

Subject:	History		Year Group:	9	
Scheme title	Home front	Rise of a Dictator	Were all Germans Nazis?	Holocaust	Who shot JFK?
Purpose of scheme	This unit will allow students to explore the impact of World War II on Britain and it's people. It will also give students insight into how the War impacted Bradford more specifically and allow students to study local history. Students will develop key historical skills to assess the difference between different groups of people's experiences	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 process by which an extremist dictatorship can form.	This unit will allow students to deepen their understanding of what it was like to live in Nazi Germany and will allow students to tackle a key misconception that all Germans agreed with the views of the Nazis. Students will examine evidence to explore how different people might benefit from Nazi rule and how the Nazi government utilised terror to keep control.	This unit develops students' understanding of a significant event in World history. It will guide students to understand the reasons behind the Holocaust, both long and short term, while allowing students to utilise historical evidence and develop well reasoned arguments about assigning blame. This unit also develops students critical thinking and makes connections to the role of individuals in preventing atrocities	This unit develops the skills that students learned from their Year 7 History Mysteries scheme and their Year 8 Jack the Ripper scheme. The unit allows students to explore and gain understanding of the context of this significant event. It also encourages students to weigh evidence and sift arguments critically to come to their own conclusions about the viability of conspiracy theories
Knowledge in sequence	<p>We will teach how Britain responded to the bombing of cities in 1939-40:</p> <ul style="list-style-type: none"> How children were evacuated Reasons for/against evacuation Experiences of evacuation Testimonies <p>We will teach about the impact of the Blitz on society:</p> <ul style="list-style-type: none"> Impact on Bradford How the Blitz occurred How experiences of the Blitz differed based on factors such as wealth The extent to which lives of different groups of people changed <p>We will teach about the changes to daily life and the economy including:</p> <ul style="list-style-type: none"> Impact on women Impact on agriculture Experiences of the Women's Land Army in Yorkshire Public messaging and reasons for its use and effectiveness 	<p>Students will learn about German government following the Treaty of Versailles (terms recap from prior SOW), including:</p> <ul style="list-style-type: none"> The creation of the Weimar Republic The workings of the Weimar government – the system of proportional representation and it's strengths and weaknesses German society under the Weimar government – culture and freedoms <p>Students will learn about the Nazi Party, including:</p> <ul style="list-style-type: none"> Who the Nazi Party were What their ideology was – antisemitism, nationalism, etc Misses how the Nazi Party started to gain popularity <p>Students will learn about the impact of the Great Depression on Germany, including:</p> <ul style="list-style-type: none"> Hyperinflation & the solutions attempted by the government Religious opposition How the Depression increased support for the Nazi Party <p>Students will understand how Hitler became the leader of Germany and how it became a dictatorship, including:</p> <ul style="list-style-type: none"> How the Nazi Party gained seats in the Reichstag How Hitler became Chancellor – put into that position by the President The steps that Hitler took to secure his power and become a dictator – the Reichstag Fire, The Night of the Long Knives. <p>Students will debate the extent to which Hitler's rise to power was because of his own political skill – students to consider alternatives like the Depression or the longer term issues of the Treaty of Versailles</p>	<p>Students will learn about how the Nazi Party controlled Germany & German occupied Europe, including:</p> <ul style="list-style-type: none"> The use of propaganda & incentives The use of the secret police - Gestapo <p>Students will learn about the experience of different groups of people in Nazi Germany, including:</p> <ul style="list-style-type: none"> Young people & indoctrination by the Hitler Youth Women and the Nazi ideal of a traditional woman <p>Students will learn about resistance to the Nazis, including:</p> <ul style="list-style-type: none"> Both opposition – the Edelweiss Pirates & the White Rose Group Religious opposition The acts of individuals hiding Jewish people and helping them escape Nazi Occupied Europe. <p>Students to address misconceptions throughout SOW surrounding all Germans agreeing with the ideal of the Nazi party – even if they supported Nazi's early on</p> <p>Students will debate the extent to which Hitler's rise to power was because of his own political skill – students to consider alternatives like the Depression or the longer term issues of the Treaty of Versailles</p>	<p>We will teach about Jewish life in Europe from 12th-20th centuries:</p> <ul style="list-style-type: none"> Where Jews settled How Jews interacted with European societies Antisemitism and reasons for persecution of Jews <p>We will teach about the Nazi state and its response to Jewish citizens:</p> <ul style="list-style-type: none"> Perceptions of Jews Nuremberg Laws and official measures against Jews Changes in Jewish life under the Nazi regime Important turning points for Jews in Germany and Europe Rhetoric and the Final Solution <p>We will teach about responses to the Holocaust at the time and afterwards:</p> <ul style="list-style-type: none"> Inderttransport Policy of other governments Resistance Culpability 	<p>We will teach about the impact of a political assassination, including:</p> <ul style="list-style-type: none"> The significance of JFK as a leader The context of the assassination in world politics (Cold War) and in the political context of 1960s America <p>Students will learn about the event and it's immediate impacts, including the reaction of the media and the official historical account.</p> <p>Students will examine historical evidence in lesson 3 to assess how convincing the argument that Lee Harvey Oswald committed the assassination</p> <p>Students will also learn about the nature of conspiracy theories and the American politics and justice.</p> <ul style="list-style-type: none"> Links made to previous History Mysteries (especially Year 7 moon landings) Students to use evidence to challenge different conspiracy theories. Links to be made with challenging fake news and modern conspiracy theories.
