

Subject	Year	Term
History	9	2
Topic		
The Second World War Era		
Content (Intent)		
Prior Learning (Topic): World War One Projects at KS2 (as per National Curriculum), Early Modern studies considering the impact of War on a nation (e.g., English Civil War, Colonialism, Opium Wars – development of Treaties as a result of conflict, e.g., Hong Kong), PSHE and Citizenship sessions throughout Year 7 and 8 surrounding British values, including democracy, the rule of law, The First World War (Autumn Term 2). Core Content – we would expect majority of our students to be able to articulate 3 - 5 distinct points on the following which would be delivered through effective teaching and expert instruction that would be adapted to suit students :		
Spring Term 1 - How did the hopes of 1918 collapse into dictatorship and war by 1939? - Source Analysis Assessment - How did persecution become genocide? - Was the atomic bombing of Hiroshima a military necessity or a moral catastrophe? - Knowledge Test Assessment - Spring Term 2: - How did people try to build a better world after 1945? - Why did peace after 1945 become so dangerous? - How did the end of empire reshape Britain and the wider world? - How far did protest make the post-war world more equal? NEA Style Creative Independent Project		
Future Learning (Topic): GCSE Germany 1890-1945 – Impact of the War on Germany, Impact of the Treaty of Versailles, Political Unrest in Weimar Germany, and the Rise of the Nazis. GCSE Conflict and Tension 1945-1972 – Ideological conflict between Communism and Capitalism, Stalin’s relationship with the West (Expansionism, Spheres of Influence).		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded (Impact)	
Skills –Knowledge & Understanding, Causation and Consequence, Source Skills, Interpretation Skills Exploration of Different types of historical sources Disciplinary Literacy Rich and varied lessons that will be adaptive in nature Skimming & Scanning of varying articles Discussion and analysis of historical pieces Description, Explanation & Evaluation throughout essays Skimming & Scanning Sensible internet research Creativity	Students will be assessed through regular checking through written and oral feedback. An end of topic knowledge test will be set to help students consider their content. Students will be assessed on historian interpretation evaluative skills in this unit.	
How can parents help at home?		
Check VLE – support podcast, documentary watching etc.		
Helpful further reading/discussion		
Reading See VLE page for Year 9.	Vocabulary Lists Fascism, communism, democracy Generally – department will develop the teaching of disciplinary vocabulary in order to	Careers Links International organisations explored through the LofN

	improve the fluency and rigour of historical understanding	
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