



History Scheme of Learning

Year 9 – Term 3-6/Module – Twentieth Century World

Intent – Rationale

This unit is designed to show how the 20th Century shaped the Modern World through conflict and change by examining key events, ideas, concepts and individuals. The most significant conflicts from the 20th Century are examined by evaluating the causes and consequences and source material from key events, ideas, concepts and individuals to show how each conflict changed the world – sometimes for the better and other times for the worse. Students will gain an understanding of how these issues are connected and what impact that they had on the world, nations and everyday people with the aim to promote interest and curiosity across a range of political, economic and social perspectives.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>In Year 8 students have studied Industrial Britain 1750-1900 and the British Empire.</p>	<ul style="list-style-type: none"> GCSE units – Living under Nazi rule and The People’s Health c.1250 to present A-Level – NEA on Totalitarianism in Germany
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> English – First World War, Russian Revolution EP – The Holocaust, dropping the A-Bomb PSHE – government and Democracy, morality, rights and responsibilities German – terms used when studying Nazi Germany Geography – places where the WWI, WWII and the Cold War was fought 	<ul style="list-style-type: none"> SMSC – SP2, SP3, M1, M2,M3,SO1,SO3,C1,C2,C3,C4 BV - 1,2,3,4 and 5 GB - a,b,c,d,e,f,g,h,i
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> There are a variety of different written tasks to develop different literacy skills including essay writing, source analysis, decision making and making judgments. Students are referred to appropriate literature that links to the topics studied e.g. All Quiet on the Western Front, Animal Farm, novels based on WWI by Michael Morpurgo FROM THE LIBRARY: <i>Armistice18</i>; R. Grant-940.3 <i>In my Hands</i>; I Opdyke-920bio BBC History magazine <i>World War2: The allied victory</i>; S Sheehan-940.53 <i>Goodnight Mister Tom</i>; Michelle Magorian-FIC/M <i>Diary of a young girl</i>: Ann Frank-BIO/F <i>Frightful first world war</i>: Terry Deary-900 	<ul style="list-style-type: none"> Using statistics as part of source material Living Graphs Venn Diagrams



History Scheme of Learning

Year 9 – Term 3-6

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<u>Know</u>	
<ul style="list-style-type: none"> • The impact of WWI, WWII and the Cold War on international relations • How the class system changed throughout the period • How ideas, rights and responsibilities of different groups changed during the period • The causes and consequences of the Holocaust • How the lives of everyday people changed 	
<u>Apply</u>	
<ul style="list-style-type: none"> • Knowledge of how conflicts and international relations changed the world we live in • Knowledge of political ideologies and how they have affected people and the way we live • Knowledge of suffrage and welfare movements and how they help shaped views today • Knowledge of a spectrum of political views and how they can lead to hate and genocide 	
<u>Extend</u>	
<ul style="list-style-type: none"> • Evaluate the links between multiple conflicts based on ideology • Evaluate the impact of conflicts on how we live and interact with other peoples • Evaluate the impact of ideologies on different groups in society 	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> • Activist – A person who works energetically to achieve political or social goals • Alliance – An agreement between countries • Allies – Countries on the same side • Anti-Semitism – The hatred and persecution of the Jews • Artillery – Large guns or cannon • Aryan – A person of German, Scandinavian or Western European origin, usually fair-haired and blue eyed. The Nazis believed that Aryans were superior to all other races • Assassination – The murder of an important or well known person • Asylum – Refuge or a safe place • Attrition – Gradually wearing down • Boycott – A boycott happens when people refuse to buy goods from a particular shop or business 	<ul style="list-style-type: none"> • Skills – evaluation and analysis of historical sources and interpretations • Written assessments: <ol style="list-style-type: none"> 1) ‘Germany was solely responsible for the outbreak of World War I’. How far do you agree with this statement? 2) How should the Holocaust be remembered? (source based task) 3) Assessment week



