

## Temperance Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Topic	<b>The Holocaust</b>							
Challenge Objective and Content (for all learners)	<p>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.</p> <p>To demonstrate the dangers of prejudice, discrimination and dehumanisation throughout history and society today.</p> <p>Anti-Semitism throughout history.</p> <p>Pre-war Jewish life in Germany and Europe.</p>	<p>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.</p> <p>To demonstrate the dangers of prejudice, discrimination and dehumanisation throughout history and society today.</p> <p>Where did Hitler's hatred of the Jews come from? How did anti-Semitism begin in Nazi Germany?</p>	<p>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.</p> <p>To demonstrate the dangers of prejudice, discrimination and dehumanisation throughout history and society today.</p> <p>Kristallnacht. Causes, course and consequences</p> <p>Who was to blame for Kristallnacht?</p>	<p>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.</p> <p>To demonstrate the dangers of prejudice, discrimination and dehumanisation throughout history and society today.</p> <p>Life in the Ghettos and the Wannsee Conference.</p>	<p>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.</p> <p>To demonstrate the dangers of prejudice, discrimination and dehumanisation throughout history and society today.</p> <p>Were Jews the only social group persecuted by the Nazis?</p> <p>What role did ordinary people play in the Holocaust?</p>	<p>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.</p> <p>To demonstrate the dangers of prejudice, discrimination and dehumanisation throughout history and society today.</p> <p>What did Britain do during the Holocaust?</p> <p>Were all Germans Nazis?</p>	<p>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.</p> <p>To demonstrate the dangers of prejudice, discrimination and dehumanisation throughout history and society today.</p> <p>Liberation of the camps; what was discovered in 1945?</p> <p>Why was the Holocaust allowed to take place? Why is it important to study the Holocaust?</p>	<p>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.</p> <p>To demonstrate the dangers of prejudice, discrimination and dehumanisation throughout history and society today.</p> <p>Is the use of comedy appropriate in 'Life is Beautiful'?</p>
Inspire Opportunities	Exploration as to why certain groups may be targeted for prejudice.	Analysis of the post-1918 social, political and economic climate.		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	Analysis of ordinary heroes of the Holocaust through primary sources.	Why is it important to study the Holocaust?  Evaluation of the factors involved which	Deeper thinking in to why comedy is used to deal with sensitive topics.

**HALF TERM**

				Particular focus on the Warsaw Ghetto		Focus on Nicholas Winton  Analysis of opposition towards the Nazis through the use of primary and secondary sources	allowed for the Holocaust to take place.		
<b>Assessment Opportunities</b>							Review of learning so far		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	<b>CHRISTMAS</b>
<b>Topic</b>	<b>The Holocaust</b>		<b>The Interwar period</b>				
<b>Challenge Objective and Content (for all learners)</b>	<p>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.</p> <p>To demonstrate the dangers of prejudice, discrimination and dehumanisation throughout history and society today.</p> <p>What do we mean by genocide?</p>	<p>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.</p> <p>To demonstrate the dangers of prejudice, discrimination and dehumanisation throughout history and society today.</p> <p>Why is it important to study the Holocaust?</p>	<p>To examine the period between the World Wars and evaluate the importance of the economic, political and social events which occurred.</p> <p>The Treaty of Versailles How did Germany react to the Treaty of Versailles?</p>	<p>To examine the period between the World Wars and evaluate the importance of the economic, political and social events which occurred.</p> <p>How did Adolf Hitler become elected as Chancellor?</p>	<p>To examine the period between the World Wars and evaluate the importance of the economic, political and social events which occurred.</p> <p>How did Adolf Hitler secure his power and become dictator in 1933?</p>	<p>To examine the period between the World Wars and evaluate the importance of the economic, political and social events which occurred.</p> <p>Was Chamberlain right in appeasing Adolf Hitler?</p>	

## History Learning Journey Year 9

<b>Inspire Opportunities</b>	Opportunity for independent research into other genocides i.e. Rwanda and Bosnia.		How did the Treaty of Versailles help lead to World War Two?	Examine the events and factors which allowed for the Nationalist Socialist German Workers Party to become the second largest party in Germany.	Evaluate the importance of events and factors in allowing Hitler to become the dictator of Nazi Germany.	Was appeasement the right policy to follow?	
<b>Assessment Opportunities</b>			Review of learning so far				

## Justice Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	<b>HALF TERM</b>
Topic	<b>World War Two</b>						
Challenge Objective and Content (for all learners)	To explore key events of WW2 and evaluate how these have shaped Britain today.  Causes of World War Two	To explore key events of WW2 and evaluate how these have shaped Britain today.  Blitzkrieg and the Phoney War	To explore key events of WW2 and evaluate how these have shaped Britain today.  Dunkirk: Triumph or disaster?	To explore key events of WW2 and evaluate how these have shaped Britain today.  Battle of Britain	To explore key events of WW2 and evaluate how these have shaped Britain today.  The Homefront in World War Two	To explore key events of WW2 and evaluate how these have shaped Britain today.  Evacuation: did all children have the same experience?	
Inspire Opportunities	How did the state of Europe post-1918 lead to the Second World War.	Debate surrounding should Britain have acted sooner?	Opportunity to evaluate the historical argument and form their own arguments based on historical knowledge and sources.	Analysis of the reliability of primary source media	Did a 'Blitz spirit' really exist?	Opportunity to analyse various evacuation sources with a focus on varying experiences based on social classes	
Assessment Opportunities		Review of learning so far					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	<b>EASTER</b>
Topic	<b>World War Two</b>						
Challenge Objective and Content (for all learners)	To explore key events of WW2 and evaluate how these have shaped Britain today.	To explore key events of WW2 and evaluate how these have shaped Britain today.	To explore key events of WW2 and evaluate how these have shaped Britain today.  Was Pearl Harbour enough to justify	To explore key events of WW2 and evaluate how these have shaped Britain today.	To explore key events of WW2 and evaluate how these have shaped Britain today.	To explore key events of WW2 and evaluate how these have shaped Britain today.  WW2 and the Holocaust projects.	

