

## The Warriner School Subject Curriculum Map



Subject: History	Year Group: 9	Unit: How far did post-war Britain change for the better?
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<p>Unit objectives: (NC Statements)</p> <p>Students will have a better understanding of the influences on British society post WW2.</p>
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<p><b>Context for study:</b> Students look at how Britain recovered after WW2 and how there was a push for equality across the country. We will refer back to women’s rights and how they continued to fight for more freedoms, many of which they were still being denied. How immigration continued to transform Britain and how prejudice impacted many people who made Britain their home – many of whom had been encouraged because of the British Empire and birth of the NHS.</p>
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<p><b>Sequence of learning: Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in bold)</b></p> <ul style="list-style-type: none"> <li>• Know why women continue to fight for equality</li> <li>• Know how and to what extent did social reform transform lives for the better</li> <li>• Know how South Asian immigration has impacted Britain</li> <li>• Know what Windrush Day is, the Windrush Generation and the Windrush Scandal.</li> <li>• Know why Britain needed a Race Relations Act</li> <li>• Know why different groups from around the world chose to emigrate to Britain in the 20<sup>th</sup> Century. Know the connection between immigration and the British Empire then Commonwealth. Know the impact they had on British diet, music, culture, fashion, sport, society.</li> </ul> <p><b>Tier 2- equality, social reform, immigration, pension, Labour Party, Conservative Party, Discrimination, multicultural</b></p> <p><b>Tier 3- National Health Service, Welfare State, Windrush Generation, National Insurance, Race Relations Act, ‘Mother Country’.</b></p>
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<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Regular formative assessment through low-stakes questioning, recap starters, inclusive sharing of responses.</p> <p>Ensure knowledge is sound before moving on during the lesson or in the next lesson.</p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Glossary of new terms/ Explicit teaching of Tier 2/3 vocabulary throughout lessons.</p> <p>Match the definition</p> <p>Regular knowledge and recall checks through recap starters.</p> <p>Explicit focus on answering questions in full sentences.</p> <p>Coming to sustained judgements using the PEEL paragraph structure. Sentence starters provided to support this.</p> <p>Analysing historical evidence such as the Windrush Generation accounts.</p>
<p><b>Assessment/Final outcomes: How will students apply their deep learning in a meaningful way that respects the subject’s discipline?</b></p> <p>There is no formal assessment.</p>	