- Censorship – The cutting out or banning of books, plays, films, newspapers or anything the government does not want expressed
- Chancellor – German or Austrian term for Prime Minister
- Civilians – People not in the armed forces
- Civil Rights – Equal rights e.g. the right to vote
- Cold War – A state of tension but not direct war between the USA and the USSR between 1945 and 1991
- Communism – A political system where all property is owned by the government; people are relatively equal and they are paid by the government according to their needs
- Concentration Camp – A harsh camp for civilian prisoners
- Conscientious objector – Someone who is against war and refuses to join the armed forces to fight
- Conscription – The policy of forcing men to join the armed forces
- Democracy – A way of running a country in which the government is chosen by the people
- Dictator – A ruler with total control over how a country is governed
- Eugenics – The study of methods of improving the human race
- Fascism – A system of government that is against Democracy and personal freedom and supports a strong, aggressive armed forces.
- Führer – German word for 'leader' used by Hitler
- Genocide – Mass murder of a race or people
- Gestapo – Nazi secret police
- Ghetto – A small, sealed-off section of a town or city in which Jews were forced to live
- Great Depression – The period of the 1930s when there was high unemployment because many companies had gone out of business
- Holocaust – The term used for the mass murder of Jews during the Second World War
- Indoctrinated – brainwashing people to accept belief without question
- Jihad – Islamic holy war against unbelievers
- League of Nations – An international peace-keeping organisation set up at the end of WWI
- Mein Kampf – A book written by Hitler containing his views
- Munitions – materials used for war, such as guns, bullets and shells
- Patriotism – supporting your country, especially against enemies
- Persecution – Treating someone cruelly because of race, religion etc.
- Propaganda – persuading people to believe something, even by telling lies
- Shell-shock – a nervous disorder caused by long exposure to battle conditions
- Stalemate – a deadlock in a battle situation where neither side can make any progress
- Suffragette – A campaigner for the right to vote for women, often prepared to use violent means to achieve their goals
- Suffragist - A campaigner for the right to vote for women, who only uses peaceful methods to achieve their goals
- Swastika – A crooked cross symbol adopted by the Nazis as their party emblem
- Terrorism – the use of violence or intimidation to achieve political aims
- Treaty – an agreement between countries
- Triple Alliance – A group led by Germany, Austria-Hungary and Italy during WWI
- Triple Entente – A group led by Britain, France and Russia during WWI



- Welfare state – A system by which the government looks after the well-being of the nation, in particular vulnerable groups in society
- Western Front – The region in Belgium and France where the Triple Alliance protected the coast from German forces

Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Had things for women changed for the better between 1850-1900?	To be able to explain how and why aspects of women's lives between 1850 and 1900 changed.	To reach a judgment on how much positive change had been made for women between 1850-1900.	<ul style="list-style-type: none"> •Stepped learning activity linking work in year 8 of women to 1900s •Source based activity – students use the sources to either complete task questions or design a booklet for a Year 5 student to explain how life changed for women between 1850-1900. <p> http://timelines.tv/index.php?t=1&e=16 https://www.youtube.com/watch?v=pO70ZjZ0wrw https://www.youtube.com/watch?v=D0QVQcckPDs BBC Teach 7:10 on women's suffrage. </p>
How effectively did women's suffrage groups campaign for electoral reform?	To be able to explain how different women's groups campaigned for suffrage.	To evaluate the effectiveness of women's suffrage groups in bringing about electoral reform.	<ul style="list-style-type: none"> •Think History 3 – Read pg69-76 •Complete comprehension task 1 pg 72, tasks 1 and 2 pg 75 and task 1 pg 76. •Write a PEE paragraph to answer 'How effectively did women's suffrage groups campaign for electoral reform?' • Source evaluation task – The shrieking sister
Emily Davison – suicide or protest?	To be able to examine the different interpretations of Emily Davison's death and reach a judgment about why she died.	To evaluate the impact of Emily Davison's death on the Suffrage movement.	<ul style="list-style-type: none"> • Read Technology, War and Identities pg 54-5. •Reach a judgment about Emily Davison's death. •Watch Clare Balding video clip on new evidence https://www.youtube.com/watch?v=W_URTWjgR0 <p>•Return to the judgment and make any alterations needed or explain why the judgment was right.</p>
Why did the Titanic sink? Who was to blame?	To be able to explain why the Titanic sank and explain reasons for the disaster.	To evaluate the failures that led to the disaster and explain how the class system affected survival rates.	<p>History Mystery activity in TWI pg 14-15 complete work task.</p> <p>Class discussion – balloon debate using TWI pg 14-15 to see who is to blame for the sinking of the Titanic.</p> <p>Complete work questions 1-3 in TWI pg 16-19.</p> <p>https://www.youtube.com/watch?v=4pywFRpEcZA Why did the Titanic sink? 4:04 History channel clip</p>
Who was to blame for the First World War?	To be able to explain how different factors contributed to the outbreak of war.	To be able to show how the different causes were interlinked and reach a judgment on the most significant cause.	<p>https://www.youtube.com/watch?v=EgXq5noA7wY Main causes of WWI clip 3:30</p> <ul style="list-style-type: none"> •Examine the different causes of WWI, alliance system, militarism, arms race, imperialism, jealousy •Complete tasks 1-5 from BATGW using the information and data from the map.



