

Subject: History

**Core skill focus Empathy. Transferable Skills – Analyse. Historical skill – Causation.**

**Year group: 9**

**Module title: World War One**

**Length of module: 7 weeks**

Module intent / knowledge to be gained  
 Students to gain knowledge and understanding of why the First World War began. The long term and short-term reasons for the conflict will be understood. The conditions of the trenches and how daily life was affected.  
 How technology improved during the conflict and why this war was different to every other conflict up to this point.  
 Improvements that were brought due to the conflict, for example, medicine, aviation and industry.  
 The Versailles Treaty and how it paved the way for future conflict?

Sequence – where does this module fit? Links to past and future learning  
 This topic will build upon student’s knowledge at key stage one and two, that they 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. At key stage three it covers challenges for Britain, Europe and the wider world 1901 to the present day with the First World War and the Peace Settlement at its core. This will give students are complete coverage of twentieth century History if they do not extend their knowledge beyond the key stage three curriculum.

Key words: Alliances, relationships, rivals, allies, Triple Entente, Triple Alliance, Maginot Line, invasion, assassination, states, visit, long term causes, short term causes, arms race, Dreadnoughts, Government, understanding, agreement, technology, conditions, aspects, poetry, rations, peace, treaty, Versailles, ceasefire, trenches, conditions, morale. Schlieffen, BEF (British Expeditionary Force)

Use multi–sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus.

- Use of regular short breaks/natural movement breaks.
- Use reward systems (e.g. stickers).
- Provide visual or written reminders for organising materials and equipment
- Use a task plan/task management board.
- Be very specific about how much work you expect to be completed within a set time.
- Prompt the child with key words or information to listen out for. This could be visual form.
- Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension

		tasks and challenge wall to be formulated. Chunking for weak readers.	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
1	Why did the Alliance system lead to the beginning of World War One? What were the relationships in Europe like during this period?	Use of source material to explain how and why. Students to use diagrams and accounts to support their answers.	The Alliance system.
2 & 3	What were the long term and short term causes of the First World War. What plans did major countries make for conflict eg Plan 17, Schlieffen Plan? How successful were they? What format did Trench warfare take?	Open ended questions with the use of key words to produce a piece of extended writing. Writing frame introduced for those who need.	The short- term cause of World War One report.
4 & 5	What were the conditions like for the soldiers participating? How did disease affect combatants eg (Trench foot?) How did trauma affect soldiers? How was morale lifted and what affect did censorship have on soldiers and their families	Empathy piece of work using soldier's diaries and other accounts.	Censorship and morale during the conflict.
6	Was the Battle of the Somme a total disaster? How did technology affect the battlefield and the course of the war? The improvements in medicine as a result of the war. Tactics - why did the advantage lie with the defender and not the attacker?	Use of diagrams to explain structures. Students to differentiate between different techniques and tactics used in battle.	Was the Somme a success or failure?
7	The end of the war – The Treaty of Versailles. How did the agreement affect each country and what were their aims? How successful or not was the Treaty in achieving its aims? What were Wilson's 14 points?	How successful was the Treaty of Versailles – students to produce extended piece of writing based on their knowledge and understanding. Writing frame produced to support.	The aims of the Treaty of Versailles according to each country.

Subject: History

**Core skill focus Independence. Transferable Skills – Link. Historical Skills – Historical Interpretation.**

**Year group: 9**

**Module title: Inter war Years**

**Length of module: 7 weeks**

Module intent / knowledge to be gained  
 Clear sequencing from the start of the 20<sup>th</sup> Century reasons for warfare the consequences of the peace and the foundations of discord for later in the century with the onset of Communism.  
 Students to understand and gain knowledge on why the German people and Government felt aggrieved at the Treaty of Versailles.  
 Students to understand the effectiveness of the League of Nations and how it affected relationships in Europe.  
 Why there was an increase in the rise of Dictators throughout Europe.  
 The importance of the Russian Revolution and how it changed perceptions of ideology. The influence of political thinkers of the age for example Karl Marx and his effect on the Working Classes.  
 The affect of Extremism in Britain with Mosely and the impact it still has on the UK today.

