Year 9 Long Term Plan History

Domains of knowledge (all need to be in this box, same across all KS)

Ancient History
What key features might you expect of an Ancient society?
Pupils must have knowledge of some Ancient societies, as well as differences between them.
National curriculum requirements: Local History study: a study of an aspect or site in local history dating from a period before 1066. British History pre 1066.

Medieval History
What key features might you expect of a Medieval society?
Pupils must have knowledge of some Medieval societies, as well as differences between them.
National Curriculum requirements: Church, state and society in Medieval Britain 1066-1509.

Modern History
What key features might you expect of a Modern society?
Pupils must have knowledge of some Modern societies, as well as differences between them.
National Curriculum requirements: Church, state and society in Britain 1509-1745.
National Curriculum requirements:Ideas, political power, industry and empire: Britain 1745-1901.
National Curriculum requirements: One study of a significant society or issue in world history and it's interconnections with other world developments: USA 20th Century

British History
The National Curriculum states that pupils at KS3 should 'know and understand the history of these islands as a coherent, chronological narrative.
National Curriculum requirements: Ideas, political power, industry and empire: Britain 1745-1901.
National Curriculum requirements: Challenges for Britain, Europe and the wider world 1901 to the present day.

The Holocaust – the National Curriculum specifies that this must be taught

The work of the historian
Historical sources – what is 'evidence'?
Historians' writing & how to present an argument
How to use other historians' work

Key concepts (same across all KS)

- Cause
- Consequence
- Change and Continuity
- Similarity and Difference
- Historical significance
- Sources and evidence
- Historical interpretations
- Power

Year 9

Enquiry 1		Enquiry 2		Enquiry 3	
Unit Title: **How far were the lives of ordinary people, as well as soldiers, throughout the British Empire affected by the events of World War One 1914-1918?**	Unit Length: 8 weeks: 2 hours per week.	**Unit Title:** **How far did American society change in the 20th century 1919-1933?**	Unit Length: 8 weeks: 2 hours per week.	**Unit Title: How similar were Stalin's, Hitler's and Mao's dictatorships 1929- 1979?**	Unit Length: 8 weeks: 2 hours per week.
Domains knowledge Taken from the top left box) National Curriculum requirements: Challenges for Britain, Europe and the wider world 1901 to the present day.		**Domains knowledge** Taken from the top left box) National Curriculum requirements: Challenges for Britain, Europe and the wider world 1901 to the present day. National Curriculum requirements: One study of a significant society or issue in world history and it's interconnections with other world developments: USA 20th Century		**Domains knowledge** Taken from the top left box) National Curriculum requirements: Challenges for Britain, Europe and the wider world 1901 to the present day. National Curriculum requirements: One study of a significant society or issue in world history and it's interconnections with other world developments: USA 20th Century	

