

Subject	Year 9 Core Knowledge – Autumn/Spring/Summer term	How to support students' learning
History	<p>Autumn Term Second World War -</p> <ol style="list-style-type: none"> 1. Identify reasons that the Nazis and Hitler were able to get support from the German people. 2. Summarise how the Germans were able to undo the Treaty of Versailles. 3. State reasons for and against appeasement. 4. Judge whether appeasement was the right policy. 5. List ways in which Britain prepared for war. 6. Know why the start of the war was viewed as 'phony'. 7. Understand how events can be viewed as triumphs and disasters. 8. Assess evidence to show reasons for the evacuation at Dunkirk being viewed as a triumph or failure. 9. Identify who 'the few' were and the different experiences. 10. Explain why the Battle of Britain was a key turning point in the war. 11. Describe impact of Blitz on Birmingham. 12. Compare different experiences during the Blitz. 13. Recall why the Second World War was a global event. 14. Understand that the war was fought in different ways. 15. Explain the impact of breaking the Enigma Code. 16. Identify reasons that Churchill has been viewed positively and negatively. 17. Form a judgment on how Churchill should be viewed using evidence. 18. Use the case study of Birmingham to explain how the war impacted Britain. <p>Spring Term The Holocaust -</p>	<ul style="list-style-type: none"> • Talk about History at home around topics being studied and more generally. • Encourage them to read. It could be non-fiction, historical works, newspapers, or online material, but then ask them to assess it as a source using their skills. • Visit sites/museums/online displays when safe to do so. • Look at museum websites to access online material and primary sources (e.g. The British Museum). • Watch historical documentaries and programmes together. • USHMM and Holocaust Educational Trust have additional supporting materials as well as survivor testimony that students can be encouraged to access.

19. Reflect on the 'Big Questions' in relation to the Holocaust using Leon Greenman's toy to form an understanding.
20. Recognise the features of the lives of German Jews and how they changed.
21. Define Antisemitism.
22. Identify reasons for medieval antisemitism.
23. Identify reasons for more modern antisemitism linked to the Nazis.
24. Making connections between medieval and modern antisemitism.
25. Recognise the impact of the Holocaust on the Frank Family.
26. Explain what the impact of the Holocaust on families like the Frank family.
27. Assess similarities and differences in the camp system.
28. Offer judgment on the role of Janusz Korczak.
29. Scale the effectiveness of resistance.
30. Assess the differences in participation in the Holocaust.
31. Understand the experience of survivors of the Holocaust.
32. Identify a misconception of the Holocaust.
33. Describe why there is a misconception with support/context.
34. Explain the extent of the misconception reflecting on balance in the judgment.

Summer Term

African Kingdoms -

35. Counter misconceptions of Africa.
36. Make inferences from the art of Benin.
37. Make links between the symbols and messages in the art of Benin to understand something about the life of Benin.

	<p>38. Explain how symbols reflect and connect to key events in the history of Benin.</p> <p>39. Use criteria sent to judge the extent of the 'Golden Age' enjoyed by Benin using clues.</p> <p>40. Connections between themes about the 'Golden Age' of Benin formed.</p> <p>41. Form an argument and judgment on whether Benin had a 'Golden Age'.</p> <p>42. Define slavery.</p> <p>43. Explain why the Obas of Benin participated in the slave trade.</p> <p>44. Describe reasons for why Africa was used for slavery.</p> <p>45. Identify reasons for the Benin Bronzes to be returned or to remain.</p> <p>46. Supported reasons for the Benin Bronzes to be returned or to remain with evidence.</p> <p>47. Explain and provide balance in an answer on whether the Benin Bronzes should be returned or to remain.</p> <p>Impact of Slavery -</p> <p>48. Form judgments on the experiences of those on the Middle Passage.</p> <p>49. Explain life on a plantation.</p> <p>50. Describe methods of slave resistance.</p> <p>Development of the United States and the African American Experience -</p> <p>51. Development of the United States and the African American Experience - Explain the experience of Black Americans after emancipation (1865).</p> <p>52. Define the term 'segregation.'</p> <p>53. Give examples of how life improved for Black Americans, 1900-1945.</p> <p>54. Identify the problems that existed for Black Americans, 1900-1945.</p>	<ul style="list-style-type: none"> • Talk about History at home around topics being studied and more generally. Encourage them to read. It could be non-fiction, historical works, newspapers, or online material, but then ask them to assess it as a source using their skills. • Visit sites/museums/online displays for the Holocaust. For example, the British Museum. It houses several of the items that we assess such as the Benin Bronzes and the Cyrus Cylinder. The Slavery Museum in Liverpool is also very good. • Podcasts and YouTube videos about the themes being assessed. • Look at museum websites to access online material and primary sources (e.g. The National Slavery Museum). • Watch historical documentaries and programmes together. Guidance can be given on appropriate film content choices.
--	--	---

	55. Describe the Civil Rights movement.	
--	---	--