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| 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 art  By 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 GoodmanThe USA ‘Trendy Twenties’ – Horrible HistoriesC:\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 |

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| 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 PianistThe Courageous Heart of Irena Sendler   Online:  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 Tom   Online:  www.britannica.com/event/World-War-II |
| Keywords  Blitzkrieg- A fast method of attack designed for a quick win ​  Luftwaffe - German air force​​  USSR – Name of Russia during WWII  Hiroshima – Place in Japan where the atomic bomb was dropped  Nagasaki - Place in Japan where the atomic bomb was dropped  Significance - How important something is e.g. An event or person​  Evaluate - To judge something on its importance | | | |

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| 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 Tom   Online:  www.historyonthenet.com/home-front-ww2 |
| Keywords  Homefront-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 - NetflixHairspray   Online:  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. | | | |