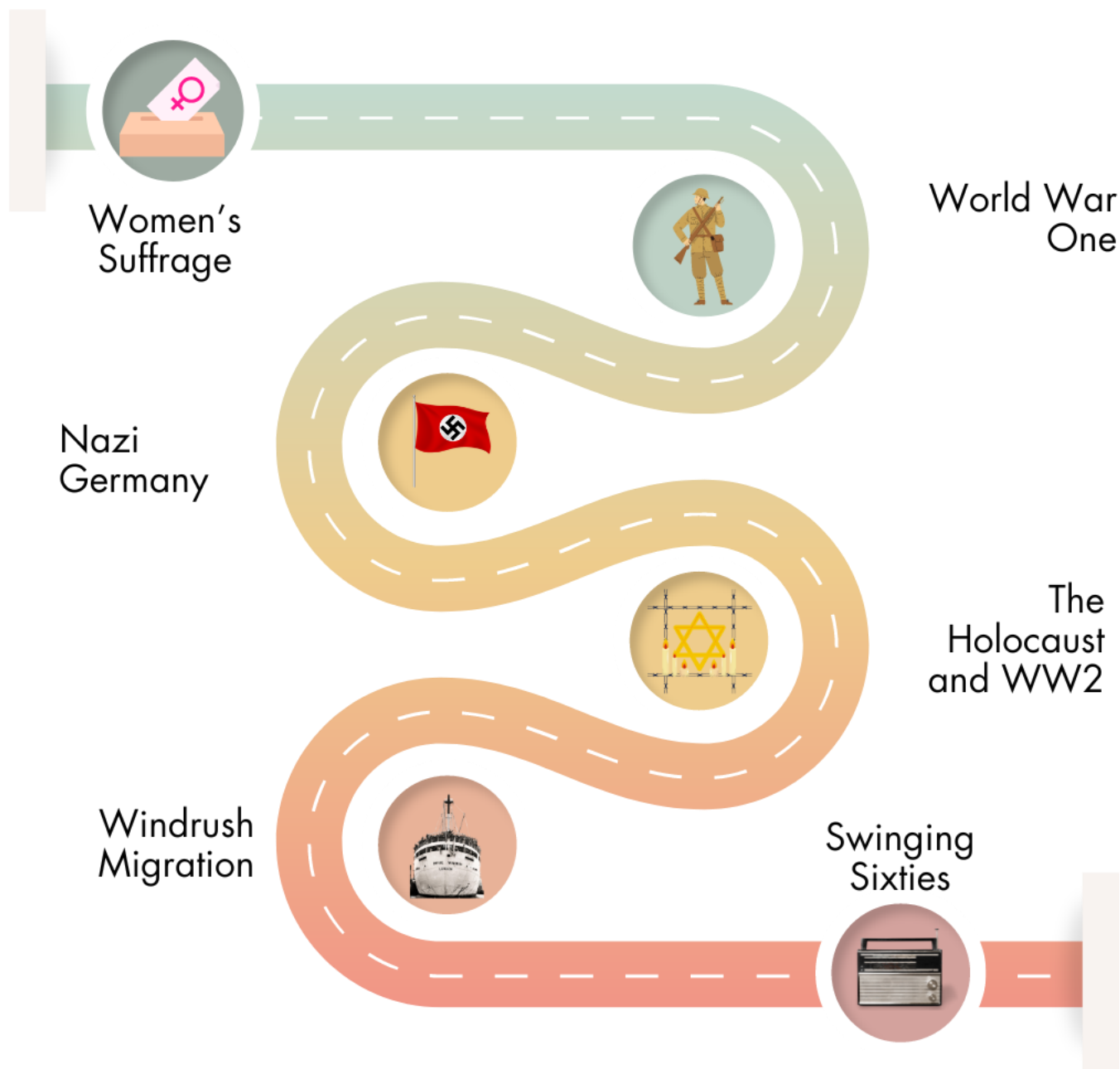




YEAR 9 HISTORY

Learning Journey

Key question: How have **ideas** and **empire** shaped the modern world 1900-present?



My MEG is _____

Personal Learning Checklist

This is a list of the information you will learn about this year. You should rate each statement with: **R** (Red - I don't know this), **A** (Amber - I'm ok with this but still needs work) or **G** (Green - I'm happy that I know this).

