

Prior Learning (Knowledge): Pupils will have learned when and why World War II began and find out about the key individuals and the main countries involved. In addition to this, they will have discovered all about the effects of war at home; evacuation; food rationing and the contribution made by women to the war effort. Furthermore, they will have learned some important facts about the Holocaust and investigate events that were key turning points in the war.

Future Learning (Knowledge): Studying World War II will help pupils to develop their understanding of the social, political and economic reasons why countries go to war. They will understand how different ideologies can cause tension and mistrust. They develop the ability to organise information chronologically and understand how past events have helped to shape the world we know today. They will develop their understanding of primary and secondary sources and understand how bias can be created. They will develop their understanding of the short term and long term consequences/ impact of war around the globe.

HT1		
War: WW2		
Skills	Knowledge	Knowledge Detail
Causation: Identifying causes, understanding of cause and effect	The Treaty of Versailles and the League of Nations	The treaty was drawn up at the Paris Peace Conference, which was held in Versailles in France. The purpose of the Conference was to allow the leaders of the victorious powers to meet in order to decide how to deal with the defeated powers. The Treaty of Versailles was signed in June 1919 Leaders: Georges Clemenceau (Prime Minister of France) A hard, tough politician with a reputation for being uncompromising. David Lloyd George (Prime Minister of Britain) A realist and very experienced politician. Woodrow Wilson (President of the USA) An idealist and a reformer. The Aims of the Leaders Georges Clemenceau (France) France had suffered very severely in terms of damage to the country and loss of life during WWI. They were determined not to allow such devastation to ever happen again. They wanted Germany to pay for all of the damages from the war. They wanted Germany to lose all of the land they had gained and more. They wanted the German armed forces to be destroyed completely. The purpose behind all of these demands was to ensure that Germany was crippled so that it could not attack France again. David Lloyd George (Britain) Britain had suffered during WWI, but not to the same extent as France. Lloyd George was aware that there would have to be compromises. He thought that Germany should be punished justly (not too harshly) His main aim was to stop Germany from having a navy as he wanted Britain to ‘rule the seas’ so that they could maintain their empire. Woodrow Wilson (USA) The USA had not suffered much during the war as they had joined late and there was no fighting in their own country. At the Treaty of Versailles Wilson proposed the Fourteen Points, which he believed would end the war fairly and prevent another war in the future. His two main ideas at the Conference were self-determination (independence/the right to choose their own future) for the countries of eastern Europe and the League of Nations. The Terms of the Treaty (GARGLE) Guilt - clause 231, Germany accepted blame ‘for causing all the loss and damage’ of the war. Armed forces - army: 100,000 Conscription banned Germany before 1918.
		Germany was created in 1871. It was a new united country which became known as The Reich (Empire). It was strongly based on the military (army) and wanted to be the best and most powerful country. The people were proud and determined to be stronger. Germany wanted a new Empire – after all other European countries had huge Empires which made them rich. The new Germany was ruled by The Kaiser (King/Emperor). It also had a Parliament called The Reichstag which advised him and could make laws. From 1888 Germany was ruled by Kaiser Wilhelm II who was an ambitious and aggressive ruler – he admired and wanted to copy GB. Germany started out as friends with GB but became rivals The Weimar Government = new government created at the end of WW1 in Germany. It was supposed to be democratic and allow free speech – this was one of the Allies conditions of peace in Nov. 1918 after the abdication of the Kaiser. It was very democratic – Proportional Representation. Friedrich Ebert was the first leader of the Weimar Government Strengths: Most advanced democracy in Europe. men and women could vote from 20 (in the UK men could vote from 21 and women from 30) The president was elected every 7 years and had the power to appoint a chancellor The Reichstag had the power to pass or reject laws. Members of the Reichstag were elected by proportional representation every 4 years It established freedom of speech and religious freedom Weaknesses: Article 48 stated that, in an emergency, the President could pass laws without them going through the Reichstag Proportional representation meant that many small parties could gain seats (like the Nazis) and coalition governments were often needed Much of the army that had served under the Kaiser were opposed to the Weimar government 3 crisis' which impacted the Weimar government: The occupation of the Ruhr Germany found it v difficult to keep up payments of reparations. In Jan 1923 the French & Belgians decided to occupy (send troops in) The Ruhr which was Germany's main industrial area. The French would take products from the Germans by force. The German government ordered people to go on strike to prevent the French taking things. The German Workers Party (DAP) was set up by Anton Drexler in 1919 in Munich. At first there were only a small group of 50 members.
		The DAP were national socialists: Nationalists – believed that all policies should be organised to make the nation stronger Socialists – believed that the country's land, industry and wealth should belong to the workers. They also hated the Weimar Republic, Treaty of Versailles and Jews who they blamed for the problems. Hitler is invited to join the party in 1919 after Drexler hears him debating at a DAP meeting Hitler becomes Drexler's right-hand man and in 1920 together they announced the parties 25 Point Programme. The 25 Point Programme appealed to many Germans especially at a time when the Weimar Republic was in serious trouble. Hitler's personal appeal and ability as an energetic and passionate speaker along with hatred of the Weimar Republic meant membership grew to 3000 by 1920. Hitler made his personal mark on the party by introducing a number of changes: The NSDAP setup a permanent office in Munich They also bought two newspapers the Volkischer Beobachter ("Peoples observer") and Der Sturmer, this allowed the Nazis message to spread across Germany Hitler carefully selected party leaders for their skills and to help the Nazi image, they included: Rudolf Hess (Hitler's deputy), Hermann Goering (WW1 hero), Julius Streicher (Publisher) and Ernst Rohm (apopular ex army officer) By the party conference of January 1922, Hitler's control of the NSDAP was complete. He persuaded the members to give up their right to elect their leader. This was the Fuhrerprinzip – where Hitler at the Fuhrer (leader) of the party had complete power and authority over everything. Hitler's leadership ensured that Nazi membership grew from about 1,100 in June 1920 to about 55,000 in November 1923. Hitler used the SA (Sturmabteilung), Stormtroopers or Brownshirts as a way to control the party. In November 1923, Hitler launched the Munich Putsch (The Beer Hall Putsch) a violent uprising to overthrow the Weimar Republic and set up Nazi state. It ended in failure with 14 dead Nazis and Hitler in prison, and until 1928 the Nazis struggled to get any support. In the long term, the putsch could be seen as a success. 1. Hitler only served 9 months in jail and he used his trial to get national publicity for the Nazis. He spent his testimony attacking the Weimar Republic, the 'November Criminals', Treaty of Versailles and Jews. 2. Hitler used his time in prison to write Mein Kampf (My Struggle) which contained his political ideas and it became the inspiration for the future Nazi party 3. Hitler realised he needed a new strategy – violence would not work, the Nazis must get to power democratically. The Nazis must now win public support to get voted into power. 4. The ban on the NSDAP was lifted in 1925 and the new Nazi party relaunched, getting 32 seats in the election. The Nazis were very organised, they set up Nazi offices all over Germany to recruit more voters and got financial support from wealthy businessmen and industrialists like Krupp and Bosch. They even set up groups like the Hitler Youth to reach the young of Germany. Promises
		Hitler's aggressive foreign policy and Britain's infamous policy of appeasement are some of the causes of World War Two. Neville Chamberlain, the British Prime Minister, was keen to avoid war. He believed this could be achieved through the use of negotiation, agreements and diplomacy. His policy was to appease Hitler, which usually meant giving in to Hitler's territorial demands. This included Britain not 'getting tough' on Germany when it rearmed and invaded the Rhineland, and its invasion of Czechoslovakia Chamberlain signing the Munich agreement which resulted in Germany taking the Sudetenland from Czechoslovakia. Chamberlain hoped this would be the end of Hitler's demands, although other politicians such as Churchill warned otherwise. Appeasement was initially popular because: people wished to avoid conflict - memories of the Great War and its suffering were still present Britain in the 1930s was struggling with the impact of the Depression, and so the country could not afford another war and heavy rearmament many felt that the Treaty of Versailles had been too strict, and that Germany had a right to try and regain lost lands and to rebuild its weakened forces Due to the Nazi-Soviet Pact, Hitler knew that the Soviet Union would not stand in his way over Poland. German forces crossed into Poland on 1 September 1939. Britain had earlier given assurances to Poland and so sent an ultimatum that stated that Germany had to withdraw from Poland. Britain received no reply and so on 3 September 1939 Chamberlain declared that Britain was at war with Germany. How did Britain prepare for war? Before the outbreak of war, the Government had put plans into place in recognition of the dangers that lay ahead. The Government: started a programme to build new warships spent money informing people about rationing, blackouts and gas masks organised a Ministry of Supply to ensure overseas supplies continued met with trade unions to ensure they agreed on wartime working regulations and wages However, in 1939, Britain was not adequately prepared to fight a major conflict, and it would take time to match the sheer size and effectiveness of the German forces. The Royal Navy was the organisation best prepared for war. The Royal Air Force (RAF) were well-trained with good aircraft (the Hurricane and the Spitfire were the best fighter planes in the world), but the RAF's bombers were not as modern. The army was regarded by some as too small and lacking sufficient equipment. By appeasing Hitler in September 1938, the country gained another 12 months to prepare for war - including Wardens, shelters and gas masks; Radar; Barrage balloons and anti-aircraft guns; Home Guard; Conscript

