

# Curriculum journey: History Year: 7

Year 7				
The BIG Question: "How do historians enquire about the history of Britain before 1066?"				
		Powerful Knowledge Skills	End Point (Extend)	Links to KS2
1	What is History? What is chronology?	Students to understand History works on different levels and at different scales. Students understand (A01) the key concept of  <b>Chronology, sequencing, and some of the key periods of British history. AD/CE v BC / BCE.</b>	Students apply chronology to the circumstances of their own life by sequencing.  Students might stretch by beginning to ascribe significance to within their lives	Students should learn basic conventions of chronology at KS2  Students should be able to sequence key events.
2	How do Historians know about the Iron Age Celts?	<b>Key concepts of Source, Contemporary and evidence.</b>  Look at the York coprolite – what can it tell us?  (A03) Student look at key details of the Celts (Link to KS2)  <b>Concept of Archaeology</b> as a way of providing sources, independent use of sources (A03).	Students understand the concepts of source, contemporary, evidence  All students summarise the ways in which historians can learn about the distant past.  Some students will question the utility of sources.	Students should be aware of different type of evidence and that sources are used to investigate the past.  Students will have been introduced to Iron Age Britain at K2

3	Why did the Romans invade Britain?	<p><b>Definitions of Empire and Colony, Exploitation (A01).</b></p> <p>Students understand the map of the Roman Empire and the key reasons for its growth (A01).</p> <p>Students explore different reasons why the Romans chose to invade Britain.</p>	<p>All students write a simple explanation why the Romans chose to invade Britain. All students suggest their view about the most important reason (verbally) (A02)</p> <p>Some will be able to link factors together in a multicausal web.</p>	<p><b>Students may have studied Roman Britain as part of KS2.</b></p> <p><b>Students should understand cause and consequence</b></p>
4	<p>How has Boudicca been interpreted and why is she considered important?</p> <p><b><u>BASELINE TEST</u></b></p>	<p>4. <b>Define interpretation</b> – as the view an historian.</p> <p>Students will use contemporary sources to investigate Boudicca (A03) and how she was interpreted by the Romans. This will include her appearance, qualities and the criticism of her by Roman near contemporaries</p> <p>Students know at least one key reason (A01) why Boudicca revolted.</p> <ul style="list-style-type: none"> <li>- The punishment by the Romans.</li> <li>- Roman views on women.</li> <li>- The betrayal of Prastagutas</li> </ul> <p>and the outcome of her revolt (A03)</p>	<p>All students give their own interpretation as to why Boudicca deserves to be remembered after discussing an interpretation of her (A04)</p> <p>Some will appreciate that interpretations vary across time and place.</p>	<p><b>Students should have used contemporary (primary sources) at KS2</b></p>

<p>5.</p>	<p>What can we learn about the Roman occupation of Britain from Hadrian's Wall.</p> <p>NB – not all students will have completed this due to external circumstances. It will be covered in homework</p>	<p>Definition of <b>Infer</b>.</p> <p>Students will understand where Hadrian's Wall was built (on the border of modern Scotland and England) and will understand that it was built to protect England from the Picts.</p> <p>Students will discuss verbally how important the Wall was to Romans and practice their inference skills in so doing.</p> <p>Students will look at messages from Hadrian's Wall that allow us to infer and understand key feature of Roman life. In particular, they will show:</p> <ul style="list-style-type: none"> <li>- Aspects of Roman life on the wall and their attitudes to women and allow the students to make verbal comparisons with the modern world. For example, clothing, communication, the role of women, the diversity within the Roman army.</li> <li>- They will also better comprehend work of archaeologists in discovering the past.</li> </ul>	<p>All students will write an independent sentence outlining why the Wall was built.</p> <p>All students will independently work to infer from several sources and share their ideas.</p> <p>Students will summarise their work.</p> <p>Some students will draw broader inferences about the nature of the Empire and its society – verbally.</p>	<p><b>Some students may have studied this as part of KS2 – Romans unit.</b></p> <p><b>Concepts of inference should be familiar to the students.</b></p>
<p>6</p>	<p>How did the Romans change Britain?</p>	<p>Introduce the idea of <b>colonisation</b> to the students.</p> <p>Students should look at the interpretation, discuss if they agree.</p>	<p>3 key ways in which the Romans changed Britain – especially cities/roads, language and religion. (A01)</p>	<p><b>Aspect of local history – A5, Fosse Road, Leicester and High Cross may have been included.</b></p>

