

**History PoS: Year 9 HT1 and HT2 - World War One**

Students will colour code as they work through the scheme of work.

Students will learn about ... British society before WWI, the sinking of the Titanic, the causes of WWI, trench warfare, the changing role of women, the Treaty of Versailles.		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to identify and describe the following:</p> <p>Confidently explain why 20<sup>th</sup> century people and events are well known.</p> <p>Explain one or two reasons for the Titanic disaster.</p> <p>Make unsupported inferences from sources about suffragettes.</p> <p>Explain one or two causes of WWI.</p> <p>Explain why men joined up to fight in WWI.</p> <p>Make unsupported inferences from sources about trench conditions.</p> <p>Produce balanced answers about the extent of successes during WWI.</p> <p>Describe the work of women during WWI, using specific examples.</p> <p>Make unsupported inferences from sources about the Treaty of Versailles.</p>	<p>Students will understand and be able to explain the following:</p> <p>Explain the significance of 20<sup>th</sup> century people and events.</p> <p>Reach a conclusion about the causes of the Titanic disaster.</p> <p>Start to evaluate the reliability of sources about suffragettes.</p> <p>Identify long-term and short-term causes of WWI.</p> <p>Explain how posters were used to recruit men.</p> <p>Start to evaluate the reliability of sources about trench conditions.</p> <p>Confidently reach a conclusion about the extent of successes during WWI.</p> <p>Explain the significance of women's work during WWI.</p> <p>Start to evaluate the reliability of sources about the Treaty of Versailles.</p>	<p>Students will be able to assess and evaluate the following:</p> <p>Compare and contrast the significance of 20<sup>th</sup> century events and people.</p> <p>Reach a conclusion about blame based on a confident evaluation of the evidence.</p> <p>Start to evaluate the utility of sources about suffragettes.</p> <p>Start to evaluate the most and least important causes of WWI.</p> <p>Confidently explain how and why the reasons for men joining up changed throughout the war.</p> <p>Start to evaluate the utility of sources about trench conditions.</p> <p>Confidently reach a conclusion about the extent of successes during WWI, after evaluating views from the time.</p> <p>Start to evaluate the most significant effect of women's work during WWI.</p> <p>Start to evaluate the utility of sources about the Treaty of Versailles.</p>
<p>Assessment</p> <p>Assessment 1: The students will investigate the different causes of WWI.</p> <p>Assessment 2: The students will complete a source-based assessment on trench conditions where they will be required to use a collection of sources to make inferences and evaluate sources for reliability.</p>		

**History PoS: Year 9 HT3 - Nazi Germany**

Students will colour code as they work through the scheme of work.

Students will learn about ... Germany in the 1920s with a focus on the impact of the Treaty of Versailles, the rise of the Nazi Party in Germany, life in Nazi Germany, Nazi propaganda, children in Nazi Germany.		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to identify and describe the following:</p> <p>Explain one or two reasons for Hitler's rise to power.</p> <p>Use a wide range of evidence to investigate the Reichstag Fire.</p> <p>Make unsupported inferences from sources about the rise of the Nazi Party.</p> <p>Describe specific examples of life in Nazi Germany.</p> <p>Describe a wide range of Nazi propaganda.</p>	<p>Students will understand and be able to explain the following:</p> <p>Identify long-term and short-term causes of Hitler's rise to power.</p> <p>Confidently reach a conclusion about the origins of the Reichstag Fire.</p> <p>Start to evaluate the reliability of sources about the rise of the Nazi Party.</p> <p>Compare the experiences of different types of people.</p> <p>Explain the hidden messages behind a wide range of Nazi propaganda.</p>	<p>Students will be able to assess and evaluate the following:</p> <p>Start to evaluate the most and least important causes of Hitler's rise to power.</p> <p>Confidently reach a conclusion about the origins of the Reichstag Fire, after evaluating views from the time.</p> <p>Start to evaluate the utility of sources about the rise of the Nazi Party.</p> <p>Explain who would benefit the most and least from conditions in Nazi Germany.</p> <p>Explain the context of a range of Nazi propaganda – using knowledge of the wider context.</p>
<p>Assessment</p> <p>Students will examine sources about life in Nazi Germany.</p>		

**History PoS: Year 9 HT4 - World War Two**

Students will colour code as they work through the scheme of work.