Chronological Understanding: Use of dates terminology, use of wider chronological concepts	Key events and turning points	World War Two, that lasted from 1939 to 1945, involved over 30 countries, 200 million people and cost the lives of over 60 million people, making it the deadliest conflict in human history. There were two main sides: Allied Powers- Britain, Russia and USA and the Axis Powers- Germany, Italy and Japan Key events: September 1939: Germany invades Poland, leading to France and Britain declaring war. 1940- Blitzkrieg or 'lightening war' and Dunkirk: Germany's military plan was to quickly overwhelmed the defences and armed forces of countries they invaded. On 10 May 1940, the German army entered France. They swept through the country, capturing Paris on 14 June. The British Expeditionary Force, which had been sent to France to try and stop the German invasion, had to retreat. They reached the English Channel and waited on beaches at Dunkirk to be rescued. Britain organised a huge evacuation effort, sending over a whole range of naval and civilian boats to pick up stranded soldiers. Dutch, Belgian, French and Norwegian ships were also involved in the operation. The evacuation was considered to be a success, with 340,000 French and British soldiers brought back to England in one week. However, there were also big losses: over 68,000 soldiers were killed, wounded, captured or unaccounted for. Over 400 tanks, six destroyers and 145 aircraft were also lost. These losses were hugely damaging to the war effort. The evacuation of Dunkirk also meant Britain was left to fight against Germany without France, one of its key allies. Churchill privately called Dunkirk 'a colossal military disaster', which showed his concern about the loss of men and equipment. July to October 1940: in the Battle of Britain- The German air force, the Luftwaffe, fought against the British RAF. The RAF were victorious, meaning Germany had to change their tactics to try and invade Britain. Operation Barbarossa: Despite Germany signing the Nazi-Soviet pact in 1939, they invaded the Soviet Union in June 1941, codenamed Operation Barbarossa. This meant Germany was now fighting a war on two fronts, against Britain in the west and the Soviet Union in the east. Operation Barbarossa failed. There were mistakes in planning and tactics which meant Germany couldn't take advantage of early successes. The winter in the Soviet Union also made it difficult. Fuel froze in German tanks and vehicles, and German soldiers froze to death as they weren't given enough winter clothing. There were many casualties. Germany suffered over 1 million, while the Soviet Union had almost 5 million. Battle of Stalingrad: Germany invaded the Soviet Union in 1941. The battle of Stalingrad began in August 1942, when German troops tried to take control of the city. Stalingrad was felt to be an important city in Germany's effort to take control of the south of Russia and the oilfields in that region. It was also symbolically important to the Germans, as the city was named after the Russian leader at the time, Joseph Stalin who, for his part, told the Russian army to defend the city at all costs - "Not a step backwards". The brutal battle resulted in huge destruction in the city, caused by intense bombardment that turned buildings into rubble. The fighting between the soldiers was also intense on the ground and went from house to house. In November of that year, three Soviet armies counter-attacked from outside the city. They cut off the German armies from their supplies and managed to trap thousands of German soldiers inside the city. During terrible freezing cold conditions, heavy fighting continued, with the German leader Adolf Hitler attempting to get supplies to his soldiers from the air. But after two months, they had used up all of their ammunition and food and were forced to surrender. The Soviet Union won the battle, five months, one week and three days after it had started. The impact of the British Empire: When World War Two broke out in September 1939, Britain called upon countries from across the British Empire for help. The contribution from people across the empire was crucial in helping Britain to defeat Nazi Germany. Despite the importance of their role, those who had been recruited from the empire were not always treated equally. India: When World War Two broke out, India was not self-governed. This meant that they were ruled directly by the British government, so the decision for them to join the war and fight with Britain was taken in London. Indian volunteers joined the British Indian Army. In September 1939 it had 250,000 men, but by the end of the war it had 2.5 million volunteer soldiers. Indian troops made a huge contribution to the war effort, winning 30 Victoria Cross medals for acts of bravery. 87,000 Indian soldiers were killed. Indian troops fought on many fronts, including at North Africa, South East Asia, the invasion of Italy and the Middle East. 40,000 Indian servicemen also provided crucial support for the British Merchant Navy. Some in India argued that, in return for their support for Britain during the war, they should be granted their independence. This was rejected by the British government. In 1943, there was a famine in Bengal. Up to 3 million people died from starvation and disease. There was anger about the lack of support from Britain. Some historians have argued that Churchill could have done more to divert food supplies to India, and that he chose to prioritise the lives of people in the UK and Europe over those of people in South Asia. Other historians disagree with this version of events. They argue that other factors contributed significantly to the Bengal Famine, such as the Japanese government cutting off rice supplies to Burma, and a shortage of ships due to the war. The Gurkhas: soldiers from what is now western Nepal, made a significant contribution to the British Indian Army. Gurkha troops fought in several different places, including Italy, Greece, North Africa, and the Far East. Over 110,000 soldiers served across 40 different battalions, with 30,000 either killed or wounded. Gurkha soldiers won 12 Victoria Cross medals for bravery, with five of these awarded posthumously. The Caribbean: Men from the Caribbean, sometimes also called the West Indies, who joined the war effort were placed in their own Caribbean Regiment. This was formed in April 1944. The Caribbean Regiment had 10,000 volunteer troops. There were still racist attitudes in the British armed forces. A ban on Black people serving in the Royal Air Force (RAF) was lifted in World War Two, but this did not apply to the Royal Navy. Many men from the Caribbean did join the Merchant Navy, but sailors from the British Empire were paid about one third of the wages that white sailors were paid. It is estimated that approximately 600 Caribbean women travelled to Britain during World War Two to work in the Auxiliary Territorial Service. The role of these services was to provide administrative support to the armed forces, make deliveries and maintain military equipment. East and West Africa British armed forces recruited men from East Africa in countries such as Kenya and Uganda. Pay rates fighting for Britain were significantly higher than people could earn in their regular work. 320,000 men in total were recruited from East Africa. The British Army also recruited 200,000 men from West Africa. This included setting up an RAF base in Sierra Leone to search for submarines. There was some debate in South Africa about whether or not they should join the war. Anti-British politicians, including Prime Minister J.B.M. Hertzog, wanted to remain neutral in the war. This was because they did not want South Africa to be a part of the British Empire. They wanted the country to become a republic. Others, including deputy Prime Minister Jan Smuts, wanted South Africa to declare war on Nazi Germany, which they did on 6 September 1939. The racist attitudes of the South African government towards Black South Africans meant that, initially, they would not allow these soldiers to fight on the front line. Instead, Black South Africans were only allowed to provide support and fulfil administrative roles.
Significance: Was the event important at the time? Is it remembered as important today?	Impact of WW2 around the globe	
Significance: Was the event important at the time? Is it remembered as important today?	War memorials	It is estimated that there are around 100,000 war memorials in the UK definition of a war memorial is, 'a sign of Remembrance; preserving or intending to preserve the memory of a person or thing.' Any object can be considered a war memorial provided its inscription or the purpose behind its creation was linked to the remembrance of a war or conflict. A war memorial can be located in a public or private place and might commemorate groups of people or individuals. Those commemorated may have been killed in action or in wartime accidents, or can have died from wounds or disease during or after a conflict. War memorials can also commemorate those who served and survived, civilians affected by war, and animals. Prior to the nineteenth century, many memorials were to commemorate victories. The First World War was a major turning point in terms of memorialisation. The huge scale of military casualties, the impact of the war on civilians and the fact that repatriation of the dead was not permitted are the key reasons why so many war memorials were created in the aftermath of this war. The Second World War saw fewer military losses than the First World War but more civilian casualties. Many communities chose to add the names of the fallen from this conflict to their existing war memorials.