		<p>Students should be introduced to the idea of Scale Impact and</p> <p>Time as a criteria for significance and discuss this.</p>	<p>Some will develop an explanation as to the relative importance by comparing changes.</p>	
6	<p>Why did the Romans leave Britain?</p>	<p>Explain <b>cause and consequence</b> (A02)</p> <ul style="list-style-type: none"> <li>- Cause means an event or action that results in a consequence.</li> <li>- Consequence means the result of an event and can be divided into</li> <li>- <b>Long and short-term, positive and negative</b> (not exhaustive)</li> </ul> <p>Focus on three or four key reasons for the Romans leaving Britain</p> <ul style="list-style-type: none"> <li>- External threats (Anglo-Saxons, Picts)</li> <li>- Cost</li> <li>- Size of the empire</li> <li>- Decisions to prioritise other parts of the Empire.</li> </ul>	<p>Students understand the concepts of causes and consequence and can practice them independently.</p> <p>Students complete an explanation (after modelling) explaining why the Romans left Britain with an attempt to choose the most important.</p> <p>Some will reach a reasoned judgement on the most significant reason.</p> <p>Some might be able to verbally (or even in writing) link multicausal factors together.</p>	<p><b>Students should have an awareness of cause and consequence as part of KS2 period of student but unlikely to be multicausal.</b></p>

## Curriculum journey: History: 8

Year 8

The BIG Question: “Why is the Transatlantic Slave trade so significant?”

		Powerful Knowledge Skills	End Point (Extend)	Links to Year 7
1	What were the Voyages of Discovery (and why did this help the development of the Transatlantic slave trade?)	<p>Define the Voyages of Discovery. (AO1)</p> <p>Students understand that the Voyages led to new trade routes that increased the wealth and power of European states.</p> <p>The discovery of the new World led that the Voyages led to opportunities for <b>TRADE</b> and <b>COLONIALISM</b> (AO1)</p> <p>Students understand three consequences of the Voyages of Discovery</p>	<p>Students can define the Voyages of Discovery.</p> <p>Students should be able to describe 2 or three main consequences using an I WE YOU format to produce a piece of written work.</p>	<p>Links backwards to Renaissance and to Tudor / Stuart England can be made.</p> <p>The Tudors – Queen Elizabeth and the Armada clearly link to this as does the era of the Renaissance.</p>
2	What was Africa like before the Transatlantic Slave Trade?	<p>Define <b>SLAVERY (AO1)</b></p> <p>Carefully challenge misconceptions and encouraging use of “enslaved people” in dialog.</p> <p>History of slavery to be briefly outlined so that students understand that slavery was NOT a new event (AO1).</p> <p>- Examples of Ancient Mesopotamian, Egyptian, Roman and Greek slavery.</p>	<p>Students should explore several historical sources (AO3) to describe key elements of Africa prior to slavery.</p> <p>Some will compare this to contemporary Western Civilisation and challenge the idea of “Dark Africa”. This may well be a verbal description</p>	<p>Links to NC Requirement of a non-European civilization.</p>

		<p>Students should explore several historical sources (AO3) that explore what Africa was like before slavery. Four possible kingdoms could include:</p> <ul style="list-style-type: none"> <li>- Songhai</li> <li>- Mali</li> <li>- Ghana</li> <li>- Benin</li> </ul> <p>Possible exemplification of African can include: (A01)</p> <ul style="list-style-type: none"> <li>- Art and sculpture</li> <li>- Education and science</li> <li>- Buildings and architecture.</li> <li>- Wealth and trade.</li> </ul>		
3	<p>Why was the Transatlantic Slave Trade so profitable? WCF – 10 question quiz and extended answer.</p>	<ol style="list-style-type: none"> <li>1. <b>Define profitable – able to make money.</b></li> <li>2. <b>Transatlantic – across the Atlantic</b></li> <li>3. <b>Trade – the process of exchanging goods for money or other goods.</b></li> </ol> <p>Students understand that the Trade developed across time. Students understand that many nations were involved in the Trade. That the Trade consisted of 3 legs:</p> <ul style="list-style-type: none"> <li>- Britain to West Africa – where guns, manufactured goods including pots and pans and also silver were exchanged for enslaved people who were usually captured by fellow Africans.</li> <li>- West Africa to the Americas – the Middle Passage</li> </ul>	<p>Students should know and understand how the TAT worked and <b>be able to describe its key features.</b> (A01)</p> <p>They will be able to label a map with the key features</p> <p>They will be able to explain at least one reason why the Trade was profitable.</p> <p>Some will form judgements about the morality of the slave trade. (A02)</p>	<p><b>Link between late Tudor (Elizabethan period) to be drawn and contextualized.</b></p>

