

Subject Vision

- **Thinking:** We want our students to become critical thinkers. They will show curiosity about the world around them. They will be enquiring and ask further questions. They will be media literate adults who can navigate the new media landscape safely.
- **Knowing:** We want our students to be rich in knowledge. They will understand the bigger picture of the national story and be able to place both historical and current events in relation to it. Their understanding of current affairs will be deepened. They can apply their knowledge of history to make connections with their locality. They will have an understanding of the diverse nature of the UK and the experiences of its residents and citizens. We hope that they will even learn the lessons of the past.
- **Communicating:** We want our students to be good communicators. They will be able to express themselves clearly in written form; both when conciseness and depth are required. They will be able to illustrate their points with specific examples and advanced vocabulary. They will focus clearly on the objective of their communication.

Subject End Points

- 1) Students demonstrate knowledge and understanding of the key features and characteristics of the periods studied (N.B End Point 1 is always applied to all other End Points; you cannot meet the other End Points *without* application of End Point 1)
- 2) Students can explain and analyse historical events and periods studied using second order historical concepts
- 3) Student can analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events.
- 4) Students can analyse, evaluate and make substantiated judgements about interpretations (including how and why they may differ) in the context of historical events

<p><u>Subject Domains of Knowledge</u></p> <ul style="list-style-type: none"> • The Holocaust • Cold War Case Study: Berlin • The Civil Rights Movement • 	<p><u>Subject Key Concepts</u></p> <p><u>Skills (Covered at both KS3 and KS4, Covered explicitly only at KS4)</u></p> <ul style="list-style-type: none"> • Factual recall • Inference • The process of historical enquiry • Evaluating the usefulness of sources • Explanation • Essay writing • Narrative account and chronology • Description • Identification and explanation of differences between interpretations • SPAGST <p><u>Content</u></p> <ul style="list-style-type: none"> • The history of politics and power • Military History • The history of everyday life • The history of resistance and rebellion
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Year 9: History

Units	The Holocaust	Cold War Case Study: Berlin	The Civil Rights Movement
<p>Unit Overview</p>	<p>Whilst the National Curriculum for History is very broad and specifies time periods, themes and skills, it doesn't specify historical events. The Holocaust is the exception to this. At Ratton we recognise the importance of studying the Holocaust in detail in its own right, and as a case study of prejudice,</p>	<p>This is a case study that gives all students, regardless of whether they go on to GCSE, the context for understanding today's geopolitical landscape. It also links to other units: WWII, the Civil Rights Movement and Superpowers and the Cold War at GCSE. At this time, students will be getting a flavour of GCSE style lessons</p>	<p>The Civil Rights Movement is a unit in which we hope to inspire the activists of the future. Students will examine the historical context, the early actions of the Civil Rights Movement and the move towards militancy in the 1960s. They will reflect on what was achieved and what issues remain. At the end of this unit we will look briefly at the</p>

	discrimination and the grave danger when these are allowed to flourish.	and assessment at a time when they are making their important Options choices.	Vietnam War in order to join this unit up with our other mid-twentieth century topic (the Cold War).
Lesson Sequence	<p>1 What reasons were given for anti-Semitism? What was the Holocaust and who was involved? Students will look at the historical context to the holocaust (e.g. from religious persecution in the Middle Ages to racial discrimination in the 19th century). Students will learn in overview what the Holocaust was place it in the context of Nazi Germany and WWII)</p> <p>2 How did the Nazis treat German Jews before WWII? Students will study examples of discrimination 1933-39 (e.g. boycotts, Nuremberg Laws, Kristallnacht).</p> <p>3 How did the Nazis treat Jews in the early stages of WWII? Students will look at the Madagascar Plan, the actions of the Einsatzgruppen and maybe introduce the idea of the ghettos.</p> <p>4 What was life like in the ghettos? Students will study the living conditions in ghettos. This should include the lack of freedom, overcrowding, starvation, disease and the fear of deportation. Students will have the contextual knowledge needed to make sense of the Warsaw Ghetto Uprising later.</p>	<p>1-2 How and why was Berlin divided after WWII? Students will learn the necessary contextual knowledge of the Cold War: the differences between capitalism and communism, and the use of the atomic bomb at the end of WWII. They will then focus in on the post-war conferences (Yalta and Potsdam) and the decisions made there regarding Germany and Berlin</p> <p>3-4 What happened in the 1948 Berlin crisis and what was its impact? Students will examine the reasons for Stalin's blockade and the subsequent US response in the form of the airlift. They will evaluate the impact of both events on superpower relations.</p> <p>5-6 Why was the Berlin Wall built in 1961 and what was its impact? Students will learn about the chain of events from 1958-61 that led to the building of the Berlin Wall: The Refugee Crisis, the Berlin Ultimatum, the subsequent superpower conferences (including the shooting down of the U2) and the wall itself. They will evaluate the positive and negative aspects of the Wall, both for the people of Berlin and the superpowers.</p>	<p>1-5 How and why did the American CRM develop in the 1950s? Students will investigate a wide range of factors leading to the development of the CRM in the 1950s. This will include early events from the CRM itself.</p> <ul style="list-style-type: none"> • Discrimination and disadvantage (to include reference to the KKK , segregation and barriers to voting) • The impact of WWII • Brown Vs Board of Education and Little Rock (with reference to the NAACP) • The Bus Boycott (with reference to Parks and King) • Teachers <i>might</i> include the murder of Emmett Till, but should take great care with any use of the famous picture of his battered face (ideally avoid use of this photo altogether) <p>6-10 How and why did the American CRM change in the 1960s? Students will investigate the split in the CRM in the 1960s, from non-violence to militancy. This will include:</p> <ul style="list-style-type: none"> • Non-violent protest of the early 1960s (e.g. sit-ins and/or freedom rides)

5-6 What was the 'Final Solution'? What was life like in the camps? Students will look at the Wannsee Conference as the point at which mass murder in camps with gas becomes Nazi policy. They will be aware that there were a range of camps (e.g. slave labour, extermination) and that experiences varied accordingly. They will use source material as part of this.