With no rules or laws to influence your behaviour how would you behave?

Challenge: The peacemakers of 1919-23 coped successfully with the problems they faced.’ How far do you agree with this statement on the treaties made with the defeated powers? Explain your answer.

Vocab: Inflation, hyperinflation, reparations, Treaty of Versailles, Weimar Republic, Article 48, dictator, Nazi party, Fascism, appeasement, communism, Allied power, Axis power, Pearl Harbour, Hiroshima, Nagasaki, atomic Bomb, D-Day landings, Normandy, Dunkirk, invade, invasion, Stalingrad, Operation Barbarossa, Battle of Britain, Blitzkrieg, Hitler, Chamberlain, Churchill, Truman, Roosevelt, Stalin, Cold War, British Empire, Gurkha, home front, conscription, land girl, propaganda, rationing, NHS

Evidential Understanding
Causation
Significance
Chronological Understanding

Prior Learning (Knowledge): Pupils should be able to name and locate some counties and cities of the UK; Identify their human characteristics and land use patterns and understand how these have changed over time, particularly the UKs past and significant turning points such as the Industrial Revolution. Most pupils should know how to describe and understand the key apsects and features of different settlement and land use. Pupils may have studied where people in the UK have come from when studying aspects of british history. Pupils will have learned about the distru=ibution of natural resources, including energy and water.
--

Future Learning (Knowledge): AQA GCSE Unit 2: Challenges in the human environment, Section C: The challenges of resource management. This unit will help pupils understand waste reduction, recycling, water conservation, energy conservation and transport strategies. It will provide students with a basic understanding of teh features of sustainable living and the changing demand and provision of resources in the UK.
--

HT2		
The UK: People of the UK		
Skills	Knowledge	Knowledge Detail
Graphical Skills	Measuring population	The population of the UK is measured by carrying out a census survey every 10 years, where every household completes a survey about who lives there. The first census, in 1841, only recorded basic details about a person (name, age, gender, occupation, place of birth) now it is much more detailed. The population of the UK is around 67.2 million (2020) The UK has an aging population population density can be shown on a chloropleth map Population pyramids can tell us about the structure of the population

Use of qualitative and quantitative data from both primary and secondary	The impact of migration	We are a nation of immigrants- over centuries many groups of people have migrated to the UK Migration is the movement of people from one place to another. Migration can be international or national There are different types of migration: Voluntary migration- people have a choice Forced migration- a government or authority forces someone to move Immigrant- someone who comes from a foreign country to live Emigrant- a person who leaves their own country to settle in another Refugees- a person forced to leave their country to escape war or natural disaster Asylum seekers- a political refugee The UK is a very diverse country. There have been large changes to ethnic diversity in the last 10 years Reasons for migration can be split into push factors and pull factors Push factors include- unemployment, lack of safety, lack of services, poverty, crop failure, drought, war, civil unrest, hazards, isolation Pull factors include- potential for employment, safer atmosphere, better service provision, greater wealth, fertile land, good food supplies, political security, less risk of natural hazards, friends and family The highest net migration is to the south-west of England
Formulate Enquiry and Argument	The world of work	The UK has four employment sectors: primary, secondary, tertiary and quaternary Primary Sector: The exploitation of raw materials from the land, sea or air e.g. farming and mining Secondary Sector: The manufacturing of primary materials into finished products e.g. car building, food processing or construction Tertiary Sector: The providing of services to individuals and other businesses e.g. teaching, banking, retail and nursing Quaternary Sector: The generation and sharing of hi-tech knowledge e.g. medical research, Google glasses development or web page design In the past people were mainly employed in the primary sector (farming), the industrial revolution meant manufacturing grew and more people worked in the secondary sector. The tertiary sector has now become the biggest sector (tourism) Tourism accounts for about 10% of the UK's wealth It supports 3.8 million jobs- about 11% of the UK's total population Tourism has grown for several reasons: people have access to cheap flights. More people can visit the UK people have more money to spend on travel people are living longer and are healthier, choosing travel after they retire Tourism can bring economic advantages and disadvantages: Advantages: supports employment boosts local farming encourages improvements in travel networks and the environment brings income for the local economy to spend on services Disadvantages: causes a lot of traffic and, therefore, pollution shops become aimed at tourists many local jobs are low paid or seasonal damage to the local area e.g. erosion on lakesides
Graphical Skills	How do we spend our free time?	Leisure is free time when people are not working, travelling, studying or doing basic activities recreation is the activities during leisure time People in the UK now have more leisure time because of: modern life means we spend less time doing 'chores' increased life expectancy, levels of fitness and greater wealth more jobs offer paid holiday leave Shopping is one of the biggest leisure activities in the UK because: In the past, people only bought essential items shops are now open 7 days a week or 24 hours a day greater wealth modern shopping centres have a variety of activities as well as shops
Cartographic Skills	Communication and transport	Communication: New technology has made communication faster. Almost all communications today are sent electronically, using modern technologies such as submarine communication cables and satellites Submarine communication cables: The internet is a mass of cables, making up a complicated network that provides a communication network spreading around the globe. It transports 99% of the world's data. It is an extremely important link between the UK and the rest of the world. Many of the cables are under the sea bed. Communication satellites: Space satellites can be used to transmit voice, video and data communications. Over 2000 satellites are owned by governments and private organisations. They are widely used by TV, radio and the internet. They are also used for military purposes. They are situated high above the Earth and are very reliable at reaching a large geographical area. They are cheaper than land-based forms of communication. Transport: Hundreds of years ago people travelled by horse. During the 18th and 19th centuries, canals, railways and roads revolutionised transport in the UK. The economy thrived. Today we have a network of smart motorways, high-speed rail and air routes
Use of qualitative and quantitative data from both primary and secondary	Poverty in the UK	Some people in the UK live in poverty because they do not have their basic needs met. In the 19th century Rowntree created a measure of poverty- he created a basket of essential items, if families could not afford them all, they were classed as being in poverty. Today, the official poverty line is below £18,000 a year. The main reasons for poverty are: lack of education no skills or qualifications no job or poorly paid job lack of food, warmth or healthcare poor health, illness or hunger this is a cyclical process called the poverty cycle Poverty is increasing in the UK- cost of living crisis ** be mindful that many pupils will be affected by this** Poverty can be tackled in various ways: attending school and getting qualifications help to pay for housing, energy, heat, health care and food provide affordable housing
Use of qualitative and quantitative data from both primary and secondary	Resource management: water, air, water and energy	One household can use up to 900 litres of water every day Water: The water supply comes from rain, which is stored in aquifers, reservoirs, lakes and rivers The UK's water supply does not always meet demand new reservoirs can be built to meet demand but this can be controversial benefits: an area has enough water for its growing population can be used for leisure activities provide an attractive landscape drawbacks: destroy habitats traffic while it was built would be disruptive increase the risk of flooding Waste: 50% of household waste ends up in landfill Almost 2/3s of household waste can be recycled and the UK has many strategies to manage this including banning plastic straws, deposit return scheme, zero waste shops Air: The main cause of air pollution is traffic. Fuel releases dangerous gases into the air. Carbon dioxide is a colourless gas that is formed when fossil fuels are burned Nitrogen dioxide is a reddish brown gas common in air pollution Air pollution has serious environmental, economic and social impacts in the UK: increases risk of low birth weight increases risk of asthma linked to 40,000 deaths a year The UK is the 10th most congested country in the world There are many alternatives to help cut down on car use: Electric cars dockless bikes (a bike scheme where you can use an app to hire a bike and you are charged by the mile) 

