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| **Year 9 Medium Term Plan/SOW** | | | | **The Academy of St Francis of Assisi** | |
| **UNIT 1 & 2** | **Crime and Punishment**  **What were the main causes of crime from c.500 – present day and how has the nature of criminal activity differed and changed over time?** | | | **Number of lessons in sequence** | **16** |
| **Overarching Curricular Goals (Aims)** | **By the end of this unit students will:** Gain an understanding of the main causes of crime in England and Wales from c.500 to present. This study will provide learners with the opportunity to study history over longer timescales and consequently understand the changing nature of developments and issues associated with particular periods and geographical contexts.  **Knowledge Learners will study:**  Problems in the medieval era: poverty, famine and warfare; the growth of economic pressures in the sixteenth century; the impact of religious change in the sixteenth and seventeenth centuries; the pressures of industrialisation and urbanisation in the eighteenth and nineteenth centuries; twentieth century pressures: changing technology, trend towards violent crime and anti-social behaviour  Common crimes in the medieval era; vagrancy, heresy and treason in the sixteenth and seventeenth centuries; the growth of smuggling and highway robbery in the eighteenth century; crimes connected with urbanisation in the nineteenth century; industrial and agrarian disorder during the Industrial Revolution; the growth of crimes in the twentieth and twenty-first centuries associated with the development of the motor car, computers, hooliganism and terrorism  **Skills: Learners will:**  AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  AO2 Explain and analyse historical events and periods studied using second-order historical concepts.  AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.  AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.  Studies in Breadth will focus study on different historical eras and different geographical contexts. This component encourages learners to develop an understanding of second order historical concepts in particular, including continuity, change, cause, consequence, significance and similarity and difference. | | **Links to National Curriculum**  **Links to & building upon prior learning Including KS2 if Yr7** | The study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066.  This unit is a foundational unit for GCSE. It links back to previous thematic units and enables learners to understand change and continuity and similarity and difference across long sweeps of history, as well as the most significant characteristics of different ages.  All | |
| **Outcomes/Success criteria** |
| **2/3 tier vocabulary** | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/listening/watching.** | | |
| See knowledge organiser | **Knowledge Support-** A common misconception is to confuse the different time periods; ensure students have a clear understanding in particular of the dates of the early modern and modern periods. Place a strong emphasis on dates and time periods through regular testing and quizzing.  **Reading support –** Regular testing of key words on KO and repetition of these in the lesson will familiarise students with more difficult concepts.  **Skills support –** Writing frames and stepped support for reliability questions and essay questions over time. | Opportunities for more able students to undertake more source analysis practice, particularly on utility and reliability.  **Scholarship/Pedagogy:**  Time for Chronology: *Developing Chronological Understanding,* Ian Dawson, 2004 (see shared area)  Speed cameras, dead ends, drivers and diversions: *Year 9 use a ‘road map’ to problematise change and continuity,* Rachel Foster, 2008 | Extracts from Tony Robinsons’ ‘Crime and Punishment’ C4 series (2007) available on Youtube.  BBC Timeshift ‘Crime and Punishment’ series  Podcasts on thematic studies and time periods: <https://www.history.org.uk/secondary/categories/213/resource/5619> | | |

