



HISTORY CURRICULUM MAP

YEAR 9

<p>HALF TERM 1: Why did Hitler become the most dangerous man in Europe?</p> <p>Second order concept: Cause and Consequence</p> <p>1 <u>Why did Germany elect a 'jumped up little corporal'?</u></p> <ul style="list-style-type: none"> Weimar Germany Great Depression Hitler and the Nazis <p>2 <u>How did Hitler become a dictator?</u></p> <ul style="list-style-type: none"> Reichstag Fire Enabling Act Article 48 Army Oath and the Fuhrer. <p>3 <u>What was life like in Nazi Germany for women and Children?</u></p> <ul style="list-style-type: none"> 3K's and unemployment Education youth organisations <p>4 <u>What was life like in Nazi Germany for minorities?</u></p> <ul style="list-style-type: none"> Restrictions for Jews Other groups Why did people stay? <p>5 <u>Could Hitler have been stopped?</u></p> <ul style="list-style-type: none"> Was Hitler almost shot in WWI? Political opposition Resistance to the Nazis <p>6 <u>Why did Chamberlain give in?</u></p> <ul style="list-style-type: none"> Appeasement Munich ASSESSMENT <p>(7) <u>What was the Soviet Union's role?</u></p> <ul style="list-style-type: none"> Nazi-Soviet Pact Why did Stalin appease Hitler? Operation Barbarossa. 		<p>Supporting texts or wider reading: The Rise and Fall of the Third Reich by William L Shirer</p>
		<p>Opportunities for extended writing Part 3 demonstration of learning via tasks such as diary writing, speeches, if/so/because paragraphs. Part 3 tasks will have a success criteria and typically be peer/self assessed.</p>
		<p>Speak like an expert: Students will be asked to read out their part 3 answers and responses to progress checks.</p>
		<p>Homework HW 1: Comprehension HW 2: Sources HW 3: Interpretations</p>
		<p>Links to careers: civil service roles and occupational links to role such as politician and soldier</p> <p>Link to Personal Development: Students will learn about the importance of democracy and the right to vote.</p> <p>LOTC: -</p> <p>British Values: -Rule of Law: Treatment of minorities -Respect and Tolerance: Appeasement -Democracy: Article 48 -Individual Liberty: Enabling Act</p>
<p>Students can use these key words: Appeasement, Armistice, Fascism, Fuhrer, Great Depression, Indoctrinate, Oath, Propaganda, Rearmament, Reichstag, Swastika, Weimar Republic</p>		
<p>HALF TERM 2: Why are we obsessed with WWII?</p> <p>Second order concept: Interpretation</p> <p>1 <u>Was Dunkirk a 'miracle of little ships'?</u></p> <ul style="list-style-type: none"> Blitzkrieg Operation Dynamo Dunkirk the Myth <p>2 <u>Was Churchill really a hero?</u></p> <ul style="list-style-type: none"> Churchill life story Churchill myths Th right man at the right time? <p>3 <u>Local History: Why was Birmingham blitzed?</u></p> <ul style="list-style-type: none"> The 'Few' The Blitz Birmingham and Coventry. <p>4 <u>What was life like on the Homefront?</u></p> <ul style="list-style-type: none"> Evacuation Rationing Home guard <p>5 <u>How did the war end?</u></p>		<p>Supporting texts or wider reading: Fake History by Otto English</p>
		<p>Opportunities for extended writing Part 3 demonstration of learning via tasks such as diary writing, speeches, if/so/because paragraphs. Part 3 tasks will have a success criteria and typically be peer/self assessed.</p>
		<p>Speak like an expert: Students will be asked to read out their part 3 answers and responses to progress checks.</p>
		<p>Homework HW 1: Comprehension HW 2: Sources HW 3: Interpretations</p>