		<ul style="list-style-type: none"> <li>- American to the UK – where the main goods were cotton, tobacco and sugar.</li> </ul> <p>The reasons for the profitable nature of the trade – any of the following are valid:</p> <ul style="list-style-type: none"> <li>- That slaves were comparatively cheap to purchase</li> <li>- There was high demand for slaves in the New World.</li> <li>- That there was high demand for cotton, tobacco and sugar in Britain due to the fashionable and/or addictive nature of the products involved.</li> </ul> <p>4. Students should have the appreciation that African rulers willingly engaged in slavery.</p>		
4	What were the horrors of the Middle Passage and how were they interpreted at the time?	<p>1. <b>Link back to previous lesson on TAST.</b> Students should be able to describe the key features of the Middle Passage as well as define it</p> <p>The key features specified are:</p> <ul style="list-style-type: none"> <li>- Cramped</li> <li>- Inhuman</li> <li>- Lack of food/exercise/prevalence of ill-health</li> <li>- Humans being discarded over the side.</li> </ul> <p>2. Students should explore several sources.</p>	<p>Students can describe several key features of the Middle Passage. (A01)</p> <p>Students will interpret and evaluate several key sources as to their purpose and understand the different purposes of each of the sources. (A03)</p> <p>Some will draw more expansive comparisons leading to rich discussions</p>	<p><b>Revisit inference and source skills from Year 7</b></p>

		<p>1) Turner’s Slave Ship Zong,</p> <p>2) Slave Ship Brookes and an Extract from a ships log.</p> <p>3) (AO3) Students should <b>interpret, infer and assess the purpose of each of the sources.</b>)</p>		
5	<p>What do the stories of Mary Prince, Olaudah Equiano and others teach us about the life of enslaved people on plantations?</p>	<p><b>Student should</b></p> <p><b>Define plantations – large farms dedicated to growing crops for profit</b></p> <p><b>Overseers – enslaved people with responsibility</b></p> <p><b>Field hand – enslaved workers in the fields.</b></p> <p>Students should be able to use source material.</p> <p><b>A)</b> Extract for Olaudah Equiano</p> <p><b>B)</b> Extract from Mary Prince</p> <p><b>C)</b> and other information to AO2, AO3).</p> <p>Students should understand details of</p> <ul style="list-style-type: none"> <li>- Work</li> <li>- Punishment</li> <li>- Individual hardship</li> <li>- Individual resilience</li> <li>- The particular problems experienced by women</li> </ul> <p>Teachers should stress the agency and resistance show by both individuals and others</p>	<p>To describe the lives of enslaved people and explain the consequences of slavery for those affected. (AO1, AO2)</p> <p>To interpret source materials in designing their descriptions. (AO3)</p> <p>To be able to explain (verbally or in written) the different experiences of male and female enslaved people. (AO2)</p>	<p><b>Draw parallel with Romans and their desire to exploit their empire for trade</b></p>