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|  | **Content** | **Skills and Key Concepts** | **Assessment** | **HWK** | **Furthering Cultural Capital** | **Recall of prior or future topics** |
| 1 | Introduction and Overview | Chronology |  | Knowledge Checkers throughout this unit | Discussion of causes of crime today. | Recap of Y7 and 8 thematic studies and chronological time periods. |
| 2 | Medieval Nature and Causes of Crime |  | Outline the main causes and nature of medieval crime – **STUDENTS SELF ASSESS AND IMPROVE** |  | Discussion of land ownership in Britain today and modern legacy of Norman Conquest | Recap Y7: Norman Conquest and impact on crime |
| 3-4 | Early Modern Causes: Religion | Oracy | Peer Assessment of discussion |  |  | Recap on Y7: Reformation and Dissolution of the Monasteries |
| 5-6 | Early Modern Causes: Poverty | Using mnemonics as a revision tool; Causation | Explain why there was an increase in crimes links to poverty [8] **TEACHER ASSESSED, STUDENTS IMPROVE** |  |  | Recap on Y7: Impact of Dissolution of the Monasteries. Pre-learning for Elizabethan Poor Y10 |
| 7 | Smuggling | Reliability Qu | Peer Assessment of discussion; self mark reliability question **STUDENTS SELF ASSESS AND IMPROVE** |  | Purpose of Customs and Excise: discussion of VAT and tax; career opportunities | Links to USA GCSE Prohibition and smuggling done by 1920s gangsters |
| 8 | Highway Robbery | Causation |  | Explain why opportunities for crime increased in the 18th century [8] |  |  |
| 9-10 | Riots, Protests and Rebellions |  | Teacher Assessed HWK |  | Discussion of modern day protests; links to automated jobs which replace people | Recap on Y8 Diggers and Levellers/Suffragettes |
| 11 | 20th Century Crime: Technology |  |  |  | Use of crime statistics and local crimes maps. Discussion of reliability of crime statistics. |  |
| 12 | 20th Century Crime: Violent Crime and Terrorism | Reliability |  | Reliability Question |  |  |
| 13-14 | Revision | Knowledge | Self Mark and Improve HWK |  |  |  |
| 15-16 | Assessment and Feedback |  | 20 mark outline question **STUDENTS SELF ASSESS AND IMPROVE** |  |  |  |

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| **Year 9 Medium Term Plan/SOW** | | | | **The Academy of St Francis of Assisi** | |
| **UNIT 3&4** | **The USA 1910 – 1929: Immigration, Religion and Race** | | | **Number of lessons in sequence** | **13** |
| **Overarching Curricular Goals** | **By the end of this unit students will:** have studied the first 2 units in the GCSE History course and gained an overview of key issues facing the USA in the 1920s.  **Knowledge Learners will study:**  Why did immigration become such a major issue in American society? The Open Door; demands for restriction; government legislation; xenophobia; anarchists – the Red Scare; Palmer Raids; Sacco and Vanzetti case  Was America a country of religious and racial intolerance during this period? Religious fundamentalism – the Bible Belt; the Monkey Trial; treatment of Native Americans; segregation, Jim Crow, KKK; black reaction, migration, NAACP, UNIA  **Skills: Learners will:**  AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  AO2 Explain and analyse historical events and periods studied using second-order historical concepts.  AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.  AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. | | **Links to National Curriculum**  **Links to & building upon prior learning Including KS2 if Yr7** | Study of a significant society or issue in world history and its interconnections with other world developments.  See ‘recall of previous topics’. | |
| **Outcomes/Success criteria** |
| **2/3 tier vocabulary** | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/listening/watching.** | | |
| See knowledge organiser | **Knowledge Support-** Emphasis key historical terms through use of knowledge organisers, low level quizzing and recaps.  **Reading support –** Regular testing of key words on KO and repetition of these in the lesson will familiarise students with more difficult concepts.  **Skills support –** Writing frames and stepped support for reliability questions and essay questions over time. | Opportunities for more able students to undertake more source analysis practice, particularly on utility and reliability.  **Scholarship/Pedagogy**  Anything Goes – Lucy Moore, 2008  The Penguin History of the USA – Hugh Brogan, 2001 | The USA Between the Wars 1919-1941: A depth study: USA Between the Wars, 1919-41 (Discovering the Past for GCSE) Paperback – Student Edition, 25 Mar. 1998 WJEC GCSE History Germany in Transition, 1919-1939 and the USA: A Nation of Contrasts, 1910-1929 Paperback – 28 April 2017 by R. Paul Evans (Author), Steve Waugh (Author), John Wright (Author)BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/zjqj6sg> | | |