			<ul style="list-style-type: none"> •Chronology exercise looking at the trigger for war – BATGW pg 14-15. Use the images for a card sort activity for students to work out the chronology of events. Group discussion activity – using the information they have gathered students split into groups to try to blame other countries for the war rather than their own country – use Britain, France, Russia, Germany, Austria Hungary, Serbia. •Historians view task and PEE paragraph
What was life like in the trenches?	To be able to explain what life was like in the trenches for soldiers and the impact it had on them.	To be able to reach a judgment about the long term impact of life in the trenches on soldiers	<ul style="list-style-type: none"> •Use trench diagrams in conjunction with TWI pg 32-33 to explain what life was like in the trenches. Work through chapter 2 in MM (pg 12-25)and complete the think and Step tasks. This will give students a good overview of life in the trenches and the battles fought there. Watch clips from all quiet in the Western Front for a German perspective of the war. Class discussion on why a range of nationalities are not always represented in history books – BATGW pg 32-33 Game – line class up at the back of the room and select a Captain and 2 sergeants as the group leaders. Describe the scene in the trench and that they are going over the top. Each row of desks represents a stage in the attack. <ol style="list-style-type: none"> 1) Back of the room = their own trench 2) 1st row= they have climbed out of the trench 3) 2nd row = they have reached No Man’s Land 4) 3rd row = they are at the enemy barbed wire. 5) 4th row = they are in the enemy trench. Each time you need to play rock, paper and scissors with them – if they beat you they advance 1 row, if they lose they have been shot. This activity gives the students a good understanding of how difficult it was to attack the enemy. Living graph to show how different aspects and events during the war affected soldiers in the trenches. Guided Reading task
Why did revolution break out in Russia in 1917?	To be able to explain the causes and consequences of the Russian Revolution.	To evaluate how the establishment of Communism in Russia could affect other countries.	<ul style="list-style-type: none"> Work through Chapter 4 MM (pg 34-41) and complete the Think questions and complete the Step questions. Watch video clip from Nicholas and Alexandra of the Revolution. Get students to collate evidence from both sides of the argument and reach a substantiated argument.
How fair was the Treaty of Versailles?	To be able to explain the measures that were taken against Germany and why these measures were taken.	To evaluate how fair the Treaty of Versailles was on Germany and its people.	<ul style="list-style-type: none"> Work through chapter 3 MM pg 26-33 – complete step activities. Balloon dates with the Big 3 in groups and record discussion points in balloon diagrams. Discuss findings as a class. Guided Reading Task

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Assessment: Interpretations task : The Treaty of Versailles	To be able to explain differing historical interpretations about the Treaty of Versailles	To be able to reach a substantiated judgment about which interpretation is the most valid	Complete assessment task
Why were countries run differently during the 1920s and 1930s?	To be able to explain different political ideologies and how they were used to run countries	To be able to evaluate the impact that different political ideologies have on everyday life for people	TWI pg. 58-59. Answer work 1-2 TWI pg 60-63 and complete a Venn diagram to show the similarities and differences between the different ideologies. Introduce students to the political spectrum
What problems did Weimar Germany face between 1919 and 1929?	To be able to explain the successes and failures of German democracy	To be able to explain and evaluate the successes and failures of German democracy	SHP HY9 – pg 114-5. Read the information about Weimar Germany and explain/evaluate the main successes and failures of the Weimar Republic Walsh pg 255-263 – create a list of key events and add them to a living graph showing the successes and failures of the Weimar Republic Guided Reading Task
How and why was Hitler voted into power in Germany in 1933?	To be able to explain how and why Hitler and the Nazis were able to gain power in 1933.	To reach a judgment about the key reason for the success of the Nazis in 1933.	Use the sources to make a time line of Hitler’s early life and write a summary about what type of person Hitler was. Read pg 68-71 TWI and answer question 1. History File video on the rise of Hitler 20mins. Youtube clips of Hitler’s speeches
What was life like in Nazi Germany?	To be able to explain different aspects of how people lived and were controlled during Nazi dominance in Germany between 1933 and 1945.	To analyse the successes and failures in Nazi policy to control people’s lives between 1933 and 1945.	History File video – Life in Nazi Germany 20 mins TWI pg 72-77 – use the information to create a project or booklet or powerpoint presentation on life in Nazi Germany. – Can use IT rooms to conduct research
How did the Allies win the Second World War?	To be able to explain how the Allies finally defeated Nazi Germany by 1945.	To evaluate key turning points that led to Nazi defeat in World War 2	MM chapter 8 pg 74-83 – complete the enquiry task and step activities. Watch opening scene from Saving Private Ryan – Must have parental permission for this as the film is a 15. Alternatively watch clip from the Longest Day. Knowledge Check task