Skills	<p>Concepts: Source analysis, change and continuity</p> <p>Skills: Using a chain of reason to explain the link between events and consequences to form a historical account. Evaluating historical interpretations.</p>	<p>Concepts: Cause/Consequence Similarity/Difference Source Analysis</p> <p>Historical Debate</p> <p>Students will utilise the following skills:</p> <ul style="list-style-type: none"> Make informed links and comparisons between past and present. Explain the links between events and consequences, and evaluate relative significance of individual events. Evaluating evidence to support historical interpretations Engaging in historical debate and coming to a balanced judgement <p>Written structures to support learning:</p> <p>PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills.</p>	<p>Concepts: Cause/Consequence Similarity/Difference Source Analysis</p> <p>Students will utilise the following skills:</p> <ul style="list-style-type: none"> Make informed links and comparisons between past and present. Explain the links between events and consequences, and evaluate relative significance of individual events. Analysing contemporary sources to make a judgement about their utility to a historian 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 point. This is helpful across all written subjects and reinforces literacy skills. PEEL: Designed to help students analyse sources and evaluate interpretations (historical debates) 	<p>Concepts: Cause and consequence, Significance, Source analysis</p> <p>Students will utilise the following skills:</p> <ul style="list-style-type: none"> Using a chain of reason to explain the link between events and consequences to form a historical account. Engaging in historical debate and coming to a balanced judgement. Historical significance, evaluating historical interpretations and forming their own <p>Written structures to support learning:</p> <p>PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills</p>	<p>Concepts: Cause/Consequence Similarity/Difference Source Analysis</p> <p>Historical Debate</p> <p>Students will develop their understanding of key concepts such as cause and consequence and significance as well as improving their understanding of how to use and analyse different historical interpretations</p> <p>Written structures to support learning:</p> <p>PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills</p>
Key Words	Evacuation Home Front Blitz Shelter Rations Spivs Black market Land Army Public messaging Propaganda War effort	Antisemitism Chancellor Communism Democracy Dictator Fascism Fuhrer Gestapo Lebensraum Mein Kampf Nationalism Nazi Propaganda Proportional Representation Reichstag Weimar	Antisemitism Censorship Chancellor Dictator Fascism Fuhrer Gestapo Hitler Youth Indoctrination Lebensraum Mein Kampf Nationalism Nazi Occupation Propaganda Totalitarianism	Holocaust Antisemitism Moneylending Ghetto Blood libel Zionism Palestine Sabbath Kosher Nuremberg Laws Kristallnacht Kindertransport Nazi Shoah Perpetrator Victim Resister Bystander Sonderkommando Partisan Liquidation Concentration camp Death camp Wannsee Final Solution	Assassination Civil Rights C.I.A Cold War Communism Conspiracy Democrat Grassy knoll Lone Gunman Theory MAD Mob Nuclear weapons Republican Superpower Vice-President
End Point	Students will be able to analyse historical sources to explain the impact of the Second World War on the people of Britain. Students will also be able to explain the difference between the experience of different groups of people	Students will be able to explain the process by which Hitler became chancellor of Germany. They will be able to explain key concepts such as dictatorship and democracy. Students will be able to evaluate historical arguments about the reasons for Hitler's rise to power	Students will be able to explain how the Nazis kept control over Germany, the reasons people continued to support the Nazis and what life was like for different groups of people. Students will be able to explain the differing experiences and actions of different groups of people living under Nazi rule	Students will be able to describe the common features and processes of a genocide and recognise how these formed in 20th Century Germany. Students will be able to make judgements on how far it is reasonable to blame one person or group for this event	Students will be able to think critically about conspiracy theories around the death of President Kennedy and use their contextual knowledge to understand why conspiracy theories were created
Assessment method	Retrieval knowledge quiz once a week following home learning task Progress Point at end of SOW: End of Unit assessment – 30 marks based on skills and knowledge questions	Retrieval knowledge quiz once a week following home learning task Progress Point at end of SOW: End of Unit assessment – 30 marks based on skills and knowledge questions	Retrieval knowledge quiz once a week following home learning task Progress Point at end of SOW: End of Unit assessment – 30 marks based on skills and knowledge questions	Retrieval knowledge quiz once a week following home learning task Progress Point at end of SOW: End of Unit assessment – 30 marks based on skills and knowledge questions	Retrieval knowledge quiz once a week following home learning task Progress Point at end of SOW: End of Unit assessment – 30 marks based on skills and knowledge questions