Students will learn about ... the causes of WWII, the Dunkirk evacuations, the different arenas of conflict, the Home Front, the Atomic Bomb and the end of the war.		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to identify and describe the following:</p> <p>Explain one or two causes of WWII.</p> <p>Explain why particular WWII events are well known.</p> <p>Provide a balanced answer about the accuracy of a film clip about the Dunkirk evacuations.</p> <p>Describe the dropping of the atomic bomb and its effects.</p> <p>Provide positive and negative experiences of evacuation in a balanced answer.</p> <p>Provide arguments for and against the use of the atomic bombs.</p>	<p>Students will understand and be able to explain the following:</p> <p>Identify long-term and short-term causes of WWII.</p> <p>Explain the significance of WWII events.</p> <p>Confidently reach a decision about the accuracy of a film clip about the Dunkirk evacuations.</p> <p>Explain, using wider knowledge, why the bomb was used.</p> <p>Start to explain why children had different experiences as part of evacuation.</p> <p>Start to explain why people would have different views.</p>	<p>Students will be able to assess and evaluate the following:</p> <p>Start to evaluate the most and least important causes of WWII.</p> <p>Compare and contrast the significance of WWII events.</p> <p>Evaluate the accuracy of a film clip about the Dunkirk evacuations, using contextual knowledge.</p> <p>Assess, using wider contextual knowledge, the long-term effects of the atomic bomb on 20<sup>th</sup> century history.</p> <p>Confidently explain why children had different experiences.</p> <p>Confidently explain why people would have different views based on their experiences.</p>
<p>Assessment</p> <p>The students will investigate the different causes of WWII. The students will be able to look back at their assessment on the causes of WWI and directly target the concepts they need to improve.</p>		

**History PoS: Year 9 HT5 and HT6: The Holocaust**

Students will colour code as they work through the scheme of work.

Students will learn about ... historical anti-Semitism, the treatment of Jews in the 1930s and 1940s, the Final Solution, Jewish resistance, other victims of the Holocaust, remembering the Holocaust.		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to identify and describe the following:</p> <p>Describe how Jews have been treated in different time periods.</p> <p>Describe the treatment of Jews in the 1930s and 1940s.</p> <p>Describe the conditions in concentration camps.</p> <p>Describe opposition to the Holocaust: e.g. The Warsaw Uprising.</p> <p>Confidently explain why the Holocaust is well-known.</p>	<p>Students will understand and be able to explain the following:</p> <p>Identify specific examples of Jewish persecution from different time periods.</p> <p>Explain how the treatment of Jews changed in the 1930s and 1940s.</p> <p>Compare and contrast experiences in concentration camps.</p> <p>Compare and contrast opposition to the Holocaust.</p> <p>Explain why the Holocaust is significant.</p>	<p>Students will be able to assess and evaluate the following:</p> <p>Compare and contrast treatments - based on wider contextual knowledge.</p> <p>Explain why treatment of the Jews changed in the 1930s and 1940s – using wider contextual knowledge.</p> <p>Explain why people had different experiences in concentration camps - based on wider contextual knowledge.</p> <p>Evaluate the impact of different opposition groups.</p> <p>Evaluate the Holocaust as an example of genocide in relation to other genocides.</p>
<p>Assessment</p> <p>Students will be assessed on their understanding of the significance of the Holocaust.</p>		

### **History PoS: Year 9 HT6 - Later 20<sup>th</sup> century events and KS3 review**

Students will colour code as they work through the scheme of work.

Students will learn about ... events post-1945 such as the establishment of the United Nations, migration, Civil Rights and scientific advances. The students will then make a Museum Box where they will draw together their lessons from Years 7, 8 and 9. They can choose to include themes such as changing power, changing living standards, significant individuals and their favourite KS3 topic.		
Grade 1-3	Grade 4-6	Grade 7-9
Students will be able to identify and describe the following:  Describe events using specific detail and explain why they are well known.  Describe some of the main events and people from different time periods.  Confidently explain why an individual is famous.  Explain one or two causes of an event.	Students will understand and be able to explain the following:  Explain the significance of events.  Select detailed knowledge to make links within and across periods of History.  Explain why an individual is significant.  Identify long and short-term causes of events.	Students will be able to assess and evaluate the following:  Start to evaluate the relative significance of events.  Demonstrate a detailed knowledge of wide range of historical periods where they can make links between different aspects such as the role of women and power and control.  Make links between significant individuals.  Confidently explain how causes of an event can be grouped into Political, Economic and Social.
<b>Assessment</b>  Summer exam that examines a range of skills including source skills and knowledge and understanding.		