How are we influenced by society and culture?

Challenge: State the possible impact of a changing population on the UK
Vocab: population, census survey, aging population, population pyramid, choropleth map, migration, international, national, voluntary migration, forced migration, immigrant, emigrant, refugee, asylum seeker, push
Prior Learning (Knowledge): Children will have learnt key facts about World War 1 and II. They will be familiar with restrictions placed on Germany by The Treaty of Versailles and how this caused great economic depression. They will understand what the Holocaust was and explain some of the numbers of people involved. They will have heard the word persecution and how people of different heritages and background were persecuted during the Holocaust. They will have learned about Anne Frank and her family's journey from Germany to Netherlands during the Holocaust. They will have done some reflection on the Holocaust and thought about those affected.
Future Learning (Knowledge): They will develop a deeper understanding of the political, social and economic ideology around persecution as well as a more detailed understanding of how the persecution was carried out. They will begin to understand cause and effect of the situation in Germany and question who was to blame and could it happen again? Pupils will develop an understanding of terms such as victim, persecutor and bystander. This will enable them to study other examples of inequality and segregation and question the motives and actions of other groups in society. They will look at the validity of sources and information from the time and whether this impacted on people's perspective.
HT3

Inequality and segregation: The Holocaust		
Skills	Knowledge	Knowledge Detail
Significance: Was the event important at the time? Is it remembered as important today?	What was the Holocaust	The word <i>genocide</i> is <i>holocaust</i>, which suggests a burnt offering or sacrifice. Also known as the <i>Shoah</i>. Today we would call it ethnic cleansing. The Holocaust is an example of genocide. A genocide is the murder of a group(s) of different people. The Holocaust is the systematic killing of Jews in Nazi-controlled Europe. Over six million Jews were murdered during the Holocaust. Other groups of people also suffered at the hands of the Nazis including gypsies, disabled people, homosexuals, communists and other enemies of Hitler. Why did it take place? In 1921 Adolf Hitler became leader of the Nazi party. The Nazis were racists and believed that their Aryan race was superior to others. To them, an Aryan was anyone who was European and not Jewish, Romany or Slavic.They also thought Germany was a more important country than its neighbours. In 1934 Hitler became Germany's head of state. He introduced anti-Semitic laws which discriminated against Jewish people living in the areas he controlled. The Nazis believed that Jews were a problem that needed to be removed. The mass killings of the Holocaust were what Hitler called "The Final Solution". Hitler also wanted to make Germany bigger, so he invaded neighbouring countries and took them over. Germany suffered economically after WW1 because of the restrictions of the Treaty of Versailles and many people blamed the Jewish population. They beleived propaganda that was anti-semitic. Anti-semitic means hatred of Jews as a religious or racial group. How were Jews and minorities killed? Many prisoners were worked to death through forced labour by the Nazis. There were extermination camps and concentration camps At first, concentration camps were meant to hold political prisoners. By the beginning of World War II, these concentration camps had transformed to house vast numbers of non-political prisoners. Main camps included: 1Auschwitz 2 Belzec 3 Madjanek 4 Sobibor 5 Treblinka 6 Chelmo Extermination camps: By 1941, the Nazis began building Chelmno, the first extermination camp to "exterminate" both Jews and Gypsies. In 1942, three more death camps were built at Treblinka, Sobibor, and Belzec and used solely for mass murder. Around this time, killing centres were also added at the concentration camps of Auschwitz and Majdanek
Causation: Identifying causes, understanding of cause and effect	Anti semitism	Adolf Hitler served in the German army in World War One, and in 1919 joined the German Workers' Party. This would go on to become the Nazi Party. After a failed attempt to take over Germany in 1923, the Nazi Party took advantage of the impact of the Great Depression in 1929 to win public support. Hitler was appointed German Chancellor in January 1933. Antisemitism did not emerge for the first time when Hitler and the Nazis took power in Germany in 1933. Prejudice and hostility towards Jewish people had existed for centuries throughout Europe and beyond. This frequently led to violence against Jewish communities, and to laws that discriminated against Jewish people. Reasons for ethnic cleansing in Nazi Germany: 1. During World War One, Hitler was wounded twice and awarded several medals. In October 1918, he was temporarily blinded by mustard gas. While he was in hospital, he heard that Germany had surrendered. Hitler claimed that he cried upon hearing this news. He was angry, feeling that the German army had been betrayed by their government. At the end of World War One, Hitler and others in Germany, who were seeking a scapegoat for their nation's military loss, wrongly blamed Jewish people for the defeat. They falsely claimed that the German army had been 'stabbed in the back' by a government that was being controlled by Jews because the german politicians that had to sign the treaty were Jewish. 2. In 1929, the Great Depression caused a worldwide economic crash which gave Hitler an opportunity. There were 6 million people unemployed in Germany. Hitler took advantage of the economic problems and blamed them on Jewish people, who were a tiny minority - less than 1% of the German population. 3. Hitler and the Nazis had firm views on race. They believed that certain groups were inferior and were a threat to the purity of the Aryan race. The Aryan Race could be identified as athletic, blond haired and blue eyed and white. 4. Many Nazi scientists at this time believed in eugenics, the idea that people with disabilities or social problems were degenerates whose genes needed to be eliminated from the human bloodline. The Nazis pursued eugenics policies vigorously. How was anti-semitism carried out? Nazi Germany was a totalitarian state, meaning all aspects of Germans' lives were controlled by the government. It was also one in which those deemed 'enemies of the state' were ruthlessly persecuted. It aimed to brainwash people into obeying the Nazis and idolising Hitler. Its methods included: 1. Censorship of the press. All newspapers were controlled by the government. 2. Demonising and stereotyping enemies of the Nazis through propaganda and education 3. Laws to limit economic power of Jews 4. Laws limiting freedom and rights of Jews. Anti-semitism in Europe: Anti-Semitism has been common in Europe for many centuries and not something just thought up by the Nazis. Jealousy and ignorance has led many people to a negative view of Jewish people who have been successful in business and industry. At one time or other, Jews have been persecuted in nearly all European countries. Britain has been especially appalling in this treatment of Jews over the centuries. 1933: Nazis organised a boycott of Jewish businesses.
Chronological Understanding: Use of dates terminology, use of wider chronological concepts	extremism to extermination	Books by Jewish authors were publicly burnt.Jewish civil servants, lawyers and teachers were sacked. Race science lessons were introduced, teaching that Jews were sub-human. 1935: The Nuremberg Laws formalised anti-Semitism into the Nazi state by: Stripping Jews of German citizenship. Outlawing marriage and sexual relations between Jews and Germans. Taking away from Jews all civil and political rights. 1938: Jews could not be doctors. Jews had to add the name Israel (men) or Sarah (women) to their name. Jewish children were forbidden to go to school. Kristallnacht - 9 November. In early November 1938, a German man (Von Rath) working for the German Government in Paris was shot dead by a Jew. Herschel Grynszpan claimed he was seeking revenge for the bad treatment his parents had received by the Nazis The Nazis used this as the excuse they needed in Nazi Germany to unleash a night of violence against the whole of the Jewish community within Germany. Joseph Goebbels claimed that the murder of von Rath was just a small part of a much wider conspiracy against the Nazis by international Jews. 1939: Jews were forbidden to own a business, or even a radio. By the outbreak of World War Two in September 1939, the Jews were stateless, their employment options in Germany were severely restricted and they feared for their safety. Ghettos: After the German invasion of Poland starting World War 11, even more Jews came under Nazi control. The war made it possible for Hitler to get rid of the Jews to different parts of the world. Adolf Eichmann, a leading Nazi was put in charge of the Jewish resettlement when war broke out in 1939. Jews from Germany and Poland were rounded up and sent to an area which the Germans called a 'Jewish reservation' near Lublin in Poland.They were given 300 calories of food a day – this amounted to 1.8 kg (two and a half loaves) of bread per person per month. In 1940 they scrapped this idea and began to move Jews into a number of Ghettoes (poor living areas). The largest was in Warsaw. Many people caught typhus (a disease carried by lice). Amazingly the ghettoes were run by special Jewish councils, who arranged for food to be distributed and for the children to go to school. This led to some Jews getting more food to eat than others. However Nazi police and the SS raided the ghetto regularly to round up people smuggling in food. Walls were built to separate the ghetto district from the rest of the city. Anyone who left the ghetto was executed. Altogether over half a million Jews died in the ghetto. There were about seven people living in every room. The flats were unheated. Police were everywhere.
Causation: Identifying causes, understanding of cause and effect	Who was to blame?	These were ordinary men from Hamburg in Germany They were 'Reserve' policemen – too old to join the army Their average age 39 25% were Nazi party members They had been factory workers, waiters, tailors, teachers, truck drivers. They were sent to Poland in July 1942 They executed more than 38,000 Jews in 16 months They sent another 45,000 to death camps Their first 'action' was against 1800 Polish Jews living in the village of Jozefow. At the beginning of the day the commander of Battalion 101, Major Trapp, gave a short speech to his men. Major Trapp ended his speech with an extraordinary offer to his Battalion: if any of the men did not feel they could do this task they could step out. Trapp paused, and after some moments, one man stepped forward. His captain was furious and began to swear at him, but Trapp told him to hold his tongue. Then ten or twelve other men stepped forward as well. They were told to hand over their rifles and report for other duties, but were not punished. However despite this the rest of Battalion 101 did not step forward and went on to take part in the shootings for the rest of the day. When the action was finally over at dusk, and around 1,500 Jews lay dead. The men climbed into their trucks and returned to their barracks. Extra rations of alcohol were provided. When questioned in the 1960s about why they decided to shoot, the members of Battalion 101 gave different answers. Most claimed they had not heard Trapp's offer or that they did not remember it. Of the few who admitted to hearing, one said he was worried that his comrades would think he was a coward. Another said 'I was cowardly'. A few others said it was impossible to explain why they did it as the situation in 1942 was so different to the 1960s. One man admitted that it was not until years later that he began to consider what he had done was not right. He had not given it a thought at the time. In 1947, two were sentenced to death in Poland and two were imprisoned. In 1967 14 more were put on trial in Hamburg. Though most were found guilty, only five received prison sentences (from five to eight years) and these were later reduced on appeal No other action was taken against the remaining members of Battalion 101 Denazification: Denazification was the process of removing Nazi ideology and influence from all forms of public life in Germany. Nuremberg trials: This was the first ever international war crimes trial. Chosen as it was a significant place for Nazis because:

