Subject :	History		Year Group:	٩	1	
Scheme title	Home front	Rise of a Dictator	Were all Germans Nazis?	Holocaust	Who shot JFK? This unit develops the skills that students learned from	Equality and Freedom in the Modern world
Purpose of scheme	This unit will allow students to explore the impact of	This unit develops students' understanding of an significant aspect of modern European history. It will also allow students to explore key historical concepts, such as democracy, and explore the	This unit will allow students to deepen their understanding of what it was like to live in Nazi Germany	This unit develops students' understanding of a significant		This unit develops students understanding of significant world events in the 20th Century. It also
	World War II on Britain and it's people. It will also give students insight into how the War impacted Bradford	It will also allow students to explore key historical concepts, such as democracy, and explore the process by which an extremist dictatorship can form.	understanding of what it was like to live in Nazi Germany and will allow students to tackle a key misconception that	event in World history. It will guide students to understand the reasons behind the Holocaust, both long	their Year 7 History Mysteries scheme and their Year 8 Jack the Ripper scheme. The unit allows students to	allows students to study how key historical concepts such as equality have been achieved in different settings and encourages students to make links between historical events and the
	more specifically and allow students to study local	p. seess of some an entering distribution of the sees	all Germans agreed with the views of the Nazis. Students	and short term, while allowing students to utilise	explore and gain understanding of the context of this	current world.
	history. Students will develop key historical skills to assess		will examine evidence to explore how different people	historical evidence and develop well reasoned arguments	significant event. It also encourages students to weigh	l l
	the difference between different groups of people's		might benefit from Nazi rule and how the Nazi	about assigning blame. This unit also develops students	evidence and sift arguments critically to come to their	
	experiences		governemnt utilised terror to keep control.	critical thinking and makes connections to the role of	own conclusions about the viability of conspiracy theories	
				individuals in preventing attrocities		
Knowledge in	We will teach how Britain responded to the bombing of	Students will learn about German government following the Treaty of Versailles (terms recap	Students will learn about how the Nazi Party controlled	We will teach about Jewish life in Europe from 12th-20th	We will teach about the impact of a political	Students will learn about key historical figures and how their actions shaped the values of the
sequence	cities in 1939-40: • How children were evacuated	from prior SOW), including: •The creation of the Weimar Republic	Germany & German occupied Europe, including:	centuries: •Where Jews settled	assassination. Including: • The significance of JFK as a leader	modern world.
	How children were evacuated Reasons for/against evacuation	 •Title creation of the Weimar Republic •Title workings of the Weimar government – the system of proportional representation and it's 	The use of propaganda & incentives The use of the secret police - Gestapo	*Monere Jews settled *Bow Jews interacted with European societies	■ Ehe significance of JFK as a leader ■ Ehe context of the assassination in world politics (Cold)	Students will learn about the political and social background to each individual being studied.
	Experiences of evacuation	strengths and weaknesses		•Antisemitism and reasons for persecution of Jews	War) and in the political context of 1960s America	
	Testimonies	■Berman society under the Weimar government – culture and freedoms ■ Compare the Compar	Students will learn about the experience of different			1.Emmeline Pankhurst: Students will learn about the importance of voting and the situation of
			groups of people in Nazi Germany, including:	We will teach about the Nazi state and its response to	Students will learn about the event and it's immediate	women in the 1900s. Students will also examine evidence of modern gender inequality to assess
	We will teach about the impact of the Blitz on society: • Impact on Bradford	Students will learn about the Nazi Party, including: • Who the Nazi Party were	■ **Boung people & indoctrination by the Hitler Youth ■ **Bornen and the Nazi ideal of a traditional woman **Borner** **Borner** **Boung people & indoctrination by the Hitler Youth **Boung people & indoctrination by the Hitler Youth	Jewish citizens: •Berceptions of Jews	impacts, including the reaction of the media and the official historical account.	impact 2.5andhi: Students will recall British Rule in India from Year 8 SOW and learn about Gandhi's
	How the Blitz occurred	•Mwhat their ideology was – antisemitism, nationalism, etc	- aromen and the Nazi local of a traditional woman	•Nuremberg Laws and official measures against Jews	•Students will examine historical evidence in lesson 3 to	peaceful protest to achieve Indian Independence
	How experiences of the Blitz differed based on factors	•Assess how the Nazi Party started to gain popularity	Students will learn about resistance to the Nazis,	◆Ehanges in Jewish life under the Nazi regime	assess how convincing the argument that Lee Harvey	3.IMLK: Students will learn about the segregation laws in the USA, Martin Luther King's peaceful
	such as wealth		including:	◆Important turning points for Jews in Germany and	Oswald committed the assassination	protest movement and it's impact. For high ability here is a chance to highlight the importance
