

Year 9 – History Department - Spring term 2 - Rise of the Dictators

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| Rationale and Context of Unit: | Core curriculum content: | Tier 2 & Tier 3 vocabulary explicitly taught: |
| <ul style="list-style-type: none"> Sets the context for the next unit of work (WWII); builds on prior knowledge in relation to the state of Europe following World War I Develops learners' understanding of political ideology and the political spectrum building on prior understanding of democracy and the election of governments Expands learners understanding of the development of post-war Europe | <ul style="list-style-type: none"> Impact of WWI on the rise of dictatorships Chronological introduction to the three dictators How they came to power – compare similarities/differences Consequences of each dictator on their countries, Europe, and the wider world Assessment: Compare the dictatorships of Stalin, Mussolini and Hitler and identify the similarities between them. | Tier 3 : Dictatorship; totalitarianism; fascism; ideology; regime; autarky; communism; capitalism; democracy; propaganda; |
| Challenge and Support: | Worldwide learning/ links to 21 st century: | Cultural capital/ Industry/ Enrichment: |
| <ul style="list-style-type: none"> Identify links between the three dictators and impact of their 'reigns' Analysis of sources and interpretations to reach hypothesis in terms of impact Recognise the impact of leadership VIP strategy for disadvantaged students Use of strategies from SEND passports to ensure individual support Recommended reading: Ian Kershaw 'Hitler' | <ul style="list-style-type: none"> Links to geopolitics, impact dictators had on various political systems in Europe Links still relevant and apparent in relation to the instability of some political systems | <p>Understanding the impact individuals can have on world events Understand the importance and relevance of politics and how it impacts everyone's lives</p> <p>'The only thing necessary for evil to triumph is for good men to do nothing' Edmund Burke</p> |
| Historical, Social, Moral, Spiritual, Cultural context: | Cross curricular links/ literacy/numeracy: | Common misconceptions: |
| <ul style="list-style-type: none"> Social, moral and spiritual context is about understanding how easy it can be to 'follow' the wrong path and how important it is to stand up for oneself and others – recognising the right things to do, having a 'moral code' and influencing others in the right way. | <ul style="list-style-type: none"> Links to geography – European geography MfL Links to Ethics – questions of morality Links to English – extended writing, analysis of texts/sources | <ul style="list-style-type: none"> Hitler came to power via violent revolution/coup Russia is still a communist country |
| Assessment timeline: | | |
| <ul style="list-style-type: none"> Knowledge and retrieval quizzes Analysis of interpretations; identifying and assessing similarities and differences | | |
| Home learning | | |
| <ul style="list-style-type: none"> Meanwhile, Elsewhere – Nazi Dictatorship/ Spanish Civil War – beginning of SOL Revision using knowledge organiser for assessment on the Rise of Dictatorships – end of SOL | | |
| Feedback | | |
| <ul style="list-style-type: none"> Feedback 4 used for all assessed pieces <p style="text-align: right;">Live marking using iscan</p> | | |

Length of unit (duration indicated in lessons)

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