

Year 9

KS3 History Curriculum

1920s Germany

What did Germany look like in the 1920s?

How did the Nazi Party turn the 1920s to their advantage?



1920s America

Were the 1920s in America really 'roaring'?



Civil Rights in Britain

Why was the Race Relations Act 1965 passed?



Migration to Britain

How has Britain been shaped by migration through time?



Understanding the modern world

How did people expand and gain their rights?

Who led the fight for Civil Rights in C20th America?



Disease and Development

How has society adapted to and dealt with disease across time?



Finals



OCR SHP
GCSE

GCSE

Students will step up to GCSE.



Core Concepts:

Power and the people

Society and beliefs

Conflicts and conquests

Diverse and local history

KS3 History:

1920s Germany



Aims of this study:

This study will lay the foundations to your study of the rise of the Nazi Party and the eventual establishment of a fascist dictatorship in Germany. You will study the end of the First World War and the immediate fallout. From this, you will consider the challenges facing the Weimar Republic and the actions of Gustav Stresemann in trying to combat these problems. This topic will give you a deeper understanding of the fertile ground from which extremist ideas grew in Germany.

Driving questions:

- How did power and who held it change?
- How did people in the past live?
- How do we know about the past?

Age Related Expectations assessed in this topic

ARE 1	Recalling and selecting historical knowledge
ARE 2	Crafting and writing historical arguments
ARE 3	Use of academic vocabulary

What did Germany look like in the 1920s?

Part 1	Overview You will study: <ul style="list-style-type: none">- the armistice of the First World War- the development and implementation of the Treaty of Versailles- the consequences of the Treaty of Versailles for Germany
Part 2	Overview You will study: <ul style="list-style-type: none">- hyperinflation and the economic crises facing Germany in the 1920s- the growing challenges that the Weimar Republic had to tackle
Part 3	Overview You will study: <ul style="list-style-type: none">- the 'golden years' of Weimar Germany- the work of Gustav Stresemann in Germany's economic and international recovery

Academic vocabulary

Weimar Republic	The name of the German government 1918 - 1933
Treaty	A formal agreement between two or more countries
Chancellor	Political leader of the German government
Hyperinflation	A rapid, uncontrolled rise in prices that causes the value of money to decline
Ruhr	A western region of Germany that was highly industrialised
League of Nations	International group of countries formed after the First World War – designed to settle disputes before war began

KS3 History:

1920s America



Aims of this study:

This study will give you the opportunity to study a formative time in America's history. You will see how the lives of different groups in society changed and develop your ability to compare and contrast the experiences of different groups. You will also develop a better understanding of the world as it emerged the First World War and set the scene for the rest of the 20th century.

Driving questions:

- How did people in the past live?
- How do we know about the past?

Age Related Expectations assessed in this topic

ARE 1	Recalling and selecting historical knowledge
ARE 2	Crafting and writing historical arguments
ARE 3	Use of academic vocabulary
ARE 5	Analysing and assessing historical interpretations

Were the 1920s in America really 'roaring'?

Part 1	Overview You will study: - the economic boom that occurred in the early 1920s in America - the extent of the boom, who did and did not benefit and why
Part 2	Overview You will study: - the experiences of different groups in the USA, including Native Americans, Black Americans, workers, and women
Part 3	Overview You will study: - different historical interpretations of the 1920s in America, applying your knowledge and understanding to assess the interpretations

Academic vocabulary

Interpretation	A crafted point of view of past events, people, or places
Disposable income	The money someone has available after taxes and all essential purchases
Prohibit	To ban something
Segregate	To separate people from each other
Diversity	The differing experiences of different people or groups
Prosperity	A time of great wealth and economic growth

KS3 History:

Civil Rights in Britain



Aims of this study:

This study will give you the opportunity to study Black British History and understand how people have continued to fight for equality and civil rights. We will look at key protest that aimed to bring about change, such as the Bristol Bus Boycotts. We will explain how these protest along with celebration of culture and art brought about the passing of the Race Relations Act in 1965.

Age Related Expectations assessed in this topic

ARE 1	Recalling and selecting historical knowledge
ARE 2	Crafting and writing historical arguments
ARE 3	Use of academic vocabulary
ARE 4	Assessing and assessing historical sources
ARE 5	Analysing and assessing historical interpretations.

Why was the Race Relations Act 1965 passed?

Part 1	Overview You will study: Protests and Black Culture in Britain What happened during the Seaport Riots in 1919? What was the Bristol Boycotts? Notting Hill Riots
Part 2	Overview You will study: Why did people come to Britain on the Windrush? What was the Windrush scandal?
Part 3	Overview You will study: How the narrative of Black British history is still going on today . Who was Stephen Laurence? The BLM movement and debate over statues.

Academic vocabulary

protest	A statement or action expressing disapproval of or objection to something.
rights	Rights are legal, social, or ethical principles of freedom or entitlement.
culture	A term which encompasses the social behavior, institutions, and norms found in human societies, as well as the knowledge, beliefs, arts, and laws.
equality	Being equal, especially in status, rights, and opportunities:
diversity	The differing experiences of different people or groups

KS3 History:



Migration to Britain

Aims of this study:

This study will be looking at migration across time to look at the key reason why people migrated and some of the issues these groups faced. We will be explaining why there had been migration to Britain between Ancient times to modern day. We will look at the key factors and influences of: Individuals ,Church/religion, government, science and technology, society/population growth war

Age Related Expectations assessed in this topic

ARE 1	Recalling and selecting historical knowledge
ARE 2	Crafting and writing historical arguments
ARE 3	Use of academic vocabulary
ARE 4	Assessing and assessing historical sources
ARE5	Analysing and assessing historical interpretations.

How has Britain been shaped by migration through time?

Part 1	<p>Overview You will study: What is migration and what factors influence migration? Overview of migration.</p>
Part 2	<p>Overview You will study: Romans' migration to Britain - What does the Ivory bangle lady tell us about Black migration to Britain? Vikings migration to Britain?</p>
Part 3	<p>Overview You will study: How to the Reformation influence French migration to Britain? How were the Huguenots received when they arrived to Britain ? Why did the Irish potatoes famine spark migration to Britain?</p>
Part 4	<p>Overview You will study: Revisit - What was the Wind rush Why did Jewish people migrate to Britain? Why did people from Indian and Pakistan migrate to Britain?</p>

Academic vocabulary

Huguenot	A French Protestant of the 16th and 17th centuries.
Reformation	16th-century movement for the reform of abuses in the Roman Church
heretic	A person holding an opinion that is different to what is generally accepted.
migration	The movement from one area / country to another
diversity	The differing experiences of different people or groups