

OVERVIEW

Y9 has been sequenced to allow students to understand diverse British and global studies. This focuses on the key themes of conflict and diversity. In Year 9 we draw on the forgotten soldiers of the trenches, where we pause to consider why there is such a lack of evidence of black lives throughout all the periods they have studied. In unit 5 we explore civil rights in 20th century Britain including the roles of local grassroots activists campaigning for a fairer society in education, housing, health and in the workplace. In unit 6 we examine the consequences of Windrush and mass migration both at the time and retrospectively. All Y9 units use case studies from Manchester and Salford so students can apply their learning to their local context. For example, we look at local protests concerned with democracy, and we study World War One through Salford Pals Battalions.

Autumn

Unit 1 - The First World War

- Why did WW1 begin?
- Why did people go to fight in WW1? – Case Study of Salford Pals Battalions.
- How bad were the trenches? The Battle of the Somme – Who are the forgotten soldiers?
- How was WW1 a World War?
- How did WW1 come to an end?
- Why was the treaty of Versailles significant?

Unit 2 Suffrage

- Manchester campaigning for the vote to be expanded?
- How important were popular protests in widening male suffrage up to 1884?
- Who was Emmeline Pankhurst? Why did she start a campaign from her Manchester living room?
- What was the impact of campaigns to extend the vote? Which were most significant?

Unit 3a - The Rise of Extremism – Germany Case Study

- What was the political situation in Germany post WW1?
- Who were Adolf Hitler and the Nazis?
- How did Hitler become the Fuhrer?
- Who were the other extremists?

Assessment:

Big Write: Why did The Great War begin in 1914?

Big Write: Why did women gain the vote?

Spring

Revision Lessons for the UL Exam**Unit 3b - World War Two**

1. How did WW2 start?
2. Was Dunkirk a victory or a defeat?
3. The Blitz – How did it impact Eccles?
4. Why was D-Day a success?
5. How did WW2 end? Case Study: Alan Turing and cracking the Enigma code

Unit 4 - The Holocaust

1. Authentic Encounters – What was life like for Jews before 1933?
2. How did Jewish people face escalating persecution 1933-39?
3. What was the holocaust? Case Studies of Manchester Survivor Stories
4. How did Jewish people resist? Warsaw Ghetto Case Study
5. Who was responsible for the Holocaust?

Assessment:

UL Mid-year assessment on Units 1-2

Big Write: Who was responsible for the Holocaust?

Summer

Unit 5 – Civil Rights/Post War Britain

- What was the experience of immigrants in Manchester after WW2?
- What comparisons and contrasts are there between Civil Rights in the UK and USA?
- What was the role of women in the British Black Power movement?
- Why was the creation of the NHS significant?
- Why did people come to Britain after 1945?
- How did politicians deal with immigration?
- The Welfare State
- Salford in the swinging 60s
- Thatcherism and Salford
- The Manchester IRA Bombing
- Manchester Pride

Assessment:

UL Exam on Units 1-5.

Big Write: How successful were Civil Rights Campaigns?

Useful resources for supporting your child at home:

Visit the Imperial War Museum to find out about 20th century conflicts.

The People's History Museum is brilliant for finding out more about Democracy and Protest.

Homework:

In History students will use the Seneca platform to build on their knowledge. This is set fortnightly.