

SUBJECT:	Humanities	YEAR GROUP:	9
PURPOSE OF STUDY			
<p>A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>			

THE NATIONAL CURRICULUM FOR HUMANITIES AIMS TO ENSURE THAT ALL PUPILS:	NATIONAL CURRICULUM LINKS
<ul style="list-style-type: none"> • develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. • understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. • are competent in the geographical skills needed to: <input type="checkbox"/> collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. • interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). • communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. • gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends. • understand the methods of historical enquiry. 	<p>Cross curricular links:</p> <p>Maths: dates and timelines, the economy, data, population, graphs</p> <p>English: reading, research, speaking and listening, writing fact files</p> <p>ICT: making posters and brochures</p> <p>English: writing and editing a newspaper report</p> <p>Science: the earth, weather, climate change</p> <p>Literacy: writing reports from findings and knowledge</p> <p>Citizenship: our place in the world and our impact on the earth</p>
TOPICS COVERED:	
<ul style="list-style-type: none"> • How the Nazi's controlled Germany and how the Holocaust was possible • Natural Hazards 	

- Crime and Punishment and Economic Activity

INTENT OF SUBJECT:

How did the Nazi's control Germany and how was the Holocaust possible.

Geological timescales and plate tectonics; rocks, weathering, and soils; weather and climate. How human and physical processes interact to influence and change landscapes, environments, and the climate; and how human activity relies on the effective functioning of natural systems. Using fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

Crime and Punishment and Economic Activity

Population and urbanisation; international development; economic activity in the primary, secondary, tertiary, and quaternary sectors; and the use of natural resources.

Geographical Information Systems (GIS) to view, analyse and interpret places and data and the use of fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

SKILLS OVERVIEW BY HALF TERM:

AUTUMN ONE

- How did the Nazis control Germany?
- Explain how the Nazi party came to power.
- Identify the key events that led to Hitler becoming the Fuhrer.
- Know how the Nazis used propaganda to control Germans
- Understand how the Nazis targeted young people through the Hitler Youth
- Be able to explain alternative youth groups and how they rebelled against Hitler Youth from source materials.
- Know the importance of Mein Kampf and the role of Heinrich Himmler and the SS.
- Explain what the SS did in Germany.
- Know what censorship took place and the impact this had on society
- Be able to explain the key law changes such as Napola and conscription and the affects these had on the Nazi's rise to power.
- Know how education changed for girls and boys in Germany
- Know how the Nazis used terror through source material to gain control.
- Know key aspects of German National socialism and to be able to analyse interpretations on Nazi Germany.

AUTUMN TWO

- Know the key aspects of Holocaust and to be able to evaluate how the Nazis were able to manipulate the people.
- Explain Judaism as a religion and understand the key similarities and differences.
- Understand the key aspects of Holocaust and to be able to explain how the Nazis carried out genocide.
- Explain the key factors of the holocaust and to be able to describe methods used by the Nazis to exterminate the Jews in Europe.
- Be able to explain the importance of the Nuremburg trials.
- Know what Kristallnacht was and explain the impact this had on Germany and the Jewish people.
- Be able to explain the chronological order of the banning of the Jews from life in Germany.
- Understand the process of the Genocide of the Jewish people.
- Explain how and why the lives of Jews have changed through time.
- Who should be blamed for the Holocaust, why was it not stopped and how should Nazi perpetrators be treated when caught.
- Be able to analyse the change to Jewish lives.
- Know the differences between a concentration camp and a death camp.

	<ul style="list-style-type: none"> – Know the key concentration and death camps and who was in control of these. – Know the key figures within Hitler's regime and the impact they had on the genocide of the Jews. – Recognise that genocide is not specific to Nazism, and they still happen in today's world.
SPRING ONE	– SPRING TWO
<ul style="list-style-type: none"> – Understand the key factors of earthquakes. – Be able to explain focus, epicentre, and Richter scale. – Explain what Global atmospheric is and the affect it is having on the world. – Be able to explain the key factors and differences of Haiti and Kobe – Know in detail, the interactions between the environment, people, and the geographical phenomena such as volcanic eruptions and earthquakes. – Be able to evaluate the 3 Ps in reducing risk and the impact of tectonic hazards. – Know accurate and appropriate knowledge of tectonic hazards and their interrelationships with people and place. – Be able to explain the 3ps and how they reduce risk and impact on people and place. – Know a basic knowledge of the interrelationships between tectonic hazards and people and the environment. – Be able to comment on the usefulness of the 3ps to reduce risk. – Be able to explain natural hazards. – Be able to explain ways to reduce risk of natural hazards by changing our behaviour. 	<ul style="list-style-type: none"> – Know comprehensively, the causes, effects, and responses of a tropical storm, evidenced by a case study. – Be able to demonstrate a detailed understanding of the impacts of climate change on tropical storms and extreme weather events. – Understand the Global distribution of tropical storms (hurricanes, cyclones, typhoons) – Know the relationship between tropical storms and general atmospheric circulation. – Identify causes of tropical storms and the sequence of heir formation and development. – Explain the structure and features of a tropical storm. – Know how climate change might affect the distribution, frequency, and intensity of tropical storms. – Understand the primary and secondary effects of tropical storms. – Explain the immediate and long-term responses to tropical storms. – Use a case study of a tropical storm and explain its effects and responses. – Know how monitoring, prediction, protection, and planning can reduce the effects of tropical storms. – Understand different types of weather hazard experienced in the UK. – Explain an example of a recent extreme weather event in the UK to illustrate: <ul style="list-style-type: none"> – causes and social, economic, and environmental impacts. – how management strategies can reduce risk. – Provide sourced evidence that weather is becoming more extreme in the UK.

SUMMER ONE	SUMMER TWO
<ul style="list-style-type: none"> – Know Industrial and modern Crimes, punishments, and methods of Law enforcement. – be able to evaluate the significance of key changes. – Use sources critically to make judgements on the effectiveness of the police. – Identify at least one of the main changes which took place during the 18th and 19th centuries. – Use one factor to explain why the crime rate increased during the industrial period. – Know why corporal and capital punishment was continued during this period. – Know the purpose behind capital and corporal punishment. – Explain what transportation is and why it was used. – Know what highway robbery was. – Explain how Dick Turpin was glorified during this period. – Know the factors that explain the rise and fall of highway robbery. – Understand how the definitions of crime have changed. – Understand the chronology of Witchcraft and how prosecutions of witchcraft ended. – Know the factors that explain the reasons behind the development of the police force in London. – Explain the affect John Howard and Elizabeth Fry had on the prison system. – Know when the use of fingerprinting and DNA was brought in. – Understand how modern crime has changed in response to technological advancements. 	<ul style="list-style-type: none"> – Know how the UK is now in a post-industrial economy and explain how this effects development levels. – Know how the UK economy has changed. – Be able describe the term counter urbanisation and why it is occurring. – Know the term de-industrialisation and when it occurred in the UK. – Be able to describe the impacts of deindustrialisation in cities – Understand development indicators and how they are used. – Be able to identify Inconsistencies in data and use more than one indicator. – Know what a demographic Transition Model is and how it is used. – Understand Population pyramids – Know and explain the causes of development gap (political, physical, social, economic) – Understand the Effects of gap (migration, health, and wealth) – Understand how countries such as Jamaica are reducing the gap using intermediate technologies, aid, tourism, and fair trade. – Explain how the UK's economy changed? – Know what a post-industrial economy looks like. – Be able to explain how populations in rural UK have changed and why. – Understand Counter-urbanisation and outward migration. – Know how the road and rail networks, ports and airports have changed in the UK and the affects this has had on the economy and society.