<p>6</p>	<p>Why was it difficult for enslaved people to resist their treatment?</p>	<p>Students can understand: (A01)</p> <p><b>Resist:</b> stand against the action or effect of something.</p> <p><b>Revolt:</b> To break away from or rise against authority.</p> <p><b>Rebellion:</b> Open resistance against a leader, government, or other authority</p> <p>Students will understand the key events of Nat Turner’s rebellion and its consequences: (A01, A02)</p> <p>A) Harsh punishments,  B) Racial tension  C) Restricted movement and religion.</p> <p>Students will interpret a source to discuss why resistance was difficult. (A03)</p> <p>Students will then study a range of resistance at different levels.</p> <ul style="list-style-type: none"> <li>- Passive resistance.</li> <li>- Running away</li> <li>- Disruption and sabotage.</li> </ul>	<p>Students will decide how Nat Turner’s rebellion had a longer term impact on slave resistance. (A02)</p> <p>Students will explore the impact of Nat Turner’s Revolt. (A02)</p> <p>Students will be able to describe several methods of passive resistance. (A01)</p> <p>Students will explain why passive resistance had limits and why resistance was difficult. (A02)</p> <p>Students will discuss that enslaved people did not accept captivity and fought for their own freedom.</p>	<p><b>Peasants Revolt and the power of the authorities to control it.</b></p>
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7	Who were the Abolitionists and how did they campaign against slavery?	<p>Define Abolish / Abolitionists – to get rid of and in this context, slavery. (A01)</p> <p>To outline some of the key methods that the Abolitionists used – Speeches.</p> <ul style="list-style-type: none"> <li>- Petitions</li> <li>- Books</li> <li>- Boycotts</li> </ul> <p>To be able to name some the key abolitionists – Mary Prince, Wilberforce, Grenville Sharp, Olaudah Equino, whilst acknowledging that there were many other involved as well. (A01)</p>	<p>Students can write an extended description of the Abolitionists using at least two key individuals with specific examples of how they worked to Abolish slavery. (A01)</p> <p>More able might suggest that those who were more important in the struggle. (A02)</p>	<p><b>Links to ideas of protest in Year 7.</b></p>
8	How and why were the Slave Trade and then Slavery abolished in the British Empire?	<p>Students should know the <b>key dates for the Slave Trade 1807 and Slavery 1833</b> ending. Students should understand that slavery continued to grow despite the changes.(A01)</p> <p>Students should understand 3 key reasons for the end of slavery</p> <p><b>Economic</b> – rising costs of slavery, falling demand</p> <p><b>Resistance</b> – increasing resistance, Baptist War, Maroons</p> <p><b>Moral</b> – impact of Abolitionists, religious concerns, changing popular views.,</p>	<p>Students should recall the key dates and that they were 24 years apart.</p> <p>Student judge which was the most significant reason for the Abolition based on evidence (A02) Students should write a paragraph to justify their choice.</p> <p>More able will develop links between the different reasons in their answers. (A02)</p>	<p><b>Link back to Roman Empire work in Year 7.</b></p>

9	What is David Olosuga's view of paying compensation to plantation owners.	<p>Key Term – Legacy, long term impact.</p> <p><b>Students explore an Interpretation of slavery from David Olosuga about the compensation paid to slave owners.</b></p>	<p>Students can describe the benefits for the UK of slave trade and the negatives for the nations impacted by it.(A01)</p> <p>Students will explore an interpretation of the slave trade and decide if paying compensation was justified. (A04)</p>	
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# Curriculum journey: History: 9

Year 9				
The BIG Question: "How have the key events and consequences of World War Two been interpreted in different way?"				
		Powerful Knowledge Skills	End Point (Extend)	Links to Year 7&8
1	What was the Treaty of Versailles and why was it so unpopular?	<p>All students should know the key terms of Versailles (LAMB or TRAWL).</p> <ul style="list-style-type: none"> <li>- Land – 13% lost</li> <li>- Armed forces 100,000, no tanks, aircraft, U-boats</li> <li>- Money – £6600 million Reparations</li> <li>- Blame – War Guilt</li> </ul> <p>They should be taught the Dolschoss idea (stab in the back )and that the German people thought they were winning.</p> <p>Students should explore at least one source on the German reaction to the Treaty of Versailles – "Vengeance German Nation". (A03)</p>	<p>Students can describe 4 key results of Versailles.</p> <p>They should be able to write at least one paragraph explaining one consequence of the Treaty of Versailles for the German people (A02)</p> <p>Some will come to a reasoned judgement on the most significant factor for German anger. (A02)</p>	<p>Students linking back to causes of WWI to state why Germany felt it was unfair.</p> <p>Students also aware of the pride that German had in its armed forces (militarism) and its land/empire (Nationalism and Imperialism) to understand the shock of Versailles</p> <p>Context of wartime propaganda</p>

