

Supporting the progress of Year 9 Students within History

Over the course of History in Year 9 we aim to develop the following *key skills* in our students:

- An understanding of chronology
- Cause and consequence of particular events
- Change that has occurred between two different events
- Be able to understand and evaluate sources
- Arrive at judgements regarding significance
- Historiography
- Using evidence effectively

We will study a range of *topics* in Year 9 including:

Term 1:

- Events of WW2
- Immediate impact of WW2 on Europe
- Dropping of the Atomic Bomb

Term 2:

- Persecution of the Jews
- Impact of WW2 on Britain
- A Comparison between WW2 and WW1

Term 3:

- Life in America post WW2
- Causes of the Economic Boom
- Changes in society

Term 4:

- Prohibition
- Life for African Americans
- Immigration and the Red Scare
- Life for women

Term 5:

- Causes of the Wall Street Crash
- Depression
- 1932 Election

Term 6:

- The New Deal
- Impact of WW2 on Society
- Japanese internment
- Segregation within the armed forces

There are a number of *key words* that we will use throughout the Topics:

Key Words:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Hiroshima Barbarossa Kamikaze Blitzkrieg	Eugenics Persecution Kristallnacht Holocaust	Consumerism Isolationism Laissez-faire	Prohibition Massacre Constitution Federal	Circumstance Speculation Bankruptcy	Industrialists Tyranny Extraordinary Munitions

Luftwaffe U-Boat Dunkirk Low Countries Swastika Vichy Regime Evacuation Aerial Battle of El Alamein Aggression Nagasaki	Auschwitz Einsatzgruppen Birkenau Sterilisation Indoctrination Nuremberg Swastika Aryan Lebensraum Gestapo Minority	Fordney— McCumber Tariff Rugged Individualism Assembly line Hire purchase Flappers Republican Policies Carnegie & Rockefeller Advertisement Stocks and Shares Investment Prohibition Natural Resources	Corruption Violence Volstead Act Amendment Enforcement Intoxication Establishments Speakeasies Racism Prejudice Intolerance	Rugged individualism Malnutrition Reconstruction Intervention Administration Inauguration Revenue Distribution Criticism Reflection Reputation Unemployment	Riveter Exploitation Patriotism Interment Segregation Discrimination Executive Opposition Hindsight Massachusetts Liberty
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There are also several *key dates* that it would be useful for students to know:

TERM 1 KEY DATES	
Date	Event
1939	War is declared on Germany after they invade Poland
1940	French and British forces were pushed back & evacuated from Dunkirk
1940	Paris, the capital of France, fell to the Germans in June.
1940	The end of the Battle of Britain
1941	Operation Barbarossa - Hitler launches a surprise invasion of the USSR
1941	USA enters WW2 after the Japan bomb Pearl Harbour
1942	The German Afrika Korps had been making considerable gains in North Africa. The Battle of El Alamein turned the tide.
1945	After a string of military defeats, the German army is pushed back to Berlin.
1945	Hitler recognises the war is lost and commits suicide in a bunker
1945	Harry Truman drops the Atomic Bomb on Hiroshima

TERM 2 KEY DATES	
1933	The Nazi Party come to power in Germany

Sept 1933	Race studies introduced in German Schools
Jan 1934	All Jewish shops marked with the Jewish Star of David
September 1935	Nuremberg Laws introduced
1938	Kristallnacht occurred and Jewish businesses were vandalised
1939	Hitler invades Poland and WW2 is declared
January 1940	Nazi leaders met to finalise their Final Solution
1940	The Nazis began to expand by invading parts of Communist Soviet Union
23rd June 1941	4000 Jews were killed in Lithuania
1945	WW2 ends and Hitler commits suicide in a bunker

