

Year 9 History	
Term 1: Communist Russia	
Learning Objectives	
<p>Students will have the opportunity to delve into the complex history of one of the 20th century's most significant superpowers, this will enable them to understand more about complex political beliefs such as Communism and to create a narrative concerning the fall of Tsardom and rise of the USSR.</p> <ul style="list-style-type: none"> • What is Russia? • What was Russia like under the Tsars? • What was socialism in the early 20th century? • Why did the people of Russia revolt in 1917? • How did socialism work for ordinary people Russia after 1917? • How successful was opposition to the Stalin in Russia? • How did Stalin use propaganda to control Russia? 	
What previous knowledge is required?	
A general understanding of political systems will aid this topic, as well as geographical knowledge on the context of Russia.	
How will this term's content help with future learning?	
<p>This leads into the next topic which compares the rise of socialism to the rise of fascism in Term 2. This also aids context of 20th century study when examining concepts such as NATO and the Cold War in Term 6. It also prepares foundations for the GCSE topic of Superpower Relations during the Cold War.</p>	
Common Misconceptions	
The subtle differences between socialism and communism are often an area in which students can struggle at times, as well as the vast array of different political factions when discussing the Russian Revolution of 1917.	
National Curriculum / Specification	
<p>The national curriculum for history specifically notes, challenges to Britain and the wider world from 1901 to the present day, including:</p> <ul style="list-style-type: none"> • the inter-war years: the Great Depression and the rise of dictators 	
Term 2: The Nazi Dictatorship and path to World War Two	
Learning Objectives	
<p>To imbue students with a key understanding of historical events and ideologies within post war Germany. Skills of source analysis will be taught and regularly practiced aiding the embedding of source utility skills.</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • How did Hitler and the Nazis rise to political power by 1933? • How did Hitler establish a dictatorship between 1933 and 1934? • What methods did the Nazi party use to maintain control over the German people? • How did the control of the Nazi party impact upon women, children, and minority groups within society? • How did the Nazi party begin to mobilise the German state towards war in the 1930s? • What was appeasement and why did the British government try to appease Hitler? <p><u>Historical Skills:</u></p> <ul style="list-style-type: none"> • The ability to link key historical events with specific outcomes, confidently explaining causation. • To be able to infer key details about a time period from the use of primary sources. • To confidently identify source content and analyse using knowledge of events. 	
What previous knowledge is required?	
<p>Contextual knowledge about World War One.</p> <ul style="list-style-type: none"> • What were the consequences of World War One on Europe? • Which nations were most impacted by World War One? • How was Germany defeated in World War One? 	

- What happened to Germany at the end of WW1?
- Who were the Nazis?
- How did Hitler gain popularity before 1933?

Background understanding of political spectrum and democracy.

- What are the key features of a democracy?

Background and understanding of the use of media and terror in controlling populations.

- Use of propaganda to persuade a population (links to WW1 and recruitment)
- Use of terror or force to control a population (links to Norman Conquest and aftermath of 1066).

How will this term's content help with future learning?

This unit focuses on a variety of skills that are vital to the discipline of history, particularly understanding the views of interpretations and the inherent messages of primary sources. An understanding of the rise of the Nazis also helps to underline the importance of maintaining democratic institutions (a British value) and the threats that can be posed to such systems.

Additionally, an understanding of the wider context behind the eventual outbreak of World War Two, provides students with a more wholesome understanding of the impact of European nations on world peace.

Common Misconceptions

Students can struggle to grasp the technicalities of how the Weimar Republic worked due to different vocabulary and different voting systems such as proportional Representation.

National Curriculum / Specification

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- the inter-war years: the Great Depression and the rise of dictators

Term 3: Holocaust

Learning Objectives

Holocaust interpretation study:

- What was the nature of persecution against Jewish people in Europe?
- How did the Nazis orchestrate genocide across Europe?
- What was the impact of liberation upon Jewish survivors of the Holocaust?
- What has been the 'lasting legacy' of the Holocaust?

Historical skills:

- The ability to link key historical events with specific outcomes, confidently explaining **causation**.
- To begin to identify differences within **interpretations** through specifying the views of different historians.
- To be able to **infer** key details about a time period from the use of primary sources.
- To begin to consider the **significance** of specific factors when dealing with **causation**.
- To be able to **evaluate** the significance of specific evidence and form an argument.
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What previous knowledge is required?

Contextual knowledge about the consequences of World War One.

- Treatment of Germany by the allied nations within the Treaty of Versailles.
- Knowledge of the primary factors for the rise of the Nazis.

Background understanding of political systems and the differences between them.

- What are the key features of a democracy, how is this different to a dictatorship?

Background and understanding of the European continent and positions of major allied nations.

- Location of the Soviet Union compared to Germany.

How will this term's content help with future learning?

This unit focuses on a variety of skills that are vital to the discipline of history, particularly understanding the interpretations of historical events. However, students will then be required to evaluate the evidence they have about specific events and challenge or support these specific interpretations. Additionally, an understanding of the military confrontations of World War Two, will enable students to make an effective judgement on the social consequences of World War Two within Britain.