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|  | **Content** | **Skills and Key Concepts** | **Assessment** | **HWK** | **Furthering Cultural Capital** | **Recall of prior or future topics** |
| 1 | Background and Overview |  |  | Knowledge Checkers throughout this unit | Locating USA Geographically; Federal and State Government |  |
| 2 | Immigration to the USA in the 1920s | Source Analysis | Use the source and your own knowledge to explain… **STUDENTS SELF ASSESS AND IMPROVE** | Flashcards - learn and make for key concepts | Discussion and examples of modern day xenophobia | Recap of Y8 Migration unit - reasons for migration |
| 3 | Communism and the Red Scare |  | HWK TEST starter. Low stakes quizzing |  | Discussion of Marxism and concept of communism. | Links to Germany 1920s. Recap on Y8 knowledge on 'Diggers' |
| 4-5 | Sacco and Vanzetti and the Palmer Raids | Reliability |  |  | Link to modern day scapegoating. | Link to Jack the Ripper murder Y8 - problems with unreliable eyewitnesses |
| 6-7 | Interpretations of Immigration in the 1920s | Historical Interpretations | 19 mark Immigration interpretation question **STUDENTS SELF ASSESS AND IMPROVE** |  | Link to discussion of scapegoating of immigrants in C21st and modern media interpretations. |  |
| 8 | Religious Fundamentalism and the Monkey Trial | Sources: Cartoons | Source questions | Interpretations Essay: Teacher marked in depth |  | Recap on KS3 knowledge of Puritanism and 'extremism' |
| 9 | Race Relations in the 1920s | Sources | Sources questions: self mark |  |  | Recap on foundational knowledge from KS3 Slave Trade |
| 10 | Black Achievements | Oracy | Class discussion - peer assess |  | Discussion of modern day black campaigns - Black Rights Matter etc |  |
| 11-13 | Revision , Assessment and Feedback |  | 5 Mark Qu, 19 mark Exam **STUDENTS SELF ASSESS AND IMPROVE** |  |  |  |

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| **Year 9 Medium Term Plan/SOW** | | | | **The Academy of St Francis of Assisi** | |
| **UNIT 5&6** | **Crime and Punishment**  **How has responsibility for law and order changed from c.500 - present day and how effective have methods of combating crime been over time?** | | | **Number of lessons in sequence** |  |
| **Overarching Curricular Goals (Aims)** | **By the end of this unit students will:** Gain an understanding of the main causes of crime in England and Wales from c.500 to present. This study will provide learners with the opportunity to study history over longer timescales and consequently understand the changing nature of developments and issues associated with particular periods and geographical contexts.  **Knowledge Learners will study:**  Communal and family responsibility in Saxon and medieval times; the role of manorial, church and royal courts in the later medieval period; the growth of civic and parish responsibilities in the sixteenth century; the concept of state police forces  Communal methods of combatting crime in Saxon and medieval times; the role and effectiveness of Tudor Justices of the Peace (JPs) and other parish officers; the establishment and influence of the Bow St. Runners; Peel and the setting up of the Metropolitan Police in 1829; the extension of police forces in the nineteenth century; developments in policing in the twentieth century: transport and communication, specialisation and community policing  **Skills: Learners will:**  AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  AO2 Explain and analyse historical events and periods studied using second-order historical concepts.  AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.  AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.  Studies in Breadth will focus study on different historical eras and different geographical contexts. This component encourages learners to develop an understanding of second order historical concepts in particular, including continuity, change, cause, consequence, significance and similarity and difference. | | **Links to National Curriculum**  **Links to & building upon prior learning Including KS2 if Yr7** | The study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066.  This unit is a foundational unit for GCSE. It links back to previous thematic units and enables learners to understand change and continuity and similarity and difference across long sweeps of history, as well as the most significant characteristics of different ages. | |
| **Outcomes/Success criteria** |
| **2/3 tier vocabulary** | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/listening/watching.** | | |
| See knowledge organiser | **Knowledge Support-** Revisit different time periods to ensure no misconceptions. Ensure pupils understand the different between combating crime and enforcing law and order.  **Reading support –** Regular testing of key words on KO and repetition of these in the lesson will familiarise students with more difficult concepts.  **Skills support –** Writing frames and stepped support for reliability questions and essay questions over time.Some classes may wish to focus on fewer skills and more knowledge based questions**.** | Opportunities for more able students to undertake more source analysis practice, particularly on utility and reliability.  **Scholarship/Pedagogy** | Extracts from Tony Robinsons’ ‘Crime and Punishment’ C4 series (2007) available on Youtube.  BBC Timeshift ‘Crime and Punishment’ series  Podcasts on thematic studies and time periods: <https://www.history.org.uk/secondary/categories/213/resource/5619> | | |