TERM 3 KEY DATES

Date	Event
By 1920	50% of Americans lived in towns and cities
1921	Republican Warren Harding becomes president
1922	7 million vehicles were registered in the USA
1923	Republican Calvin Coolidge becomes president
1926	Clara Bow starred in Get your Man
June 1927	Charles Lindbergh flew across the Atlantic (33.5 hours)
1927	1 car every 10 seconds came off the assembly line
By 1929	10 million radios were produced
4th March 1929	Herbert Hoover becomes President
By 1929	20 million people (out of 120 million) invested in shares
29th October 1929	Wall Street Crash and collapse of economy

TERM 4 KEY DATES

Date	Event
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1916	21 states had banned saloons
1920	Women gained the right to vote
Jan 1920	Volstead Act meant the manufacturing, selling and drinking of alcohol was illegal
1919 - 1920	Palmer Raids – Mitchell Palmer built up files on 60,000 potential communists and had them deported
1920	Sacco and Vanzetti (Italian immigrants) arrested on suspicion of murder, executed in 1927
1921	Sheppard Towner Act which gave \$2.6 million to improve maternity care
1923	Paul Robeson became a lawyer which was significant for an African American
1925	By 1925 more Speakeasies than Saloons in 1919
By 1928	US farm income had dropped to \$13 billion
1930	African American James Cameron was hounded and beaten by the KKK

TERM 5 KEY DATES

Date	Event
14 th Feb 1929	St Valentine's Day Massacre where Al Capone's gang shot 7 of Moran's gang
29 th Oct 1929	Stock market collapsed in Wall Street New York – known as Black Tuesday
1930	1352 more banks became bankrupt
1931	238 people were admitted to hospital with malnutrition in New York City alone
1932	Hoover raised the Revenue Tax – doubled the rate of tax paid by the wealthiest 1%
1932	Hoover blocked the Garner–Wagner Relief Bill, which would have allowed Congress to provide \$2.1 billion to create jobs
28 th June 1932	Hoover ordered the National Guard to fire on Bonus Marchers – killing 2 veterans
1932	In the steel city of Cleveland, 50 per cent of workers were unemployed
1933	14 million became unemployed
Dec 1933	Prohibition is repealed to raise tax during the Depression

TERM 6 KEY DATES

Date	Event
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1932	Roosevelt achieves a landslide election and becomes President of the USA
1932	In the First 100 Days Roosevelt issues the Emergency Banking Act
1935	Social Security Act provided state pensions for the elderly and widowed and sick pay
1936	Schechter Poultry Company found guilty of breaking NRA rules
1941	America entered WW2 after the attack on Pearl Harbor
1942	Roosevelt introduced the Victory Tax on peoples income and savings
January 1942	Roosevelt set up the War Production Board
1942	Japanese internment began with around 120,000 Japanese Americans being interned
1943	Detroit Riots – 34 people died, 25 African Americans, property worth \$2 million was destroyed
1948	Truman passed Executive Order 9981 to end segregation in the military

There are 2 clear structures that we adopt when teaching History:

When writing paragraphs:

Example Question: The New Deal was a success. How far do you agree with this statement? [18 marks]

FOCUS:

The students should start every paragraph by using key words of the question (KWQ) and introducing the topic for that paragraph. Eg *“It could certainly be argued that the New Deal was indeed a success as it introduced the concept of Active Government to America and indeed helped millions out of the depression .”*

EXPLAIN:

The students should then explain whatever point they have made in their opening sentence. Eg *“Up until 1932 the Republican party had followed the policy of Laissez faire and rugged individualism. This meant that when the depression hit many people felt the state needed to do more. Roosevelt changed this by raising taxation and investing in the economy in order to bring back jobs and confidence for the workers.”*

CONTEXT:

Students should then give a piece of evidence/and example of what they have just explained. Eg *“This is best evidenced when Roosevelt introduced the CCC which was designed to create millions of jobs for young men, particularly in the worst hit areas. Jobs included chopping trees down, building dams and many more. This in turn meant that these young men had job security and their confidence was reinvested in the government.*