<p>Why did the German people vote for Adolf Hitler?</p>	<p>Define</p> <p><b>Propaganda – deliberate lies or misinformation designed to influence attitudes, ideas and behaviour</b></p> <p><b>Unemployment – lack of work.</b></p> <p>Students should look at unemployment, propaganda, the appeal of Hitler and the fear of Communism as factors in the rise of Hitler.</p> <p>The link between Versailles / WWI and Hitler should be stressed.</p> <p>Students should use source materials to investigate why Germans voted Nazi including at least one Nazi propaganda poster. (AO3)</p>	<p>Students should be able to explain why at least one factor encouraged Nazi support in a developed paragraph (AO2).</p> <p>More able will link Versailles, propaganda, and unemployment.</p>	<p>this can be linked back to Suffragettes and propaganda used in WWI</p> <p><b>Links to democracy work in Year 8.</b></p> <p><b>Source skills</b></p>
<p>What were the similarities and differences between Stalin’s Soviet Union and Hitler’s Germany.</p>	<p><b>Define Communism: state ownership, swapping freedom for economic benefits , Revolution: revolution as rapid change.</b></p> <p>Students should (briefly) study the idea of Communism and understand why it was feared and hated by democracies (AO1).</p> <p>Students should be introduced to Stalin as a dictator and draw parallels and contrasts with Hitler (AO2)</p>	<p>They should be able to describe two key features of Communism.</p> <p>They should be able to identify one similarity / one difference between Stalin’s USSR and Hitler’s Germany.</p> <p><b>Some will have a more sustained response and identify more features.</b></p>	<p><b>Link to concept of revolution in Year 8 – political rather than economic or social.</b></p> <p><b>Idea of dictator can be linked to a monarch such as Henry VIII</b></p>

		<ul style="list-style-type: none"> <li>- Both used terror and camps (Concentration camps and gulags) to keep control.</li> <li>- Both used propaganda (may chose to focus on the personality element)</li> <li>- Hitler was more interested in expanding Germany</li> <li>- Stalin wanted to spread Communism</li> </ul> <p>These are not exhaustive nor exclusive but would indicate a good response</p>	<p><b>Some will apply this understanding to propaganda posters and develop their contextual understanding.</b></p>	
<p>What was Appeasement and why do many historians believe it was a mistake?</p>	<p>Define</p> <p><b>Appeasement – the policy of giving into Hitler.</b></p> <p>Students should know (AO1) brief outlines at least 3 major causes of WWII</p> <ul style="list-style-type: none"> <li>- Hitler’s Aims</li> <li>- Appeasement</li> <li>- Failures of the League of Nations</li> <li>- Key events that led to war.</li> </ul> <p><b>Students should know that there are a range of arguments for and against Appeasement. (A03)</b></p> <p>Students should explore a range of arguments, and especially be focused on:</p>	<p>Students rank key reasons for the outbreak of war.</p> <p>Students may link these reasons and come to a simple judgement as to the most important. This may be verbal.</p> <p>Some will come to a more sophisticated judgement</p> <p>Students interpret and compare arguments about Appeasement. They can identify their meaning and categorize them.</p> <p>Student can then use their knowledge to agree or disagree with Appeasement based on their understanding of the context. <b>Some may develop their own sophisticated interpretations of</b></p>	<p><b>Causation of war – familiar from Year 8.</b></p> <p><b>Concept of Interpretation – familiar from Year 8</b></p>	

