|  |
| --- |
| **Year 9 CURRICULUM MAP : History** |
|  | **Autumn** | **Spring** | **Summer** |
| **Unit Length** | **Two units in this term**  | **Unit Two**  | **Unit Three**  |
| **Assessment Objectives** | **AO1** Demonstrate Knowledge and understanding (25%)**AO2**Explain and Analyse events (25%)**AO3**Analyse and evaluate using sources (25%)**AO4**Analyse and Evaluate using interpretations (25%) | **AO1** Demonstrate Knowledge and understanding (25%)**AO2**Explain and Analyse events (25%)**AO3**Analyse and evaluate using sources (25%)**AO4**Analyse and Evaluate using interpretations (25%) | **AO1** Demonstrate Knowledge and understanding (25%)**AO2**Explain and Analyse events (25%)**AO3**Analyse and evaluate using sources (25%)**AO4**Analyse and Evaluate using interpretations (25%) |
| **Description of the Topic and Key Learning Outcomes** | **The 1920s****Overview** We begin the year picking up from the Treaty of Versailles and the main focus is on the shadows that are cast over the world following WW1. The countries we will focus on will be -Germany -USA-France - Ireland Students will investigate the political, economic, social changes that affected groups following the war.  **Post War / Rise of Hitler and Life in Nazi Germany**1. The big three and the difficulties with establishing peace post- war
2. The terms of the Treaty
3. Germans reaction to the Treaty
4. The formation of the League of Nations
5. Hitler’s aims when he comes to power
6. Rise of the Nazi party

How the Nazi party controlled different sections of society.  | **Life in Nazi Germany/Holocaust** Life in Germany for - Women, Jews, Religious people, and the youth. Following this there will be a depth study on the holocaust. **WW2 –Cold War** 1. Causes of WW2
2. Battle of Britain
3. Turning points in WW2
4. Dunkirk
5. Dropping of the Atomic Bomb
 |  **TBC** |
| **Milestone Assessments** | **One assessed essay question and Knowledge Audit.**  | **Exam Q and end of Module Knowledge Audit** | **End of Year Assessment** |
| **CEIAG**  | Students will learn key skills for careers such as using evidence and interpretation people’s opinions. Students will form opinions and judgements and learn to analytical describe the impact on different people.  | The emphasis on developing key skills will continue. | The emphasis on developing key skills will continue. |
| **RRSA** | Article 2: Non-discrimination Article 37: Inhumane Treatment. | Article 2: Non-discrimination Article 37: Inhumane Treatment. |   |
| **Wider Curriculum Links** | Creative curriculum/citizenship – Human Rights   | RE – prejudice and discrimination English – Boy in striped Pyjamas  |  |
| **Literacy Programme**  | * PEEL structure
* WOW Words
* Decode it NOW – Trench
* Historical words for GCSE
* Guided practice/model answers
* Sentence Starters
* Creative Writing.
 | * Structure strips for GCSE style questions
* Essay writing
* WOW words
* Decode it now
* Historical words for GCSE
* Sentence Starters
 | * PEEL structure
* WOW Words
* Decode it NOW – Autarky
* Historical words for GCSE
* Guided practice/model answers
* Sentence Starters
* Creative Writing.
 |
| **Useful websites/videos**  | Hitler: The Rise of Evil  |
| **Wider Reading** |  |  |  |
| **Independent Learning Tasks** | Retrieval practice homework Knowledge Organiser practice Questions.  | Retrieval practice homework Knowledge Organiser practice Questions. | Retrieval practice homework Knowledge Organiser practice Questions. |