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<ul style="list-style-type: none"> • Stalingrad • D-Day • War goes nuclear <p>6 <u>How do we remember WWII?</u></p> <ul style="list-style-type: none"> • VE Day • Local soldiers <p>(7) <u>What happened to the Nazis?</u></p> <ul style="list-style-type: none"> • Nuremberg war trials • Denazification • Far right today 		<p>Links to careers: learn about occupations within the military and how everyone in Britain's job was related to WW2.</p> <p>Link to Personal Development: Students will have the chance to understand how everyone was affected by total war.</p> <p>LOTC: -the Blitz in the West Midlands.</p> <p>British Values: -Rule of Law: Evacuation -Respect and Tolerance: Polish refugees among 'The Few' -Democracy: Home guard -Individual Liberty: Far right today</p>
<p>Students can use these key words: Blitz, Civilian, Conscripted, Death Toll, Evacuation, Home Front, Incendiary, Luftwaffe, RAF, Rationing, Spitfire, Stalingrad</p>		
<p>HALF TERM 3: How was the Holocaust able to happen?</p> <p>Second order concept: Cause and Consequence</p> <p>1 <u>Where does Anti-Semitism come from?</u></p> <ul style="list-style-type: none"> • Role of the Catholic Church • Pogroms • Conspiracies • Creation of Israel. <p>2 <u>How were Jews treated before the war?</u></p> <ul style="list-style-type: none"> • Restrictions • Nuremberg Laws • Ghetto's <p>3 <u>What was the Final Solution?</u></p> <ul style="list-style-type: none"> • Wannsee conference • Death Camps <p>4 <u>Who was Anne Frank?</u></p> <ul style="list-style-type: none"> • Life story • Anne as an example of what happened in the camps. • LOTC: Inside Anne Frank's House/Auschwitz <p>5 <u>Who were the other victims of the Holocaust?</u></p> <ul style="list-style-type: none"> • Religious figures • Gypsy and Roma • Homosexuals <p>6 <u>How do we remember the Holocaust?</u></p> <ul style="list-style-type: none"> • Memorial day • In films and literature • Temperature Check <p>(7) <u>How did Jewish people resist?</u></p> <ul style="list-style-type: none"> • Resistance within the camps • Tuvia Bielski • Escape 		<p>Supporting texts or wider reading: The Destruction of the European Jews by Raul Hilberg</p>
		<p>Opportunities for extended writing Part 3 demonstration of learning via tasks such as diary writing, speeches, if/so/because paragraphs. Part 3 tasks will have a success criteria and typically be peer/self assessed.</p>
		<p>Speak like an expert: Students will be asked to read out their part 3 answers and responses to progress checks.</p>
		<p>Homework HW 1: Comprehension HW 2: Sources HW 3: Interpretations</p>
		<p>Links to careers: - The impact of Nazi economic policy and invisible unemployment</p> <p>Link to Personal Development: Students will have the chance to learn about individual liberty</p> <p>LOTC: - Anne Frank's House and Auschwitz</p> <p>British Values: -Rule of Law: Nuremberg Laws -Respect and Tolerance: Death Camps -Democracy: Restrictions -Individual Liberty: life story of Anne Frank</p>
<p>Students can use these key words: Anti-Semitism, Commemorate, Concentration Camp, Einsatzgruppen, Eugenics, Final Solution Ghetto Gestapo Human Rights Kristallnacht Lebensraum Nuremberg Laws Pogroms Wannsee</p>		