		<p><b>For</b></p> <ul style="list-style-type: none"> <li>- The lack of will for war in the UK</li> <li>- Chamberlain as a democratic politician needed to represent the will of the people</li> <li>- Appeasement bought Britain time to rearm</li> </ul> <p><b>Against.</b></p> <ul style="list-style-type: none"> <li>- Early action against Hitler in 1935 or 1936 would have prevented Hitler</li> <li>- Hitler's aims were public and predictable</li> <li>- People like Churchill did identify Hitler as a threat.</li> </ul>	<p>Appeasement with several different arguments interwoven.</p> <p>Amended – Students will also be given an interpretation from AJP Taylor to interpret and either agree or disagree with.</p>	
Was Dunkirk really a triumph for Britain?	<p><b>Define: Blitzkrieg, Evacuate</b></p> <p>Overview of the start of war – the Ultimatum leading to declaration of War</p> <p>Students understand the Events of Dunkirk (A01).</p> <ol style="list-style-type: none"> <li>1) That Blitzkrieg (fast moving German amour supported by aircraft rapidly broke through defenses and defeated the British and French forces.</li> <li>2) That the British were trapped at Dunkirk by the German army. Hitler ordered the German army to pause.</li> <li>3) The Operation Dynamo was launched to rescue the BEF, which included small boats and successfully evacuated over 300,000.</li> </ol> <p><b>Concept of Interpretation . (A03/A04)</b></p> <p><b>Concept of morale</b> – keeping the population positive and believing that it is capable of winning.</p>	<p>Students write a scaffolded paragraph about the events of Dunkirk including how important this was. (A02)</p> <p>Students decide their view of Dunkirk as as a success or a failure. Some may develop this argument further and create a more sophisticated viewpoint.</p> <p>Students use a scaffold and to interpret two sources about Dunkirk.</p>	<p>Students can link to WWI and the stalemate, with Blitzkrieg being the solution to the Stalemate.</p>	

		<p>Stu</p> <p>Source based study of Dunkirk as propaganda / interpretations of Dunkirk (AO3/AO4).</p> <p>Students understand <b>why</b> Dunkirk was both represented differently and interpreted differently.</p>	<p>Then independently interpret other sources and judge them on if they consider Dunkirk to be a triumph or a disaster. More able will evaluate them in terms of utility / reliability which will allow them to improve their judgements.</p> <p>They can write a scaffolded paragraph on the different ways that Dunkirk was interpreted</p> <p><b>Some will independently develop their understanding further and create a strong interpretation of the events.</b></p>	
Why was Britain so grateful to the “Few” in 1940?	<p><b>Define Battle of Britain,</b></p> <p>Reasons for the success of the RAF.</p> <p>This should include:</p> <p>technology (radar and planes)</p> <p>Geography</p> <p>Production(AO1/AO2 – <b>Significance</b>)</p> <p>Students will explore text and source based materials to gain a balanced view (A03)</p>	<p>Students will read text and interpret sources based on the Battle of Britain.</p> <p>Students will write one to two extended paragraphs explaining why Britain won the Battle of Britain in 1940.</p> <p>More able will be able to use interpretations to judge the significance of these events. (A04)</p>		



		All student will consider the significance through interpretations and the results of the Battle of Britain.		
How has the Blitz been interpreted differently?	<p>Key facts around the Blitz in London and Coventry and impact of the war on people.</p> <ul style="list-style-type: none"> <li>- Why it happened.</li> <li>- The impact on civilians including homelessness, evacuation and death</li> <li>- material damage to cities</li> </ul> <p>Students then explore the Question of the Blitz spirit – was it real or a myth by looking at a range of views/ sources.</p> <ul style="list-style-type: none"> <li>- They will explore the views of <ul style="list-style-type: none"> <li>A) James Richards – arguing it was a myth</li> <li>B) Richard Overy – arguing that it made Britain more determined to fight on.</li> </ul> </li> </ul>	<p><b>(A01)</b> Students write a short explanation as to why the Blitz happened.</p> <p><b>(A02) Students can describe key impacts on Coventry (local history)</b></p> <p>(A04) Students explain two interpretations. Students then using a scaffold attempt to write an explanation of their view of the two interpretations.</p> <p>Some will be able to use sources to support their arguments.</p>	<p><b>Many students complete a study of WWII and evacuation especially at KS2.</b></p>	

