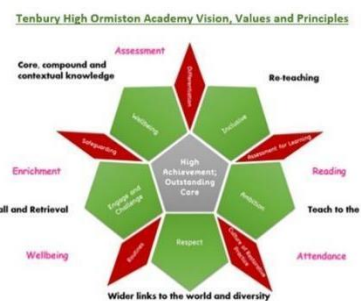




Curriculum Overview for History - Year 9 (Spring Term)

Half Term 3: Why do we study the Holocaust? Substantive Knowledge: • Knowledge of the history of the Jewish people, and the issues they have encountered • Knowledge of the history of anti-semitism within Germany • Knowledge of the use of propaganda by the Nazis to create a negative image of the Jewish people • Knowledge of The Nuremberg Laws and the impact of these on the Jewish people • Knowledge of Kristallnacht, and the impact of this on the Jewish people • Knowledge of The Final Solution and how this enacted in various forms (including the Einsatzgruppen) • Knowledge of the features of Auschwitz and the procedures that took place there • Knowledge of the distinction between the labour camps, and the death camps • Knowledge of the liberation of the camps, and the role played by the Nazis in attempting to cover this up • Knowledge of how the Holocaust is remembered • Knowledge of subsequent genocides		- Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class. - Syllabification of key words. - Pupils will analyse a variety of text sources, gaining inference from these. - Pupils will develop core skills in: description, explanation, analysis, evaluation and judgement making through historical context.
Disciplinary Knowledge: - All lessons will pull upon one of the core skills of the subject: chronology, causation, change and continuity, source/interpretation analysis and judgement making. - These lessons will be formulated mainly around the concept of 'change and continuity'; and so pupils will examine a mixture of literary and archaeological evidence, as well as key events and people, to provide evidence on judgements about this. - This will also include the building of literacy and oracy skills to help pupils build greater		Persecution, Discrimination, Anti-Semitism, Jewish, Yiddish, Propaganda, Adolf Hitler, Josef Goebbels, Minister for Popular Enlightenment, The Nuremberg Laws, Citizenship, Ernst Von Rath, Terrorism, Pogrom, Rudolf Hoss, Reinhard Heydrich, The Final Solution, Einsatzgruppen, Auschwitz, Birkenau, Sterilisation, Concentration Camps, Death Camps, Liberation, Genocide, Remembrance
		Assessment at the end of the unit will be made up of short answer questions, to check pupil's substantive knowledge, and long answer questions to help build confidence in historical writing. Collect scores from formative assessments in the classroom – multiple choice questions, low stakes.

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confidence in developing answers both verbally and in writing.		Completion of an extended piece of writing throughout the unit around key judgements.
Half Term 4: The Cold War - how close did we come to the end of the world? Substantive Knowledge: • Knowledge of the ideology of Communism and how this contrasts with Capitalism • Knowledge of the background of Stalin and his changes in Russia • Knowledge of the conferences of Yalta and Potsdam, and the impact of this • Knowledge of the issue in Berlin, and the Berlin Blockade and Airlift • Knowledge of The Korean War and the significance of this on global relations • Knowledge of The Space Race and the significance of this on global relations • Knowledge of The Cuban Missile Crisis and the significance of this on global relations • Knowledge of American involvement in Vietnam, and why they became involved • Knowledge of The Vietnam War and the significance of this on global relations • Knowledge of The Soviet-Afghan War and how this compares to the Vietnam War • Knowledge of the importance of social events, such as sporting events, and how this impacted global relations • Knowledge of the end of the Cold War, and the tearing down of the Berlin Wall Disciplinary Knowledge: - All lessons will pull upon one of the core skills of the subject: chronology, causation, change and continuity, source/interpretation analysis and judgement making.		Homework will be issued fortnightly for 30-40 minutes and will reinforce learning from the substantive knowledge.
		- Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class. - Syllabification of key words. - Pupils will analyse a variety of text sources, gaining inference from these. - Pupils will develop core skills in: description, explanation, analysis, evaluation and judgement making through historical context.
		Communism, Socialism, Capitalism, Joseph Stalin, President Eisenhower, President Truman, Tehran Conference, Yalta Conference, Potsdam Conference, The Berlin Blockade, The Berlin Airlift, The Korean War, The Space Race, NASA, Sputnik, Apollo Programme, Fidel Castro, Nikita Khrushchev, President Kennedy, The Bay of Pigs invasion, The Cuban Missile Crisis, President Johnson, Leonid Brezhnev, The Brezhnev Doctrine, The Vietcong, Dien Bien Phu, Ngo Dien Diem, The Vietnam War, Agent Orange, Operation Rolling Thunder, President Nixon, Detente,

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- These lessons will be formulated mainly around the concept of 'change and continuity'; and so pupils will examine a mixture of literary and archaeological evidence, as well as key events and people, to provide evidence on judgements about this. - This will also include the building of literacy and oracy skills to help pupils build greater confidence in developing answers both verbally and in writing.		President Reagan, The Soviet-Afghan War, President Bush (George W. H.), The Berlin Wall/The Iron Curtain, Mikhail Gorbachev.
		Assessment at the end of the unit will be made up of short answer questions, to check pupil's substantive knowledge, and long answer questions to help build confidence in historical writing. Collect scores from formative assessments in the classroom – multiple choice questions, low stakes. Completion of an extended piece of writing throughout the unit around key judgements.
		Homework will be issued fortnightly for 30-40 minutes and will reinforce learning from the substantive knowledge.

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