|  |  |  |  |
| --- | --- | --- | --- |
| Topic: **1920 USA**  | Concept: **Significance**  | Theme: **Society** | Opportunities for extending your knowledge |
| By the end of this unit you will know:* How the First World War impacted the USA
* The impact of the economic boom
* How life changed for women in 1920
* Why the prohibition failed
* How Black people were oppressed in society
* The dangers of gangsters such as Al Capone
* How the Great Depression began

Image result for success clip artBy the end of this unit you will be able to:* Explain how an event led to change
* Explain what makes an event or person significant
* Evaluate what makes a person or event more or less significant
* Write a balanced argument with a justified conclusion
 | Reading:<https://www.ducksters.com/history/us_1900s/roaring_twenties.php><https://www.bbc.co.uk/bitesize/topics/zthf6yc?scrlybrkr=db147fda>America in the 1920s for Kids– Keith Goodman The USA ‘Trendy Twenties’ – Horrible Histories C:\Users\sarah.shah\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\E743AB58.tmpWatching:* Movie - Great Gatsby (PG 13)
* Episode – Further back in time for dinner 1920s (Available on Clickview)
* Episode – Hooked on Hollywood BBC Four (Available on Clickview)

Image result for films clip art |

|  |  |  |  |
| --- | --- | --- | --- |
| Topic: The Holocaust | Concept: Change & Continuity | Theme: Liberty & Discrimination | Opportunities for extending your knowledge: |
| By the end of this unit you will know:* How were Jewish people treated through history?
* What was life like for minorities in Nazi Germany?
* How did the Nazis change life for Jewish people?
* What was life like in a Concentration Camp?
* How did the Holocaust change life for Jewish people?

By the end of this unit you will be able to:Image result for success clip art* Identify changes to the treatment of Jews in Germany
* Provide factual information about each of the changes
* Prioritise these changes from least to most significant

 Why do we study this?* Links to GCSE topic Weimar & Nazi Germany
* Looking at the persecution of a group helps us to learn tolerance and ensure it is never allowed to happen again.
* Learning about government persecution helps us to understand international relations and power dynamics in the world
* Practicing the skill of ‘change’ will help us to become expert historians
 | Reading:‘the diary of Anne Frank’ ‘The Boy in the Striped Pyjamas’ – John Boyne ‘When Hitler Stole Pink Rabbit’ – Judith Kerr Image result for films clip artWatching:The Pianist The Courageous Heart of Irena SendlerOnline:https://kids.britannica.com/kids/article/Holocaust/353260 |
| Keywords**Change –** something or someone becoming different (altering)**Continuity –** the opposite of change. Where things do not alter.**Holocaust –** Destruction or slaughter on a mass scale **Chronology -** the arrangement of events in the order in which they happened**Final Solution –** the Nazi policy of exterminating European Jews**Nuremburg Laws –** Laws depriving Jews of rights in Germany |
| Topic: WWII | Concept: Significance | Theme: Warfare | Opportunities for extending your knowledge: |
| By the end of this unit you will know:* How did WWII begin?
* Was Dunkirk considered a success or failure?
* What was the outcome of the Battle of Britain?
* How were Russia involved in the war?
* What were the consequences of D Day?

By the end of this unit you will be able to:Image result for success clip art* Explain how policies led to WWII
* Provide factual information about battles in WWII
* Evaluate the most significant battle of WWII

 Why do we study this?* Links to GCSE topic Weimar & Nazi Germany & Cold War
* Learning about governments helps us to understand international relations in a post war world
* Practicing the skill of ‘significance will help us to become expert historians
 | Reading:‘Historic battles from World War Two’-Carla Mooney ‘Woeful Second World War – Terry Deary‘The Story of the Second World War for Children’ –Peter Chrisp Image result for films clip artWatching:DunkirkGoodnight Mr TomOnline:www.britannica.com/event/World-War-II |
| KeywordsBlitzkrieg- A fast method of attack designed for a quick win ​Luftwaffe - German air force​​USSR – Name of Russia during WWIIHiroshima – Place in Japan where the atomic bomb was droppedNagasaki - Place in Japan where the atomic bomb was droppedSignificance - How important something is e.g. An event or person​Evaluate - To judge something on its importance |

|  |  |  |  |
| --- | --- | --- | --- |
| Topic: Homefront | Concept: Sources & interpretations | Theme: Warfare & Society | Opportunities for extending your knowledge: |
| By the end of this unit you will know:* How do you control a country?
* Was there really a Blitz spirit?
* What was daily life like in WWII?
* How did war impact children’s lives?
* How did war impact women’s lives?
* Should Britain be proud of Churchill and the Empire?

By the end of this unit you will be able to:Image result for success clip art* Make a judgement on the utility of a source.
* Explain how interpretations are different.
* Explain why interpretations are different.

 Why do we study this?* Links to GCSE topics Crime & Punishment & Weimar & Nazi Germany
* Learning about governments helps us to understand international relations in a post war world
* Practicing the skill of ‘utility’ will help us to become expert historians
 | Reading:‘Children in the Second World War’-Jane Shuter. ‘Woeful Second World War – Terry Deary.‘Evacuees: Children’s lives on the WWII Homefront’ –Gillian Mawson.Image result for films clip artWatching:Their FinestGoodnight Mr TomOnline:www.historyonthenet.com/home-front-ww2 |
| KeywordsHomefront-The civilian population and activities of a nation whose armed forces are engaged in war abroad​Allies - Countries which fought on the British side (including USA, Great Britain, France, Russia (1941-1945)​Evacuee - Someone who was evacuated, moved from a danger area to a safer place (normally from the cities to rural areas)​Blackout - System of ensuring no lights were visible after dark so that buildings could not be spotted by enemy planes​Rationing - The controlled distribution of scarce resources (mainly food & clothing)​Air raid shelter - A building to protect people from bombs dropped by planes​Blitz - Blitz Series of aerial bombing raids on the UK, mainly cities including London, Bristol & Nottingham.​ |
| Topic: Civil Rights | Concept: Significance | Theme: Power & People | Opportunities for extending your knowledge: |
| By the end of this unit you will know:* What problems black people faced in America after WWII.
* Why the bus boycott was significant.
* How events at Little Rock changed education.
* Who the key figures were in the Civil Rights Movement.
* Which steps were the most significant in the fight for equality.

By the end of this unit you will be able to:Image result for success clip art* Make a judgement.
* Evaluate the significance of events.

Why do we study this?* To understand current world issues surrounding democracy, race and rights.
* To understand that even after slavery was abolished, minorities were still denied Civil Rights.
* Practicing the skill of ‘significance will help us to become expert historians.
 | Reading:‘To kill a mockingbird’ - Harper Lee. ‘Someday is now’ – Clara Luper.‘The rebellious life of Mrs Rosa Parks’ – Jeanne Theoharis.Image result for films clip artWatching:The Help - NetflixHairsprayOnline:www.britannica.com/event/American-civil-rights-movement |
| Keywords**Discrimination**The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability.**Civil Rights**The rights of citizens to political and social freedom and equality.**Jim Crow Laws**A collection of state and local statutes that legalized racial segregation.**Segregation**The action or state of setting someone or something apart from others. |