Key concepts ● **Chronology** of the events of World War One 1914-1918. ● **Causes** of World War One ● **Consequences** of the war on the lives of ordinary people, as well as soldiers, throughout the British Empire. ● **Change and Continuity**: How far the lives of the British people and soldiers changed due to World War One. ● **Similarity and Difference**: Weapons of World War One. ● **Historical significance**: Conscientious Objectors and The Battle of the Somme. ● **Sources and evidence**: Conscription,Life in the Trenches, The Battle of the Somme and the experience of Empire soldiers. ● **Historical interpretations**: On who was to blame for the outbreak of World War One: Browne's interpretation/Gordon Corrigan, AJP Taylor and Tony Howarth. Interpretations on Douglas Haig.	**Key concepts** ● **Chronology** of key US events 1919-1933. ● **Causes** of migration to the USA/economic boom 1920s. ● **Consequences** of migration to the USA/economic boom in the 1920s. ● **Change and Continuity**: how far did people's lives change as a result of lifestyle changes in the USA: women, immigrants and prohibition. ● **Similarity and Difference**: US and British government and comparison of womens' lives pre 1920s and after 1920s. ● **Historical significance**: The Red scare and the KKK. ● **Sources and evidence**: The Red Scare, KKK, Women and ethnic minorities. ● **Historical interpretations**: historical interpretations of how far life changed in the USA during the 1920s.	**Key concepts** ● **Chronology** of events in the rise of the dictators 1929-1979. ● **Causes** of dictatorship in Germany, Russia and China. ● **Consequences** of dictatorship and the impact on society. ● **Change and Continuity**: How far did the dictatorships change life in Germany, Russia and China. ● **Similarity and Difference**: between Stalin's, Hitler's and Mao's dictatorships. ● **Historical significance**: The impact of dictatorship on society. ● **Sources and evidence**: on Stalin's, Hitler's and Mao's dictatorships. ● **Historical interpretations**: on Stalin's, Hitler's and Mao's dictatorships.
Relevant end points: What do you want the students to know and demonstrate: Disciplinary knowledge Students complete timeline 1603-1649 key events: chronology. Define key terminology on World War One. Explain the events 1914-1918 through sources and evidence. Evaluate: historical interpretations and significance of the impact on ordinary people, as well as soldiers, throughout the British Empire. Evaluate the causes and consequences of World War One.	**Relevant end points:** What do you want the students to know and demonstrate: Disciplinary knowledge Students complete timeline 1919-1939 key events: chronology. Define key terminology in the context of American society. Explain the events of 1919-1939 through sources and evidence. Evaluate: historical interpretations and significance of lives of women, kKK, Prohibition and ethnic minorities. Evaluate: similarity and difference between US and UK systems of government. Evaluate the different historical interpretations, change and continuity of how far life changed in the USA during the 1920s.	**Relevant end points:** What do you want the students to know and demonstrate: Disciplinary knowledge Students complete timeline 1929-1979 key events on the rise of dictatorships and impact on society : chronology. Define key terminology specific to each dictatorship. Explain the events of the dictatorships through sources and evidence. Evaluate: historical interpretations and the significance of the impact of Hitler's, Stalin's and Mao's dictatorships had on society. Evaluate: similarity and difference between Hitler's, Stalin's and Mao's dictatorships. Evaluate the change and continuity Stalin's, Hitler's and Mao's dictatorships brought to Russian, German and Chinese society 1929- 1979.
Broken down and sequenced knowledge: Substantive and the work of the historian (teacher job) World War One: overview 1914-1918 of key events: timeline: Chronology. Why did World War One break out in 1914? Long term causes/Nationalism/Balkan Nationalism/Militarism/Arms race dreadnought/Imperialism/Empire/ Alliance system/Triple Entente/ Triple Alliance/Encirclement/Historical interpretations Browne's /Gordon Corrigan, AJP Taylor and Tony Howarth on the causes of WW1. Cause and consequence: Historical interpretations. How did murder in Sarajevo in 1914 trigger war? Short term causes/ Murder in Sarajevo/ Archduke Franz Ferdinand/Black Hand Gang/Princip/Days that shook the World/Count down to war: Sources and evidence: Cause and consquence: chronology Why did men volunteer for the war and where did they fight? Reasons for volunteering/propaganda posters/black/white propaganda/push/pull factors/conscription/Conscientious objectors/cowardice/white feathers/Pals Battalions/map	**Broken down and sequenced knowledge:** Substantive and the work of the historian (teacher job) The USA overview 1918-1933 of key events: timeline: Chronology. Why did people come to the USA? Pull factors: immigration/space/natural resources/economic opportunity/wages/Land of the Free/ push factors/overcrowding/lack of opportunity/unemployment/persecution/links to European societies/arrival/Isle of Tears/process of immigration: Sources and evidence: Cause. Who were the Americans? Old immigrants/native Americans/Black Americans/ Eastern Europeans/Asians/ Hispanics. Sources and evidence. How was the USA governed compared to Britain in the 20th century? USA: The constitution/Federal system/central government/president/congress/supreme court/House of Representatives/senate/state governments/compared to Uk system. Sources and evidence: Similarity and difference.	**Broken down and sequenced knowledge:** Substantive and the work of the historian (teacher job) Overview timeline 1929-1979: rise of the dictatorships and control:key events: Chronology. Did the aftermath of World War One lead to a rise in dictatorships?Types of government democracy/dictatorship/communism/facism/Germany/Russia at the end of WW1: Sources and evidence: Cause. What is the political spectrum? The differences between a democracy and dictatorship/Left Wing/Right Wing/Political spectrum Germany/Russia 1920s-1930s. Sources and evidence: historical significance. Why did Russians revolt in 1917? Causes/Marxism/Bolshevism/ social conditions/Duma/First World War1914/ Revolt/Tsar Nicholas II/murder. Cause and consequence.

