



YEAR 9 Spring TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic:

Impact of WWI

Holocaust



Curriculum Intent	
Skills/National Curriculum Links	<p>Pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p><u>Topic 1: Impact of WWI</u></p> <p>Students will consider how the war impacted the lives of people on the war front and home front. They will look at how recruitment campaigns targeted men from both Britain and its colonies. They will analyse recruitment of women to jobs during the war. Secondly, they will analyse the lives of men in the trenches and the impact of new weaponry. Finally, they will learn how everyday life changed on the home front with increased censorship, rationing and bombing campaigns.</p> <p><u>Topic 2: The Rise of the Nazis and The Holocaust</u></p> <p>Pupils will gain an understanding of who the Nazi party were and who Hitler was. They will understand Hitler's aims for Germany and his views on the Jewish people. Students will then see how persecution built up over time. Finally, they will examine the Holocaust through eyewitness accounts and personal testimony. Pupils will consider who was responsible for the Holocaust and how it should be remembered.</p>
Spiritual, moral, social, and cultural development	Studying the impact of WWI on Britain and its empire, as well as the Holocaust, provides students with opportunities for spiritual reflection, moral reasoning, social awareness, and cultural appreciation. It helps them develop a deeper understanding of historical events, the complexities of human experiences, and the importance of moral values and social responsibility in their own lives and society as a whole.
Numeracy	Chronological order of key events.
Literacy	<p>Vocabulary Tier 2: trenches, propaganda, rationing, enlist, conscription, recruitment, home front, munitions, ghettos, genocide, persecution, einsatzgruppen, concentration camps, extermination camps.</p> <p>Vocabulary Tier 3: consequence, personal testimony, evidence, primary sources</p> <p>Reading: Students will be provided with reading opportunities every lesson and will start to engage with historical sources both primary and secondary.</p> <p>Writing: Students will complete writing tasks in every lesson which will include tasks such as summarizing knowledge, answering comprehension questions and evaluating factors and sources.</p> <p>Oracy: Students will be encouraged to feedback on their ideas and their opinions, Class reading is also a feature of many lessons.</p>
Becoming future ready	Careers/Employability: A study of history lends itself to careers such as Archaeologist, Librarian, Reporter, Political analyst, Heritage manager, Business consultant, Historian or a career in law.
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: Students will all need to produce the same outcome, but lower sets will be provided with extra scaffolding such as sentence starters, writing frames, key word lists and more extensive modelling.</p> <p>By resource: Historical sources and reading materials will be adapted for the bottom sets.</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	<p><u>Impact of WWI</u></p> <p><u>Substantive knowledge</u></p>

**Learning
Outcomes
(Powerful
Knowledge)**

Recruitment Campaigns - Focusing on Men, Women, and the Colonies in the British Empire: During World War I, Britain launched recruitment campaigns to encourage men from Britain and its Empire to join the military and support the war effort. Men and women were encouraged to enlist voluntarily through propaganda and patriotic appeals.

Trenches and Weaponry: The war was characterised by the extensive use of trenches, particularly on the Western Front. Trenches were complex networks of fortified positions where soldiers lived and fought. They provided protection from enemy fire but subjected soldiers to difficult living conditions, including exposure to harsh weather, disease, and constant danger. The weaponry used during World War I had a profound impact on the soldiers and the nature of warfare. New technologies such as machine guns, artillery, poison gas, and tanks were employed, resulting in unprecedented levels of destruction and casualties.

Soldiers from the Empire: Soldiers from the British Empire, particularly from colonies and dominions, played a crucial role in the war. They volunteered or were conscripted to fight alongside British forces. These soldiers faced challenges such as long journeys to the front lines, unfamiliar environments, and encountering racism and discrimination. Their contributions and sacrifices during the war helped solidify a sense of identity and pride within their respective communities.

