

Subject	Y9 Threshold 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 different ways of ruling a country in the 20th Century. 2. Have knowledge of and use key terms effectively. 3. State reasons for and against appeasement. 4. Judge whether appeasement was the right policy. 5. Compare impact of war on population with peace. 6. Explain key turning points. 7. Understand how events can be viewed as triumphs and disasters. 8. Assess evidence to show how events/individuals are portrayed positively or negatively. 9. Identify who 'the few' were and the different experiences. 10. Compare different wartime experiences. 11. Recall why the Second World War was a global event. 12. Understand that the war was fought in different ways. <p>The Holocaust -</p> <ol style="list-style-type: none"> 13. Reflect on the 'Big Questions' in relation to the Holocaust. 14. Recognise the features of the lives of German Jews and how they changed. 15. Define and use key terms appropriately in context. 16. Support with evidence an explanation of change. 17. Assess similarities and differences. 18. Offer judgments on extent of participation. <p>Spring Term The Holocaust -</p> <ol style="list-style-type: none"> 19. Scale the effectiveness of resistance. 20. Describe why there is a misconception with support/context. 21. Explain the extent of the misconception reflecting on balance in the judgment. 22. Consider the experience of survivors of the Holocaust. <p>Modern Britain -</p> <ol style="list-style-type: none"> 23. Britain Since the Second World War - Provide chronology of events in British history. 24. Describe changes in British social history. 25. Explain the significance of key events. 26. Identify consequences of key changes. 	<ul style="list-style-type: none"> • Talk about History at home around topics being studied and more generally. • Talk to relatives with students about their recollections and experiences from the periods being discussed. • 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 National Holocaust Centre near Nottingham has goo materials, as does the Holocaust section of the Imperial War Museum. There are lots of museums that connect to the 1960s and modern Britain as well. Podcasts and YouTube videos about the themes being assessed. Look at museum websites to access online material and primary sources. • Watch historical documentaries and programmes together. Guidance can be given on appropriate film content choices.

	<p>27. Compare different types of experiences in British history.</p> <p>28. Infer from evidence the context of events.</p> <p>29. Assess why interpretations are formed by historians.</p> <p>30. Compare historical perspectives.</p> <p>Summer Term</p> <p>Development of the United States and the African American Experience -</p> <ol style="list-style-type: none"> 1. Explain the experience of Black Americans after emancipation (1865). 2. Use definitions with confidence and embedded in writing 3. Give examples of how life improved for Black Americans, 1900-1945. 4. Identify the problems that existed for Black Americans, 1900-1945. 5. Describe the Civil Rights movement. 6. Assess the changes in approach of the Civil Rights Movement. 7. Consider the modern context of the rights of Black Americans. 8. Utilise a range of sources to reach judgments. 	
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