




		Year:	8	Subject:	History	Spring 1/Spring 2	Summer 1/Summer 2
Intent	Subject Concepts (Substantive knowledge)		• War and conflict	The Holocaust: the effects of World War Two on the Holocaust	Prior Knowledge: <ul style="list-style-type: none"> • Propaganda Nazi Germany • Hitler's aims Takeaway Learning: <ul style="list-style-type: none"> • How did WW2 impact the development of the Holocaust 	World War Two: Causes, events and impact	Prior Knowledge: <ul style="list-style-type: none"> • Treaty of Versailles • Hitler's aims Takeaway Learning: <ul style="list-style-type: none"> • Causes, events and impact WW1
			• Society	The Holocaust: How were Jews persecuted in Nazi Germany	Prior Knowledge: <ul style="list-style-type: none"> • Propaganda Nazi Germany • Hitler's aims Takeaway Learning: <ul style="list-style-type: none"> • Nuremberg Laws • Kristallnacht • Ghettos • Camps 	World War Two: Life on the Home Front, Local Study on Bletchley Park	Prior Knowledge: <ul style="list-style-type: none"> • Women in WW1 Takeaway Learning: <ul style="list-style-type: none"> • Role of the Homefront in winning the war
			• Power and inequality	The Holocaust: Why were Jews persecuted in Nazi Germany	Prior Knowledge: <ul style="list-style-type: none"> • Propaganda Nazi Germany • Hitler's aims Takeaway Learning: <ul style="list-style-type: none"> • Treaty of Versailles • Great Depression 	World War Two: the Atomic Bomb	Prior Knowledge: <ul style="list-style-type: none"> • New technologies WW2 Takeaway Learning: <ul style="list-style-type: none"> • Atomic bomb – was it justified?
			• Propaganda	The Holocaust: How were Jews portrayed in propaganda	Prior Knowledge: <ul style="list-style-type: none"> • Propaganda Nazi Germany • Hitler's aims Takeaway Learning: <ul style="list-style-type: none"> • Antisemitism in propaganda 	World War Two: How did propaganda impact experiences	Prior Knowledge: <ul style="list-style-type: none"> • Propaganda Nazi Germany Takeaway Learning: <ul style="list-style-type: none"> • Propaganda WW2
	Disciplinary Knowledge		<ul style="list-style-type: none"> • Cause and effect – Treatment of Jews • Change and continuity – Treatment of Jews overtime • Significance – Nuremberg Laws, Kristallnacht, Ghettos, Camps • Source analysis • Interpretation analysis 	<ul style="list-style-type: none"> • Cause and effect – World War Two • Change and continuity – weaponry and warfare compared to WW1 • Significance – Treaty of Versailles, Atomic Bomb, Total War • Source analysis • Interpretation analysis 			
Implementation	Common Misconceptions		<ul style="list-style-type: none"> • Students may think that persecution only took the form of genocide <ul style="list-style-type: none"> • Students may think that persecution occurred from the moment Hitler came to power 	<ul style="list-style-type: none"> • Students may think that the Second World War happened only in Europe <ul style="list-style-type: none"> • Students may think countries like the USSR and USA fought in the war from the beginning 			
	Enabling or Adapting the Curriculum	SEND Students	<ul style="list-style-type: none"> • Provide students with a colour coding task to help identify the different methods of persecution in Nazi Germany. • For extended writing tasks (e.g how Jews were persecuted in Nazi Germany) students will be provided with sentence starters to encourage the use of PEEL structure. • In extended writing, encourage students to develop their explanation through sentence signposting and the use of three clause sentences. • Use of historical sources to help students to understand the conditions of the ghettos and concentration camps. • Virtual tour of Auschwitz 	<ul style="list-style-type: none"> • Provide students with a diamond 9 task to demonstrate the different impacts of war on the home front. • For extended writing tasks (e.g was the dropping of the atomic bomb justified) students will be provided with sentence starters to encourage the use of PEEL structure. • In extended writing, encourage students to develop their explanation through sentence signposting and the use of three clause sentences. • Use of historical sources to help students to understand the impact of war on Britain and the impact of the dropping of the atomic bomb on Hiroshima and Nagasaki. • Use PCAS to help students to analyse historical interpretations on the atomic bomb and to assist in explaining why that would make the argument accurate. • Short cartoon story on the impact of the atomic bomb 			
		Disadvantaged Students	<ul style="list-style-type: none"> • Learning is organised in a sequential manner and is revisited through memory recall at the beginning of each lesson to allow students to bridge gaps in learning. • In extended writing, encourage students to develop their explanation through sentence signposting and the use of three clause sentences. 	<ul style="list-style-type: none"> • Learning is organised in a sequential manner and is revisited through memory recall at the beginning of each lesson to allow students to bridge gaps in learning. • In extended writing, encourage students to develop their explanation through sentence signposting and the use of three clause sentences. 			

