

Scheme of Learning: Year 9 History

Topic Sequence:

1	2	3	4
The Holocaust	The Cold War	Post 1945 Britain	Local History Unit

Topic Overview:

From 1933-1945, Nazi Germany discriminated against, persecuted and ultimately attempted to exterminate Europe's Jewish population in a period of time known as the Holocaust. The Holocaust is the worst example of genocide in human history and as such it is vital that students understand what the Holocaust was and why it happened. This topic examines the background of the Holocaust, the Holocaust itself and the impact of the Holocaust.

Lesson Sequence:

Lesson 1: Here we look at the long history of Judaism across the world, focusing on the emigration of Jewish people as well as the history of anti-Semitism separate from that of Nazi Germany.

Lesson 2: This lesson asks "Who were the Nazis?", thinking specifically about the ideology that drove Hitler and the NSDAP, focusing on their beliefs/policies about Jewish people.

Lesson 3: The creation of the police state, including the SS, Gestapo and concentration camps, was initially aimed at eliminating political opposition to the Nazis. However, eventually this same police state would be fundamental in executing the Holocaust.

Lesson 4: The Nazis' approach to the Holocaust was staggered and moderated: this lesson asks why it was that the Nazis did not act so extremely against Germany's Jewish population straight away? We do this by examining the many forms of economic and political discrimination employed against Jewish people from 1933-45.

Lesson 5: Following the invasion of Poland in September 1939, the Nazis moved to 'ghettoise' Jewish people from across their territories. Why did the Nazis do this, and what were these ghettos like?

Lesson 6: In June of 1941, the Nazis launched Operation Barbarossa: the invasion of the Soviet Union. This campaign was described by Hitler as a war of 'annihilation' and as such involved the use of terror and murder to eliminate Russia's Jewish population. We look at the main group who implemented this terror: the Einsatzgruppen.

Lesson 7: In 1942, the Nazis moved to the most well-known and extreme stage of the Holocaust: the Final Solution. We look at what this was and why it happened.

Lesson 8: It is vital students understand that Europe's Jewish population did not passively react to the Holocaust. This lesson examines incidences of resistance against the Nazis by Europe's Jewish population, ranging from sabotage, escape and armed uprisings.

Lesson 9: 6 million Jewish people lost their lives in the Holocaust, but many survived. We examine the impact of the Holocaust on those who lived through it and ultimately did not lose their lives.

Lesson 10: The final lesson of this topic looks at how Germany, and the wider world, has reckoned with the Holocaust and has tried to move towards a world without genocide.

Lesson 11: Assessment.

Sequence of Lessons:

1	What was life like for Jewish people before 1933?
2	Who were the Nazis?
3	How did the Nazis create a police state in the early years of their rule?
4	Why did the Nazis not act so extremely against Germany's Jewish population straight away?
5	What were the ghettos and why were they created?
6	How did the invasion of the Soviet Union escalate Nazi policy towards Jewish people?
7	What was the Final Solution?
8	How did Jewish people resist the Holocaust?
9	What was the impact of the Holocaust on those who survived it?
10	How has Germany and the world reckoned with the Holocaust?
11	Assessment.

Topic Resources:

Knowledge Map:	What was the Holocaust and why did it happen?	Any other Resources:	
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Assessment:

Knowledge:	10 knowledge questions.
Application of Knowledge:	Students will look at and describe an aspect of the Holocaust.

Supportive Reading:

Any supported reading listed here	https://encyclopedia.ushmm.org/content/en/article/introduction-to-the-holocaust
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Topic Overview:

After learning about The Holocaust, we will continue with a chronological approach and will study The Cold War. This unit is broken up into 3 small enquiries, looking at who might be to blame for The Cold War, what the key flashpoints were and how The Cold War “ended.”

Lesson Sequence:

Mini enquiry 1: Who was to blame for The Cold War?

Within this unit, we will look at the end of World War Two, the peace conferences and the ideological differences between Russia and the USA to try and understand what The Cold War was. We will examine the events from 1945 to 1949 and begin to explore who might be responsible for causing the USA and USSR to fall out. We will evaluate what changed between Yalta and Potsdam and how this shaped the early cold war, we will also compare and contrast the US policy of containment with the Soviet Union’s policy of expansion. We will also evaluate the atomic bombs impact in causing an arms race, the establishment of NATO and the Berlin Blockade and airlift. Each lesson we will be using a “balance sheet” to try and assign blame.