Sequence – where does this module fit? Links to past and future learning  
 This topic follows on chronologically from the World war one learning. It will build on knowledge of key stage one and two where students are expected to know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. At key stage three this topic covers challenges for Britain, Europe and the wider world 1901 to the present day with the inter-war years: the Great Depression and the rise of dictators as particular focal points. This knowledge will also be used as background knowledge for the Cold war studies at key stage four for those students that continue with History at GCSE and provide extensive coverage of twentieth century History if they end their studies at key stage three.

Key words: Belief, peace, division, nationalism, Versailles, relationships, War Guilt, reparations, disarmament, League of Nations, health, welfare, borders, resentment, stabbed in the back theory, November Criminals, democracy, revolution, Communism, capitalism, ideology.

- Use multi-sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus.
- Use of regular short breaks/natural movement breaks.
  - Use reward systems (e.g. stickers).
  - Provide visual or written reminders for organising materials and equipment
  - Use a task plan/task management board.
  - Be very specific about how much work you expect to be completed within a set time.

		<ul style="list-style-type: none"> <li>- Prompt the child with key words or information to listen out for. This could be visual form.</li> <li>- Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.</li> </ul>	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
8 & 9	The German view of the Treaty of Versailles. Why was it deemed so unfair? International reaction to the Treaty. Consequences of the Treaty in Germany and Europe. The November criminals and the injustice felt by the German people. What was the stabbed in the back theory and how accurate was it?	Use of source material to explain how and why. Students to use diagrams and accounts to support their answers.	German view of the Versailles Treaty.
10 & 11	The rise of the Dictators in Europe. The Russian Revolution and the prominence of Lenin. The ideas contained within the Communist Manifesto and the ideas of Marx and Engels The Civil War and a new political ideology. How the Revolution shaped relationships for the rest of the 20 <sup>th</sup> Century and marked a division between East and West.	Eye witness accounts to explain how people became enfranchised. Written answers to form basis of their understanding. Students to conclude why Revolution took place.	What was the Russian Revolution?
12	The introduction of the League of Nations. What were the aims and motivations of this group? Was there a need for this type of organisation and if so why?	Use of source material to explain how and why. Students to use diagrams and accounts to support their answers.	Aims of the League of Nations – research.
13	The successes of the League of Nations in the 1920's followed by the failures of the League in the 1930's. Was the League of Nations doomed to failure from the start? What effect did the Wall Street crash have on the period?	Use of diagrams to explain structures. Students to differentiate between different techniques used.	Why did the League fail in the 1930's?
14	Britain and extremism. How did Moseley come to prominence and how did the British public react The Battle of Cable street as a case study? The economic hardships of the 1920s and 30's and this affected the British people?	Investigation (Moseley) using the handouts to explain what happened and to come to a clear conclusion	Revision of key points for end of unit review.

Subject: History

**Core skill focus Active Listening. Transferable skills – Identify. Historical skills – Change and Continuity.**

**Year group:9**

**Module title: Weimar Germany**

**Length of module: 7 weeks**

Module intent / knowledge to be gained  
 Sequencing clear from the end of the World War One, how that allowed Hitler to be successful through to his becoming Fuhrer in Germany in 1933.  
 Students to gain knowledge and understand the dire straits Germany was in at the end of World War One. How and why it fermented the rise of extremism in Germany.  
 Students to identify the reasons that Hitler was able to gain power in Germany, why he was popular and the policies that he promoted.  
 How Hitler manoeuvred himself into becoming a Dictator.  
 Students to understand the policies that Hitler wanted to introduce to make Germany strong and powerful.

Sequence – where does this module fit? Links to past and future learning  
 The teaching of this topic covers events beyond living memory that are significant nationally or globally in Key stage one of the History National curriculum. At key stage three it covers the need to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. Students will then be prepared to study this topic at key stage four which forms paper three of their EDEXCEL GCSE studies. If students do not go on to study at key stage four they will have been given comprehensive knowledge of 20<sup>th</sup> century history that affected British lives and policies today.

Key words: Freikorps, Spartacists, November Criminals, Ebert, Weimar Government, strategy, ballot box, Munich Putsch, Chancellor, Nazis, Reichstag, popularity, SA, Rohm, Hitler, Himmler, Goebbels, impact, Enabling Act, Dictator, authoritarian, Mein Kampf, intimidate, speeches, foreign policy.