PLC - Substantive knowledge (key facts)

PLC - Substantive knowledge (key facts)	Classwork	Assessment 1	Assessment 2
Enquiry 1: Did the Suffragettes help or hinder the fight for women's suffrage?			
I can explain what life for women was like in the 19 th and early 20 th century.			
I can explain the difference between the Suffragists and Suffragettes.			
I can explain the significance of Emily Davison.			
Enquiry 2: How have historians revised the story of women's suffrage?			
I can describe different interpretations of the women's suffrage movement and compare views.			
I can explain reasons why historians have different interpretations of the women's suffrage movement.			
Enquiry 3: Was the assassination really the main cause of WWI?			
I can explain the significance of the assassination of Archduke Franz Ferdinand.			
I can describe the background to Europe in the lead up to WW1.			
I can explain how imperialism increased tension.			
I can explain how the alliances created the July Crisis and increased tension.			
I can use causation words to explain the start of WW1.			
Enquiry 4: What was the impact of WWI on Britain and its Empire?			
I can describe recruitment campaigns for WW1.			
I can describe trenches and weapons in WW1.			
I can explain the role of soldiers from the wider Empire.			
I can explain life on the Home Front during WW1.			
Enquiry 5: How did the Nazis take control of Germany?			
I can explain what post-war Germany was like.			
I can explain the reasons why Hitler rose to power.			
I can explain how the Nazis used terror and propaganda to keep control.			
Enquiry 6: How can personal stories help us to understand the Holocaust?			
I can explain what early Jewish persecution was like in Germany.			
I can explain what ghettos were and why they were used.			
I can describe how other groups were persecuted by the Nazis.			
I can explain the significance of the Hoefle Telegram.			
I can explain the difference and features of Concentration and Extermination Camps.			
I can explain the impact of WW2.			
Enquiry 7: How did rights for migrants change over the late 20th century?			
I can describe what migration to Britain was like in the modern era.			
I can explain why immigrants came to Britain after WW2.			

	Classwork	Assessment 1	Assessment 2
I can describe the experience of migrants in the 1960s, including the Bristol Bus Boycott and the Race Relations Act 1965.			
I can describe the experience of migrants in the 1970s, including the rise of the National Front and Rock Against Racism.			
I can describe the experience of migrants in the 1980s-90s, including the Brixton Uprising and Stephen Lawrence enquiry.			
Enquiry 8: Did Britain really have a 'cultural revolution' in the swinging sixties?			
I can describe life in post-war Britain.			
I can explain what the new concept of a teenager was in the 1960s.			
I can describe the music and counter-culture in the 1960s.			
I can explain what 'permissive society' was.			
I can explain how Women's Rights developed in the 1960s.			
I can explain how the Cold War shaped the lives of the people in the 1960s.			

PLC - Disciplinary knowledge (key facts)

	R	A	G
A. Using sources			
I can explain what a primary source is and how historians use them.			
I can make inferences from a source and use my own knowledge to make sense of it.			
I can explain what the provenance of a source is and evaluate how useful it is.			
B. Explaining cause and consequence			
I can explain how historical events have multiple causes, like World War One and the rise of the Nazi Party.			
I can explain how some causes are short-term (triggers) or long-term (underlying).			
I can explain consequences of events, such as the impact of WWI and WW2.			
C. Change and continuity			
I can explain what we mean by change in history and give examples of this.			
I can explain what we mean by continuity in history and give examples of this.			
I can explain how change can be economic, social, political or cultural.			

	R	A	G
D. Similarity and difference			
I can explain how people in the past have different experiences due to their class, gender, religion, ethnicity etc.			
I can explain how people in the past have shared experiences.			
E. Significance			
I can explain what historians mean by 'significance' in history and what a 'turning point' is.			
I can use criteria to explain and evaluate the significance of an event.			
F. Interpretations			
I can explain what an interpretation is.			
I can explain why historians might have different interpretations.			
I can explain how the view of a historian is impacted by their context.			
I can evaluate interpretations using my own knowledge.			

Assessment Results

Assessment scores	Score
Assessment 1	%
Assessment 2	%