

History

To make a success of our future we must have an understanding of our past

The Greek word historia translates as “inquiry” and this is fundamental to our department. We seek to challenge and excite, to provoke and to enlighten, to make History fun and fascinating. We want to foster learning that poses more questions than answers, that leaves children asking what happened next, why did she do that, what will happen to him and how does this affect me. We want to nurture that inquisitive mind that fosters a thirst for learning, a growing independence, a desire to take risks and reach their own conclusions. Students should be proud to be historians; to gain knowledge of their identity, their belonging and to learn tolerance in an intolerant world.

Students will receive one piece of homework every week.

Homework will consist of a variety of different tasks including revision for assessments, deepening learning, exam questions, research, extension of class work.

Unit	Duration (lessons)	Learning Objectives/Outcomes
“Lions led by donkeys.” How far do you agree with this statement?	8	<ul style="list-style-type: none">• To evaluate the most important causes of World War 1 and justify pinions• To critically evaluate different interpretations based on utility and reliability• To create a chronological progression of weapons from war and explain changes and significance• To select own evidence to evaluate whether “lions were led by donkeys” in World War 1 and justify their choice of evidence• To create an argument to evaluate the idea that “lions were led by donkeys in WW1” and evaluate the reliability of the evidence used• To find patterns between the ex-Byrchall World War1 fatalities and make suggestions and hypotheses based on these patterns

Why did war return again in 1939?	6	<ul style="list-style-type: none"> • To identify three causes of World War 2 and prioritise their significance • To create a reasoned conclusion that identifies the most significant reason for World War 2 • To identify and explain changes and continuity in fighting between the two great twentieth century wars • To analyse the impact of total war on civilians
An investigation into The Holocaust and Other Genocides	6	<ul style="list-style-type: none"> • To describe the progression of terror against the Jews by the Nazi party • To investigate the roots and ramifications of prejudice, racism and stereotyping in society • To explore the dangers of remaining silent, apathetic, and indifferent to the oppression of others remaining silent, apathetic, and indifferent to the oppression of others • To investigate other genocides that have occurred in History – for example in Rwanda
What impact did the Race Relations Movement have upon America?	14	<ul style="list-style-type: none"> • To describe the experience of Black African Americans at the start of the twentieth century • To debate the phrase ‘separate but equal’ • To analysis the impact of the growth of the Ku Klux Klan in 1920s America • To describe the impact that World War 2 had upon the experiences of Black African Americans • To evaluate the role of Martin Luther King in the civil rights movement. • To evaluate the impact of a variety of civil rights events in 1950s and 1960s USA • To evaluate the impact of the Black Power movement upon Race relations • To evaluate the impact that the Civil Rights Acts had upon the experience of Black African Americans • To evaluate the success of Johnson’s Great Society
What was the impact of immigration into America in	5	<ul style="list-style-type: none"> • To explain the reasons that people emigrated to America at the start of the twentieth century and describe their experience • To describe the attitudes of the American population to

the twentieth century

immigrants

- To explain the impact of The Red Scare on immigrants and the people of America
- To describe and give reason for the American government's response to immigration
- To assess the impact of the Cold War and McCarthyism on attitudes towards immigration