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|  | **Content** | **Skills and Key Concepts** | **Assessment** | **HWK** | **Furthering Cultural Capital** | **Recall of prior or future topics** |
| 1 | RECAP: Main time periods. Responsibility for law and order in Saxon and Medieval times |  | Knowledge recap from Unit 1 | Knowledge Checkers throughout this unit |  | Y7 Unit 5: Liverpool History, role of the 'Hundred'. |
| 2 | Early Modern: JPs, Parish Officers and Charleys |  |  |  | Link to role of JPs in Elizabethan times (Elizabeth GCSE module) |  |
| 3 | Modern: 'Thief-Takers' and the Bow Street Runners | Reliability Qu | Reliability Qu **STUDENTS SELF ASSESS AND IMPROVE** | Describe the role of the Fielding Brothers [5] |  |  |
| 4 | The establishment of the Metropolitan police in 1829 | Mind-mapping |  |  |  | Recap on Y8 Unit 4: Victorian Police |
| 5-6 | The expansion of the police in the 19th century & specialisation | Reliability Qu | Reliability Qu  Teacher mark in Depth **STUDENTS SELF ASSESS AND IMPROVE** |  | Modern day police specialism; criminology and careers in policing | Recap on Y8: Ripper Murders and problems with Victorian Police |
| 7-8 | Outline question: How effective have methods of combatting crime been over time? |  |  |  |  | Recap of outline questions |
| 9-10 | Revision, Assessment, Exam |  | Q2,3,4,5 **STUDENTS SELF ASSESS AND IMPROVE** |  |  |  |

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| **Year 9 Medium Term Plan/SOW** | | | | **The Academy of St Francis of Assisi** | |
| **UNIT 7&8** | **The USA 1910 – 1929: Was the 1920s a decade of organised crime and corruption?** | | | **Number of lessons in sequence** | **10** |
| **Overarching Curricular Goals** | **By the end of this unit students will:** GCSE History course and gained an overview of key issues facing the USA in the 1920s.  **Knowledge Learners will study:**  Reasons for, life under and enforcement of prohibition; organised crime – Al Capone, St Valentine’s Day Massacre; corruption – Harding, ‘Ohio Gang’, Tea Pot Dome scandal  **Skills: Learners will:**  AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  AO2 Explain and analyse historical events and periods studied using second-order historical concepts.  AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.  AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. | | **Links to National Curriculum**  **Links to & building upon prior learning Including KS2 if Yr7** | Study of a significant society or issue in world history and its interconnections with other world developments.  See ‘recall of previous topics’. | |
| **Outcomes/Success criteria** |
| **2/3 tier vocabulary** | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/listening/watching.** | | |
| See knowledge organiser | **Knowledge Support-** Emphasis key historical terms through use of knowledge organisers, low level quizzing and recaps.  **Reading support –** Regular testing of key words on KO and repetition of these in the lesson will familiarise students with more difficult concepts.  **Skills support –** Writing frames and stepped support for reliability questions and essay questions over time. | Opportunities for more able students to undertake more source analysis practice, particularly on utility and reliability.  **Scholarship/Pedagogy:**  Daniel Okrent: ‘Last Call: The Rise and Fall of Prohibition’, 2011 | The USA Between the Wars 1919-1941: A depth study: USA Between the Wars, 1919-41 (Discovering the Past for GCSE) Paperback – Student Edition, 25 Mar. 1998 WJEC GCSE History Germany in Transition, 1919-1939 and the USA: A Nation of Contrasts, 1910-1929 Paperback – 28 April 2017 by R. Paul Evans (Author), Steve Waugh (Author), John Wright (Author)BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/zjqj6sg> Ken Burns ‘Prohibition’ documentary on Netflix | | |