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<p>HALF TERM 4: Was equality achieved in 1960's America?</p> <p>Second order concept: Similarity and Difference</p> <p>1 What was life like for Black Americans?</p> <ul style="list-style-type: none"> • Jim Crow recap • KKK and the vote • CORE-what progress had been made in WWII? <p>2 Who were Linda Brown and Rosa Parks?</p> <p>CORE</p> <ul style="list-style-type: none"> • Brown vs Topeka • NAACP • Montgomery Bus Boycott <p>3 Did peaceful protest work?</p> <ul style="list-style-type: none"> • Peaceful Protest Tactics. • Progress? • Malcom X <p>4 Who was Harvey Milk?</p> <ul style="list-style-type: none"> • Civil Rights for other groups • Harvey Milk • ASSESSMENT <p>5 Local History: What was the Bristol Bus Boycott?</p> <ul style="list-style-type: none"> • American inspiration • Racism in Britain <p>6 Free at last?</p> <ul style="list-style-type: none"> • Rodney King • Black Lives Matter movement • Temperature Check <p>(7) What was Black Power?</p> <ul style="list-style-type: none"> • Malcolm X and Nation of Islam • Black Panthers • Black Pride. 		<p>Supporting texts or wider reading: The Penguin History of the USA</p>
		<p>Opportunities for extended writing Part 3 demonstration of learning via tasks such as diary writing, speeches, if/so/because paragraphs. Part 3 tasks will have a success criteria and typically be peer/self assessed.</p>
		<p>Speak like an expert: Students will be asked to read out their part 3 answers and responses to progress checks.</p>
		<p>Homework HW 1: Comprehension HW 2: Sources HW 3: Interpretations</p>
		<p>Links to careers: students will encounter occupations about Civil Rights and police. Students will also examine segregation within employment.</p> <p>Link to Personal Development: Students will have the chance to find out about civil right among different groups.</p> <p>LOTG: - Bristol Bus Boycott</p> <p>British Values: -Rule of Law: Brown vs Topeka -Respect and Tolerance: Peaceful Protest -Democracy: Voting Rights -Individual Liberty: Montgomery bus boycott</p>
<p>Students can use these key words: Black Panthers, Boycott, Civil disobedience. Civil Rights, Discrimination, Equality, Freedom Rides Jim Crow, NAACP, Segregation, Suffrage</p>		
<p>HALF TERM 5: How close did we come to WWII?</p> <p>Second order concept: Significance</p> <p>1 What was the Iron Curtain?</p> <ul style="list-style-type: none"> • Yalta and Potsdam • Iron Curtain • Truman and containment <p>2 Why did Stalin blockade Berlin?</p> <ul style="list-style-type: none"> • Blockade • Airlift • Start of the Cold War <p>3 NATO vs Warsaw Pact, whose side would you want to be on?</p> <ul style="list-style-type: none"> • Polarised sides • Which side was strongest? <p>4 What and where were the proxy wars?</p> <ul style="list-style-type: none"> • Korea • Vietnam • Afghanistan 		<p>Supporting texts or wider reading: The Cold War by John Lewis Gaddis</p>
		<p>Opportunities for extended writing Part 3 demonstration of learning via tasks such as diary writing, speeches, if/so/because paragraphs. Part 3 tasks will have a success criteria and typically be peer/self assessed.</p>
		<p>Speak like an expert: Students will be asked to read out their part 3 answers and responses to progress checks.</p>
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<p>5 <u>How did the world go MAD?</u></p> <ul style="list-style-type: none"> Hiroshima recap IBM's Star Wars <p>6 <u>Was the Cuban Missile Crisis a turning point?</u></p> <ul style="list-style-type: none"> 13 days Detente Temperature Check <p>(7) <u>Why did the USSR collapse?</u></p> <ul style="list-style-type: none"> Gorbachev: Perestroika and Glasnost Solidarity Berlin wall fall 		<p>Links to careers: examples of jobs in the museum sector and students will look at differences between occupations in capitalist vs communist nations.</p> <p>Link to Personal Development: Students will have the chance to visit RAF Cosford</p> <p>LOTC: - RAF Cosford Cold War exhibit</p> <p>British Values: -Rule of Law: life within the USSR -Respect and Tolerance: Fall of the Berlin Wall -Democracy: Yalta and Postdam -Individual Liberty: Containment</p>
<p>Students can use these key words: Blockade, Cold War, Glasnost, Guerrilla Warfare, Iron Curtain, IBM's, MAD, NATO, Perestroika, Proxy Wars, Star Wars, Warsaw Pact</p>		
<p>HALF TERM 6: How has decolonisation and migration changed Britain?</p> <p>Second order concept: Change and Continuity</p> <p>1 <u>How did India gain independence?</u></p> <ul style="list-style-type: none"> Gandhi: civil disobedience Independence Partition <p>2 <u>Was Suez Britain's greatest embarrassment?</u></p> <ul style="list-style-type: none"> Nasser and Eden Setting an example <p>3 <u>Did Britain quit the empire or was kicked out?</u></p> <ul style="list-style-type: none"> Winds of Change Independence movements Transfer of power <p>4 <u>What was so special about the Windrush?</u></p> <ul style="list-style-type: none"> Moving to the mother country The British Experience Windrush scandal <p>5 <u>We are here because you were there? Local History: What was the Rivers of Blood speech?</u></p> <ul style="list-style-type: none"> Who was Enoch Powell and what did he say? What was Powell trying to achieve Legacy of Powell <p>6 <u>How has Britain changed due to migration?</u></p> <ul style="list-style-type: none"> Cultural Contribution Changing diet NHS Local History: Wolverhampton colour bar. Temperature Check <p>(7) <u>What were The Troubles?</u></p> <ul style="list-style-type: none"> Unionists and Republicans Use of Terror: IRA and UDA Good Friday Agreement 		<p>Supporting texts or wider reading: Empireland: How Imperialism Has Shaped Modern Britain. Sathnam Sanghera</p>
		<p>Opportunities for extended writing Part 3 demonstration of learning via tasks such as diary writing, speeches, if/so/because paragraphs. Part 3 tasks will have a success criteria and typically be peer/self assessed.</p>
		<p>Speak like an expert: Students will be asked to read out their part 3 answers and responses to progress checks.</p>
		<p>Homework HW 1: Comprehension HW 2: Sources HW 3: Interpretations</p>
		<p>Links to careers: - Students will encounter occupations such as London transport, Civil Rights and politics. Students will also examine the demand for migration to fill low level paid jobs.</p> <p>Link to Personal Development: Students will have the chance to learn about the impact of immigration.</p> <p>LOTC: - Rivers of Blood speech</p> <p>British Values: -Rule of Law: independence movements -Respect and Tolerance: Windrush scandal -Democracy: Gandhi -Individual Liberty: Partition</p>
<p>Students can use these key words: Commonwealth, Decolonisation, Dominion, Empire, Immigration, Independence, Partition, Republicans, Unionists, Windrush</p>		