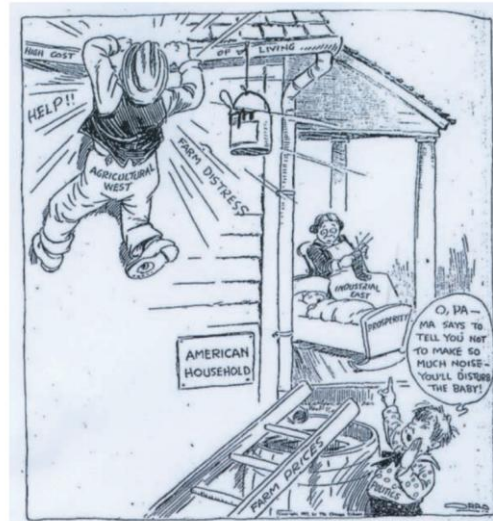
RECAP:

Students should always finish their final sentence by linking back to the original question. Eg *“This is a clear demonstration that for some sections of society the New Deal was certainly success and offered relief from the Depression.”*

When analysing sources:

Example Question: What is the message of the cartoon? [5 marks]

Source 16 A cartoon from *The Chicago Daily Tribune*, April 1927. It was called 'The Farmer's Predicament'.



COMMENT:

Students should always make a comment about the source using key words of the question (KWQ). Eg *"The source tells us that farmers did not benefit from the Economic Boom in the same way that the industrial East did and the Republican policy of Rugged Individualism did not offer them support."*

CONTENT:

Students should then pick out a quote or a detail from the source to support the point they have just made. Eg *"This can be shown by the fact the farmer is hanging off the roof, clearly distressed whereas the lady representing the industrial East seems unaware and unconcerned."*

CONTEXT:

Students should then support this quote with some context. I.e., an extra detail that they have that is not in the source that is relevant to the question. Eg. *"In context we know that farmers faced extreme challenges in the 1920s because of competition from Canada as well as increased supply due to more efficient equipment. Because Europe placed tariffs on goods exported from America, the demand fell which led to overproduction and falling prices."*

What will the termly assessments look like in year 9?

They will be marked out of 30 and build up to the End of Year Exam which will be marked out of 40. Below are some examples of the types of questions that they may get asked, although this is not an exhaustive list and question types and marks may vary depending on the particular topics :

- "Describe..." [2 marks]
- "Explain why...." [10 marks]
- "What is the message of this source?" [5 marks]
- "Why is this source useful to a historian [5 marks]
- BOLD STATEMENT. "How far do you agree with this statement?" [18 marks]
- "Outline 3 examples of..." [5 marks]

Students will gain higher marks for doing the following things within their answers:

- Show a deep understanding of the topic being assessed by adding detail to their answers
- Explain the points they make thoroughly
- Link back to the question and make sure everything they say is relevant and articulate
- Stick to the above structures *if appropriate*
- Use linking language between paragraphs and show how one point can lead to another
- Make judgements about 'main causes

Some useful phrases to include in answers and demonstrate understanding are:

<u>ADDING SIMILAR IDEAS TOGETHER</u>	<u>CAUSE AND EFFECT</u>	<u>CONTRAST / COMPARISON</u>	<u>INTERPRETATION</u>
"In addition to..." "Also...." "Similarly..." "Equally...." "Moreover..." "Furthermore...."	"Therefore..." "This meant that..." "As a result of this..." "Because..." "This led to"	"However..." "On the other hand...." "Nevertheless...." "Although...."	"This was important because..." This can be shown because..." "This source suggests that because..."

Useful websites and/or videos to support learning:

<http://www.johndclare.net/KS3/2-4-3.htm>

<https://www.youtube.com/watch?v=AD5y7uOX930>

[The 'Roaring Twenties' - The 'Roaring Twenties' - CCEA - GCSE History Revision - CCEA - BBC Bitesize](#)

[The Century: America's Time - 1929-1936: Stormy Weather - YouTube](#)

[The Century: America's Time - 1920-1929: Boom To Bust - YouTube](#)

[History KS3 / GCSE: The Atomic bomb - BBC Teach](#)

Boy in Striped Pyjamas Film

Rise of Evil Film