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|  | **USA: Crime and Corruption** | **Skills and Key Concepts** | **Assessment** | **HWK** | **Furthering Cultural Capital** | **Recall of prior or future topics** |
| 1-2 | Why was Prohibition introduced? | Oracy: Discusssion of why Prohibition was introduced |  | Knowledge Checkers | Concept of Prohibition; link to modern day 'war on drugs' . Discussion of modern government pressure groups and their purpose. | Link to Religious Fundamentalism and temperance movement |
| 2-3 | Al Capone and Organised Crime | Utility of Sources | Analysis of 1 source for usefulness. **STUDENTS SELF ASSESS AND IMPROVE** |  | Highlight Ken Burns 'Prohibition' docuseries on Netflix |  |
| 4-5 | Why did Prohibition fail?: The St. Valentine's Day Massacre | Source Analysis |  |  |  | Discussion of turning points in History that change public opinion eg Crime and Punishment - Ruth Ellis |
| 6-7 | Government Corruption and the Teapot Dome Scandal | Sources: Cartoon analysis | Analysis of Teapot Dome cartoon for usefulness. **STUDENTS SELF ASSESS AND IMPROVE** |  | Discussion and examples of C21st 'scandals' and corruption. |  |
| 8-10 | Revision, Assessment, Improvement |  | Q1,2,4  **STUDENTS SELF ASSESS AND IMPROVE** |  |  |  |

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| **Year 9 Medium Term Plan/SOW** | | | | **The Academy of St Francis of Assisi** | |
| **UNIT 9&10** | **Crime and Punishment c.500 – present day**  Why have attitudes to crime and punishment changed over time and how have methods of punishment changed from c.500 – present? | | | **Number of lessons in sequence** | **12** |
| **Overarching Curricular Goals (Aims)** | **By the end of this unit students will:** Gain an understanding of the main causes of crime in England and Wales from c.500 to present. This study will provide learners with the opportunity to study history over longer timescales and consequently understand the changing nature of developments and issues associated with particular periods and geographical contexts.  **Knowledge Learners will study:**  The harsh nature of punishment in Saxon and medieval times; the treatment of vagabonds in Tudor times; the use of public punishment up to the nineteenth century: stocks, pillory and executions; the use of transportation from the 1770s to the 1860s; the need for prison reform: Howard, Paul and Fry; new prisons in the later nineteenth century: the silent and separate systems; alternative methods of dealing with prisoners in the twentieth century: borstals, open prisons, probation and parole, community service.  The concepts of retribution and deterrence as purposes of punishment over time; the purpose of punishment in public over time, from humiliation to public execution; the concept of banishment in the eighteenth and nineteenth centuries; the use of prisons to punish and reform in the nineteenth century; changes in attitudes to punishment in the twentieth century: dealing with young offenders, abolition of the death sentence; attempts to rehabilitate and make restitution  **Skills: Learners will:**  AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  AO2 Explain and analyse historical events and periods studied using second-order historical concepts.  AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.  AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. | | **Links to National Curriculum**  **Links to & building upon prior learning Including KS2 if Yr7** | The study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066.  This unit is a foundational unit for GCSE. It links back to previous thematic units and enables learners to understand change and continuity and similarity and difference across long sweeps of history, as well as the most significant characteristics of different ages. | |
| **Outcomes/Success criteria** |
| **2/3 tier vocabulary** | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/listening/watching.** | | |
| See knowledge organiser | **Knowledge Support-** Ensure student can differentiation between attitudes to punishment e.g. retribution, deterrence etc by frequent testing and knowledge checking.  **Reading support –** Regular testing of key words on KO and repetition of these in the lesson will familiarise students with more difficult concepts.  **Skills support –** Writing frames and stepped support for reliability questions and essay questions over time. | Opportunities for more able students to undertake more source analysis practice, particularly on utility and reliability.  **Scholarship/Pedagogy:** | Extracts from Tony Robinsons’ ‘Crime and Punishment’ C4 series (2007) available on Youtube.  BBC Timeshift ‘Crime and Punishment’ series  Podcasts on thematic studies and time periods: <https://www.history.org.uk/secondary/categories/213/resource/5619>  BBC Bitesize: <https://www.bbc.co.uk/bitesize/guides/z8bd3k7/revision/3> | | |