Western Front/Battle of Jutland/The Eastern Front/The Middle East/Italy/The German Colonies/submarines. Cause and consequence: sources and evidence .

What was trench warfare like? Why were trenches dug?/What was trench warfare like? key features of a trench/conditions in a trench/trench foot/food/lice/rats/mud dirt/smoking/boredom/lack of sleep/death/injuries/shrapnel. Sources and evidence

What weapons were used during World War One? Weapons/rifle/gas/artillery/machine gun/tank/flame thrower/grenade/aeroplane/bayonet/ compare range/killing power/defensive ability. Sources and evidence: Similarity and difference.

How far do you agree the Battle of the Somme was a success or failure? key factors which led to the Battle of the Somme disaster. Interpretations: PW Turner/ RH Haigh/role of General Douglas Haig. Sources and evidence: historical interpretations.

How were conscientious objectors treated during the war? Non-combatant/Absolutists/Conchie Military Service Act 1916/ British Neutrality League/Non-Conscription Fellowship 1916/Shell shock/desertion/cowardice/Harry Farr/prosecution/defence/shot at dawn campaign 2001. Sources and evidence: historical significance.

What was life like on the Home Front? Loss of Freedom/economy/women/work/led to suffrage 1918 for women/ threat from air/sea/censorship/propaganda/1916 white bread banned limit consumption of meat/**1**st Jan 1918 sugar rationed, then by May: margarine, tea, jam and butter/Rationing/DORA?munitions/Land girls/Land Army :Sources and evidence.

How did countries of the British Empire contribute to World War One and what was their experience like? British Empire/Common wealth/Khudadad Khan/North America/Australasia/South Africa/India/New Zealand/Canada/West Indies/raw materials/supplies/soldiers/experience of war/Palestine/Mesopotamia/Gallipoli/racist hierarchies. Sources and evidence: historical significance.

A war to end all wars? The Armistice/The Big Three/Terms of Treaty of Versailles/League of Nations/How did the war end? How did countries try to avoid war in the future?

How far were the lives of ordinary people, as well as soldiers, throughout the British Empire affected by the events of World War One 1914-1918?

Key terminology/spelling:

Alliance/Triple Entente/Triple Alliance/ Defensive/Encirclement/Militarism/Nationalism/Imperialism/ Scramble forAfrica/Balkans/Austria-Hungary/Bosnia/Serbia/Black Hand gang/Assassination/Trigger/Sarajevo/Recruitment/Enlist/Kitchener's Army/Patriotism/Land Girls/munitions/FANY/White feather/conshies/white feathers/Offensive wars/Calvary/Infantryman/defensive/attrition/Support Trench/Frontline Trench/Communications Trench/Reserve Trench/Duckboard/Firestep/Parapet/Ammunition shelf/Dug out/Trench foot/Trench fever/Bully beef/DORA/Home Front/The Somme/Arras/Cambrai/Enfield Rifle/Vickers Machine Gun/Artillery/Tanks/Haig/Tribunals/Non-combatant/Absolutists/Conchie/Military Service Act/British Neutrality League/Non-Conscription Fellowship/Censorship/Rationaing/black markets/Munitions/Land Army/Khudadad Khan/Colonies/Canada/India/New Zealand/ Australia/South Arfica/Armistice/The Big Three/

How did the USA emerge from the First World War? Economic strength/isolationism/unemployment/strikes/radicalism/race riots/immigration problems. Sources and Evidence: consequence.
How did the American economy boom in the 1920s and why did this happen? New industries/transport/construction/advertising/shopping/entertainment/sport/cinema/ why: resources/construction/impact of WW1/technology/mass production/Republican policies/confidence/credit/mass marketing. Cause and consequence: Sources and evidence.

Why didn't everyone benefit from the boom? Farmers/blacks/new immigrants/old industries. Consequence: sources and evidence.

How was American society changing in the 1920s?Car/radio/jazz/clubs/dancing/sex/cinema. Change and continuity: historical interpretations.

How far did the life of women change in the 1920s? Work/social habits/clothes/smoking/hair/chaperone/flappers/how far did life change for all women/middletown women. Car/radio/jazz/clubs/dancing/sex/cinema. Change and continuity: Similarity and difference: historical interpretations and significance.

What was the Red Scare and how did this lead to the execution of Sacco and Vanzetti? Red Scare/strikes/Palmer Raids/bombs/Sacco/Vanzetti/link to world wide influence/why they were blamed/link to Red Scare/evidence for/against the prosecution. Sources and evidence: historical significance.