<p>Why was Operation Barbarossa a disaster for Hitler?</p>	<p><b>Concept of Turning Point.</b></p> <p>Students know the importance of Barbarossa and the idea of a turning point in History</p> <p>Students should understand why Hitler wanted to invade the Soviet Union through</p> <ul style="list-style-type: none"> <li>- Analysis of map to highlight Nazi dominance</li> <li>– define <b>Lebensraum</b>,</li> <li>- focus on Hitler’s antipathy to Communism as reasons for the invasion. (A01) <ul style="list-style-type: none"> <li>● Students understand the key events of Barbarossa – including the scale of the invasion. (3 million men)</li> </ul> </li> </ul> <p>Students understand the key problems Germany faced including:</p> <ul style="list-style-type: none"> <li>● Weather</li> <li>● Overconfidence</li> <li>● Distance</li> </ul> <p>Students will explore the consequences of Barbarossa and categorise them in terms of importance.</p>	<p>Students complete two questions</p> <p>The most important reason for Operation Barbarossa</p> <p>The most significant reason for the failure of Barbarossa. (Was it doomed to fail) (A02)</p> <p>More able will produce a multifactorial answer.</p> <p>Student will explore a range of consequences and decide on the most significant.</p> <p>More able will write a more developed answer.</p>	<p><b>Students link to previous work in Year 9 on Hitler.</b></p> <p><b>Conceptual link to growth of empires in Year 7 and Year 8 can be drawn – desire to exploit people and land.</b></p> <p><b>Links to nationalism from Year 8.</b></p>
<p>Was Pearl Harbor a victory or a mistake for Japan?</p>	<p>Turning Point 2- Pearl Harbor – Overview of the Far East and Japan – link to Axis alliance.</p> <p>Students will learn: Causes and brief events of Pearl Harbor.</p> <p>Causes A) Japanese Imperialism B) Resources C) American oil blockade.</p>	<p>All should <b>explain one key immediate/short term reason for the attack on Pearl Harbor</b></p> <p><b>Students write a short paragraph explaining why the entry of the USA</b></p>	<p><b>Student link the importance of the USA joining WWII to their entry to WWI from Year 8</b></p>

		<p>Events: A) Surprise Attack B) Damage done (ships destroyed, people killed) C) Survival of the aircraft carriers.</p> <p>Yamamoto’s phrase “We have awakened a sleeping giant” – students learn and discuss this phrase.</p> <p>Students to learn key consequences:</p> <p>A) USA joins war and the significance of this in terms of</p> <ul style="list-style-type: none"> <li>i) Military</li> <li>ii) Financial</li> <li>iii) Resources</li> <li>iv) Psychological</li> </ul> <p>B) Hitler declares war.</p> <p>Avoid linking this to Hiroshima at this stage. (A02)</p>	<p><b>into the war was a significant event (A01, A02)</b></p> <p>Some able to compare the situation of 1942 to 1941 and can explain why these two events could be considered turning points in the war.</p>	
<p>Was Truman justified in dropping the Atomic Bomb on Hiroshima?</p> <p>End of Unit Assessment</p>		<p>Students should have a very brief overview of the war in Pacific especially the</p> <p>A) Japanese mentality of bushido and kamikaze linking to the fears of massive losses if there was an invasion.</p> <p>Definition of the Atomic Bomb and cost to develop. (Manhattan project)</p> <p>The events of Hiroshima</p> <ul style="list-style-type: none"> <li>- Truman’s warning</li> </ul> <p><b>Social Impacts of the Bomb</b></p> <ul style="list-style-type: none"> <li>- Short-term impacts of the bomb through studying sources (i.e death, burns, blindness)</li> <li>- longer term impact on the population including cancer.</li> </ul>	<p>Student describe why the USA was reluctant to invade Japan. (A01)</p> <p>Students can explain several impacts of the bomb. (A01)</p> <p>Students consider a variety of view of the dropping of the bomb before writing an extended piece that either supports or criticises the use of the bomb. (A02/A04)</p>	

		<p><b>Political Consequences of the Bomb</b></p> <ul style="list-style-type: none"> <li>- Impact on relations with the Soviet Union.</li> </ul> <p>Students look at justifications for the dropping of the bomb and criticisms. This includes, but is not limited to,</p> <p>Justifications:</p> <ul style="list-style-type: none"> <li>- Japanese behavior including Pearl Harbor</li> <li>- Desire to save US and Japanese lives by not invading Japan. (estimated dead)</li> <li>- Hirohito had ignored warning.</li> </ul> <p>Criticisms</p> <ul style="list-style-type: none"> <li>- Human cost – both long and short-term, especially civilian lives.</li> <li>- Creation of devastating weapons – they could have been used as warning</li> <li>- Damage to relations with the Soviet Union – contributing to the Cold War.</li> </ul> <p>Students then look at specific interpretations of the dropping of the Bomb.</p> <p>.</p>	<p>Students comment on other historians' interpretations based on their contextual understanding (A04)</p> <p>Some will produce a detailed judgment, exploring both sides.</p>	
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