	The extent to which lives of different groups of people	Students will learn about the impact of the Great Depression on Germany, including:	•Wouth opposition – the Edelweiss Pirates & the White	Europe •Inal Solution	Godenie III de le compte de la	of normal people in supporting a movement over the significance of a leader
	changed	Hyperinflation & the solutions attempted by the government Efe for the German people during the Depression	Rose Group Beligious opposition	• anettos and the Final Solution	Students will also learn about the nature of conspiracy theories and the American politics and justice.	4 Melson Mandela: Students will learn about the Apartheid laws in South Africa – link to colonisation – and how Nelson Mandela fought for the abolition of Apartheid. A comparison will
	We will teach about the changes to daily life and the	Bow the Depression increased support for the Nazi Party	The acts of individuals hiding Jewish people and helping	We will teach about responses to the Holocaust at the	•Binks made to previous History Mysteries (especially	be made to the peaceful protests of MLK. More links can be made to the importance of wider
	economy including:		them escape Nazi Occupied Europe.	time and afterwards:	Year 7 moon landings)	support
	Impact on women	Students will understand how Hitler became the leader of Germany and how it became a		Kindertransport	•Students to use evidence to challenge different	5 Aung San Suu Kyi: Students will learn about the life and actions of Aung San Suu Kyi in
	Impact on agriculture	dictatorship, including:	Students to address misconceptions throughout SOW	Bolicy of other governments Bistorians	conspiracy theories. Links to be made with challenging	Myanmar leading to Nobel Peace Prize – students will also engage in historical debate and the
	Experiences of the Women's Land Army in Yorkshire Public messaging and reasons for its use and	*How the Nazi Party gained seats in the Reichstag *How Hitler became Chancellor – put into that position by the President	surrounding all Germans agreeing with the ideas of the Nazi party – even if they supported Nazi's early on	Besistance	fake news and modern conspiracy theories.	importance of reviewing history as new evidence becomes available – link to current news of
	Public messaging and reasons for its use and effectiveness	• The steps that Hitler took to secure his power and become a dictator – the Reichstag Fire, The	reads purcy even in they supported read a early on	•Besistance •Eulpability		6.Malala Yousafzai: Students will learn about the background to Malala's story – life and rights
		Night of the Long Knives.				in Pakistan. Students will learn about her actions since her story became known around the
						world to assess lasting impact on the world. For high ability students might make distinctions
		Students will debate the extent to which Hitler's rise to power was because of his own political				between change for some vs change for all.
		skill – students to consider alternatives like the Depression or the longer term issues of the Treaty of Versailles				
Skills	Concepts: Source analysis, change and continuity	Concepts:	Concepts:	Concepts: Cause and consequence, Significance, Source	Concepts:	Concepts:
	Skills: Using a chain of reason to explain the link between	Cause/Consequence	Cause/Consequence Similarity/Difference	analysis	Cause/Consequence	Significance
	events and consequences to form a historical account. Evaluating historical interpretations.	Significance Historical Debate	Source Analysis	Students will utilise the following skills:	Significance Historical Debate	Change/continuity
	evaluating historical interpretations.	nistorical pedate	Students will utilise the following skills:	Students will utilise the following skills: Using a chain of reason to explain the link between	miscorical Debate	1
		Students will utilise the following skills:	Make informed links and comparisons between past and	events and consequences to form a historical account.	Students will develop their understanding of key concepts	Students will utilise the following skills:
		Make informed links and comparisons between past and present.	present.	Engaging in historical debate and coming to a balanced	such as cause and consequence and significance as well as	Make informed links and comparisons between past and present.
		Explain the links between events and consequences, and evaluate relative significance of	Explain the links between events and consequences, and	judgement.	improving their understanding of how to use and analyse	Explain the links between events and consequences, and evaluate relative significance of
		Individual events. Evaluating evidence to support historical interpretations	evaluate relative significance of individual events. Analysing contemporary sources to make a judgement	Historical significance, evaluating historical interpretations and forming their own	different historical interpretations	individual people. Written structures to support learning:
		Evaluating evidence to support historical interpretations Engaging in historical debate and coming to a balanced judgement	Analysing contemporary sources to make a judgement about their utility to a historian	merprevations and forming their own	Written structures to support learning:	Written structures to support learning: PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link
			Written structures to support learning:		PEEL: Develop extended writing skills to include a point,	it to the overall point. This is helpful across all written subjects and reinforces literacy skills.