What was the impact of the Ku Klux Klan on American society? What were the KKK/origins/Birth of a nation/WASPS/impact on society/Abram Smith/Thomas Shipp/decline of the Klan/The Grand Dragon Indiana/
Segregation laws/Jim Crow Laws/fear/control/southern states/poverty/ghettos/Black Renaissance/Political movements/NAACP/UNIA: Sources and evidence: historical interpretations and significance.

What was society like for ethnic minorities? Native Americans/Immigration Laws: 1921/1929 Immigration Quota Act. Comparison Blacks and Native American experience: similarity and difference.

Was prohibition a noble experiment or a national disaster? The Temperance movement/Women's Christian Temperance Union 1873/Dries/Anti-Saloon League 1893/South/Midwest/WW1 impact/propaganda/bootleggers/illegal- liquor/stopping the trade/organised crime/corruption/Capone/why prohibition didn't work/The end of prohibition. Change and continuity: Historical significance and interpretations: sources and evidence.

What were the causes and consequences of the Wall Street Crash 1929? Causes for the crash/weaknesses in the US economy/overproduction/trade/poverty/problems on the stock market?consequences/cities/countryside/recall of international loans/affect/ in Europe/unemployment/homelessness/Hooverville/depression countryside/dustbowl: Cause and consequence.

How far did American society change in the 20th century 1919-1933?

How did Stalin rise to power? Rise of Lenin/Trotsky/power struggle Stalin/death of Lenin. Cause and consequence.

How did Stalin control the Soviet Union? Terror/censorship/propaganda/the purge/show trials/gulags. Sources and evidence: consequence.

How far did life change under Stalin in the Soviet Union 1929-1939? Industrialisation/collectivisation/role of women/young people. Change and continuity: similarity and difference.

How did Hitler rise to power? Treaty of Versailles/Fear of Communism/Economy/political weaknesses of the Weimar/Wall Street Crash 1929/ Increased votes/Enabling Act March 1933: Cause: sources and evidence.

How did Hitler control Germany and how far did life change under the Nazis? Censorship/propaganda/police state/ss/concentration/Censorship/propaganda/Workers/women/young people/education/Hitler Youth: Sources and evidence/Change and continuity/historical interpretations.

How did Mao Zedong rise to power? CCP Party/ Democratic centralism/political classification/ Use of Terror/Sanfan/Wufan/Hundred flowers campaign. Sources and evidence: Cause.

How did Mao control China? Land reform/cooperation and collectivisation/communal living/Purification of communism/student rebellion/Red Terror/propaganda/censorship/thought control/re-education through labour/struggle meetings. Sources and evidence: Cause and consequence.

How far did life change under Mao in China? Changes in family life/women/education/attacks on religion/Buddhism/Confucianism/Christianity/Islam. Sources and evidence: change and continuity.

How similar were Stalin's, Hitler's and Mao's dictatorships 1929- 1979? Similarity and difference:change and continuity.

Key terminology/spelling:

Democracy/dictatorship/communism/facism/Causes/Marxism/Bolshevism/ social conditions/Duma/First World War1914/ Revolt/Tsar Nicholas II/ Rise of Lenin/Trotsky/power struggle Stalin/Terror/censorship/propaganda/the purge/show trials/gulags/Industrialisation/collectivisation/role of women/young people/Terror/Treaty of Verasilles/ Communism/Economy/political weaknesses of the Weimar/ Reichstag/Article 48/Enabling Act/Wall Street Crash/Depression/Censorship/propaganda/police state/ss/concentration camps/Gestapo/Workers/women/young people/education/Hitler Youth.