Significance: Was the event important at the time? Is it remembered as important today?	Resistance	The reactions of the Jews to their persecution varied widely. During the round-ups in Poland and Russia, there were many occasions when Jews resisted. But they faced overwhelming odds they were often slaughtered. Some escaped and fled to the forests and formed resistance groups. Some blew up railway lines and attacked German soldiers. Jews were active in underground groups which disrupted German communications in France. In Amsterdam, Holland a resistance group bombed a population registry to destroy the records of Jews and others sought by the Nazis. Warsaw Ghetto Massacre: In some ghettos, the Jewish leaders thought that by cooperating with the Nazis and producing goods for them in their workshops, they were protecting their people. But in other ghettos, such as Warsaw, there were many acts of resistance. In 1942, the Nazis started ‘Operation Reinhard’ – the deportation of Jews from the ghettos to the death camps. The nearest of these camps to Warsaw was at Treblinka. Between July and September 1942, between 250,000 and 300,000 Jews from the Warsaw Ghetto were sent to their deaths at Treblinka.It soon became clear to those in the ghetto that those who left were not being resettled – as they had been told. In early 1943 the first instance of open revolt occurred in the ghetto. On January 18th, a small group of armed Jews (with 2 sub machine guns and 17 rifles) attacked German soldiers who were in the ghetto overseeing the deportations of the remaining Jews.Their success was such that the deportations stopped as the soldiers temporarily withdrew from the ghetto in order to bring in mortars (heavy guns).However, the Nazis could not allow such an open sign of rebellion and determined to re-establish their authority within the ghetto. On April 19th 1943, a large force of soldiers entered the ghetto. They shelled each building and burnt the apartments down block by block.Within four days they had gained control of most of the ghetto and in the process destroyed whole blocks of buildings and killed anyone who they saw. The re-taking of the ghetto officially ended in mid-May as there were sporadic outbreaks of resistance. The Nazis believed that the resistance ended on May 16th when they destroyed the Great Synagogue of Warsaw. It is thought that over 55,000 people were killed during the uprising. There were those who used the city’s sewage system to hide in. They were drowned when the Nazis deliberately flooded the system. The ghetto was levelled. Anyone who was found alive after the uprising was sent to Treblinka and killed. By the end of May 1943, the Warsaw Ghetto had ceased to exist. Treblinka: In Treblinka in 1943, one of the prisoners managed to get into the arsenal (weapons store) from where he handed out grenades and guns. The camp was set on fire, the arsenal exploded, 15 guards were killed and 150 prisoners escaped. But the Germans regained control and 550 other prisoners were killed. Sobibor: More than 250,000 Jews are believed to have been killed at Sobibor, in Nazi-occupied eastern Poland from 1942-43. In October 1943, eight inmates led a rebellion using knives, hatchets and captured firearms against the Ukrainian and German guards. Nearly half of the camp’s 600 prisoners managed to escape but 100 of them were caught almost immediately. Out of those who escaped, only 47 survived World War Two. Auschwitz: Two Slovakian Jews Vrba and Wetzler, hid in a cavity created within a woodpile in an expansionist area of new construction in the camp for the Hungarian Jews. They covered themselves with gasoline-soaked Russian tobacco, hoping it would mask their scent from the SS dogs. After remaining still in the hiding spot for three days, they sprinted for the woods. Their first task was to avoid German villages, resettled into the area as part of the Volksdeutsche aims of Hitler On April 25, 1944, 15 days after fleeing Auschwitz and after walking more than 85 miles through occupied Poland, Vrba and Wetzler finally arrived at the headquarters of the Jewish Council in Zilina, Slovakia. There Vrba described to the Council the terrible things taking place at Auschwitz. The Council was horrified. At the time, there were rumours the conditions in these camps were appalling. But few could imagine the Jews being exterminated.
Chronological Understanding: Use of dates terminology, use of wider chronological concepts	Liberation of the camps	In the final months of the war, SS guards moved camp inmates by train or on forced marches, often called “death marches,” in an attempt to prevent the Allied liberation of large numbers of prisoners.The first extermination camp to be liberated was Majdanek, in Poland. Soviet troops arrived there in July 1944. As Allied forces moved across Europe in a series of attacks against Germany, they began to liberate concentration camp prisoners, as well as prisoners en route by forced march from one camp to another. Soviet troops arrived there in July 1944.Auschwitz was liberated six months later, in January 1945 The allied troops were shocked by what they saw when they came to the camps. There were still about 3 million surviving European Jews (out of an original 9 million): Auschwitz – c.7,000 Buchenwald – c.20,000 Bergen-Belsen – c.60,000 Dachau – c.28,000 Ravensbrück – c.2,000 Mauthausen – c.66,500 c. 250,000 people were in Displaced Persons (DP) camps in 1945 after liberation. Problems: illness, malnutrition, resources

What are you going to do with the one life you have ?

Challenge: Who was to blame for the Holocaust?	
Vocab: Holocaust, shoah, ethnic cleansing, genocide, mass extermination, anti-semitic, propaganda, censorship, control, stereotype, eugenics, Nuremburg Laws, Kristallnacht, concentration camp, labour camp,	

Prior Learning (Knowledge): Pupils will have an undersanding of volcanoes, tsunamis and earthquakes from their studies in KS2. They will have some undersanding of the impact on the environment and the population.
--

Future Learning (Knowledge): Case studies will help pupils to deepen their understanding of the environmental, social and economic impact of natural disasters. They will be able to sort these into primary and secondary effects. They will develop their understanding of cause (KS4 Science) and preventative measures. They will begin to develop an understanding of the global distribution and how this can affect social and economic factors.

HT4		
The Physical World: Dangerous Planet		
Skills	Knowledge	Knowledge Detail