Common Misconceptions

Students occasionally struggle to identify the differences in Jewish culture (compared to Christianity) that made their lives unique within Germany, this sometimes leads to them having less of an understanding as to motivations behind eventual Nazi policies.

National Curriculum / Specification

The national curriculum for history specifically covers, challenges to Britain and the wider world from 1901 to the present day, including:

- the inter-war years: the Great Depression and the rise of dictators

Term 4: World War 2

Learning Objectives

To imbue students with a key understanding of the historical events culminating in world war by 1939. Evidence will be evaluated by students and developed into convincing arguments that challenge or support current historians' interpretations on the causes, events, and consequences of World War two.

Key Questions:

- Who were the 'Allied' and 'Axis' powers?
- What were the effects of Operation Barbarossa on the USSR?
- Was Stalingrad truly 'the major turning point' of the War?
- How were women crucial to intelligence gathering?
- Did deception save lives in the latter parts of World War Two?
- How did the USA become the world's 'armourer'?
- Was the end of World War Two possible without the atomic bomb?

What previous knowledge is required?

Contextual knowledge about the consequences of World War One.

- Treatment of Germany by the allied nations within the Treaty of Versailles.
- Knowledge of the primary factors for the rise of the Nazis.

Background understanding of political systems and the differences between them.

- What are the key features of a democracy, how is this different to a dictatorship?

Background and understanding of the European continent and positions of major allied nations.

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Additionally, an understanding of the military confrontations of World War Two, will enable students to make an effective judgement on the social consequences of World War Two within Britain.

Common Misconceptions

The geographical scope and all the varying countries' involvement in WW2 can be misconceived, this is heightened by the existence of nations such as the USSR who controlled vast numbers of Eastern European nations that are now independent.

National Curriculum / Specification

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- the inter-war years: the Great Depression and the rise of dictator

Term 5: Cold War

Learning Objectives

Students will study the key flashpoints in the period known as the Cold War, this is to allow students to track the earlier narrative of the rise of the USSR in the early 20th century to its existence as a 'superpower' in the mid to latter century. Equally, the scheme will enable students to understand the rise of the USA's hard and soft power in the aftermath of WW2.

Key Questions:

- How did the use of atomic bomb spark an Arms race?
- How did the Grand Alliance split post WW2?
- What were the consequences of the Berlin airlift?
- Why was Berlin divided by the Berlin Wall?
- What was life like 'behind the wall'?
- How did espionage play a role within the Cold War?
- Why did Vietnam become a 'proxy' of the Cold War?
- How were the US military defeated in Vietnam?
- How did the Chernobyl disaster weaken the USSR?
- Why did the USSR fall in the early 1990s?

Historical Skills:

- The ability to identify, causes, events and consequences and confidently link them together in a narrative.

What previous knowledge is required?

- Definitions of capitalism, communism, democracy, autocracy, and dictatorship
- Background understanding of the rise of the USSR (post Russian Revolution, 1917)

How will this term's content help with future learning?

This unit focuses on a variety of skills that are vital to the discipline of history, particularly in creating narratives. The benefits of this scheme stretch beyond the learning of skills or knowledge and incorporate a vital focus on the relationship between different political beliefs and armaments. A knowledge of the Cold War links to modern day anxieties concerning the existence of ever more powerful weapons of mass destruction.

Common Misconceptions

Understandings of socialism, communism, capitalism can often become muddled. Some students find it difficult to understand just how these systems present a different way of life.

National Curriculum / Specification

The national curriculum for history specifically covers challenges to Britain and the wider world from 1901 to the present day, including the Holocaust.

This scheme of work also fits into the more general aims of the national curriculum as follows:

- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of humankind
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national, and international history; between cultural, economic, military, political, religious, and social history; and between short- and long-term timescales.

Term 6: Whitechapel

Learning Objectives

Students will begin to examine the Whitechapel area of London during the late 19th century, this will provide a window into the social, political, and economic health of Victorian Britain whilst also culminating in an examination of the most famous unsolved mysteries of 'Jack the Ripper'.

Key Questions:

- What were the key features of nineteenth century Whitechapel?
- How did immigration raise tensions in Whitechapel?
- How did H Division operate in Whitechapel?
- Who were the Jack the Ripper victims?
- What do sources suggest about the killer?
- Why was the police investigation into the Ripper a failure?

Historical Skills:

- To examine contemporary source material, analysing it effectively through the use of historical knowledge.

What previous knowledge is required?

Knowledge of the vasty social changes that occurred to Britain during the period of the Industrial Revolution and the impact that this had on work, health, and families.

How will this term's content help with future learning?

This unit will allow students to be able to access the Crime and Punishment of their GCSE Edexcel GCSE course, providing the key knowledge that will also be utilised within their study of an historical environment.

Common Misconceptions

Using sources confidently, inferring information without simply copying. Also, quite difficult for students to fully appreciate the level of poverty that existed within Whitechapel during the late 1800s.

National Curriculum / Specification

- ideas, political power, industry, and empire: Britain, 1745-1901