David Lloyd George/ Georges Clemenceau/Woodrow Wilson/ Treaty Of Versailles/League of Nations	**Key terminology/spelling:** Immigration/Isle of Tears/ Old immigrants/native Americans/Black Americans/ Eastern Europeans/Asians/ Hispanics/constitution/Federal system/central government/president/congress/supreme court/House of Representatives/senate/state governments/Constitutional Monarchy/House of Lords/House of Commons/jazz/isolationism/radicalism/chaperone/flappers/Republican policies/confidence/credit/mass marketing/ Red Scare/strikes/Palmer Raids/bombs/Sacco/Vanzetti/KKK/origins/Birth of a nation/WASPS/impact on society/Abram Smith/Thomas Shipp/decline of the Klan/The Grand Dragon Indiana/ Segregation laws/Jim Crow Laws/ghettos/Black Renaissance/Political movements/NAACP/UNIA/Native Americans/Immigration Laws: 1921/1929 Immigration Quota Act/The Temperance movement/Women's Christian Temperance Union 1873/Dries/Anti-Saloon League 1893/propaganda/bootleggers/illegal- liquor/stopping the trade/organised crime/corruption/Capone/overproduction/Hooverville/depression countryside/dustbowl.	
Formal formative: ● Knowledge retrieval test: Mid-enquiry assessment: multiple choice factual knowledge.	**Formal formative:** ● Knowledge retrieval test: Mid-enquiry assessment: multiple choice factual knowledge.	**Formal formative:** ● Knowledge retrieval test: Mid-enquiry assessment: multiple choice factual knowledge.
Summative assessment: ● Assessment end of unit enquiry question: How far were the lives of ordinary people, as well as soldiers, throughout the British Empire affected by the events of World War One 1914-1918?	**Summative assessment:** ● Assessment end of unit enquiry question: How far did American society change in the 20th century 1919-1933? ● Summative assessment on World War One and US society 1918-1933.	**Summative assessment:** ● Assessment end of unit enquiry question: How similar were Stalin's, Hitler's and Mao's dictatorships 1929- 1979?

Year 9 Long Term Plan History

Vision statement (habit 1)
The wider Co-op values of do what matters most, be yourself, succeed together and show you care.

Domains of knowledge (all need to be in this box, same across all KS)

Ancient History
What key features might you expect of an Ancient society?
Pupils must have knowledge of some Ancient societies, as well as differences between them.
National curriculum requirements: Local History study: a study of an aspect or site in local history dating from a period before 1066. British History pre 1066.

Medieval History
What key features might you expect of a Medieval society?
Pupils must have knowledge of some Medieval societies, as well as differences between them.
National Curriculum requirements: Church, state and society in Medieval Britain 1066-1509.

Modern History
What key features might you expect of a Modern society?
Pupils must have knowledge of some Modern societies, as well as differences between them.
National Curriculum requirements: Church, state and society in Britain 1509-1745.
National Curriculum requirements:Ideas, political power, industry and empire: Britain 1745-1901.
National Curriculum requirements: One study of a significant society or issue in world history and it's interconnections with other world developments: USA 20th Century

British History
The National Curriculum states that pupils at KS3 should 'know and understand the history of these islands as a coherent, chronological narrative.
National Curriculum requirements: Ideas, political power, industry and empire: Britain 1745-1901.
National Curriculum requirements: Challenges for Britain, Europe and the wider world 1901 to the present day.

The Holocaust – the National Curriculum specifies that this must be taught

The work of the historian
Historical sources – what is 'evidence'?
Historians' writing & how to present an argument
How to use other historians' work
.

Key concepts (same across all KS)

- Cause
- Consequence
- Change and Continuity
- Similarity and Difference
- Historical significance
- Sources and evidence
- Historical interpretations
- Power

Year 9

Enquiry 4		Enquiry 5			
Unit Title: **Evaluate the most significant events of World War Two 1939-1945.**	Unit Length: 8 weeks: 2 hours per week.	Unit Title: **How effectively have people campaigned for equal rights in the 20th and 21st centuries?**	Unit Length: 4 weeks: 2 hours per week.		
Domains knowledge Taken from the top left box) National Curriculum requirements: Challenges for Britain, Europe and the wider world 1901 to the present day. National Curriculum requirements: One study of a significant society or issue in world history and it's interconnections with other world developments: USA 20th Century.		**Domains knowledge** Taken from the top left box) National Curriculum requirements: Challenges for Britain, Europe and the wider world 1901 to the present day. National Curriculum requirements: One study of a significant society or issue in world history and it's interconnections with other world developments: USA 20th Century.			
Key concepts • **Chronology** of key events leading to the outbreak of WW2 1919-1945. • **Causes** of World War Two. • **Consequences** of World War Two. • **Change and Continuity**: How far Europe changed as a result of World War Two. • **Similarity and Difference**:how minorities were treated in Germany compared German citizens. • **Historical significance**: of the Holocaust. • **Sources and evidence**: on Dunkirk, Nuclear war and the Holocaust. • **Historical interpretations**: On the Holocaust..		**Key concepts** • **Chronology** of key events in campaigning for equal rights. • **Causes** and reasons why campaigns for equality took place. • **Consequences** of campaigning for equal rights. • **Change and Continuity**: How far achieving equality actually changed life for women, black lives in America and South Africa. • **Similarity and Difference**: Comparison in the differences of peoples' lives in these societies. • **Historical significance**: Votes for women, equal rights 1965 in America and the system of Aparteid in South Africa. • **Sources and evidence**: Votes for women, equal rights 1965 in America and the system of Aparteid in South Africa. • **Historical interpretations**: Votes for women, equal rights 1965 in America and the system of Aparteid in South Africa.			

