

# Subject Long Term Plan Year 9 2021-22



## Temperance Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	<b>HALF TERM</b>	
Area of Study	<b>The Holocaust</b>								
<b>Key Objectives</b>	To understand how examining the history of the Holocaust can illustrate the roles of historical, social, religious, political, and economic factors in the erosion and disintegration of democratic values and human rights. To identify antisemitism in the context of Nazi ideology illuminates other manifestations of prejudice, stereotyping, xenophobia, and racism.								
Core Learning	Anti-Semitism throughout history.	Pre-war Jewish life in Germany and Europe.	Where did Hitler's hatred of the Jews come from? How did anti-Semitism begin in Nazi Germany?	Kristallnacht. Causes, course and consequences	Who was to blame for Kristallnacht?	Life in the Ghettos and the Wannsee Conference.	Were Jews the only social group persecuted by the Nazis?		
Opportunities for Challenge	Exploration as to why certain groups may be targeted for prejudice.	Understanding how Jews could both assimilate and stand out in European society.	Analysis of the post WW1 social, political and economic climate.	Analysis of historical sources surrounding Kristallnacht.	<b>Recall of prior learning.</b>	Exploration of what the Nazi German government put in place to deal with the 'Jewish problem'.	Case studies of various social groups including the disabled, Roma gypsies and trade unionists		
Assessment					Who was to blame for Kristallnacht? GCSE style essay question				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	<b>CHRISTMAS</b>		
Area of study	<b>The Holocaust</b>								
<b>Key Objectives</b>	To understand how examining the history of the Holocaust can illustrate the roles of historical, social, religious, political, and economic factors in the erosion and disintegration of democratic values and human rights. To identify antisemitism in the context of Nazi ideology illuminates other manifestations of prejudice, stereotyping, xenophobia, and racism.								
Core Learning	Were all Germans Nazis?	What role did ordinary people play in the Holocaust? What did Britain do during the Holocaust?	Liberation of the camps; what was discovered in 1945?	Why was the Holocaust allowed to take place? Why is it important to study the Holocaust?	Is the use of comedy appropriate in 'Life is Beautiful'?	What do we mean by genocide?			
Opportunities for Challenge	Analysis of opposition towards the Nazis through the use of primary and secondary sources	Analysis of ordinary heroes of the Holocaust through primary sources. Focus on Nicholas Winton	Exploration of the liberating forces reaction to the camps.	Why is it important to study the Holocaust? Evaluation of the factors involved during the start of the Holocaust.	Deeper thinking in to why comedy is used to deal with sensitive topics.	Opportunity for independent research into other genocides i.e. Rwanda			
Assessment				'The Holocaust happened because good people did nothing'. How far do you agree with this viewpoint?					

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## Justice Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	HALF TERM
Area of study	<b>World War Two</b>						
Key objectives	<b>To explore key events of WW2. To examine different points of view based on historical sources, and to make an informed judgment based on the evidence available.</b>						
Core learning	Causes of World War Two	Blitzkrieg and the Phoney War	Dunkirk: Triumph or disaster?	Battle of Britain	The Homefront in World War Two (Local case study)	Evacuation: did all children have the same experience?	
Opportunities for challenge	To compare with the causes of World War One		Opportunity to evaluate the historical argument and form their own argument			Opportunity to analyse various evacuation sources with a focus on varying experiences based on social classes	
Assessment	Mini assessment: 'The Treaty of Versailles was the main cause of World War Two.' How far do you agree?						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	EASTER
Area of study	<b>World War Two</b>						
Core learning	D-Day 1944: The turning point of the war?	Causes of Pearl Harbour and the war in the Pacific	Was Pearl Harbour enough to justify the dropping of the atomic bomb?	Why did President Truman drop the Atomic bomb?	How have events in WW2 shaped our history today?	WW2 and the Holocaust projects. Why is it important to study these events?	
Opportunities for Challenge		Chance to prioritise the causes of Pearl Harbour			Investigation into the legacy World War Two has had on Britain today	Opportunities for independent research and wider thinking	
Assessment				Why did President Truman drop the Atomic bomb? GCSE style exam question			

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## Courage Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	<b>HALF TERM</b>
Area of study	<b>AQA Paper 1: Section A America, 1920-73: Opportunity and Inequality</b> Students are to begin the GCSE history course						
Key objectives	<b>To introduce pupils to the first unit of GCSE History.</b>						
Core learning	Part 1: America People and 'the Boom' Mass production, advertisements and the impact of Henry Ford and the assembly line	Part 1: America People and 'the Boom' Why was there an economic boom? Who benefited from the boom?	Part 1: America People and 'the Boom' 'How far were the 1920s really roaring?' (Impact of the boom of various social groups)	Part 1: America People and 'the Boom' Entertainment in the 1920s; including cinema, celebrities and jazz	Part 1: America People and 'the Boom' Position of women in the 1920s, including flappers	Part 1: America People and 'the Boom' Reasons for Prohibition being introduced, impact on society, including organised crime	
Opportunities for Challenge	GCSE skills with historical sources and exam focus and questions						
Assessment					Introduction to q1-3 of the exam paper		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	<b>SUMMER</b>
Area of study	<b>AQA Paper 1: Section A America, 1920-73: Opportunity and Inequality</b>						
Core learning	Revision techniques and tips	Revision for upcoming exams	Part 1: America People and 'the Boom' The immigrant experience in the 1920s.	Part 1: America People and 'the Boom' The first Red Scare, including Sacco and Vanzetti case	Part 1: America People and 'the Boom' Klu Klux Klan	Part 1: America People and 'the Boom' Review and Assessment of Part 1	
Opportunities for Challenge	GCSE skills with historical sources and exam focus and questions						
Assessment	KS3 Internal Exams					55 minute mock exam with feedback and dedicated response time	