

	Year 9 Curriculum Map		Intent							
			Big Events of the 20th Century : The Rise of Dictators and the Holocaust	Sources - Explain which is more useful using CNOP						
	Topics	(1) Democracy and Dictatorship	(2) Russian Revolution	(3) Lenin	(4) Stalin	(5) Mussolini	(6) Rise of Hitler	(7) Life Under Nazi Rule	(8) The Holocaust	(9) Democracy in Trouble?
	Focus of our Historical Enquiry	To Investigate how Democracy and Dictatorships Developed in the C20th A brief and broad unit for Year 9s to understand the global battle between 2 key political ideologies	To Investigate the Causes of the Russian Revolution Consolidating knowledge on dictators by investigating Tsardom in Russia, and the political revolution that ensued	To Investigate the Causes of the Russian Revolution Looking at the individual behind the Russian Revolution, and how the Bolshevik movement changed Russian society	To Investigate the Dictatorship of Stalin Chronologically advancing from Lenin to the next significant leader in line in the Russian Dictatorship, specifically investigating Stalin's rise, rule, and ruin	To Investigate the Dictatorship of Mussolini Shifting focus from Russia to Italy, investigating the case of a fascist 'Duce', compared to the previous communist dictators studied	To Investigate the Fall of the Weimar Republic and the Rise of Hitler After contextualising the history of Europe with democracy and dictatorships; the focus now shifts onto Germany - with the fall of the former, and a creation of the latter	To Investigate What it was Like to Live Under Nazi Rule Students will be introduced to the methods Hitler used to consolidate power - and their effects on individuals living in Germany in the run-up to WWII	To Investigate the Causes, Process, and Legacy of the Holocaust An essential and necessary topic for students to understand the nature of persecution, how a nation allowed the extermination of a race of people, and to appreciate the legacy of the Holocaust in today's world	To Investigate the Stability and Risks to Democracy post WW2 Looking at a post-WW2 world and asking the question of how democratic democracies were and the risk to democracies riased by the Cold War between the USA and the USSR
	What Content will we Cover?	<ul style="list-style-type: none"> Investigating the events of the C20th, and decide if it was the worst century ever Examining the core differences between a dictator and a democrat, through sources and policy-making activities 	<ul style="list-style-type: none"> An investigation into the History of Russia pre-C20th, and the long-term causes of the 1905 Revolution Examining how the Tsars tried to hold onto their power, and the role of Rasputin in the later revolution Investigating the Bolsheviks and the differences between them and the Mensheviks 	<ul style="list-style-type: none"> Investigating the death of the Tsar and how Lenin used the weak Provisional Government to secure power Assessing the use of Bolshevik propaganda to change the hearts and minds of the Russian people Evaluating the legacy of Lenin in society throughout the C20th 	<ul style="list-style-type: none"> Source analysis investigating the change in leadership of Russia, and society's perspectives Investigating the tactics used by Stalin to consolidate power through repression and terror Evaluating the impact of the death of Stalin on the public, and the nature of his later successors, specifically Khrushchev, as a dictator, or a democrat? 	<ul style="list-style-type: none"> Investigating the early life of Mussolini, and the history of Italy - specifically, how did a seemingly strong figure take over a weak state? Examining the relationship between Mussolini and Hitler - were they friends, enemies, or frenemies? 	<ul style="list-style-type: none"> Investigating the Weimar Constitution; its weaknesses, strengths, and Germany's reaction to World War I Assessing the impact of hyperinflation on Germany; and how Gustav Stresemann save Germany from economic crisis An examination of Hitler's early life in German politics, and his use of beer-hall politics to consolidate his grassroots support through the Kapp and Munich Putsch Investigating the cause of the Reichstag fire, and evaluating the impact of the Enabling Act on Hitler's securing of power compared to the Night of the Long Knives 	<ul style="list-style-type: none"> How Hitler used specialist police forces to generate a culture of fear in Nazi Germany Investigating the use of propaganda in an attempt to shift the hearts and minds of the public to support the Nazi regime's desires of a Thousand Year Reich Evaluating the use of targeted methods of control; reinforcing gender roles through Kinder Kirche Küche, and reconstructing the education system and policies for young people Assessing the effectiveness of opposition through the Swing Youth and Edelweiss Pirates 	<ul style="list-style-type: none"> Investigating the process of how genocide happens, using case studies from around the world to put the Holocaust in a context of global persecution How the Nazis