

## HISTORY SUMMER 1 – YEAR 9: 6) TURNING POINTS OF WORLD WAR TWO

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> <li>Sets the context for the next unit of work (the Holocaust); builds on prior knowledge in relation to the rise of dictatorships in Europe following WWI</li> <li>Develops learners' understanding of key events that shaped the course and outcomes of WWII, helping them to understand the significance of this conflict on 20<sup>th</sup> century world</li> <li>Expands learners' understanding of the impact and consequences of dictatorships and responses to them</li> </ul>	<ul style="list-style-type: none"> <li>Causes of WWII, including an analysis of the role of appeasement in leading to war</li> <li>The evacuation of British and French troops from Dunkirk</li> <li>The Battle of Britain and the reasons for British victory</li> <li>The Nazi invasion of the Soviet Union</li> <li>The Japanese attack on Pearl Harbour and the subsequent entry of the USA into WWII</li> <li>The D-Day landings in Normandy</li> <li>The USA's use of the atomic bomb in Hiroshima and Nagasaki</li> <li>Assessment: Knowledge quiz; analysing interpretations; come to an independent and supported judgement on the most significant turning point of WWII</li> </ul>	<p>Appeasement; <i>Anschluss</i>; Munich Conference; Nazi-Soviet pact; 'Dunkirk spirit'; dogfights; <i>blitzkrieg</i>; Operation Dynamo; Operation Sea Lion; Luftwaffe; radar; Home Front; the Blitz; total war; Operation Barbarossa; <i>lebensraum</i>; <i>untersmenschen</i>; 'scorched earth' policy; isolationist; Pearl Harbour; Operation Overlord; Atlantic Wall; atomic bomb; <i>kamikaze</i></p>
Challenge and Support:	Worldwide learning/ links to 21 <sup>st</sup> century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> <li>Identify links between the key events of WWII and their impact on the eventual outcome of this conflict- judge relative significance</li> <li>Analysis of sources and interpretations to reach hypothesis in terms of impact</li> <li>Compare the relative significance of key events</li> <li>VIP strategy for disadvantaged students</li> <li>Use of strategies from SEND passports to ensure individual support</li> <li>Recommended reading: <b>World War II History for Teens: understanding the major battles, military strategy and Arc of War</b> by Benjamin Mack-Jackson</li> </ul>	<ul style="list-style-type: none"> <li>Links to geopolitics, impact of WWII on the national boundaries and political systems; links to causes of the Cold War</li> <li>Links still relevant and apparent in relation to ongoing conflicts in response to changes made after WWII</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the significance of political developments on a global scale</li> <li>Understanding the impact of armed conflict on people, countries and the world order; examining the ongoing legacy of WWII on the modern world</li> <li><b>'Only a peace between equals can last.'</b> Woodrow Wilson</li> </ul>
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> <li>Social, moral and spiritual context is about understanding how important it is to stand up to aggression and the impact this can have on others</li> <li>Moral – debate on whether the USA's use of the atomic bombs was justified</li> <li>Recognising the sacrifices made by those who fought in WWII and the significance of these sacrifices to the shaping of the modern world</li> </ul>	<ul style="list-style-type: none"> <li>Links to geography – European and world geography</li> <li>MfL – e.g. <i>blitzkrieg</i>; <i>lebensraum</i> etc.</li> <li>Links to CC – questions of morality, use of violence, development of nuclear weapons</li> <li>Links to English – extended writing, analysis of texts/sources</li> </ul>	<ul style="list-style-type: none"> <li>Winston Churchill was the British PM at the outbreak of WWII</li> <li>Britain defeated the Nazis alone</li> <li>British victory in WWII was inevitable</li> <li>WWII ended when Nazi Germany was defeated</li> <li>Fighting only took place in Europe during WWII</li> </ul>

<b>Assessment timeline:</b>
<ul style="list-style-type: none"> <li>Knowledge and retrieval quizzes</li> <li>Analysis of historical interpretations; evaluation of significance; forming supported judgements</li> </ul>
<b>Home learning</b>
<ul style="list-style-type: none"> <li>Story, Source Scholarship – Significance of the Battle of Stalingrad – middle of SOL</li> <li>Create a revision resource using the knowledge organiser for assessment on the turning points of WWII – end of SOL</li> </ul>
<b>Feedback</b>
<ul style="list-style-type: none"> <li>Feedback 4 used for all formal assessment – all students will complete green pen improvement activities as part of the assessment feedback process</li> <li>Live marking using iscan</li> </ul>

## Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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