Use of qualitative and quantitative data from both primary and secondary sources	Structure of the Earth	Natural disasters are major negative events that are caused by natural processes on the Earth. Examples of natural disasters for kids include floods, earthquakes, tsunamis, volcano eruptions, and hurricanes. The Earth is a planet and is roughly the shape of a sphere. There are three layers that make up the Earth’s structure. The three layers, starting from the outside, are: the crust – the rocky outer layer the mantle – the semi-solid middle layer the core - the innermost layer which is divided into an inner core and outer core Crust The crust is the thinnest layer of the Earth and is the layer we live on. It is made up of a variety of rocks and can reach up to 70km thick in places. The crust itself is divided into large chunks called tectonic plates. There are around 7 large and 12 small plates, which ‘float’ on top of the mantle beneath them. The plates themselves are made up of 2 different types of crust, continental crust under the land and oceanic crust under the sea. Continental crust is thick (25-70km) and light because it is made of rocks with a low density. Oceanic crust is thin (6-11km) and heavy because it is made of rocks (mostly volcanic rocks) that have a high density. The oceanic crust covers 2/3 of the Earth’s surface. Mantle The mantle is the thickest layer of the Earth at 2,900km thick. It makes up nearly 80% of the volume of the Earth. The mantle itself is divided into 2 layers, the upper and lower mantles and the heat within these layers drives convection currents. The upper mantle is semisolid rock called magma that flows slowly due to convection currents. It is less than 1,000°C in temperature. The lower mantle is kept solid due to pressure and is between 1,000-3,500°C. If you had to describe the mantle as a whole, it is classed as a liquid. Outer Core The outer core is made of liquid iron and nickel and is between 3,500-4,000°C. As the liquid metal swirls around, it induces a current that generates the Earth’s magnetic field. Heat from the core powers the convection currents in the mantle. It is 2,900km thick. Inner Core The inner core is the hottest part of the Earth reaching temperatures between 4,000-4,700°C, which are as hot as the surface of the sun. It is made of solid iron and nickel that are under so much pressure they cannot melt. It is 1,200km thick and heavy radioactive elements within the core generate the intense heat as they decay.
Use of qualitative and quantitative data from both primary and secondary sources	Plate techtonics	The crust of the Earth is not made up of one solid piece – it is split into plates which float on the upper portion of the mantle. There are two types of plate: dense oceanic crust less dense thick continental crust These plates move slowly and either move apart, towards or past each other. The point at which these plates meet is known as a ‘plate margin’. It is at the plate margins where the most tectonic activity and tectonic hazards, such as volcanoes and earthquakes, occur. There are 8 plates- North America, Pacific, Nazca, South America, Africa, Antartic, Euroasian, Indo-Australian There are two theories as to why these plates move. The first, and most common, theory is that the plates move due to convection currents in the Earth’s mantle. This is where the heat from the Earth’s core causes magma to rise. As it nears the Earth’s surface, it then cools and sinks. This circular motion causes the plates in the crust to move. The second theory is known as ‘slab pull’ where it is thought that the movement is caused by the weight of heavier denser plates sinking into the mantle and dragging other sections of the plate with it. model is called the Plate Tectonic Model. Plate Techtonic Model: The model divides the cooler rigid upper layers of the earth into pieces called tectonic plates. Over time these move and this helps to explain where most of the powerful earthquakes occur and also most of the volcanoes. There are 3 types of plate: Conservative: A plate boundary where two plates slide past one another.(Pacific, North American) Constructive: A plate boundary where two plates are moving apart. (african, South American) Destructive: A plate boundary where two plates are colliding. (Nazca)
Use of qualitative and quantitative data from both primary and secondary sources	Volcanoes	Volcanoes are a vent in the earth’s crust from which lava, ash and gas is released. -Most volcanoes form at destructive and constructive plate boundaries. -Volcanoes do not form at conservative boudaries. -If a volcano forms at a plate boundary, they are either composite or shield volcanoes. -Of these two types, volcanoes can be active, dormant or extinct. Composite: Steep sides. Formed at destructive plate boundaries. Thick Lava Eruptions happen less often but are usually violent. The eruption consists of ash, pyroclastic flow and lava. e.g. Mount Vesuvius in Naples, Italy. Mount St. Helens, USA Shield: Gentle sides Formed at constructive plate boundaries Thin, runny lava Eruptions happen often but they are usually quite gentle. The eruption is mainly lava, with little pyroclastic flow. e.g. Mauna Loa in Hawaii. La Cumbre, The Galapagos Islands The effects of a volcanic eruption: -It is important to note that volcanic eruptions can have both positive and negative effects. -These effects can also be grouped into economic, social and environmental effects. -The extent of the negative effects on a country often depends on the ability of the country to predict, prepare for and protect people from the eruption (PPP). Mount St. Helens, USA, 1980: (MDC) In 1980, Mount St. Helens, a composite volcano in a rural area in the Northeast of the USA, erupted. Effects: -More than 200 homes were destroyed. -57 died as a result of the eruption. -185 miles of roads and 15 miles of railways were damaged. -Damage to to property was estimated at \$1.1 billion. Responses and PPP: -Seismographs began closely monitoring the volcano roughly 3 months before the eruption. -Hundreds of tourists and scientists flocked to the area. However, the government imposed an exclusion zone around the volcano to prevent loss of life. -The US government issued \$950 million in emergency funds to help recovery efforts. Nyiragongo, Democratic Republic of Congo, 2002: (LDC) In 2002, Nyiragongo, a composite volcano near the of Goma in the DRC, erupted, causing lava to flow into its city centre. Effects: -Roughly 130,000 people were made homeless. -300,000 people were evacuated from the area. -Approximately 100 people died as a result of the eruption. -The lava destroyed roughly 80% of the city’s infrastructure (roads, electricity services, sewage pipes). -Cholera and other diseases spread as people did not have access to clean water. Responses and PPP: -Due to unrest in the country, the volcano was not properly monitored and the eruption was unexpected. -There was no clear plan in place in case of an eruption. -A huge amount of foreign aid was sent to the DRC to help people cope. -It took years for Goma’s economy to recover, even with the support of aid agencies.