<p>The Holocaust Assessment: Independent research project - How should the Holocaust be remembered?</p>	<p>To be able to explain how and why Jews were persecuted in Nazi Germany. To be able to explain how and why Nazi policy towards Jews developed and changed leading to the Final Solution and the Holocaust.</p>	<p>To reach a judgment about why Germans accepted Nazi policy towards Jews.</p>	<p>EH – TTT pg108-131 – chronological task tracking actions against Jews in the 19th and 20th Centuries. Also examines the reliability of sources on the Holocaust. Contains several activities that examines how the final solution developed, how and why people opposed Hitler and how the Holocaust has been interpreted. Enquiry based task from Modern Minds pg 84-91 that examines the build up and events of the Holocaust whilst focusing on the why the Holocaust should be studied. Think History 3 – pg 126-147 The section for work examines the causes of the Holocaust through Historical sources examining three distinct periods – how life changed before the war, during the war and life in concentration camps for Jews. The last section of work examines how should we remember the Holocaust. Activities here should include source material to help students understand the nature of the Holocaust and why it should never be forgotten. Schindler’s List extracts – see you tube Nazis: A warning from History – DVD in DD’s office History File programme on Nazi ideology. Complete source based assessment task. Guided Reading Task</p>
<p>Was the use of nuclear weapons against Japan justified?</p>	<p>To be able to explain why the USA dropped a Nuclear bomb on Japan to end the war in the Pacific.</p>	<p>To evaluate the world wide impact and morality of using nuclear weapons.</p>	<p>EH- TTT pg 80-83 – complete source analysis tabular task and other activities in Your turn tasks to reach a decision about the use of nuclear weapons on Japan. Class debate about ethics behind the decision. Homework – Newspaper front page explaining why the bomb was dropped.</p>
<p>How and why was the Cold War fought between 1945-1991?</p>	<p>To be able to explain the causes, events and consequences of the Cold War</p>	<p>To be able to evaluate the successes and failures during the Cold War.</p>	<p>TH3 – pg 163-172 – examine the differences between communism and capitalism. Use source material to look at the tit-for-tat mentality of the US and USSR at the end of WWII that led to the creation of NATO and the Warsaw Pact. SHP History Year 9 book – pg 92-101 (case study on Vietnam) Living graph task. Rank order key events in the Cold War to see how close they were to starting World War III and explain how they have affected the world today. Guided Reading Task</p>
<p>Why was the welfare state introduced in 1945?</p>	<p>To be able to explain why the UK introduced the Welfare State and how it looked after people.</p>	<p>To evaluate the impact of the Welfare State on people, particularly the most vulnerable in society.</p>	<p>TWI pg 114-115 – complete questions 2-3. Class discussion on the pros and cons of a welfare state and the problems that exist with it today. Guided Reading Task</p>
<p>What was life like in the 1960s? (1 lesson)</p>	<p>To be able to explain how life for everyday people changed during the 1960s.</p>	<p>To evaluate the impact of the changes in the 1960s on people’s lives, attitudes and beliefs</p>	<p>Documentary on the 1960s – includes fashion, music and social change.</p>

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			Source analysis of different aspects on people's lives in the 1960s. Research project using ICT.
Why was there a race to the moon in 1969?	To be able to explain why the Space Race happened.	To evaluate the significance of the Space Race as part of the Cold War.	TWI pg 116-119 enquiry task to examine if man really landed on the moon in 1969. Video clip from you tube on moon landings. Knowledge Check task
What has caused conflict in the 20 th Century?	To be able to explain the main causes and consequences of major conflict during the 20 th Century	To reach a judgment about the most significant impact conflict had on the 20 th Century.	EH-TTT p g 98-101 – examine interpretations about why the 20 th century has been dominated by conflict.
Why was there a terrorist attack on the Twin Towers in 2001?	To be able to understand why there has been a growth in terror attacks.	To evaluate the key reasons for Terror attacks and how they have changed our lives.	TWI pg 130-135 – define what terrorism is and look at several events with emphasis on the 9/11 attack in the USA and 7/7 attack in London.