specifically and progressively persecuted the Jewish people through both institutional and social methods Specifically investigating the use of concentration camps and the rise of death camps, with a case study of Auschwitz Assessing and evaluating the methods of resistance used by both Jewish people in camps, but also from other sects of society who were brave enough to denounce the wrongdoing of the Nazis Finally, investigating the legacy of the Holocaust, how we have remembered it since the end of WWII and how we can reflect on it today 	<ul style="list-style-type: none"> Investigating the development of nuclear weapons and their use on a civilian population. Asking the question was this a democratic decision to use them? Assessing the events of the Watergate scandal with a focus on wether Nixon tried to subvert democracy Specifically investigating the example of West-Berlin in the Cold War as the 'small island of freedom' and asking is democracy only stable with US military support Analysing the events of the Cuban Missile Crisis as the point of greatest risk to American democracy The Vietnam War and evaluating if democracy actually listen to the wishes of their people, with a focus on anti-war protest marches
	How will we Assess Progress?	1) Knowledge Test 2) Explain why the Tsar lost power in Russia between 1905-1917. [Skill - Argument Building] [Concepts - Significance; Cause/Consequence]		1) Give two things you can infer from the picture about the source of Stalin's power. 2) Describe two features of Stalin's terror. [Skills - Using Evidence; Source Analysis] [Concept - Significance]		1) Knowledge test 2) What can you infer from this cartoon about German attitudes to the Treaty of Versailles? 3) What can you infer from this writing about German attitudes to the Treaty of Versailles? 4) How useful are Sources A and B for an enquiry into the attitudes in Germany towards the Treaty of Versailles? [Skills - Using Evidence; Source Analysis] [Concepts - Significance; Cause/Consequence]		1) Knowledge test 2) Study Sources A and B. Give two things you can infer from these sources about the role of women in Nazi Germany. [Skills - Using Evidence; Source Analysis] [Concepts - Significance]	1) Knowledge test 2) Study Interpretations 1 & 2. They give different views about the causes of the Final Solution. What is the main difference between these views? 3) Suggest one reason why Interpretations 1 & 2 give different views about the Final Solution. [Skills - Using Evidence; Interpretation Analysis] [Concepts - Change/Continuity; Cause/Consequence]	1) Knowledge test Write a narrative account analysing the risks to democracy post-WW2 [Skill - Narrative] [Concepts - Chronology; Cause/Consequence; Change/Continuity]
	Homework	Homework Booklet - Russian Revolution	Homework Booklet - Russian Revolution	Homework Booklet - Russian Revolution	Homework Booklet - Russian Revolution	Homework Booklet - Rise of Hitler	Homework Booklet - Rise of Hitler	Homework Booklet - Life Under Nazi Rule	Homework Booklet - The Holocaust	Homework Booklet - Democracy in trouble?
	How does this learning link to the National Curriculum?	A contextual study which allows students to "gain historical perspective" through the study of "cultural, economic, military, political, religious and social history"	A more in-depth study building on knowledge from the previous unit, encouraging students to "know and understand significant aspects of the history of the wider world" with a Russia depth study	An individual case study, deepening the students' skills in evaluating "significant aspects of the history of the wider world" by investigating a historically significant political figure	Continuing student focus on "significant aspects of the history of the wider world" through investigating Lenin's later successor, and his impact on Russia	Maintaining the broadening of student understanding of "significant aspects of the history of the wider world" with a shift in focus on a different state, in a different political context	Using the knowledge acquired from previous units regarding "significant aspects of the history of the wider world" to launch a depth-study on the rise of a specific dictator as described in "challenges for Britain, Europe and the wider world 1901 to the present day"	A case-study of the Nazis to deepen understanding of "significant aspects of the history of the wider world" incorporating content drawn from "challenges for Britain, Europe and the wider world 1901 to the present day"	Incorporating case studies of genocide in "significant aspects of the history of the wider world" to contextualise the very necessary and compulsory portion of the History National Curriculum in "challenges for Britain, Europe and the wider world 1901 to the present day"	Incorporating case studies of genocide in "significant aspects of the history of the wider world" to contextualise the very necessary and compulsory portion of the History National Curriculum in "challenges for Britain, Europe and the wider world 1901 to the present day"