

Year	HT1	HT2	HT3	HT4	HT5	HT6
<p>Year 9</p> <p>Key knowledge</p>	<p>Why has the Russian Revolution been described as a “People’s Tragedy”?</p> <p>Disciplinary knowledge: Using sources for an enquiry.</p> <p>Theme: How did people gain power in the past? What did people believe in the past?</p> <p>Substantive concepts: Revolution, communism, dictatorship, totalitarianism, propaganda, hierarchy.</p>	<p>How and why did the Holocaust happen?</p> <p>Disciplinary knowledge: Evaluating interpretations.</p> <p>Theme: What were the lives of ordinary people like in the past? How did people gain power in the past? What did people believe in the past?</p> <p>Substantive concepts: Racism, antisemitism, dictatorship, nationalism, communism, propaganda.</p>	<p>Why did British colonialism in India and Kenya come to an end?</p> <p>Disciplinary knowledge: Causation</p> <p>Theme: How did people gain power in the past?</p> <p>Substantive concepts: Colonialism, empire, protest, nationalism, democracy, economics, trade.</p>	<p>How did different groups of Americans experience the ‘roaring twenties’?</p> <p>Disciplinary knowledge: Using sources for an enquiry.</p> <p>Theme: What were the lives of ordinary people like in the past?</p> <p>Substantive concepts: Capitalism, economics, working class, middle class, racism.</p>	<p>What were the changes and continuities for black Americans between 1865 and 1975?</p> <p>Disciplinary knowledge: Change and continuity.</p> <p>Theme: How did people gain power in the past?</p> <p>Substantive concepts: Racism, democracy, protest, rights, economics.</p>	<p>What has been important in the history of Warrington?</p> <p>Disciplinary knowledge: Consequences</p> <p>Theme: What were the lives of people in the past like?</p> <p>Substantive concepts: Public Health, parliament, empire.</p>
<p>Building and revisiting</p>	<ul style="list-style-type: none"> · Russia as an empire – year 7 enquiry four and year 8 enquiry five. · Industrialisation – year 8 enquiry two. Impacts of WWI – year 8 enquiry six · Concept of revolution – industrial revolution (year 8 enquiry two and Haitian Revolution (year 8 enquiry three). · Comparison of the suppression of rebellion (Harrying of the North – year seven enquiry three). 	<ul style="list-style-type: none"> · Wider impacts of the First World (year 8 enquiry six) – the impacts on Germany after 1918. · Wider impacts of the Russian Revolution (year 9 enquiry one) – the Spartacist Uprising. · Wider impacts of the Russian Revolution (year 9 enquiry one) - the idea of Communism and life in the USSR during the 1920s and early 1930s as a cause of the rise in support for the Nazis. · Comparison of gaining power and suppressing opposition (year 7 enquiries two & three, year 8 enquiry four, year 9 enquiry one). 	<ul style="list-style-type: none"> · Year 7 enquiry three, year 8 enquiry three – explaining causation. The unit allows for a more sophisticated approach to explaining causation by looking at factors. · Year 8 enquiry three – this unit builds on students’ understanding of nineteenth century British colonialism and how this came to an end. · Year 8 enquiry six, year 9 enquiry two –wider impacts of WWI & WWII in terms of the economic impact on Britain and its role as a world power. 	<ul style="list-style-type: none"> · Year 9 enquiry one – using sources for an enquiry. · Year 7 enquiry six – European arrival in America. · Year 8 enquiry four – democracy and disenfranchisement. 	<ul style="list-style-type: none"> · Year 7 enquiry one – change and continuity. · Year 8 enquiry three – the development of the transatlantic slave trade and its impacts. · Year 9 enquiry three – protest as a means of achieving change and power. · Year 8 enquiry four – democracy and campaigning for the right to vote. 	<ul style="list-style-type: none"> · Year 7 enquiry five – consequences. · Year 7 enquiry one – Roman impact on Britain in local context. · Year 8 enquiry two – development of the turnpikes in a local context. Development of the canals and railways in a local context. Impacts of industrialisation in a local context. · Year 9 enquiry two – impact of WWII in a local context. · Year 8 enquiry five – the impact of British colonialism in Ireland in a local context.
<p>Assessment</p>	<p>RAP: Practice assessment - Explain why source 1 is useful to find out about how Lenin viewed Stalin and Trotsky.</p> <p>Assessment: Explain why source 1 is useful to find out about the reasons why Stalin began the Five-Year Plans.</p>	<p>RAP: “Propaganda was the most important method used by the Nazis to control the people of Germany after 1933.” How far do you agree? Explain your answer.</p> <p>Assessment: “The strengths of the Nazis were the main reason for their growing support between 1929 and 1932.” How far do you agree? Explain your answer.</p>	<p>KAST 1: Knowledge test and skills section (explaining how far you agree with a statement).</p> <p>RAP: Practice assessment - Explain why India gained independence from the British Empire in 1947.</p> <p>Assessment: Explain why Kenya gained independence from the British Empire in 1963.</p>	<p>RAP: Practice assessment- Explain why source 1 is useful to find out about the lives of American women in the 1920s.</p> <p>Assessment - Explain why source 1 is useful to find out about why prohibition in America was ended in 1933.</p>	<p>RAP: Practice assessment: Explain one political change for black Americans during the Civil Rights era (1945-70) compared with the situation in the years 1900-1945.</p> <p>Assessment: 1. Explain one social change for black Americans by 1975 compared with the situation in the reconstruction era 2. Explain one economic change for black Americans by 1975. 3. Explain one legal continuity for black Americans by 1975.</p>	<p>KAST 2: Knowledge test and skills section (causation question and explaining the usefulness of a source).</p>

