

History HT3

Year 9: The Interwar Years

How did new ideas cause conflict?

<u>Assessment Opportunities</u>	<u>Literacy/Reading opportunities</u>	<u>CEIAG Links</u>
<p>All feedback follows the whole school teaching and learning policy with collective and personalised feedback.</p> <p>Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past.</p> <p>Assessment 3 – How did new ideas cause conflict?</p>	<p>Reading and writing tasks are embedded in every lesson. In particular, a focus on reciprocal reading is in the lesson: TBAT: Explain the impact of Mussolini's leadership in Italy.</p> <p>A focus on the whole school writing structure is in the lesson: TBAT: Describe the rise of the Nazi Party in Weimar Germany.</p>	<p>Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, students will compare the views and ideologies of different leaders and countries. Completing this comparison will support students higher level thinking and writing skills.</p>

Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

Year 9 History Department Curriculum 2024 – 2025

Half Term 3 Scheme of Learning
Focus – The inter war years

Enquiry Question
How did new ideas cause conflict?

Intent of this scheme of learning

The intent of this scheme of learning is for students to understand how countries who were victorious in the Great War hoped other democracies would emerge. Students will identify how new ideologies and different views emerged just as in the modern day. Students will view the ideas of today and compare with the foundations and ideological backgrounds.

Prior learning and links to future learning

Students have been introduced to the key countries through the study of WWI. HT4 leads students into the study of World War II where the background context will support understanding of the topic.

Disciplinary Knowledge

Disciplinary knowledge refers to knowledge of history as a discipline: the methods of historians and their conceptual frameworks. This scheme of learning primarily assesses the concepts of cause/consequence and significance across the timescale.

Interpreting the past

Students will be exposed to the works of Historians and will learn to 'Think like a Historian' by looking at interpretations of the past, and in particular the work of:

Robert Freeman - The InterWar Years (1919 - 1939)

Substantive Knowledge

- How countries tried to avoid more wars
- Position of Weimar Germany in the 1920s
- The rise of Hitler
- Impact of Mussolini's leadership in Italy
- The situation in Russia in the early 20th century
- Significance of the Russian revolutions

Assessment and Feedback

All feedback follows the whole school teaching and learning policy with collective and personalised feedback.

Assessments will assess knowledge and understanding, conceptual awareness, sources **analysis** and how historians interpret the past.

CEIAG links

Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, students will compare the views and ideologies of different leaders and countries. Completing this comparison will

Academy core values – Respect, Ambition, Resilience and Compassion

Students will be respectful of the ideas from leaders and understand the positive and negatives of each view. Students will also be respectful when discussing the leaders and sharing each other's views. Students will demonstrate compassion for those living in the countries and the issues they encounter.

Assessment 3 – How did new ideas cause conflict?	support students higher level thinking and writing skills.	
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Tier 2 vocab	Avoid	Impact	Political	Decision	League	Formation	Beliefs	Demonstration	leadership	Policy
Tier 3 vocab	Treaty	Versailles	Nazism	Fascism	Ideology	Communism	Marxism	Revolution	Weimar	Tsar

Lesson Sequencing			
	Learning Intention: TBAT	Knowledge	Skills
1	Explain how countries tried to avoid more wars	<ul style="list-style-type: none"> The Treaty of Versailles Aims of the 'Big Three' The impact on Germany The League of Nations 	<ul style="list-style-type: none"> Outline the ideas of the Big Three at the end of WWI and aims for the Treaty. Explain the decision made in the Treaty and League of Nations. Assess the impact of the Treaty on Germany.
2	Describe the rise of the Nazi party in Weimar Germany	<ul style="list-style-type: none"> Germany in the 1920s Political parties/economy Issues for the government Links to the rise of the Nazi party 	<ul style="list-style-type: none"> Outline life in Weimar Germany for citizens. Explain the hyperinflation in Germany Assess the significance of the Nazi ideology.
3	Explain the impact of Mussolini's leadership in Italy	<ul style="list-style-type: none"> Italians killed in WWI Unemployment and rising food prices Fear of communists Role of Mussolini and ideology 	<ul style="list-style-type: none"> Describe the context of Italy after WWI Explain the promises of Mussolini. Assess the impact of Mussolini's leadership
4	Describe the situation in Russia in the early 20 th century	<ul style="list-style-type: none"> New political ideas The formation of Communism and Marxism Tsar Nicholas II and his beliefs Russian revolutions February and October 1917 	<ul style="list-style-type: none"> Outline the ideology of Marxism and Communism. Describe the story of the revolutions. Explain the impact of the strike and demonstrations pre WWI.
5	Explain the events and impact of the Russian Revolutions in 1917	<ul style="list-style-type: none"> Russian revolutions February and October 1917 Reaction of the West to the revolutions 	<ul style="list-style-type: none"> Describe the story of the revolutions. Explain the reaction of the West.

		<ul style="list-style-type: none">• Stalin and the emergence of the USSR as a world power	<ul style="list-style-type: none">• Assess the impact on world relations.
6	Analyse sources on how new ideas caused conflict	<ul style="list-style-type: none">• Germany policies in the 1920s• Italian policies in the 1920s• Russian policies	<ul style="list-style-type: none">• Compare the leadership across the 3 countries and draw on similarities/differences• Assess source material on the ideologies of each.