type: none"> <li>• Jazz</li> <li>• Cinema</li> <li>• Dance</li> <li>• Crazes</li> </ul> <p>Divided Society</p> <ul style="list-style-type: none"> <li>• Segregation</li> <li>• KKK</li> </ul>	<p>Evaluation of interpretations / sources</p> <p>Knowledge and understanding of key individuals and events.</p> <p>Understanding of change and continuity within the 20s including technology and attitude to consumerism</p> <p>Understanding the impact of the political decisions of America during and after the First World War</p>	<p>Classwork is completed with success criteria</p> <p>End of Unit assessment</p> <p>Class links for teams will have booklets</p>

<p>influence of racism and the stock market collapse.</p> <p><b>Change and continuity –</b> Students will be able to describe changes of the way that society accepted different groups of people.</p> <p><b>Source analysis and interpretation analysis –</b> Students will be able to use knowledge to evaluate an interpretation or a source.</p>	<ul style="list-style-type: none"> <li>• Melting Pot</li> </ul>	<a href="https://www.history.com/topics/roaring-twenties/roaring-twenties-history#:~:text=The%20Roaring%20Twenties%20was%20a,percent%20from%201922%20to%201929.">https://www.history.com/topics/roaring-twenties/roaring-twenties-history#:~:text=The%20Roaring%20Twenties%20was%20a,percent%20from%201922%20to%201929.</a>
	<p>Prohibition</p> <ul style="list-style-type: none"> <li>• Causes</li> <li>• Consequences</li> <li>• Organised crime</li> </ul>	
	<p>Young people</p> <ul style="list-style-type: none"> <li>• Fashion</li> <li>• Flappers</li> <li>• Women</li> </ul>	
	<p>Stock exchange Collapse</p> <ul style="list-style-type: none"> <li>• Causes</li> <li>• Consequences.</li> </ul>	

Unit Title -3	Why This Is Important and Why Is It Taught at This Point?
What was the Cold War?	<p>In this unit, we are going to look at the aftermath of the Second World War and understand the major event of the cold war. We will develop understanding of Proxy wars and why technological developments have led to more tension but reduction direct combat in many areas.</p> <p>This topic helps the students understand the work of the UN, and NATO which will help them understand some of the events leading to the Russo-Ukraine War.</p>

Dates Delivered & Unit Title	End Points / Curriculum Related Expectations (CREs)	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method Course guides and Reading
Year 8 Spring Term  WWI	<b>Knowledge and understanding</b> – Students will know how the Cold War was different and the proxy wars related to it.	<p>Communism and Capitalism</p> <ul style="list-style-type: none"> <li>• Political ideas of USA and USSR</li> <li>• Expansion of ideologies at end of World War One</li> </ul> <p>Causes of the cold War</p> <ul style="list-style-type: none"> <li>• Russian Sphere of Influence</li> </ul>	Evaluation of interpretations / sources	Classwork is completed with success criteria