Mini enquiry 2: What were the flashpoints of The Cold War

Whilst we cannot explore the whole period, we will look at some of the key events of The Cold War to help students get an understanding of the tension and global fallout from The Cold War. We will look at Korea and how this became a proxy war. Then we will evaluate how and why a wall was built in Berlin. We will also look at the Cuban Missile Crisis, The Vietnam War and the Afghanistan war. We will be evaluating the similarities and differences between these conflicts by looking at themes such as the threat of nuclear war, ideology and guerrilla warfare.

Mini enquiry 3: How did The Cold War End?

This enquiry is going to look at the period where the Cold War began to end. We will look at how the Soviet Union was struggling economically, had numerous high profile disasters, a string of ageing leaders and having to deal with the fallout of the humiliating Afghanistan War. We will learn about how a new leader, Gorbachev, took The Soviet Union in a new direction with his reforms and how this resulted in the breakdown of The Soviet Union. We will learn about the symbolic importance of The Berlin Wall coming down too. Finally, we will learn about the historiography of The Cold War; we will evaluate how the changes in the evidence base after the Soviet Archives impacted historians.

Sequence of Lessons:		Topic Resources:	
1	What was The Cold War? Communism v capitalism	Knowledge Map:	Cold War Knowledge Map
		Any other Resources:	N/A
2	Yalta and Potsdam	Assessment:	
3	The Marshall Plan/ Truman Doctrine	Knowledge:	Knowledge test- multiple choice and short answer factual recall questions
4	Soviet Expansion	Application of Knowledge:	Students will be asked to explain an answer to one of the mini enquiries, using a range of evidence. They will also need to explore an interpretation using historiography
5	Berlin Blockade/Airlift	Supportive Reading:	
6	Nato/Warsaw Pact	Any supported reading listed here	
7	Korea		
8	Berlin Wall		
9	Vietnam		
10	Afghanistan		
11	Gorbachev		
12	Breakdown of Communism/ end of The Cold War (2-3 lessons)		
13	Historiography		

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Topic Overview:

Lesson Sequence:



This unit is currently under development- updates shortly!

Sequence of Lessons:		Topic Resources:		
1		Knowledge Map:		Any other Resources: N/A
		Assessment:		
2		Knowledge:		
3		Application of Knowledge:		
4		Supportive Reading:		
5		Any supported reading listed here		
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Topic Overview:

Understanding one's own local history is vital to developing the young historian. Therefore, in this enquiry we seek to investigate what the history of Southampton is and the role the city/area has played in major world events over time.

Lesson Sequence:

Lesson 1: Where did Southampton come from? Here we begin our enquiry by looking at why Southampton came into existence, what it was first like to live in the area and start to think about why the settlement would have wider significance.

Lesson 2: How has Southampton reacted to disease over time? Many accounts claim that Southampton was one of the first places in England that the Black Death arrived in via European merchant ships. What role did Southampton play in the spread of the Black Death, and how did it react to it? How has Southampton reacted to plagues/pandemics throughout history?

Lesson 3: How important has Southampton been to Empire? Southampton is one of Britain's most important ports and has played a crucial role in the creation, development and maintenance of the British Empire. Here we examine Southampton's role in the British Empire.

Lesson 4: How did Southampton help secure victory in WWI and WWII? Here we look at Southampton's role in WWI/WWII, especially in armaments production.

Lesson 5: Why did the experiences of the Blitz in Southampton differ from other cities? Here we do a comparative study of Portsmouth versus Southampton in the Blitz: how were their experiences different and why?

Lesson 6: How did the post-1945 period shape modern Southampton? In our final lesson, we examine the impact of the post-war period on Southampton today.

Lesson 7: Assessment.

Sequence of Lessons:

1	Where did Southampton come from?
2	How has Southampton reacted to disease over time? ?
3	How important has Southampton been to Empire?
4	How did Southampton help secure victory in WWI and WWII?
5	Why did the experiences of the Blitz in Southampton differ from other cities?
6	How did the post-1945 period shape modern Southampton?
7	Assessment.
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Topic Resources:

Knowledge Map:	Why is Southampton significant to the history of Britain?	Any other Resources:	Any other resources needed should be here
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Assessment:

Knowledge:	10 knowledge questions.
Application of Knowledge:	Students will explain the significance of Southampton in the context of a lesson we have studied, for example Southampton's role in Empire.

Supportive Reading:

Any supported reading listed here	https://localhistories.org/a-history-of-southampton/