

Year 9 2016-2017 only (Transition into Doddle)

Long / Medium Term Plan

Termly Plan				
If WW1 was so terrible why was there another war just over 20 years later? 7 WEEKS	WW2 Blitz Spirit – Myth or Reality? 8 WEEKS	Begin GCSE 2016 Course Cold War Key Topic 1 6 WEEKS	6 WEEKS Cold War Key Topic 1 /2	6 WEEKS Cold War Key Topic 2/3
AO1+AO2 The main aim of this unit is to understand the steps to WW2 in Britain and across Europe. Students will discover what measures were taken to ensure peace after WW1 and how problems in Europe led to the rise of dictatorships. This unit will culminate in the outbreak of WW2.	AO3+AO4 Using both contemporary sources and the interpretations of historian’s student will examine whether the so called ‘Blitz Spirit’ in WW2 was in fact a myth or reality. This unit will culminate in students drawing their own conclusions about the enquiry question.	<p><i>In progress...</i></p> <p><i>See Year 10 GCSE 2016 Term 1-3 until complete.</i></p> <p><i>Year 9 course will follow same content but assessed tasks and lessons will vary.</i></p>		
<p>Assessed Tasks:</p> <p>Formative 1: Describe two features of the Treaty of Versailles Feature 1... Feature 2... (4 Marks)</p> <p>Formative 2: Explain why there were problems in Germany in the 1930’s. You may use the following in your answer: <ul style="list-style-type: none"> • The Treaty of Versailles • Unemployment • The rise of Hitler You must also use information of your own. (12 marks)</p> <p>Summative: ‘World War Two broke out because of appeasement’ How far do you agree? Explain your answer(16) You may use the following in your answer <ul style="list-style-type: none"> • The rise of dictatorships across Europe </p>	<p>Assessed Tasks:</p> <p>Formative 1: (2 inference questions) Give two things you can infer from Source A about how people responded to the bombing of London during WW2. Complete the table below to explain your answer.</p> <p>What I can infer: Details in the source that tell me this: (4 marks)</p> <p>Formative 2: a) Study Interpretations 1 and 2. They give different views about the attitudes of young people towards evacuation during WW2. What is the main difference between these views? Explain your answer, using details from both interpretations (4) b) Suggest one reason why</p>			

<ul style="list-style-type: none"> The Treaty of Versailles 	<p>Interpretations 1 and 2 give different views about the attitudes of young people towards towards evacuation during WW2.</p> <p>Summative: Blitz Spirit Myth or Reality.</p> <p>(a) Study Sources A and B. How useful are Sources A and B for an enquiry what life was like during the Blitz in Britain? Explain your answer, using Sources A and B and your knowledge of the historical context (8)</p> <p>(b) Study Interpretations 1 and 2. They give different views about the attitudes of people in Britain about the Blitz. What is the main difference between these views? Explain your answer, using details from both interpretations (4)</p> <p>(b) Suggest one reason why Interpretations 1 and 2 give different views about the attitudes of people in Britain about the Blitz.. You may use Sources A and B to help explain your answer.</p>				
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary

History Assessment Objectives and Skills (Highlighted skills to be assessed this year)

<p>AO1 Knowledge and Understanding</p> <p>AO1a. I can briefly list knowledge of an event/person/era in the past.</p> <p>AO1b. I can describe different events/people/times/eras using terminology appropriately e.g. empire, civilisation.</p> <p>AO1c. I can understand the concept of chronological narrative.</p> <p>AO1d. I can describe the key events, people and periods in the period I am studying and identify where these fit within a chronology.</p> <p>AO1e. I can make informed judgments about different events/people/times/eras.</p> <p>AO1f. I can use historical terms and concepts with confidence.</p> <p>AO1g. I can describe similarities and differences.</p> <p>AO1h. I can explain similarities and differences and use them to make connections and draw contrasts.</p> <p>AO1i. I can create an analytical enquiry using supported knowledge.</p> <p>AO1j. I can explain using factors.</p> <p>AO1k. I can analyse using a range of historical factors.</p> <p>AO1l. I can analyse an event within a specified time period/theme/idea.</p> <p>AO1m. I can analyse and compare the key events, people and periods in the period or theme I am studying.</p> <p>AO1n. I can analyse and make links between different times, periods and themes.</p> <p>AO2n. I can make sustained judgements using various factors and make a substantial conclusion.</p>	<p>AO1 Knowledge and Understanding</p> <p>AO1a. I can briefly list knowledge of an event/person/era in the past.</p> <p>AO1b. I can describe different events/people/times/eras using terminology appropriately e.g. empire, civilisation.</p> <p>AO1c. I can understand the concept of chronological narrative.</p> <p>AO1d. I can describe the key events, people and periods in the period I am studying and identify where these fit within a chronology.</p> <p>AO1e. I can make informed judgments about different events/people/times/eras.</p> <p>AO1f. I can use historical terms and concepts with confidence.</p> <p>AO1g. 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I can make sustained judgements using various factors and make a substantial conclusion.</p>	<p>AO4 Analyse, Evaluate and Make Judgements About Interpretations</p> <p>AO4a. I can identify and describe a significant person/event, without offering an explanation.</p> <p>AO4b. I can give reasons why a person or event is significant.</p> <p>AO4c. I can give reasons and develop an explanation why a person or event is significant.</p> <p>AO4d. I can analyse how a person/event was significant considering their/its short and long term effects.</p> <p>AO4e. I can explain why there are contrasting interpretations about the same person/event.</p> <p>AO4f. I can analyse why a range of historical interpretations on a significant person or event may differ.</p> <p>AO4g. I can explain why different opinions about a significant person or event have been constructed.</p> <p>AO4h. I can analyse the strengths and weaknesses of different interpretations of an event/change.</p> <p>AO4i. I can compare sources to show similarities and/or differences with evidence and explain why these interpretations differ.</p> <p>AO4j. I can evaluate why one person/event is more significant than another.</p> <p>AO4k. I can evaluate why views on significance change through time by considering their legacy.</p>
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