

Netherhall History Curriculum

Year group: 9

Key question: What defines the twentieth century: ideology, conflict or nationalism?

	Term 1		Term 2		Term 3	
Key enquiries	<p>What does the Titanic tell us about Edwardian society and the twentieth century?</p> <p>To what extent did German ambition cause WW1 as Fischer suggests?</p>	<p>What can the Battle of the Somme tell us?</p> <p>Why were women given the vote in 1918. Are we right to have placed this topic where have in our scheme of work?</p>	<p>What shadows did WW1 cast?</p> <p>How did international relations in the 1920s-1930s?</p> <p>What was the most significant turning point of WWII? (for chronological understanding)</p>	<p>What do sources tell us what life like for Jewish people in Europe before WW2?</p> <p>To what extent was the Holocaust a pre-determined plan?</p>	<p>To what extent were ordinary German people responsible for the Holocaust?</p>	<p>How did the Cold War develop and transform?</p>
National Curriculum Links	<p>NC4: Challenges for Britain, Europe and the wider world 1901 to the present day. NC6: A local history study NC8: at least one study of a significant society or issue in world history and its interconnection with other world development.</p>	<p>NC4: Challenges for Britain, Europe and the wider world 1901 to the present day. NC6: A local history study</p>	<p>NC4: Challenges for Britain, Europe and the wider world 1901 to the present day.</p>	<p>NC3: Ideas, political power, industry and empire: Britain 1745-1901 NC5: The Holocaust</p>	<p>NC5: The Holocaust NC6: A local history study</p>	<p>NC4: Challenges for Britain, Europe and the wider world 1901 to the present day. NC8: at least one study of a significant society or issue in world history and its interconnection with other world development.</p>
Content	<ul style="list-style-type: none"> Source based Titanic lessons – including Maryport’s role. Causes of WW1 with interpretations (Fischer thesis) International relations prior to WW1, imperialism, nationalism in the Balkans, militarism and Franz Ferdinand’s assassination and the unravelling of the alliance system. <p>Meanwhile, Elsewhere – The Russian Revolution</p>	<ul style="list-style-type: none"> Battle of the Somme background (failure of Schlieffen Plan) Trench warfare at Somme Leadership at Somme The Empire’s contribution to WW1 Suffragettes Suffragists Local link – Broughton Moor munitions explosion World War One Government and public attitudes to female suffrage Why did women get the vote? 	<ul style="list-style-type: none"> Treaty of Versailles Dictatorships in the inter-war years Extreme ideologies League of Nations Manchurian and Abyssinian Crises Rhineland, Sudentland, Anschluss, Munich Conference Chronological understanding for enquiry 9 – Phoney War, Dunkirk, Breaking Enigma and Alan Turing, operation Barbarossa, D-Day) 	<ul style="list-style-type: none"> Historical anti-Semitism Pre-war Jewish Life Jewish life in Nazi Germany Ghettos Einsatzgruppen Final Solution 	<ul style="list-style-type: none"> Concentration camps Involvement and knowledge of ordinary people Hitler and Nazi leaders’ responsibility Resistance 	<ul style="list-style-type: none"> Origins of the Cold War – communism and capitalism (1) and tensions – Yalta, Potsdam, Truman Doctrine and containment, Soviet expansion, Iron Curtain, NATO and Warsaw Pact Arms race Space Race Espionage Cuban Missile Crisis Vietnam War Détente <p>Meanwhile, elsewhere – cultural revolution in China</p>
Second-order concepts	<ul style="list-style-type: none"> Sources and evidence Causation and interpretations 	<ul style="list-style-type: none"> Interpretations and causes Sources and evidence 	<ul style="list-style-type: none"> Consequence Similarity and difference Significance/change and continuity 	<ul style="list-style-type: none"> Consequence Sources and evidence Causation 	<ul style="list-style-type: none"> Interpretations Causation 	<ul style="list-style-type: none"> Change and continuity Consequence
Assessment As well as more formal written pieces, assessment can include:	<ul style="list-style-type: none"> What can the Titanic tell us about Edwardian Society? 10 question fact test Spelling test <ul style="list-style-type: none"> Starters recapping knowledge Questioning Low stakes testing/quizzes Knowledge-based homework tasks 	<ul style="list-style-type: none"> To what extent did German ambition cause WW1 as Fischer suggests? 10 question fact test Spelling test 	<ul style="list-style-type: none"> Assessment on international relations in the 1920s – 1930s? 10 question fact test Spelling test 	<ul style="list-style-type: none"> To what extent was the Holocaust a pre-determined plan? Assessment 10 question fact test Spelling test 	<ul style="list-style-type: none"> To what extent were ordinary German people responsible for the Holocaust? (extended written project including primary sources) 10 question fact test Spelling test 	<ul style="list-style-type: none"> Timeline assessment and key concept quiz Cold War source question Spelling test

