

<u>Timeline</u>	<u>Topic</u>	<u>Key concepts and knowledge</u>	<u>Skills development</u>	<u>Rationale</u>
Yr. 9 (1) 9 weeks (13 lessons)	Holocaust	<p><b>CONFLICT:</b> Nazi persecution against the Jewish people, understanding why and how the Holocaust happened.</p> <p><b>SOCIETY:</b> The impact of the Holocaust on the Jewish people, considering social responsibility and international responses, its aftermath and legacy.</p> <p>L1: What was the Holocaust?                      L2: What prejudice did the Jews face? <b>(A)</b>                      L3: Who were the Nazis?                      L4: How did the Nazi rule Germany?                      L5: How did life change for Jews under Nazi control?                      L6: Jews and ‘Greater Germany’ <b>(A)</b>                      L7: Why ghettos were created                      L8: The role of the Einsatzgruppen, &amp; the ‘Final Solution to the Jewish Question’                      L9: How the Holocaust ended                      L10: Jewish resistance                      L11: Help from others &amp; Righteous Among Nations                      L12: Aftermath of the Holocaust.</p>	<p><b>Thinking like a Historian – skills developed each lesson.</b></p> <p><b>Employability skills:</b>                      Numeracy                      Communication/ Oracy                      Self-management                      Literacy                      Teamwork                      Informed – academically and culturally                      Creativity                      Summarise                      Recall</p> <p><b>Career link:</b>                      Judge                      Human Rights Law                      Social Historian                      Archivist                      Teacher                      Cartography                      Curator                      Public speaker</p> <p><b>British Values:</b>                      Tolerance of different cultures and religions                      Individual Liberty                      Democracy                      Rule of law                      Mutual Respect</p>	<p>This topics follows the unit ‘Rise of the Nazis’, which has given students a thorough understanding of who the Nazis were, how Hitler was able to change Germany from a democracy to dictatorship and the impact that it had.</p> <p>As such, students are now well placed to learn about the Holocaust and it position within the Third Reich. As the Holocaust took place from 1933-45 it is chronologically best suited to be taught after the ‘Rise of the Nazis’ unit, but before the unit on WW2, which has a focus on Hitler’s foreign policy rather than domestic.</p> <p>It is studied in Yr. 9 as per the recommendation of the ‘Centre for Holocaust Education’ due to student maturity. This unit is tailored to the findings of the UCL Centre for Holocaust Education study of 2016, and is therefore the most up-to-</p>

		L13: End of unit assessment <b>(A)</b>		date ‘thinking’ on the subject. Allowing student to understand the long term roots of antisemitism, address myths and misconceptions and to develop their understanding of historical concepts such as evidence, interpretation, causation and significance.
Yr. 9 (2) – 6 weeks (9 lessons)	World War Two	<p><b>CONFLICT:</b> International conflict: Hitler’s foreign policy and the origins and events of WW2.</p> <p><b>SOCIETY:</b> The impact WW2 had on the societies of Allied and Axis Powers both during and post war.</p> <p><b>Origins:</b>                      L1: Failure of the League of Nations &amp; impact this had on militaristic powers                      L2: Hitler’s foreign policy                      L3: Appeasement and the outbreak of WW2 <b>(A)</b></p> <p><b>Events:</b>                      L4+L5: Key battles and campaigns of WW2</p> <p><b>Impact:</b>                      L6: The Homefront &amp; impact of war on Britain</p>	<p>For Thinking like a Historian – skills developed each lesson.</p> <p><b>Employability skills:</b>                      Creativity                      Oracy                      Communication                      Literacy                      Summarise                      Select &amp; synthesise                      Self – management                      Recall                      Numeracy                      Communication                      Research</p> <p><b>Career link:</b>                      Social Historian                      Military Historian                      Law                      Curator                      Archivist                      Cartography</p>	<p>Following previous unit on WW1, the rise of the Nazis and the Holocaust students are to study World War Two.</p> <p>The unit of study will give students an understanding in the interests of different individuals and states, look at concepts such as self-determination, ideas of internationalism and challenges to peace.</p> <p>Students will gain an understanding of how and why WW2 occurred, main ‘events’ within it and the impact this conflict on the societies of the Allied and Axis powers.</p>

