

History HT6

Year 9: Britain post-1945

How did Britain develop after WWII?

<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 6 – How did Britain develop after WWII?</p>	<p>Reading and writing tasks are embedded in every lesson. In particular, a focus on reciprocal reading is in the lesson: TBAT: Explain immigration to Britain by 1950.</p> <p>A focus on the whole school writing structure is in the lesson: TBAT: Explain the development of the NHS in 1948.</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 make comparisons across timescales and draw on evidence to support their judgements. Being able to see links and explain them is a clear skill required in the wider world.</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 6 Scheme of Learning
Focus – Britain post 1945

Enquiry Question
How did Britain develop after WWII?

Intent of this scheme of learning

The intent of this scheme of learning is to provide students with an understanding of development in Britain since 1945 and the change and continuity that existed across this timescale. Students can draw comparison with their own lives and see how generations before them lived.

Prior learning and links to future learning

Students have studied Britain's development since the beginning of Year 7. Students will make links across themes and time scales when addressing social, political, cultural and economic developments. Students will revisit USA history at KS4 and Britain in the Elizabethan era.

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 change and continuity 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:

Dominic Sandbrook - White Heat: A History of Britain in the Swinging Sixties

Substantive Knowledge

British Knowledge:

- The Age of Austerity
- Development of the NHS
- Immigration
- Cultural revolution
- Thatcher's policies

Meanwhile elsewhere in Europe and/or the Wider World:

- The Vietnam War
- The Cold War
- Conflict in the Middle East

Assessment and Feedback

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

Links to careers and the wider world

Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, students will make comparisons across timescales and draw on

Academy core values – Respect, Ambition, Resilience and Compassion

Students will consider the ambition of Britain as a nation to rebuild and grow following WWII. Students will display compassion for individuals dealing with times of conflict and adversity. Students will

Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past. Assessment 6 – How did Britain develop after WWII?	evidence to support their judgements. Being able to see links and explain them is a clear skill required in the wider world.	endeavour to be ambitious in their work and resilient with challenging topics.
--	--	--

Tier 2 vocab	Development	Access	Features	Factors	Motivation	Tension	Policies	Protest	Strikes	International
Tier 3 vocab	Immigration	Empire	Commonwealth	Windrush	Chartism	Thatcher	Conservatism	Equality	Technology	Extremism

Lesson Sequencing			
	Learning Intention: TBAT	Knowledge	Skills
1	Explain the development of the NHS in 1948	<ul style="list-style-type: none"> National Health Service (NHS) was established in 1948 Provided free access to doctors, dentists, opticians and hospitals By 1950 the NHS was costing £358 million per year 	<ul style="list-style-type: none"> Outline features of the NHS. Explain why and how the NHS was set up. Assess the significance of the NHS for Britain
2	Explain immigration to Britain by 1950	<ul style="list-style-type: none"> Push and pull factors within immigration Main location for immigrants in the early 20th century Motivations for migration to Britain Windrush 	<ul style="list-style-type: none"> Describe the reasons for migration to Britain. Compare motivations and influences from different countries Explain why immigrants settled in Britain.
3	Compare life in the 1950s to the 1960s	<ul style="list-style-type: none"> New laws Improved schools Music and theatre Scientific developments Progress towards female equality 	<ul style="list-style-type: none"> Describe the modern changes in the 1960s Compare the 1960s to the 1950s Assess the level of change and the degree to which a 'revolution' is correct
4	Compare life in the 1970s in Britain	<ul style="list-style-type: none"> Transport and travel Glam Rock/ Punk Rock Scientific developments 	<ul style="list-style-type: none"> Describe the modern changes in the 1960s. Compare the positives and negatives aspects of life in the 1970s

		<ul style="list-style-type: none"> • Strikes and Trade Unions • Politics and conflict 	<ul style="list-style-type: none"> • Assess whether life was positive or negative for people in the 1970s.
5	Describe the development of Liverpool from the Medieval to Tudor era	<ul style="list-style-type: none"> • The Royal Port • King John's Liverpool • The castle and the Liver Bird • Street names & jobs in Tudor Liverpool 	<ul style="list-style-type: none"> • Identify key developments of Liverpool from the Medieval to Tudor era • Describe the development of Liverpool from the Medieval to Tudor era • Explain why Tudor Liverpool was so significant
6	Describe the development of the Liverpool Docks	<ul style="list-style-type: none"> • The Old Dock • The Albert Dock • Liverpool's fortune • 19th century Liverpool 	<ul style="list-style-type: none"> • Identify key features of Liverpool's Docks • Describe the development of the Liverpool Docks • Explain why Liverpool was so rich in the 19th century
7	Assess the significance of living through Thatcher's government for Liverpool	<ul style="list-style-type: none"> • Thatcher's ideas • Unemployment and polices • Protests and strikes • Racism and tensions with police 	<ul style="list-style-type: none"> • Outline the views of Thatcher and her character. • Explain the policies and the reaction of the public. • Assess the significance of Thatcher's policies for Liverpool.