# History Learning Journey Year 9

	D-Day 1944: The turning point of the war?	Causes of Pearl Harbour and the war in the Pacific	the dropping of the atomic bomb?	Why did President Truman drop the Atomic bomb?	How have events in WW2 shaped our history today?	Why is it important to study these events?	
<b>Inspire Opportunities</b>	Extended writing task evaluating the success of D-Day being allied successes or Nazi ineffectiveness.	Chance to prioritise the causes of Pearl Harbour	Investigation into the reasoning behind the dropping of the atomic bombs	Was Truman right to drop the bomb?	Investigation into the legacy World War Two has had on Britain today	Opportunities for independent research and wider thinking	
<b>Assessment Opportunities</b>					Review of learning so far		

## Courage Term

	Week 1	Week 2	Week 3	Week 4	Week 5	HALF TERM
Topic	<b>AQA Paper 1: Section A America, 1920-73: Opportunity and Inequality</b>  <b>Students are to begin the GCSE history course</b>					
Challenge Objective and Content (for all learners)	<p>To enable students to understand the development of the USA during the 20th century, focusing on opportunity and inequality – when some Americans lived the ‘American Dream’ whilst others grappled with the nightmare of poverty, discrimination and prejudice.</p> <p>Part 1: America People and ‘the Boom’ Mass production, advertisements and the impact of Henry Ford and the assembly line</p>	<p>To enable students to understand the development of the USA during the 20th century, focusing on opportunity and inequality – when some Americans lived the ‘American Dream’ whilst others grappled with the nightmare of poverty, discrimination and prejudice.</p> <p>Part 1: America People and ‘the Boom’ Why was there an economic boom? Who benefited from the boom?</p>	<p>To enable students to understand the development of the USA during the 20th century, focusing on opportunity and inequality – when some Americans lived the ‘American Dream’ whilst others grappled with the nightmare of poverty, discrimination and prejudice.</p> <p>Part 1: America People and ‘the Boom’ ‘How far were the 1920s really roaring?’ (Impact of the boom of various social groups)</p>	<p>To enable students to understand the development of the USA during the 20th century, focusing on opportunity and inequality – when some Americans lived the ‘American Dream’ whilst others grappled with the nightmare of poverty, discrimination and prejudice.</p> <p>Part 1: America People and ‘the Boom’ Entertainment in the 1920s; including cinema, celebrities, leisure time, sports and jazz music</p>	<p>To enable students to understand the development of the USA during the 20th century, focusing on opportunity and inequality – when some Americans lived the ‘American Dream’ whilst others grappled with the nightmare of poverty, discrimination and prejudice.</p> <p>Part 1: America People and ‘the Boom’ Position of women in the 1920s, including flappers</p>	
Inspire Opportunities	GCSE skills with historical sources and exam focus and questions					
Assessment Opportunities						

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Topic	<b>AQA Paper 1: Section A America, 1920-73: Opportunity and Inequality</b>  <b>Students are to begin the GCSE history course</b>						SUMMER
Challenge Objective and Content (for all learners)	<p>To enable students to understand the development of the USA during the 20th century, focusing on opportunity and inequality – when some Americans lived the ‘American Dream’ whilst others grappled with the nightmare of poverty, discrimination and prejudice.</p> <p>Part 1: America People and ‘the Boom’ Reasons for Prohibition being introduced, impact on society, including organised crime</p>	<p>To enable students to understand the development of the USA during the 20th century, focusing on opportunity and inequality – when some Americans lived the ‘American Dream’ whilst others grappled with the nightmare of poverty, discrimination and prejudice.</p> <p>Part 1: America People and ‘the Boom’ The immigrant experience in the 1920s.</p>	<p>To enable students to understand the development of the USA during the 20th century, focusing on opportunity and inequality – when some Americans lived the ‘American Dream’ whilst others grappled with the nightmare of poverty, discrimination and prejudice.</p> <p>Part 1: America People and ‘the Boom’ The first Red Scare, including Sacco and Vanzetti case</p>	<p>To enable students to understand the development of the USA during the 20th century, focusing on opportunity and inequality – when some Americans lived the ‘American Dream’ whilst others grappled with the nightmare of poverty, discrimination and prejudice.</p> <p>Part 1: America People and ‘the Boom’ Klu Klux Klan</p>	<p>To enable students to understand the development of the USA during the 20th century, focusing on opportunity and inequality – when some Americans lived the ‘American Dream’ whilst others grappled with the nightmare of poverty, discrimination and prejudice.</p> <p>Part 1: America People and ‘the Boom’ Who failed to benefit from the economic boom?</p>	<p>To enable students to understand the development of the USA during the 20th century, focusing on opportunity and inequality – when some Americans lived the ‘American Dream’ whilst others grappled with the nightmare of poverty, discrimination and prejudice.</p> <p>Part 1: America People and ‘the Boom’</p> <p>Review of Part 1</p>	
Inspire Opportunities	GCSE skills with historical sources and exam focus and questions						
Assessment Opportunities							