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|  | **Content** | **Skills and Key Concepts** | **Assessment** | **HWK** | **Furthering Cultural Capital** | **Recall of prior or future topics** |
| 1 | Attitudes to punishment / Saxon and Medieval Punishment |  | Self and Peer Assessment | Knowledge Checkers for this unit |  | Recap on all KS3: Examples of punishment |
| 2 | Early Modern Punishment |  |  |  | Extract from John Foxe 'Book of Martyrs' 1563 | KS3 Reformation and English Civil War recap. |
| 3-4 | Transportation and Changing Attitudes | Group Work and Oracy | Explain why transportation was introduced in the C18th [8] **STUDENTS SELF ASSESS AND IMPROVE** |  |  | Recap on Y8 British Empire - Australia |
| 5 | The Bloody Code: Reform |  |  |  | Discussion of concept of reform today and within school environment | Link back to concept of reform - Y7 Reformation |
| 6 | Prison Reform: Fry, Howard and GO Paul | Dual Coding and Mind-Mapping Skills |  | Research Elizabeth Fry |  |  |
| 7-8 | Prison in the C19th: The Silent and Separate Systems |  | Describe questions (self mark) **STUDENTS SELF ASSESS AND IMPROVE** |  |  |  |
| 9 | 20th Century Punishment: Why was the death penalty abolished? | Oracy, debate mate | Q1 Source Practice for starter | Alternatives to Prison: 20th century reform and punishment task |  |  |
| 10-12 | Revision, Assessment and Feedback | Exam technique | Full mock exam walkthrough **STUDENTS SELF ASSESS AND IMPROVE** |  |  |  |

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| **Year 9 Medium Term Plan/SOW** | | | | **The Academy of St Francis of Assisi** | |
| **UNIT 11** | **The USA 1910 – 1929: How did popular entertainment develop during this period?** | | | **Number of lessons in sequence** | **4** |
| **Overarching Curricular Goals** | **By the end of this unit students will:** understand how popular entertainment developed during the 1920s.  **Knowledge Learners will study:**  Advent of silent movies; popularity of the cinema and movie stars; advent of the talkies; popular music; jazz; impact of radio and gramophone; dancing and speakeasy culture  **Skills: Learners will:**  AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  AO2 Explain and analyse historical events and periods studied using second-order historical concepts.  AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.  AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. | | **Links to National Curriculum**  **Links to & building upon prior learning Including KS2 if Yr7** | Study of a significant society or issue in world history and its interconnections with other world developments.  See ‘recall of previous topics’ | |
| **Outcomes/Success criteria** |
| **2/3 tier vocabulary** | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/listening/watching.** | | |
| See knowledge organiser | **Knowledge Support-** Emphasis key historical terms through use of knowledge organisers, low level quizzing and recaps.  **Reading support –** Regular testing of key words on KO and repetition of these in the lesson will familiarise students with more difficult concepts.  **Skills support –** Writing frames and stepped support for reliability questions and essay questions over time. | Opportunities for more able students to undertake more source analysis practice, particularly on utility and reliability.  **Scholarship/Pedagogy:**  Anything Goes – Lucy Moore, 2008 | The USA Between the Wars 1919-1941: A depth study: USA Between the Wars, 1919-41 (Discovering the Past for GCSE) Paperback – Student Edition, 25 Mar. 1998 WJEC GCSE History Germany in Transition, 1919-1939 and the USA: A Nation of Contrasts, 1910-1929 Paperback – 28 April 2017 by R. Paul Evans (Author), Steve Waugh (Author), John Wright (Author)BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/zjqj6sg> Film: The Artist, 2011 | | |

