

History HT4

Year 9: World War Two

How was World War Two a 'Total' war for Britain?

<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 4 – How was World War Two a 'Total' war for Britain?</p>	<p>Reading and writing tasks are embedded in every lesson. In particular, a focus on reciprocal reading is in the lesson: TBAT: Assess whether the policy of appeasement was the correct one.</p> <p>A focus on the whole school writing structure is in the lesson: TBAT: Evaluate how significant the Battle of Britain was.</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 assess interpretations of the war from the perspective of different countries. Students will also a skills required for the armed forces and within leadership.</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 4 Scheme of Learning
Focus – World War Two**

**Enquiry Question
How was World War Two a ‘Total’ war for Britain?**

Intent of this scheme of learning

The intent of this scheme of learning is for students to understand the scale of the conflict and how lives were affected. The war involved the vast majority of the world's countries—including all of the great powers—forming two opposing military alliances: the Allies and the Axis powers. Students will address misconceptions on the topic and also look at how the war is interpreted by the nations involved.

Prior learning and links to future learning

Students have learnt about WWI and interwar relations leading to a secure grasp of concepts for WWII. Students will continue to learn about the ideological differences of countries and the implementation of the Holocaust.

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:

Manfred Messerschmidt – Germany and the Second World War

Substantive Knowledge

British Knowledge:

- Role of Prime Ministers and Hitler
- Key battles – Dunkirk and the Battle of Britain
- Home front – The Blitz and evacuation

Independent Study: Meanwhile elsewhere in Europe and/or the Wider World:

- The Pacific
- USA and Japan
- Russia

Assessment and Feedback

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

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 assess interpretations of the war from the perspective

Academy core values – Respect, Ambition, Resilience and Compassion

Students will identify the resilience of individuals in the face of adversity. Students will track relatives in Liverpool who were affected by the Blitz and show

Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past. Assessment 4 – How was World War Two a ‘Total’ war for Britain?	of different countries. Students will also a skills required for the armed forces and within leadership.	compassion and respect for each other when sharing stories.
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Tier 2 vocab	Allies	Morale	International	Policy	Role	Agreement	Operation	Organisation	Experience	Attitudes
Tier 3 vocab	Appeasement	Evacuation	Blitz	Luftwaffe	Phoney war	Defence	Realm	Industrial	Foster family	Evacuees

Lesson Sequencing			
	Learning Intention: TBAT	Knowledge	Skills
1	Assess whether the policy of appeasement was the correct one	<ul style="list-style-type: none"> Chamberlain and reasons for Appeasement The Rhineland, Austria, Sudetenland, Czechoslovakia Munich agreement 	<ul style="list-style-type: none"> Outline the international situation After World War One. Explain the steps taken by Britain to avoid war. Reach a judgement on appeasement and compare the decisions made by Britain and Germany.
2	Assess the significance of Dunkirk	<ul style="list-style-type: none"> Operation Dynamo Evacuation of around 350,000 British, French and Belgian troops from Dunkirk Enabled the Allies to continue the war Major boost to British morale 	<ul style="list-style-type: none"> Outline features of operation Dynamo. Explain what happened at Dunkirk and why. Assess interpretations of Dunkirk and why there are different views.
3	Evaluate how successful the Battle of Britain was	<ul style="list-style-type: none"> Operation Sealion Luftwaffe v RAF types of planes and plane figures British pilots – experience, training, motivation Winston Churchill speech 	<ul style="list-style-type: none"> Outline features of the Battle of Britain. Explain why and how operation sea lion took place. Assess the significance of the battle for World War II.
4	Assess the impact of the Blitz at Home	<ul style="list-style-type: none"> Liverpool and the Blitz 	<ul style="list-style-type: none"> Describe features of the blitz in Britain.

		<ul style="list-style-type: none"> • German bombing campaign in 1940 and 1941 • Mass air attacks against industrial targets, towns, and cities, beginning with raids on London 	<ul style="list-style-type: none"> • Explain how Britain tried to protect people • Assess the significance of the blitz on morale.
5	Explain the evacuation policy in WWII	<ul style="list-style-type: none"> • Organisation of the evacuation process • Role of the foster family • Experiences of evacuees • Attitudes towards evacuation and the 'Phoney' war 	<ul style="list-style-type: none"> • Describe the process of evacuation during World War Two. • Explain why evacuation was necessary and the impact on different groups. • Reach a judgement on the significance of evacuation and interpretations from evacuees.
6	Analyse sources to assess how WWII was a Total War	<ul style="list-style-type: none"> • The role of countries • The armed forces • The role of civilians 	<ul style="list-style-type: none"> • Outline features of a Total War. • Explain how civilians were mobilised to support. • Evaluate the impact of a Total War for the people of Britain