Relevant end points: What do you want the students to know and demonstrate: Disciplinary knowledge Students complete timeline 1919-1945 key events: chronology of key World War Two events. Explain the events of 1919-1945 through sources, evidence and the work of the historian. Evaluate: historical interpretations of the key events and the Holocaust. Evaluate the historical significance of the key events of World War Two.	**Relevant end points:** What do you want the students to know and demonstrate: Disciplinary knowledge Students complete timeline 1870-1994 key events in the campaign for equal rights.. Explain the events of 1870-1994 through sources, evidence and the work of the historian. Evaluate: historical interpretations of Votes for women, equal rights 1965 in America and the system of Aparteid in South Africa. Evaluate the historical significance of Votes for women, equal rights 1965 in America and the system of Aparteid in South Africa.	
Broken down and sequenced knowledge: Substantive and the work of the historian (teacher job) Overview timeline 1918-1939 key events: World War Two : Chronology. Why did World War Two start in September 1939? The Treaty of Versailles/Hitler/Facism/Nationalism/Lebensraum/Race/ Economics/ Appeasement/ invasion of Poland/countdown to War: chronology: significance of key historical events leading to the outbreak of war. Was the evacuation of Dunkirk May-June 1940 a success or failure? Why Dunkirk had to be evacuated/how it was evacuated/source/moral boost/led to winning war in the end/ was it a success or failure? : Historical significance and interpretations. Why was the Battle of Britain July 1940, so important? Operation Sea-Lion/aims/radar/Hurricane/Spitfire/Messerschmitt/Heinkel/British losses/German losses/German failure 15th September deadline/Significance prevention of German invasion/ explain why it was an important event/ led to the Blitz. Sources and evidence: historical significance. Why were so many people killed in the Blitz? What was the Blitz/German bombing/British response/protection/ shelters/how many people were killed/why they were killed/how people survived/evacuation. Sources and evidence: historical significance. Was the bombing of Pearl Habour 1941, a significant turning point during World War Two? Why did the Japanese bomb Pearl Harbour/ expansion in Pacific/destroy US fleet/oil/supplies/key events at Pearl Harbour/ Arizona/Consequences/ why this brought the USA into the war/Why was this a turning point? Sources and evidence: Cause and consequence: historical significance. Why did the Battle of Stalingrad signal the end of World War Two 1942—1943? Why did Hitler invade Russia 1941?/Operation Barbarossa/What was the Battle of Stalingrad like for the Germans/Russians/heavy losses/why did the Germans loose?/weather/losses/ forces split/Source analysis/explanation/first major German defeat/boost Russian morale. Sources and evidence: historical significance.	**Broken down and sequenced knowledge:** Substantive and the work of the historian (teacher job) Why did women want equal rights in Britain? Why women wanted equal rights/investigate laws that applied to women/restrictions/ inequalities/what was universal suffrage key terminology/why was gaining the right to vote important for women. Sources and evidence: Cause: similarity and difference. Why did the Suffragists and Suffragettes disagree and did the tactics of the Suffragettes advance or hold back the struggle? Who were the Suffragists 1896/Millicent Fawcett/Suffragettes Emmeline Pankhurst/ 1903/chart differences in tactics/analyse events 1905/1906/1907/1908/1909/1911/1912/1913 Jan/Feb/June/1914/ complete chart/helps the cause/some problems/Danger/ Did the militant tactics of the Suffragettes advance or hold back the struggle to gain votes for women: Cause and consequence: sources and evidence. How did women finally gain the vote and did they have equality in society? 1918 Act/1928 Act/analyse the factors that led to women gaining the vote/Inequality in society remained/Women's Liberation Movement 1960s/eduaction/jobs/1970 Equal Pay Act/1975 Sex Discrimination Act. Sources and evidence: consequence: historical significance: change and continuity. What can sources tell us about why and how black people were discriminated against in the USA? Slavery recap/American Civil War 1865/End of slavery/treatment/Southern states/Jim Crow Laws/segregation laws/examples of segregation in daily life/voting difficulties/tests/property qualification/poverty/KKK/lynchings. Sources and evidence: historical interpretations.: cause and consequence: similarity and difference. How important was Martin Luther King in the Civil Rights movement? Early campaigners/1950s/1960s/1965/1907s/individuals/groups played an important role in the campaign/Tactics used/impact. Cause and consequence: sources and evidence:historical significance. To what extent did life really improve for Black Americans by the 21st century? How important was the role of Martin Luther King in the Civil Rights movement? Jesse Owens/Gary Young/Mark E Dean/CJ Walker/LA riots 1992/Rodney King/George Floyd/Barack Obama/sources/BLM. Change and continuity: sources and evidence.	

