

Implementation: Scheme of Learning

Subject: History

Year: 9

Unit Title: **Dreadful Dictators**

Summary of unit: Challenges for Britain, Europe & the Wider World (1901 – Present): *The inter-war years – Nazi Germany*

This unit explores life in Nazi Germany and the circumstances that determined Hitler’s rise to power following on from the Great War.

Key questions: 1) What was the impact of WW1 on Germany and Britain? 2) How fair was the Treaty of Versailles? 3) What are the different ways to run a country? 4) How did Hitler rise to power? 5) How did the Great Depression aid Hitler’s rise to power? 5) How did the Nazis keep control using propaganda? 6) How did the Nazis keep control using terror? 7) What was life like in Nazi Germany? (Women, education, the Hitler Youth and the BDM) 8) Appeasement - what did Britain do to stop Germany before WW2? 9) Why was there another world war?

Key Concepts: cause and consequence; significance; ethnic and religious diversity; chronological understanding; interpretations of history

<p>Key Processes: historical enquiry; using evidence; communicating about the past.</p>	<p>Mid Unit assessment: Source assessment</p>	<p>End of Unit assessment: Knowledge assessment (overview) and extended writing assessment (life in Nazi Germany)</p>
<p><u>Links to future learning/key stage 4:</u> Key concepts Source skills Holocaust Anti-Semitism in Britain Racism and discrimination (Civil Rights Movement USA)</p>	<p><u>Links to prior learning:</u> Key concepts Source skills The Treaty of Versailles Impact of the Great War Role and position of women (in Britain) Means of control</p>	<p><u>RWCM: Reading:</u> Teacher modelling reading strategies; paired reading, whole class reading and individual reading; summarising reading into sentences and words; reading different forms of literature e.g. sources and articles; tasks targeting key words and subject specific vocabulary e.g. fill in the blanks; using dictionaries to find definitions; use of challenging vocabulary in explaining concepts; finding evidence;</p> <p><u>Writing:</u> discussion and modelling of writing strategies for causation, consequence, significance and evaluation; self and peer-assessment to reflect on writing; provision of writing frames, sentence starters and word banks; summarising information; self and peer assessment to reflect on writing; varied extended writing tasks and note taking e.g. essays, articles, diary extracts, source analysis; reading and video comprehension.</p>

Communism

Migration of Jews in Whitechapel

(Norman conquest)

Propaganda (Civil War, Suffragettes and WW1)

Communication: summarising learning in sentence, word and picture pyramid; communicating historical knowledge in essay writing; propaganda poster for recruitment; comprehension questions based on fictional passages and video learning; ordered debates; pupils given choice of 'most appropriate' method of presentation for their work; student-led learning with pupils playing role of teachers; drama (re-enactment e.g.); SPaG emphasis and reminders in every lesson; display of key words on PPs in lessons; focus on spoken language in all verbal tasks; labelling and drawing diagram

Mathematics: identification of primary and secondary data; pupils encouraged to make relationships between cause and effect; code breaking in plenaries and starters; construction and interpretation of timelines, graphs and maps; comparing numerical data; data handling: concept of bias; arguments and reasoning based on historical evidence; use of maps; ranking data, captions, information according to significance and or importance; sorting events into chronological order; diamond nine plenary; hexagonal (how each image is related to the other); inside the octagon (numbers, words, pictures, people, feelings etc.); finding links using spider diagrams

Cross Curricular Links: (see RWCM) Further: English e.g. Merchant of Venice – treatment of Jews and extended writing assessment; Mathematics e.g. comparing Nazi education; Art e.g. creating propaganda posters;

Curriculum Opportunities: explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today; use ICT to research information about the past, process historical data and select, categorise, organise and present their finding; make links between history & other subjects.

Strategies to Support & Stretch: less challenging text readings vs. more challenging text reading; describe vs. infer (source tasks); option to choose activity of choice in starters, main tasks & plenaries e.g. write a poem or design a war memorial; independent collection of data and analysis of sources (groups and individual work); word bank; sentence starters; exemplar answers; teacher modelling class work; scaffolded questioning in class discussions and teacher-led learning; seating plan according to ability for pair activities such as think, pair, share; pictures as prompts; extension tasks; multiple and varied teaching and learning strategies such as creating posters, word bingo, extended writing tasks, verbal activities, complete the grid activities, colour coding; teacher support; key questions for lessons displayed on board to provide a learning frame for pupils; information sheet provided for some independent research tasks to support

SMSC & British Values

Social: Pupils are expected to work together cooperatively to complete tasks and problem solve

Moral: Through investigating and using a range of historical sources, pupils develop their ability to critically assess sources of evidence for accuracy and reliability

Spiritual: Pupils are encouraged to be critical yet understanding of the views of others; including historians, interpretations of the past and primary sources, and other pupils. Through carefully planned debates and discussions, pupils learn to take interest in and respect the views of others. Pupils also learn how to come to an informed conclusion having taken on board a range of different viewpoints and are taught to critique the provenance of evidence. Lessons are interactive so that pupils develop a sense of fascination in learning about how the world has changed over time.

Cultural: Through peer assessment, group discussions, class feedback sessions and debates, pupils are introduced to peer concepts, values and events not encounterable otherwise e.g. think-pair-share templates. Pupils are asked to communicate their opinions and knowledge in varied ways including artistic forms. Pupils will consider religious, social, political and economic factors in different lines of enquiry.

Examples from this SoW include but not limited to:

- **Reflecting on own attitudes towards different races, religions, ethnicities etc.**
- **Communication of knowledge in different forms such as extended writing, designing posters and scripting debates.**

Cultural Capital

Examples from this SoW include (but not limited to):

- **Art in Nazi Germany**
- **Challenging racism and discrimination and promoting racial equality**
- **Importance of a diverse curriculum (education in Nazi Germany)**
- **Opening up opportunity to study fiction and non-fiction literature and films based on Nazi Germany.**

Useful links:

[Art in Nazi Germany \(article\) | Khan Academy](#)

- Considering the impact of the Great War on British and German civilians.
- Consideration of the effects of the Nazi regime on ordinary people.
- Questioning the moral code of Nazi regime.
- Promotion of racial equality
- Critically analysing Nazi propaganda examples and evaluating impact and power.
- Role of Adolf Hitler in shaping world events.
- Comparing dictatorship with democracy and actively acknowledging the rights and privileges of democracy.
- Using the internet safely.
- Drafting, editing extended writing tasks for accuracy and development.
- Peer and self-assessment opportunities.

