

Year Group: 9	Subject: History	Term: Spring 2021
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Topic	Key Learning points	Assessments
Who was to blame for the Second World war starting in 1939?	<p>Curriculum goal – Students will be able to evaluate how the relationships between European powers in the 1930s led to the outbreak of war in 1939.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> ➤ Know how the League of Nations allowed dictatorships to act aggressively (weakness of LON, Japanese invasion of Manchuria and Italian invasion of Ethiopia) ➤ Explain how Hitler's actions made war more likely (re-armament, Rhineland, Anschluss, Sudetenland) ➤ Explain the controversy over whether Appeasement was the right policy for Britain (pacifism and popularity of Chamberlain, Munich Crisis, role of Churchill) ➤ Create propaganda cartoons about the approach of war <p><u>Key vocabulary and concepts:</u> appeasement; re-armament; dictatorship; democracy; pacifism; propaganda; aggression; 'hearts and minds'</p>	Appeasement essay to GCSE exam style
What were the key turning points of the Second World War?	<p>Curriculum goal – Students will evaluate how Hitler's leadership of Germany helps explain why the Allies won the Second World War.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> ➤ Know about early German successes and Hitler's decisions on the course of the war (invasion of Poland, fall of France, Dunkirk, Battle of Britain, etc.) ➤ Describe the roles of the USA and USSR in eventual victory in 1945 (Pearl Harbour, USA's Europe First policy, Stalin's leadership) ➤ Understand the importance of Hitler's 'mistakes' (Operation Barbarossa, declaration of war vs USA) ➤ Write creative prose from the viewpoint of a British citizen <p><u>Key vocabulary and concepts:</u> morale; front (battle); evacuation; disadvantage; moral superiority; atom bomb;</p>	Exam-style essay – was the USA right to use the atom bomb?
How can we understand the Holocaust?	<p>Curriculum goal – Students will be able to analyse how the Nazis were able to carry out an attempted genocide against the Jews and other minority groups of Europe.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> ➤ Understand how the actions of those involved can be categorised as bystanders, perpetrators, victims and resisters ➤ Know about Nazi policy and how it developed during the war (segregation – ghettos, immigration, Einsatzgruppen – murder, mass extermination) ➤ Describe the actions of resisters to the Nazis (Rosenstrasse, White Rose, July Bomb Plot, etc.) ➤ Write empathic prose about the experience of a character from Schindler's List <p><u>Key vocabulary and concepts:</u> anti-Semitism; genocide; Holocaust; ghetto; persecution; concentration camp; extermination camp;</p> <p>*Students that have had three lesson per week will move on to study the Cold War before starting the GCSE content after half term.</p>	Reach a judgement about why it was so hard for victims to resist