- Use multi-sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus.
- Use of regular short breaks/natural movement breaks.
  - Use reward systems (e.g. stickers).
  - Provide visual or written reminders for organising materials and equipment
  - Use a task plan/task management board.
  - Be very specific about how much work you expect to be completed within a set time.
  - Prompt the child with key words or information to listen out for. This could be visual form.

		<ul style="list-style-type: none"> <li>- Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.</li> </ul>	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
15	The situation in Germany at the end of World war One. The Freikorps and the Spartacists, dangers that faced Germany from within during the period.	Investigation (Freikorps) using the handouts to explain what happened and to come to a clear conclusion.	Who were the Freikorps and the Spartacists?
16 & 17	Why did Hitler manage to exploit German discontent with his Beer Hall speeches? The Munich Putsch why it was a failure but Hitler's trial was a total success for him? What does "Mein Kampf" tell us about Hitler's beliefs and that of the Nazis?	Open ended questions with the use of key words to produce a piece of extended writing. Writing frame introduced for those who need.	What happened during the Munich Putsch?
18 & 19	The change in direction by the Nazis. The move from use of violence to the Ballot Box. How did Hitler become the Chancellor of Germany? The use of the SA to quell any disorder and to intimidate opponents.	Extended piece of writing using a supported writing frame to explain how and why Hitler changed course.	Why did Hitler realise Violence wouldn't succeed?
20	How popular were the Nazis when they gained power? What was the impact of the Reichstag fire? What were the Enabling laws and how did Hitler use them to become dictator?	Open ended questions with the use of key words to produce a piece of extended writing. Writing frame introduced for those who need.	What was the significance of the Reichstag Fire?
21	What were the aims of Hitler's foreign policy? Why did he want Lebensraum and what was his vision for a greater Germany? How did Lebensraum affect his policies inside and outside of Germany?	Use of diagrams to explain structures. Students to differentiate between different techniques used to achieve policy aims.	What was Lebensraum?

Subject: History

**Core skill focus Describe. Transferable skills – Collaboration. Historical skills – Historical perspectives.**

**Year group: 9**

**Module title: The Cold War**

**Length of module: 8 weeks**

Module intent / knowledge to be gained  
Sequencing of lessons chronologically to gain insight into post world war two Europe and wider world conflicts.  
Students to understand and gain knowledge on the importance of the Peace conferences at the end of World War Two.  
The importance of nuclear technology to the relationship of European countries and the Super Powers. The threat of Nuclear conflict and how this affected relationships.  
The major areas of conflict during this period with case studies on the Cuban Missile Crisis and Vietnam.  
Students to understand the growing influence of the media on international relationships.

Sequence – where does this module fit? Links to past and future learning  
The study of this topic dovetails chronologically into their studies of the twentieth century. It covers the need to understand that History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. The study of this period frames what modern Britain looks like today. For students that end their studies at key stage three it will have given them a comprehensive understanding of how ideology is different across Europe during this time period. It will allow for links to their studies at key stage four where the study of the Cold War is part of paper Two on their EDEXCEL GCSE paper.

Key words: Cold War, VE Day, conference, Yalta, Potsdam, capitalism, communism, nuclear weapons, Mutually Assured Destruction, relationships, proliferate, Cuba Missile Crisis, ideology, media, socialism, conflict, Vietnam, failure, success, public opinion.

- Use multi-sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus.
- Use of regular short breaks/natural movement breaks.
  - Use reward systems (e.g. stickers).
  - Provide visual or written reminders for organising materials and equipment
  - Use a task plan/task management board.
  - Be very specific about how much work you expect to be completed within a set time.
  - Prompt the child with key words or information to listen out for. This could be visual form.
  - Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them.

		Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
22	What state was Europe in at the end of world war two? Why did the Cold War begin after the Allies victory in Europe?	Use of source material to explain how and why. Students to use diagrams and accounts to support their answers.	What is Capitalism and Communism?
23 & 24	What took place at the conferences at Tehran, Yalta and Potsdam? What are the main differences between Capitalism and Communism and what differences were there between the individual leaders during this period?	Open ended questions with the use of key words to produce a piece of extended writing. Writing frame introduced for those who need	What differed between Yalta and Potsdam?
25 & 26	What effect did nuclear weapons have on relationships between the super powers? What impact did Mutually Assured Destruction have on relationships during this period? How did the Cuba missile crisis nearly proliferate into a nuclear war? What was the impact of the crisis on future relationships?	Use of source material to explain how and why. Students to use diagrams and accounts to support their answers.	What was the Arms Race?
27 & 28	How did the super powers compete in different areas? The use of sport and space to advertise their own competing ideologies as better than the other. The beginning of the Vietnam conflict. Why it was a failure for the USA.	Investigation (Space Race) using the handouts to explain what happened and to come to a clear conclusion.	How did the Super powers compete in Space?
29, 30, 31	What effect public opinion had on the Vietnam conflict, and why most Americans turned against the conflict? The effect the media had on public opinion generally during this period. The Tet offensive, the use of chemical weapons. The reasons why the USA tried to contain the spread of Communism. The tactics used by the Vietcong and why the USA looked to leave the conflict under Nixon.	Eye witness accounts to explain how people became opponents of the war. Written answers to form basis of their understanding and to conclude with their own views.	Why did the USA leave Vietnam?

Subject: History

**Core skill focus Explain. Transferable skills – Resilience. Historical skills – Causation.**

<b>Year group: 9</b>	<b>Module title: End of the Cold War / Terrorism</b>	<b>Length of module: 9 weeks</b>
<p>Module intent / knowledge to be gained                  The end of the Cold War is a logical end of the sequence of lessons throughout the 20<sup>th</sup> century. Students will then look at a case study of Ireland which will bring their knowledge and understanding of key events to a conclusion. It will draw upon their knowledge and skills gained throughout the course to understand division due too religion and how Peace was negotiated despite extreme divergence of views. It will put students into a position to understand why terrorism and violence become entrenched as a result of loyalty to Unionism or Nationalism.</p>	<p>Sequence – where does this module fit? Links to past and future learning                  This follows chronologically to the end of the Cold War in 1991, onto case studies of terrorism in society up to the modern day. This will cover the aims of both key stage one, two and three of the History curriculum. It will allow pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. It will also give a comprehensive overview of the twentieth century should a student end their study of History at the end of key stage three. It will feed into the Cold War study on paper two of the EDEXCEL GCSE examination. It will also give an insight into, issues that society faces today.</p>	
<p>Key words:, Berlin Wall, Communism, failure, Terrorism, activity, social media, religion, impact, foreign policy, protestant, catholic, violence, punishment, direct action, peaceful, critique, immigration, behaviour, sentiment, policy, change, unionist, Nationalist, loyalty, Good Friday Agreement.</p>	<p>Use multi–sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus.</p> <ul style="list-style-type: none"> <li>- Use of regular short breaks/natural movement breaks.</li> <li>- Use reward systems (e.g. stickers).</li> <li>- Provide visual or written reminders for organising materials and equipment</li> <li>- Use a task plan/task management board.</li> <li>- Be very specific about how much work you expect to be completed within a set time.</li> <li>- Prompt the child with key words or information to listen out for. This could be visual form.</li> <li>- Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension</li> </ul>	

		tasks and challenge wall to be formulated. Chunking for weak readers.	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
			What was Détente?
32	The fall of the Berlin Wall and the symbolism of this event. The ending of Communism in Russia and Eastern Europe in 1991 and how this effected the rest of Europe. How people were able to exert influence and affect change.	Extended writing using trigger key words to help explain the process and how successful it was.	Why was Afghanistan a failure?
33,34 & 35	Ireland – How did we arrive at the Good Friday Agreement and how did Britain and Northern Ireland overcome the sectarian divide? The differences between religion and how this affects the perception of Protestants and Catholics to Northern Ireland and partition. How this issue of religion extends from Ireland to Britain?	Explanation of a key concept – separation of Ireland. Written and picture sources used along with a writing frame	Why were Catholics and Protestants divided in Ireland?
36 & 37	Why there were acts of Terrorism in Ireland and mainland Britain in the late 20 <sup>th</sup> Century. The formation of terrorist groups on both sides of the divide IRA and the UVF. What each side was trying to achieve and how each side have been able to put the guns down. Has the struggle for Ireland ended?	Use of sources along with BBC video explaining the need for the use of violence. Students to conclude if this tactic was successful.	What impact did terrorism have on Britain?
38	What impact has religion had on this issue and others throughout the course of History? How have different groups sought to find common areas to reduce tension and the resorting to violence?	Power point (TEEP), BBC Teach, group discussion peer to peer evaluation and support.	Is the use of violence ever justified?