

Subject	Year	Term
History	9	Spring 1
Topic		
The Second World War Era		
Content (Intent)		
Prior Learning (Topic): World War One Projects at KS2 (as per National Curriculum), Early Modern studies considering the impact of War on a nation (e.g., English Civil War, Colonialism, Opium Wars – development of Treaties as a result of conflict, e.g., Hong Kong), PSHE and Citizenship sessions throughout Year 7 and 8 surrounding British values, including democracy, the rule of law, The First World War (Autumn Term 2).		
Term 3 <ul style="list-style-type: none"> o How fair was the Treaty of Versailles? (Origins and the Big Three, Terms of Treaty and German reaction). o How effective was the Treaty of Versailles? (Independent project considering the short and long-term successes and limitations of the Treaty, evaluation regarding overall effectiveness / significance). o How did political ideologies evolve in the 1920s? (What is a dictatorship? Similarities and differences between Democracy, Fascism and Communism). Term 4: <ul style="list-style-type: none"> o Rise of the Dictators (Sequence of lessons focused on independent research of dictators including Mussolini, Stalin, and Hitler – Their aims, level of support, successes and failures, actions taken – Compare and contrast the level of threat to international peace throughout the 1920/30s). o Source Analysis Assessment (How useful is this source to an historian studying the actions of dictators in the late 1930s?) o Second World War Overview o Steps to and including the Holocaust 		
Future Learning (Topic): GCSE Germany 1890-1945 – Impact of the War on Germany, Impact of the Treaty of Versailles, Political Unrest in Weimar Germany, and the Rise of the Nazis. GCSE Conflict and Tension 1945-1972 – Ideological conflict between Communism and Capitalism, Stalin's relationship with the West (Expansionism, Spheres of Influence).		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded (Impact)	
Skills –Knowledge & Understanding, Causation and Consequence, Source Skills, Interpretation Skills Exploration of Different types of historical sources Disciplinary Literacy Rich and varied lessons that will be adaptive in nature Skimming & Scanning of varying articles Discussion and analysis of historical pieces Description, Explanation & Evaluation throughout essays Skimming & Scanning Sensible internet research Creativity	Students will be assessed through regular checking through written and oral feedback. An end of topic knowledge test will be set to help students consider their content. Students will be assessed on historian interpretation evaluative skills in this unit.	
How can parents help at home?		
Check VLE – support podcast, documentary watching etc.		
Helpful further reading/discussion		
Reading See VLE page for Year 9.	Vocabulary Lists Fascism, communism, democracy	Careers Links International organisations explored through the LofN