Use of qualitative and quantitative data from both primary and secondary sources	Earthquakes	Plate boundaries and earthquakes:The Earth’s crust is broken into different plates, which sit on the Earth’s mantle.The plates move in different directions and meet at destructive, constructive or conservative detail).Earthquakes can happen plate boundaries (see knowledge organsier 8.1.2 for further at any plate boundary---- Plates do not always move smoothly alongside, under or beside each other. They sometimes get stuck. When this happens pressure builds up and, when this pressure is released, an earthquake occurs. Every earthquakes has an epicentre and a The focus is the point in the earth’s crust where the pressure between the two plates is released. It is underground. The epicentre is the point on the surface of the crust, above the focus. Earthquakes on conservative plate boundaries:----- Earthquakes can occur at all plate boundaries. However, conservative plate boundaries clearly show how earthquakes happen. The the San Andreas Fault Pacific plate is part of the plate boundary between and the North American plate The Pacific plate moves slightly faster than the North American plate. This means that, even though the plates are moving in the same direction, they can get stuck, causing a build up of pressure . This build up and release of pressure caused two major earthquakes during the last century, in 1906 and in 1989. However, this area experiences constant small earthquakes, with Los Angeles experiencing 10 earthquakes per day on average! Because of this movement, Los Angeles should be in line with San Francisco in roughly 20 million years. Predicting earthquakes: -Scientists can currently forcast the likelihood of an earthquake in the long term (over years and decades). However, it is almost impossible to predict earthquakes in the short term. -However, there are ways that scientists can monitor tectonic activity to help them forcast earthquakes: - Scientists can look at the history of earthquakes in the area and try to identify patterns about them. -Some scientists argue that a higher level of radon gas being released into the atmosphere is a sign of an impending earthquake. - An increase in minor earthquakes, measured using a seismometer, often suggests an impending, larger earthquake. Measuring earthquakes: -Each year scientists record over 20,000 earthquakes. Most of these earthquakes are small and are not noticed by ordinary people. -Earthquakes are measured according to two different scales: the Richter scale and the Mercalli scale. -Some argue that the Mercalli scale is not as reliable as the Richter scale because it is subjective and can vary according to where you are. The effects of an earthquake: The damage of an earthquakedepends on the ability of the country to predict, prepare for and protect people from the effects of the earthquake (PPP). Chile, 2010: (MDC) In 2010, Chile experienced an earthquake measuring 8.8 on the richter scale originating from the boundary between the South American and Nazca plates. Effects: -500 people died. -500,000 buildings were destroyed, including minor damage to a major airport. -Communication networks and power went down after the earthquake. Responses and PPP: -Chile has a history of earthquakes, meaning that most buildings were ‘earthquake proof’ and people were trained in how to survive earthquakes. -Within 10 days power was restored to affected areas. -Roads were repaired very quickly. -Chile put in place a house rebuilding scheme which was paid for by the Chilean government. Haiti, 2010: (LDC) In 2010, Haiti experienced an earthquake measuring 7.0 on the richter scale originating from the boundary between the Caribbean and North American plates. Effects: -220,000 people died. -1 million people were made homeless and the main port, airport and roads were severely damaged. -2 million people had no food or clean water. -Many homes and businesses were looted because of a lack of government presence. Responses and PPP: -Haiti has no history of earthquakes. As a result, their buildings were not prepared and people were not drilled. -Other countries, such as the USA, sent aid to help. However, the damaged airport found it difficult to cope. -Due to a weak and poor government people are still living in camps almost 10 years after the earthquake.
Use of qualitative and quantitative data from both primary and secondary sources	Tsunamis** addiitional le	Tsunamis -Tsunamis are a series of ocean waves which are caused when earthquakes or other disturbances displace a large amount of water. (Other disturbances can include volcanic eruptions, underwater explosions and meteorite impacts!) -Tsunamis are not caused by tides, and so it is technically incorrect to refer to them as “tidal waves”. -Tsunamis are usually barely noticeable in water, but get larger and more powerful as they approach land. -As a result, tsunamis can have a huge effect on countries which are hit by them. The Boxing Day Tsunami, 2004: -In 2004 an earthquake measuring magnitude 9.1 on the Richter scale happened as a result of the Indo Australian Plate subducting beneath the Eurasian plate. -This caused a tsunami originating in the Indian Ocean. -This tsunami affected Indonesia, Thailand, Sri Lanka, India, Somalia and Kenya. Effects: -220,000 died in total and 2million people were made homeless. -In Indonesia the island of Sumatra was closest to the epicentre and was devastated. Up to 70% of coastal population were killed or missing. The city of Banda Aceh was totally destroyed. -In Sri Lanka homes, crops and fishing boats were destroyed. Many people worked in the fishing industry. Most of them lost their boats and so their jobs. -In Thailand many people died as they were on holiday in the area. Many holiday resorts were destroyed, causing an economic downturn. Responses and PPP: -Clean water, food, tent and plastic sheeting arrived as aid. \$7 billion was donated worldwide for the affected countries. -A tsunami warning system in the Indian Ocean was set up. Formal warnings are now sent to countries throughout the Indian Ocean. These warnings are given via text, radio, tv and email. -Mangroves around the coast were replanted, as mangroves act as a natural barrier, absorbing wave power and helping to protect coastlines and inland area from tsunamis.
Use of qualitative and quantitative data from both primary and secondary sources	Short term responses to disasters	After a tectonic hazard occurs, the recovery effort is supported by immediate and long-term responses. Short-term or immediate responses occur in the hours and days immediately after a disaster. Short-term responses mainly involve evacuation, search and rescue and providing aid to those affected. Long-term responses go on for months and years after a disaster. It involves constructing destroyed houses, schools, hospitals, etc. It also involves taking steps to boost the local economy. Responses differ between countries at different stages of development dependant on their ability to predict, prepare for and protect people (PPP). The effect of an event is the damage which happens as a result . The effects can vary depending on: The size of an earthquake on the Richter scale - the higher it is on the scale, the more destruction it can cause. Level of development - whether it occurs in a rich or a poor country. Richer countries will be more likely to be able to predict, protect and prepare themselves from the effects. The depth of the focus - if it's shallow, it can be more destructive. Distance from epicentre - the effects of an earthquake are more severe at its centre. Population density - the more people living in an area, the more likely that more deaths and casualties may arise. The time of day - whether people are in their homes, work or travelling. Immediate responses are the assistance and aid given within the hours and days following a disaster. Immediate responses to tectonic hazards include: Issuing warnings – this can follow volcanic eruptions when activity is likely to continue. It can also occur after a major earthquake due to the risk of aftershocks. Rescue teams searching for survivors – often, LICs rely on support from aid agencies and HIC governments for support in searching for survivors. Providing treatment to injured people – this can include providing painkillers or antibiotics and treatment for minor injuries through to emergency surgery for the worst affected. Field hospitals are set up where considerable pressure is placed on existing medical facilities. Food, drink and shelter provided – providing clean, safe water is a significant priority following major tectonic hazard events, as services are often damaged or destroyed. Recovering bodies – following the rescue of people trapped by a hazardous event, the priority changes to removing bodies. Extinguishing fires – fires are common following earthquakes due to damage to gas pipes and damaged electricity lines. In some instances, deaths caused by fires have been greater than the collapse of buildings.
Use of qualitative and quantitative data from both primary and secondary sources	Long term responses to disasters: Earthquake safe buildings	After a tectonic hazard occurs, the recovery effort is supported by immediate and long-term responses. Short-term or immediate responses occur in the hours and days immediately after a disaster. Short-term responses mainly involve evacuation, search and rescue and providing aid to those affected. Long-term responses go on for months and years after a disaster. It involves constructing destroyed houses, schools, hospitals, etc. It also involves taking steps to boost the local economy. Responses differ between countries at different stages of development dependant on their ability to predict, plan and prepare (PPP) Long-term responses are those that take place in the weeks and months after a hazard event. They focus on rebuilding and reconstructing areas affected by a hazard event. Prediction Prediction involves using seismometers to monitor earth tremors. Experts know where earthquakes are likely to happen. However, it is very difficult to predict when they will happen. Even looking at the timescale between earthquakes doesn't seem to work. Protection Protection involves constructing buildings so that they are safe to live in and will not collapse. Some examples of building improvements are: rubber shock absorbers in the foundations to absorb the Earth tremors steel frames that can sway during Earth movements open areas outside of the buildings where people can assemble during an evacuation Long-term responses to tectonic hazards include: Rebuilding and repairing properties Rebuilding and repairing transport infrastructure Improving building regulations Restoring utilities such as water, electricity and gas Resettling local people Developing opportunities for the economy to recover Install monitoring equipment