<ul style="list-style-type: none"> Written responses Regular 10 mark knowledge – factual/substantive concepts to be completed and self-assessed. 						
Common misconceptions <i>Will be added to after standardisation and moderation meetings</i>	<ul style="list-style-type: none"> Pupils struggle to link the Titanic to Edwardian Society. Pupils struggling more with long-term impacts. 	<ul style="list-style-type: none"> Pupils often accidentally mix up suffragists and suffragettes in their writings. 	<ul style="list-style-type: none"> Pupils struggle to explain which is the most important turning point and why. 	<ul style="list-style-type: none"> Pupils initially believe Anti-Semitism to be a WW2 concept. 	<ul style="list-style-type: none"> Pupils struggle with the difference between perpetrator and bystander. 	<ul style="list-style-type: none"> Pupils struggle to explain how tensions increased even though they can explain when.
Homework	<ul style="list-style-type: none"> Practice for spelling test Extended reading – Gombrich: Dividing up the World 	<ul style="list-style-type: none"> Practice for spelling test Extended reading – History extra article – why did women get the vote in 1918? Extended reading - Life in Nazi Germany Richard J Evans 	<ul style="list-style-type: none"> Practice for spelling test Extended reading – Antony Beevor – Operation Barbarossa 	<ul style="list-style-type: none"> Practice for spelling test Extended reading – Alexandra Richie – Warsaw Uprising 	<ul style="list-style-type: none"> Practice for spelling test Independent research for written work Extended reading – Frankopan – The Road to Genocide 	<ul style="list-style-type: none"> Practice for spelling test Extended reading – Cold War section in Frankopan Extended reading – History Extra: Did the Cold War really end? 7 historians’ views
Key words/Never Heard the Word Tier 3 vocabulary	<ul style="list-style-type: none"> Edwardian Class Gender Industry Trade Militarism Imperialism Nationalism Arms race Balkans 	<ul style="list-style-type: none"> Barrage Artillery Field Marshall Trenches Suffrage Suffragist Suffragette Munitions Force-feeding Propaganda 	<ul style="list-style-type: none"> Dictatorship Authoritarian Secret police Appeasement Extremism Communist Right-wing Left-wing Compliance Turning point 	<ul style="list-style-type: none"> Shtetl Assimilation Anti-Semitism Pogrom Integration Urban 	<ul style="list-style-type: none"> Ghettos Einsatzgruppen Scapegoat Final Solution Holocaust Concentration Camp Perpetrator Bystander Resistance Legislation 	<ul style="list-style-type: none"> Cold War USSR Espionage Nuclear weapons Atom bomb Suspicion Communism Capitalism Tension Space race
Tier 2 vocabulary	Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen Interpretation	Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen Interpretation	Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen Interpretation	Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen Interpretation	Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen Interpretation	Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen Interpretation
Career links (Unifrog)	Links to historian / archivist– working with evidence and asking questions regarding reliability, potential bias etc. https://www.unifrog.org/student/careers/school-subjects/historian https://www.unifrog.org/student/careers/school-subjects/archivist Links to politics and working in local government https://www.unifrog.org/student/careers/school-subjects/solicitor	Careers in the armed forces and services – discussions around naval warfare and life in the trenches. Links to law and order and legal representation https://www.unifrog.org/student/careers/school-subjects/solicitor https://www.unifrog.org/student/careers/school-subjects/barrister	Links to law and order and legal representation https://www.unifrog.org/student/careers/school-subjects/solicitor https://www.unifrog.org/student/careers/school-subjects/barrister Links to diplomatic service officer – how can you help to promote and protect British interests abroad? https://www.unifrog.org/student/careers/school-subjects/solicitor	Links to journalism – how was the war reported? What impact did the media have on the outcome of the war? https://www.unifrog.org/student/careers/school-subjects/broadcast-journalist	Links to law and order and legal representation https://www.unifrog.org/student/careers/school-subjects/solicitor https://www.unifrog.org/student/careers/school-subjects/barrister Links to historian / archivist – how does a historian use the available evidence to form a	Links to historian / archivist – working with evidence and asking questions regarding reliability, potential bias etc. https://www.unifrog.org/student/careers/school-subjects/historian https://www.unifrog.org/student/careers/school-subjects/archivist Links to law and order and legal representation https://www.unifrog.org/student/careers/school-subjects/solicitor

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Employability skills	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
Notes/developments/standardisation comments	<ul style="list-style-type: none"> COMMENTS Oct 2021 Pupils were really good at identifying information and drawing inferences from sources but struggled to link back to the question. 	<ul style="list-style-type: none"> Slightly behind in the SOW due to COVID absences and therefore the next couple of enquiries will be trimmed down. 				