

Title: The First World War

[History, Year 9 unit 1 of 4]

What previous learning am I building on?	
Key first and second order concepts, e.g.: - Empire; industrial revolution; infantry; cavalry; propaganda - Cause/consequence - Source/interpretation	By the end of this unit, I will: - Understand key history words, such as: <i>militarism; alliances; Triple Entente and Triple Alliance; imperialism; nationalism; propaganda; trench warfare; shell shock.</i> - Know what happened during the First World War and why Britain and its allies won. - Be able to use this knowledge to analyse sources and describe key events and issues relating to WW1
Learning Journey – lesson title and main activities	
1. Why did the First World War start? Long term causes • ‘What was the Alliance System?’	
2. Why did the First World War break out? Short-term causes and the assassination of Franz Ferdinand. • Why did the assassination of Franz Ferdinand trigger WW1?	
3. An Overview of the First World War • What were the main theatres (areas of conflict) in WW1?	
4. The front line – what was the typical experience of a soldier in the trenches? • What was fighting like for men in the trenches on the Western Front? • Why was there a stalemate on the Western Front?	
5. Why was Harry Farr killed? • Was Harry Farr a coward, or someone suffering from Shell shock?	
6. Soldiers of Empire • Why soldiers from the British Empire fight for Britain in WW1? • What contributions did they make?	
7. How did ‘Poppy Day’ start? • How did WW1 come to an end? • How and why is WW1 remembered?	
8. How did countries try to avoid more wars? • What was the Treaty of Versailles? • What was the League of Nations?	
9. Assessment lesson	

How will I be assessed at the end of this unit?			
Key words; Explain the causes of the First World War; Analyse one source on the Trenches			
How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
Reading chapters from the textbook. Using knowledge and inference skills to analyse sources and interpretations.	1. 'Joining up' 2. 'Weapons of War' 3. 'Medicine' 4. 'The Home Front' 5. Assessment prep	IWM videos	BBC Bitesize

Nazi Germany

[History, Year 9, unit 2 of 4]

What previous learning am I building on?		What am I learning that is new?	
Key first and second order concepts, e.g.: Dictatorship Cause & Consequence Interpretation / Comparing sources		By the end of this unit, I will: - Understand key history words such as; democracy, dictatorship, hyperinflation, antisemitism, fascism, propaganda, power. - Know what the Treaty of Versailles was and why it was significant, how Hitler came to power. - Be able to use sources to understand this area of history and describe events leading to WW2.	
Learning Journey – lesson title and main activities			
1. What are democracies and dictatorships? - What is a dictator? - What are the differences & similarities between Hitler and Stalin?			
2. What was the Treaty of Versailles and how did this lead to problems for Germany in the 1920s? - Impact of the TOV on German lives. - Why did Germany feel they had been ‘stabbed in the back’			
3. What was the Treaty of Versailles and how did this lead to problems for Germany in the 1920s? - What was hyperinflation and how did this occur as a result of the TOV? - How did the changes in German territory/borders lead to a fear of Communism?			
4. Who was Hitler and how did he rise to power? - Hitler the hero / the patriot / the orator / the leader			
5. How did the Nazi party rise to power? - Leadership & Propaganda - The SS			
6. How did the Nazi party change life in Germany? - Youth - Women - Workers - Jews			
7. Why were the Jewish population scapegoated? - Historical prejudice - Threat to German Identity - Attacks on the Jewish population			
How will I be assessed at the end of this unit?			
Key terms; Explain the importance of the TOV; Describe life in Nazi Germany for two groups.			
How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
Reading from the textbook. Using knowledge and inference skills to analyse sources and interpretations. Spellings & Definitions.	Key term revision. Key content revision. Key content quiz questions. Analysing propaganda posters.	Linked documentaries. Visit the IWM. Wider reading linked to topics.	BBC Bitesize. Library.

The Holocaust

[Subject, Year group, unit 3 of y]

What previous learning am I building on?	What am I learning that is new?		
Source interpretation	By the end of this unit, I will: - Understand [vocabulary, concepts] - Know [factual content] - Be able to [skills]		
Learning Journey – lesson title and main activities			
1. Had the Jews been persecuted before the Holocaust - How had the Jewish people been persecuted in Europe? - Why did Hitler want to persecute the Jews?			
2. How did antisemitism spread throughout Europe? - What happened during Kristallnacht?			
3. What happened at the camps? - What happened in the death and concentration camps? - How do I interpret a source?			
4. What was the ‘escape from Sobibor?’ - What happened at Sobibor? - Is ‘Escape from Sobibor’ useful for a historian studying the Holocaust?			
5. Same as above			
6. Who was responsible for the Holocaust? - Exploring the roles of the bystanders, perpetrators and collaborators.			
7. Assessment			
How will I be assessed at the end of this unit?			
Key terms; analyse a source on arrival at a death camp; Who was most responsible?			
How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
Reading accounts of holocaust survivors and experiences e.g during kristallnacht	Key term revision for testing in class; carousel key content revision.	Imperial war museum exhibition; UCL Centre of Holocaust Education	BBC Bitesize

The Second World War

[Subject, Year group, unit 4 of y]

What previous learning am I building on?	What am I learning that is new?		
	By the end of this unit, I will: - Understand [vocabulary, concepts] - Know [factual content] - Be able to [skills]		
Learning Journey – lesson title and main activities			
1			
2			
3			
4			
5			
6			
7			
How will I be assessed at the end of this unit?			
End of year test: Key words; Explain; Source Essay on WW2			
How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?

Origins of the Cold War

[Subject, Year group, unit 5 of y9]

What previous learning am I building on?		What am I learning that is new?			
		By the end of this unit, I will: - Understand [vocabulary, concepts] - Know [factual content] - Be able to [skills]			
Learning Journey – lesson title and main activities					
1					
2					
3					
4					
5					
6					
7					
How will I be assessed at the end of this unit?					
How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?		