What was the importance of D-Day June 1924? Purpose of D-Day 6th June 1944/Allies reclaim Europe/defeat German forces/potential to lead to defeat of Nazi Europe/invasion Normandy beaches coastline/successes/problems at Omaha Beach/conditions/conditions/why D-Day was important/conditions/Sources and evidence: historical significance. Was the use of nuclear weapons against Japan justified in August 1945? Why did the USA drop the Atomic bomb on Hiroshima/Nagasaki/evaluate reasons of importance/time line activity/arguments for/against the bomb/consequences of the bombs/short term/long term/people/landscape/ reasons for/against the dropping of the Atomic Bomb: Cause and conseuquence: historial significance: chronology. Why did The Holocaust happen? Chronology Nuremberg 1935 restriction of Jewish rights in Germany/deportation/ 1939-1941/ ghettos/1941-1945 Einsatzgruppen/Soviet Union/Final Solution Wannsee Conference 1942/map main extermination camps/development of extermination camps. Chronology of the Holocaust: Sources and evidence: historical interpretations: cause and consequence. What happened in concentration and extermination camps and how did people show resistance to Nazism? Jews/political opposition/gypsies/disabled/homosexual/religious opponents/ conditions/forced labour/death/disease/executions/gas chambers/genocide/resistance/Jewish Partisans. Journalist liberation of the camps. Sources and evidence: historical interpretations. How has it been interpreted by historians? Role of Hitler/Nazi officials/Historiography Ian Kershaw/SS Heinrich Himmler/outbreak of WW II accelerated holocaust/contribution by society/anti-semitism/1980s historical debate/extreme /moderate intentionalist /extreme/moderate fuctionalist/source analysis/presentation/who was responsible?: Historical interpretations.	Why did Black South Africans under Apartheid want equal rights? South Africa/British Empire/1910/Union of South Africa/Afrikaners/Africans/Indians/What was apartheid?/1948 policy of separateness/Create a fact file the problems of apartheid/political power/living conditions/Laws/education. Cause: similarity and difference: sources and evidence. How did People protest against Apartheid? he ANC methods/Nelson Mandela Defiance Campaign/Freedom Charter/Civil disobedience protests/Sharpeville/ANC/Umkhonto We Sizwe/sabotage tactics/200 attacks/1964/Mandela/supporters/treason charge/Robben Island 26 years in prison/Summary on how did people protest against apartheid. Consequence: sources and evidence: historical interpretations. Why did Apartheid finally end? Steve Biko/Black consciousness/Soweteo uprising and student protest/Archbishop Desmond Tutu/church leaders/United Nations/black township uprisings/anti-apartheid movement/economic problems/New government 1989/1994 democratic elections/end of Apartheid. Consequence: change and continuity. How effectively have people campaigned for equal rights in the 20th and 21st centuries? Change and continuity.	
Formal formative: ● Knowledge retrieval test: Mid-enquiry assessment: multiple choice factual knowledge.	**Formal formative:** ● Knowledge retrieval test: Mid-enquiry assessment: multiple choice factual knowledge.		
Summative assessment: ● Answer enquiry question: Evaluate the most significant events of World War Two 1939-1945.	**Summative assessment:** ● Answer enquiry question How effectively have people campaigned for equal rights in the 20th and 21st centuries? ● Summative assessment : substantive and disciplinary knowledge assessed in end of year exam on all enquiries.		