		<p>L7: Impact of war in Germany <b>(A)</b>                  L8: Impact of war on Japan                  L9: Impact of war on Russia and the start of the Cold War</p>	<p>Global Historian                  British Historian                  Politician                  Teaching</p> <p><b>British Values:</b>                  Tolerance of Different Cultures and Religions                  Rule of Law                  Democracy                  Mutual Respect                  Individual Liberty</p>	
<p>Yr. 9 (3) 10 Weeks (15 lessons)</p>	<p>Vietnam</p>	<p><b>CONFLICT:</b> Conflict in Asia – from the involvement of France to the declaration of war in Vietnam against the USA.</p> <p><b>SOCIETY:</b> Impact of conflict in Asia on both Asian and Western societies.</p> <p>L1: French in Asia                  L2: Who were the Vietcong                  L3: Domino Theory <b>(A)</b>                  L4: US involvement                  L5: Gulf of Tonkin                  L6: Vietcong / US tactics                  L7: Tet offensive                  L8: My Lai Massacre <b>(A)</b></p>	<p><b>Thinking like a Historian – skills developed in each lesson.</b></p> <p><b>Employability skills:</b>                  Oracy                  Communication                  Literacy                  Informed                  Self-management                  Cartography                  Outline                  Balanced argument                  Justification                  Creativity                  Numeracy                  Recall</p> <p><b>Career link:</b>                  Curator                  Historian</p>	<p><b>CONFLICT:</b> This topic provides students with an in depth knowledge of a different type of conflict in Asia. Students will utilise their existing skills and knowledge acquired from previous topics of war in the West to identify similarities and differences between conflict in the east and west. A new type of warfare is explored, ‘Guerrilla Tactics’, allowing students to widen their understanding of conflict and its impact on different societies.</p>

		<p>L9: Demands for peace                  L10: Vietnamization                  L11: Widening of the war                  L12: Kent State                  L13: Media Coverage                  L14: US withdrawal / cost                  L15: End of Unit Assessment  <b>(A)</b></p>	<p>Teacher                  Battlefield guide                  Armed forces                  Author                  Journalist                  Editor                  Photographer</p> <p><b>British Values:</b>                  Tolerance of Different Cultures and Religions                  Rule of Law                  Democracy                  Mutual Respect                  Individual Liberty</p>	<p><b>SOCIETY:</b> Students are able to gain perspective of the impact the war in Vietnam had on Asian societies. They will also acquire historical knowledge of the reaction this had on American society and the response the American people showed towards the conflict.</p>
<p>Yr. 9 (4) 10 weeks (15 lessons)</p>	<p>20<sup>th</sup> Century USA</p>	<p><b>CONFLICT:</b> Impact of World War One on American Society. Conflict within society, e.g., attitudes towards Immigrants and the rise of the Ku Klux Klan</p> <p><b>SOCIETY:</b> The development of a capitalist society following conflict (WW1) and industrialisation. The impact of isolationism</p> <p>L1: Reasons for the Boom 1                  L2: Reasons for the Boom 2                  L3: Henry Ford</p>	<p><b>Thinking like a Historian – skills developed in each lesson.</b></p> <p><b>Employability skills:</b>                  Investigation                  Self-management                  Oracy                  Communication                  Informed                  Literacy                  Numeracy                  Creativity                  Problem solving                  Summarize                  Recall</p> <p><b>Career link:</b>                  Archaeology</p>	<p>Students have now completed studies on various TYPES of conflict and the impact on society. This unit “draws the threads together” to cover the impact of the First World War and the rise of Communism as conflict, plus the internal conflict of attitudes towards immigrants and African Americans in 1920s USA</p> <p>Students can then draw upon all of their understanding of how</p>

		<p>L4: Did everyone benefit from the boom?                  L5: The Stock Market                  L6: The Roaring 20s                  L7: Women in the 20s                  L8: Prohibition -causes                  L9: Prohibition – success or failure?                  L10: Immigration to the USA                  L11: The African American Experience                  L12: The rise of the Ku Klux Klan                  L13: The Red Scare                  L14: Sacco and Vanzetti                  L15: End of unit test</p>	<p>Archivist                  Historian                  Teaching</p> <p><b>British Values:</b>                  Tolerance of Different Cultures                  Rule of Law</p>	<p>societies are affected and develop, looking at the development of a capitalist society and how this represents the step into our modern world.</p>
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