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|  | **Content** | **Skills and Key Concepts** | **Assessment** | **HWK** | **Furthering Cultural Capital** | **Recall of prior or future topics** |
| 1-2 | Silent Movies and the Development of the Cinema | Source Analysis: Purpose | What is the purpose of this advertisement? | Source Analysis: Purpose |  |  |
| 3-4 | Jazz, the Radio and Gramophone | Dual Coding and Mind-Mapping Skills |  |  | Links with music: Exposure to Louis Armstrong/Billie Holliday etc |  |

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| **Year 9 Medium Term Plan/SOW** | | | | **The Academy of St Francis of Assisi** | |
| **UNIT 11** | **The USA 1910 – 1929: How did the lifestyle and status of women change during this period?** | | | **Number of lessons in sequence** | **5** |
| **Overarching Curricular Goals** | **By the end of this unit students will:** understand how the lifestyle and status of women changed during the 1920s  **Knowledge Learners will study:**  Role of women in the pre-war years; impact of the First World War; changing attitudes; influence of Jazz culture; flapper lifestyle and feminism; new fashions; opposition to the flapper lifestyle  **Skills: Learners will:**  AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  AO2 Explain and analyse historical events and periods studied using second-order historical concepts.  AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.  AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. | | **Links to National Curriculum**  **Links to & building upon prior learning Including KS2 if Yr7** | Study of a significant society or issue in world history and its interconnections with other world developments.  See ‘recall of previous topics’ | |
| **Outcomes/Success criteria** |
| **2/3 tier vocabulary** | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/listening/watching.** | | |
| See knowledge organiser | **Knowledge Support-** Emphasise difference between different groups of women e.g. middle-class/poor/those who lived in countryside/old/young. Ensure students understand that flappers were not representative of all women in the 1920s.  **Reading support –** Regular testing of key words on KO and repetition of these in the lesson will familiarise students with more difficult concepts.  **Skills support –** Writing frames and stepped support for reliability questions and essay questions over time. | Opportunities for more able students to undertake more source analysis practice, particularly on utility and reliability.  **Scholarship/Pedagogy**  Linda Simon, ‘Lost Girls: The Invention of the Flapper’, 2019 | The USA Between the Wars 1919-1941: A depth study: USA Between the Wars, 1919-41 (Discovering the Past for GCSE) Paperback – Student Edition, 25 Mar. 1998 WJEC GCSE History Germany in Transition, 1919-1939 and the USA: A Nation of Contrasts, 1910-1929 Paperback – 28 April 2017 by R. Paul Evans (Author), Steve Waugh (Author), John Wright (Author)BBC Bitesize revision: <https://www.bbc.co.uk/bitesize/guides/zt8ftyc/revision/2> | | |

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|  | **Content** | **Skills and Key Concepts** | **Assessment** | **HWK** | **Furthering Cultural Capital** | **Recall of prior or future topics** |
| 1 | Impact of WWI on women's roles | Source Analysis | 5 mark source qu **STUDENTS SELF ASSESS AND IMPROVE** | Knowledge Checker |  | Recall of Y8 Suffragettes Unit and WWI |
| 2-3 | Flappers, feminism and new fashions | Source Analysis |  | Utility of sources | Discussion of modern feminism and women in workplace today |  |
| 4-5 | Opposition to the Flapper Lifestyle | Source Analysis | Usefulness of Sources **STUDENTS SELF ASSESS AND IMPROVE** | How useful is this source to an historian studying the flapper lifestyle of the 1920s? |  |  |