

**OVERVIEW**

Y9 has been sequenced to allow students to understand diverse British and global studies. This focuses on the key themes of conflict and diversity. In Year 9 we draw on the forgotten soldiers of the trenches, where we pause to consider why there is such a lack of evidence of black lives throughout all the periods they have studied. In unit 5 we explore civil rights in 20th century Britain including the roles of local grassroots activists campaigning for a fairer society in education, housing, health and in the workplace. In unit 6 we examine the consequences of Windrush and mass migration both at the time and retrospectively. All Y9 units use case studies from Manchester and Salford so students can apply their learning to their local context. For example, we look at local protests concerned with democracy, and we study World War One through Salford Pals Battalions.

**Aut**

- Unit 1 - The First World War**
- Why did WW1 begin?
  - Why did people go to fight in WW1? – Case Study of Salford Pals Battalions.
  - How bad were the trenches? The Battle of the Somme – Who are the forgotten soldiers?
  - How was WW1 a World War?
  - How did WW1 come to an end?
  - Why was the treaty of Versailles significant?
- Unit 2 Suffrage**
- Manchester campaigning for the vote to be expanded?
  - How important were popular protests in widening male suffrage up to 1884?
  - Who was Emmeline Pankhurst? Why did she start a campaign from her Manchester living room?
  - What was the impact of campaigns to extend the vote? Which were most significant?
- Unit 3 - The Rise of Extremism**
- How did political ideologies shape Europe?
  - Why did Russia become a communist state?
  - How did Stalin turn Russia into a totalitarian state?
  - How did Hitler seize Germany?

**Assessment:**

Assessment 1: Why did WWI break out?

Assessment 2: How did women get the vote?

**Spr**

- Unit 4 - The Holocaust**
- Where and why were Jews persecuted in the 19<sup>th</sup> century?
  - What was life like for Jews before the Nazis?
  - How did Jewish people face escalating persecution 1933-39?
  - How did the outbreak of WWII effect the Jews in Europe?
  - How did leading Nazis influence the final solution?
  - How was Hitler responsible for the final solution?
  - How has genocide happened since the Holocaust?
- Unit 5 – Shifting world orders in the 20<sup>th</sup> century**
- How did WW2 start?
  - Was Dunkirk a victory or a defeat?
  - The Blitz – How did it impact Eccles?
  - How significant were the events of Stalingrad?
  - How significant was the attack on Pearl Harbour?
  - Why was DDay a success?
  - How did WW2 end? Case Study: Alan Turing and cracking the Enigma code
  - How did the Cold War begin?
  - How did Berlin become the centre of a crisis between Superpowers?
  - How did the arms race shape the Cold War?

**Assessment:**

Assessment 3: Rise of Extremism and the Holocaust

Assessment 4: The Cold War

**Sum**

- Revision Lessons for the UL Exam
- Unit 6 - Post War Britain**
- What should Dr Harold Moody be remembered for?
  - What was the experience of immigrants in Manchester after WW2?
  - What was the role of women in the British Black Power movement?
  - What changed after Stephen Lawrence?
  - Why was the creation of the NHS significant?
  - Why did people come to Britain after 1945?
  - How did politicians deal with immigration?
  - The Welfare State
  - Salford in the swinging 60s
  - Thatcherism and Salford
  - The Manchester IRA Bombing
  - Manchester Pride

**Assessment:**

UL Exam on Units 1-5.

**Useful resources for supporting your child at home:**  
Visit the Imperial War Museum to find out about 20<sup>th</sup> century conflicts.  
The People's History Museum is brilliant for finding out more about Democracy and Protest.  
[Visit Manchester](#) | [Holidays in Manchester UK](#) | [Official](#)

**Homework:**  
In History students will use a range of homework methods such as the online Seneca platform, vocabulary quizzes and revision mind maps to build on their knowledge. This is set fortnightly on Abor.