7-10 How effective was resistance to the Holocaust? Students will study a range of ways in which people resisted the Holocaust. This should include The Warsaw Ghetto Uprising and Oskar Schindler. They will evaluate the impact of this resistance and explore and explain hindrances to resistance.

11- How have people interpreted the Holocaust? This could include a range of approaches but should involve some reflection and 'pulling together' of knowledge. Examples of approaches include who can/should represent the Holocaust (e.g. Weisel Vs Sim), historical interpretations (intentionalist vs structuralist) or memorialisation.

12-13 Modern Case Study: Rwanda Students will engage with the idea that whilst the Holocaust was the largest and most famous historical genocide, it wasn't the first or last. Using Rwanda as

7-8 Why did the Berlin Wall come down in 1989? Students will learn about the new approach of Gorbachev from 1985 (including Glasnost and ending the Brezhnev Doctrine) and understand how that led to the fall of the Berlin Wall.

(N.B the Cold War will be returned to at the end of the CRM unit and lessons on Vietnam can be considered as part of this unit of work- highlighted in blue adjacent)

- The 1963 March on Birmingham (could include the 16th St Church Bombing)
- The 1963 March on Washington
- The 1964 Civil Rights Act
- Malcolm X and the Nation of Islam
- Black Power
- The Black Panthers
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How did the CRM link to the Cold War? (Vietnam War Case Study) This falls at the end of Year 9 and the amount of time spent on it may vary, but students will learn about the causes of American involvement (with reference to the Domino Theory), the methods and tactics used by both sides and opposition to the war back in the USA (with reference to the experiences of black American soldiers)

	a case study students will identify similarities and differences for example in methods, impact, reactions, underlying inequalities etc.		
Key Domains and Concepts taught in this Unit / Term	<ul style="list-style-type: none"> • Domain: The Holocaust • Concepts (skills): description, essay writing, SPAGST, identifying differences in interpretations, factual recall, chronology • Concepts (content): The history of politics and power, Military History, The history of everyday life, The history of resistance and rebellion 	<ul style="list-style-type: none"> • Domain: Cold War Case Study: Berlin • Concepts (skills): • Concepts (content): The history of politics and power, Military History, The history of everyday life, The history of resistance and rebellion 	<ul style="list-style-type: none"> • Domain: The Civil Rights Movement • Concepts (skills): • Concepts (content): The history of politics and power, Military History, The history of everyday life, The history of resistance and rebellion
KS4 End Points	1,2,4	1,2	1,2,3,4
Declarative Knowledge (Students should know)	<ul style="list-style-type: none"> • What reasons were given for anti-Semitism? • What was the Holocaust and who was involved? • How did the Nazis treat German Jews before WWII? • How did the Nazis treat Jews in the early stages of WWII? • What was life like in the ghettos? • What was the 'Final Solution'? • What was life like in the camps? • How effective was resistance to the Holocaust? 	<ul style="list-style-type: none"> • How and why was Berlin divided after WWII? • What happened in the 1948 Berlin crisis and ---what was its impact? • Why was the Berlin Wall built in 1961 and what -was its impact? • Why did the Berlin Wall come down in 1989? 	<ul style="list-style-type: none"> • How and why did the American CRM develop in the 1950s? • How and why did the American CRM change in the 1960s? • How did the CRM link to the Cold War? (Vietnam War Case Study)

	<ul style="list-style-type: none"> • How have people interpreted the Holocaust? • Modern Case Study: Rwanda 		
<p>Procedural Knowledge (Students should be able to do)</p>	<ul style="list-style-type: none"> • Describe features of anti-Semitism in Nazi Germany 1933-1939 • Evaluate the effectiveness of a range of opposition to the Holocaust • Identify the main differences between interpretations about the Holocaust • Recall information about The Holocaust 1933-1942 (10) • Recall information about The Holocaust 1942-1945 (10) • Write about the other topics in the declarative knowledge showing description, explanation and evaluation. 	<ul style="list-style-type: none"> • Describe features of Gorbachev's New Thinking and the Grand Alliance • -Explain why the Berlin Crisis of 1948 worsened the relationship between the superpowers and why the Berlin Wall was built • Recall information about the Berlin wall • Write about the other topics in the declarative knowledge showing description, explanation and evaluation. 	<ul style="list-style-type: none"> • Evaluate the usefulness of sources about discrimination against black Americans in the early 20th century • Explain why the Civil Rights Movement split in the 1960s. • - Identify the main differences between interpretations about the development of the CRM in the 1950s • recall information about the CRM in the 1950s • recall information about the CRM in the 1960s • Write about the other topics in the declarative knowledge showing description, explanation and evaluation.