Home Front: The war had a profound impact on the home front in Britain. Society underwent significant changes as the war effort required the mobilisation of resources and the redirection of industries towards producing war materials. Rationing of food and resources was introduced to ensure the equitable distribution of essential supplies. The government implemented censorship measures to control information and maintain morale, and propaganda campaigns were employed to shape public opinion.

Disciplinary knowledge:

Students should be aware that historians analyse both short-term and long-term consequences. Short-term consequences refer to immediate effects that occurred during or immediately after the war, such as casualties, destruction, and immediate political changes. Long-term consequences are those that had lasting impacts, such as social, political, and economic transformations.

Holocaust

Substantive knowledge

Following World War I, Germany faced economic turmoil, political instability, and social unrest. The Treaty of Versailles imposed harsh conditions on Germany, contributing to widespread discontent and resentment. Students should understand the challenging conditions that allowed for the rise of extremist ideologies and set the stage for the Holocaust.

Students should be aware of the political rise of Adolf Hitler and the Nazi Party. They should understand the propaganda and rhetoric used by the Nazis to gain support and manipulate public opinion.

Early Legal Persecution (1933-1939): Students should explore the systematic legal persecution and discrimination against Jews and other targeted groups. This includes the Nuremberg Laws of 1935, which stripped Jews of their rights and citizenship. Students should also learn about the violent escalation of persecution during Kristallnacht (Night of Broken Glass) in 1938, when Jewish homes, businesses, and synagogues were attacked.

Ghettos: Students should understand the establishment of ghettos, which were confined areas where Jews were forcibly relocated and isolated from the rest of society. They should learn about the harsh living conditions, overcrowding, and lack of basic necessities that characterised life in the ghettos.

5. Persecution of Other 'Undesirable' Groups: Students should recognize that Jews were not the only group targeted by the Nazis. The Holocaust also involved the persecution and murder of other "undesirable" groups, such as Romani people, disabled individuals, LGBTQ+ individuals, and political dissidents. Exploring the experiences of these groups broadens students' understanding of the extent and diversity of the Holocaust.

Students will analyse the Hoefle Telegram, a key historical document, which revealed the systematic and industrial nature of the Holocaust. The telegram documented the mass killings of Jews in extermination camps, providing evidence of the scale and organisation of the genocide.

Concentration and Extermination Camps: Students should learn about concentration camps and extermination camps, where millions of people, primarily Jews, were imprisoned and murdered. Understanding the purpose, conditions, and methods employed in these camps deepens students' comprehension of the Holocaust.

	<p>Resistance: Students should explore acts of resistance during the Holocaust, highlighting the bravery and resilience of individuals and groups who resisted Nazi oppression. This includes both armed resistance and acts of cultural and spiritual resistance, such as preserving art, music, and literature.</p> <p><u>Disciplinary knowledge</u></p> <p>Primary Sources: Students should understand the significance of personal testimonies as primary sources. Personal stories provide first-hand accounts and experiences, offering unique perspectives on historical events. They can provide valuable insights into individual experiences, emotions, and the human impact of the Holocaust.</p> <p>Oral History: Students should recognize that personal testimonies often fall under the category of oral history. They should understand the methodology and techniques involved in collecting and analysing oral history, such as conducting interviews, transcribing, and documenting narratives, and considering the limitations that may arise from memory and interpretation.</p> <p>Multiple Perspectives: Students should be aware that personal testimonies represent individual experiences and perspectives, which may vary widely. They should understand that no single testimony can capture the entirety of the Holocaust, but rather that a collection of testimonies provides a more comprehensive understanding of the range of experiences and contexts.</p> <p>These link to PLC statements that pupils have in their books.</p>
Current learning to be developed in the future within:	<p>Students will develop understanding of different consequences throughout their study of history in KS4 and KS5.</p> <p>They will build on substantive concepts such as nationalism, total war, propaganda, racism and discrimination, collective memory.</p>
Assessment	Please see marking policy.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.