		Written structures to support learning:	PEEL: Develop extended writing skills to include a point,		evidence or example, explain it and link it to the overall	· · · · · · · · · · · · · · · · · · ·
		PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link	evidence or example, explain it and link it to the overall		point. This is helpful across all written subjects and	
		it to the overall point. This is helpful across all written subjects and reinforces literacy skills.	point. This is helpful across all written subjects and reinforces literacy skills		reinforces literacy skills	1
			PEKL: Designed to help students analyse sources and			
			evaluate interpretations (historical debates)			
Key Words	Evacuation Home Front	Antisemitism Chancellor	Antisemitism Censorshin	Holocaust Antisemitism	Assassination Civil Rights	Equality Human Rights
	Home Front Blitz	Chancellor Communism	Chancellor	Antisemitism Moneylending	CIVII Rights C.I.A	Human Rights Independence
	Shelter	Democracy	Dictator	Ghetto	Cold War	Segregation
	Rations	Dictator	Fascism	Blood libel	Communism	Significance
	Spivs	Fascism Inflation	Fuhrer	Zionism Palestine	Conspiracy	Suffrage
	Black market Land Army	Lebensraum	Gestapo Hitler Youth	Palestine Sabbath	Democrat Grassy knoll	Vote
	Public messaging	Mein Kampf	Indoctrination	Kosher	Lone Gunman Theory	
	Propaganda	Nationalism	Lebensraum	Nuremberg Laws	MAD	1
	War effort	Nazi	Mein Kampf	Kristallnacht	Mob	
		Propaganda Proportional Representation	Nationalism Nazi	Kindertransport Polenaktion	Nuclear weapons Republican	
		Proportional Representation Reichstag	Nazi Occupation	Polenaktion Shtetl	Superpower	1
		Weimar	Propaganda	Perpetrator	Vice-President	
			Totalitarianism	Victim		
				Resister Bystander		
				Bystander Sonderkommando		1
				Partisan		1
				Liquidation		
				Concentration camp		
				Death camp Wannsee		
				Final Solution		
End Point	Students will be able to analyse historical sources to	Students will be able to explain the process by which Hitler became chancellor of Germany.	Students will be able to explain how the Nazis kept	Students will be able to describe the common features	Students will be able to think critically about conspiracy	Students will be able to explain the significance of a number of key events in the 20th Century
	explain the impact of the Second World War on the	They will be able to explain key concepts such as dictatorship and democracy. Students will be	control over Germany, the reasons people continued to	and processes of a genocide and recognise how these	theories around the death of President Kennedy and use	and explain the impacts of the events in creating equality and freedom.
	people of Britain. Students will also be able to explain the difference between the experience of different groups of	able to evaluate historical arguments about the reasons for Hitler's rise to power	support the Nazis and what life was like for different groups of people. Students will be able to explain the	formed in 20th Century Germany. Students will be able to make judgements on how far it is reasonable to blame	their contexual knowledge to understand why conspiracy theories were created	
	people		differing experiences and actions of different groups of	one person or group for this event	work created	1
	•		people living under Nazi rule			
Assessment	Retrieval knowledge quiz once a week following home	Retrieval knowledge quiz once a week following home learning task	Retrieval knowledge quiz once a week following home	Retrieval knowledge quiz once a week following home	Retrieval knowledge quiz once a week following home	Retrieval knowledge quiz once a week following home learning task
method	learning task	eage que ener e men a monte curring turn	learning task	learning task	learning task	enge que enne e com common printe leurining taux
		Progress Point at end of SOW:		L		Progress Point at end of SOW:
	Progress Point at end of SOW: End of Unit assessment – 30 marks based on skills and	End of Unit assessment – 30 marks based on skills and knowledge questions	Progress Point at end of SOW: End of Unit assessment – 30 marks based on skills and	Progress Point at end of SOW: End of Unit assessment – 30 marks based on skills and	Progress Point at end of SOW: End of Unit assessment – 30 marks based on skills and	End of Unit assessment – 30 marks based on skills and knowledge questions
	knowledge questions		knowledge questions	knowledge questions	knowledge questions	
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