

The Warriner School Subject Curriculum Map

Subject: History	Year Group: 9	Unit: How did technology transform the Second World War
Unit objectives: (NC Statements) To know the causes of the war and their relationship with each other, including the long-term impact of World War One To know the long term and short term causes of the war. To know how the war was fought To know how the war ended To know the lasting impact of the end of the war.		
Context for study: In this topic we will be studying a turning point in world history – World War Two. World War Two saw a global conflict on a scale previously never imagined with an unimaginable consequence for civilian populations. The theme of multiple causes leading to conflict is previously studied during World War One, The Civil War and The Armada. Methods and technological advancements in warfare, such as Blitzkrieg, can be linked to and compared to previous units of study such as trench warfare in World War One. Here we see rivalry between competing political ideologies and the rise of dictatorships changing the landscape of Europe. One legacy of the Second World War was that it laid the foundations for the Cold War. This creates a base of knowledge for the beginning of the Cold War that is studied in Year 9. Once again, the concept of competing nations is built on. Looking further forward, this creates the background knowledge that supports the GCSE Paper Two on the Cold War and the Rise of the Nazis on Paper One.		

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**)*

Know the terms of the Treaty of Versailles
 Know the impact the Treaty of Versailles had on Germany
 Know the difference between **dictatorship** and **democracy**
 Know and apply the word **government** and **politician**
 Know and understand what is meant by **communism** and **fascism**
 Know the reasons why **Hitler** came to power
 Know the roles of **Stalin**, **Mussolini** and Hitler in changing the face of Europe
 Know that Hitler was **Chancellor** of Germany and that he led the Nazi Party
 Link the **swastika** to the Nazis
 Know that the Nazis implemented a policy of **rearmament**
 Know how life changed for people in Nazi Germany, how they were **indoctrinated** and controlled through fear by means such as the **Gestapo**
 Know and apply the words **hereditary** and **eugenics** in the context of Nazi beliefs
 Know that European nations followed a policy of **appeasement** and the arguments for and against this policy
 Know and sequence the causes of the Second World War and **assess** their impact on war breaking out
 Know what **Blitzkrieg** was and **describe** how it was different to methods of warfare used in World War One
 Know that the British army was forced back to Dunkirk and **evacuated** from the beaches as a result of the German **onslaught** and that this resulted in **Operation Dynamo**
 Know the role of different organisations and impact of **radar** on repelling the **Luftwaffe** during the **Battle of Britain**
 Know the importance of **Alan Turing**, what an **enigma machine** was and what happened at **Bletchley Park**

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Know what **Operation Barbarossa** was and the reasons it failed, the impact of extended supply lines, **scorched earth** policy the Russian winter and poor German tactics
 Know that the attack on **Pearl Harbour** was a significant turning point in World War Two, the reasons behind the attack and the geo-politics of the Pacific region, use the Counsell model of significance
 Know that the **D-Day** landings were an **amphibious allied** assault on **Normandy**, that this event is also called **Operation Overlord**
 Know that **VE Day** came before the end of the war in Asia
 Know that the **allies** were victorious over the **axis** powers
 Know that America dropped two **atomic** bombs on **Hiroshima** and **Nagasaki** and that these events led to the surrender of Japan and the end of the war
 Know that the use of **atomic** bombs was a contributing factor to the Cold War and post war world
 Know the sequence/chronology of the major events of the war – **Blitzkrieg, Dunkirk, Battle of Britain, Operation Barbarossa, Pearl Harbour, D-Day, Atomic Bomb**
Tier 2- democracy, dictatorship, election, communism, fascism, hyperinflation, Weimar Germany, Rearmament, RAF
Tier 3 – treaty of Versailles, reparations, Stormtroopers/ SA, Gestapo, Appeasement, total war, Blitzkrieg, Luftwaffe, Enigma machine, Operation Dynamo

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*
 Misunderstanding of the terms allied/axis - frequent use of the terms and over teaching and regular reminders
 Confusion over sequencing events and the overall 'story' of the war – regular low stakes testing and sequencing tasks e.g., start of Barbarossa lesson
 Regular formative assessment through low-stakes questioning, recap starters, inclusive sharing of responses.
 Ensure knowledge is sound before moving on during the lesson or in the next lesson.

Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?*
 There is no extended formal assessment for this unit, students complete a knowledge recall test. There are regular opportunities throughout the unit to complete pieces of extended writing using expanded success criteria. These allow students to express their learning in depth.

Literacy and Oracy development opportunities:
Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.
 Glossary of new terms/explicit teaching of Tier 2/3 vocabulary
 Match the definition, frequent key word recall to gauge and secure knowledge
 Sentence starters for correct PEEL paragraphing/ modelling WAGOLL. Focus on answering questions in full sentences.
 Analysis of WAGOLL through colour coding to identify and discussion of the skills required to write a good quality response
PACC for source analysis- **Provenance, Audience, Content, Context.**
 Use of historical articles to stretch and challenge students. Teachers reading aloud text, focus on details of text as well as uses for purpose of the study.
 Regular knowledge and metacognitive checks through students reading out responses.
 Expanded success criteria used to support written responses.
 Regular knowledge and recall checks through recap starters.
 Explicit focus on answering questions in full sentences.
 Coming to sustained judgements using the PEEL paragraph structure. Sentence starters provided to support this.
 Analysing historical evidence such as the Winston Churchill speech