			<ul style="list-style-type: none"> • Termly reading activity on the impact of the Nuremberg Laws • Use of historical sources to help students to understand the conditions of the Ghettos and Concentration camps • Virtual tour of Auschwitz 	<ul style="list-style-type: none"> • Termly reading activity on the causes of World War Two • Use of historical sources to help students to understand the impact of war on the home front. • Short cartoon story on the impact of the atomic bomb.
	More Able Students		<ul style="list-style-type: none"> • Use extracts from historians to broaden understanding of historical events like the Nuremberg Laws and the Wannsee Conference • Get students to evaluate where the decision for the final solution was really decided – at the Wannsee Conference or elsewhere. 	<ul style="list-style-type: none"> • Widen students' perspectives by allowing an enquiry into the impact of war outside of Europe. • Use extracts from historians to broaden understanding of historical events like atomic bomb.
	Literacy/Numeracy Skills 	LITERACY Vocabulary:	<ul style="list-style-type: none"> • Genocide • Holocaust • Ghettos • Persecution • Anti-Semitism 	<ul style="list-style-type: none"> • Atomic bomb • Total war • Home front • Blitz • Evacuees • Rationing
		Reading:	<ul style="list-style-type: none"> • Reading activities on the conditions of the Ghettos and Anne Frank • Reading of historical sources and use of PCAS to understand their meaning. • Termly reading activity on the life of Anne Frank 	<ul style="list-style-type: none"> • Reading activities on the life of evacuees and the impact of WW2 on Britain. • Reading of historical sources and use of PCAS to understand their meaning. • Termly reading activity on the causes of World War Two
		Writing:	<ul style="list-style-type: none"> • Extended writings tasks on: the persecution of Jews in Nazi Germany • Source analysis tasks on: the treatment of Jews • 	<ul style="list-style-type: none"> • Extended writings tasks on: the whether the atomic bomb was justified • Source analysis tasks on: the causes of world war two • Interpretation analysis on: the impact of WW2 on Britain
		Oracy:	<ul style="list-style-type: none"> • Debate on when the decision for the final solution was decided. 	<ul style="list-style-type: none"> • Debate on the most important cause of WW2 • Debate on whether the atomic bomb was justified
	NUMERACY	<ul style="list-style-type: none"> • Use of timeline to demonstrate the persecution of Jews in Nazi Germany from 1933-45. 	<ul style="list-style-type: none"> • Students to organise their work chronologically. • Timeline tasks within lesson 	
Digital Strategy		<ul style="list-style-type: none"> • Use of iPads to create a PowerPoint on the legal and violent persecution of the Jews 	<ul style="list-style-type: none"> • Use of iPads to create a collage on propaganda posters from WW2 and explain their meaning/message. • Use of iPads to conduct research into the reasons for and against dropping the atomic bomb on Japan. 	
Home Learning		<ul style="list-style-type: none"> • Termly reading activity on the life of Anne Frank • Use the iPad to create a PowerPoint on the legal and violent persecution of the Jews 	<ul style="list-style-type: none"> • Termly reading activity on the causes of World War Two • Use of iPads to conduct research into the reasons for and against dropping the atomic bomb on Japan 	
Impact	Composite Assessment		Date: Week 4 Content: <ul style="list-style-type: none"> • Nazi persecution of Jews • Hitler's methods of control • Islamic medicine and surgery • Public Health 1800s • Spanish Armada 	Date: Week 4 Content: <ul style="list-style-type: none"> • Treaty of Versailles • Causes of WW2 • Popularity of the Nazis • Problems of Henry VIII • Life in Medieval England