What should be the goal of humanity?

Challenge:
Which part of a volcano can have a global impact?

Vocab:	composite volcano, shield volcano, magma, lava, cater, crust, mantle, core, eruption, earthquake, techtonic plates, conservative plate, constructive plate, continental plate, oceanic plate, plate margin, epicentre, tremor, seismic wave, tsunami, long term/ secondary aid, p
---------------	---

Prior Learning (Knowledge): Pupisl will have been introduced to the Suffragettes at KS2. They will be familiar with what they were hoping to achieve and why. They may be familiar with some of te key people involved. Pupisl will have studied WW1 and have an understanding of te impact of te war on the homefront. They will have begun to look at the attitudes and role of women through a range of texts at KS3. They will hav ean understanding of how democratic governemnyt works in the UK, including voting and parliament.

Future Learning (Knowledge): This unit will support future learning at GCSE for how social, economic and political factors can intertwine and how groups of people can promote change. This will support them with their studies at GCSE- for example how events changed and developed medical advances. This unit will also support pupils undertsanding of themes in literature involving teh role of women in society, such as Romeo and Juliet.
--

HT5		
Shaping the nation: The Suffragettes		
Skills	Knowledge	Knowledge Detail
Chronological understanding	Dying for the vote	Democracy is one of the key principles of the UK's constitution. It ensures that everyone's voice counts when the government makes a decision. The word democracy comes from Greek, demos (people) and kratos (power/rule) which means that power is in the hands of the people. By approximately the 5th century before Christ, the city of Athens (Greece) established a significant new governing system. At least once a month, all the citizens of Athens would meet in an assembly to discuss how the city should respond to current issues. Each citizen eligible to vote was entitled to express their views on important issues before a vote was held to decide what should be done. This was the first time ordinary citizens had the opportunity to be involved in deciding how the country should be run. All citizens directly contributed to the democracy of Athens. Representative democracy: Today, 66 million people live in the United Kingdom (UK). It would be impossible to have a forum such as the one Athens to hold discussions between 66 million people every month, so there is a representative democracy in the UK. This means that citizens choose a person to speak on their behalf in a forum. Citizens choose a representative at an election and then the elected representative discusses and votes on matters on behalf of citizens. It is therefore important that these representatives listen to the feelings of their constituents – the people who have voted for them. For most citizens, voting in an election is their main political action, if not the only political act. That is, the only way they participate in politics. UK Parliament: Every five years, UK citizens elect representatives to speak for them at the UK Parliament in Westminster, London. This is called a General Election. 650 Members of Parliament (MPs) are elected to represent their constituencies, 40 of which are from Wales. The Parliament in Westminster is the centre of power in the UK and it is Members of Parliament, not the Government, who have the final say in every decision. Not everyone could vote in the 19th century.Farmers, factory workers and women could not vote. (People in Manchester, Liverpool and Leeds were not able to vote as the towns were too 'new' and had no MPs) There was growing discontent among the working-class population in Britain during the 1830s. The electoral system was corrupt and unrepresentative, and the poor had to endure harsh working conditions with low pay. Peterloo, 1819: Working class people held large meetings to protest against the political system. One such meeting happened in Manchester at St Peter's Fields in August 1819. The protest Around 50,000 people arrived at St Peter's Fields from all around Manchester. Henry Hunt (a radical speaker) was due to make a speech calling for the reform of Parliament. Manchester at this time had no police force, so the army were sent to prevent any disturbances. When Hunt began to speak the army attempted to arrest him, and attacked anybody who got in their way. Eleven people were killed and 400 were injured. The consequences The government congratulated the army and those involved in keeping order in Manchester.

Chronological understanding	An introduction to the Suffragettes	Women did not have the same freedoms and rights in 19th century England: Men could divorce a cheating wife but women could not do the same. If there was a divorce the husband got everything A common punishment for a disobedient wife was to send them to a lunatic asylum. In them the women could be mistreated. The husband could cheat on his wife, spend all their money and take their children without a thought. The wife could not do any of these and if she tried the law protected her husband. When married, everything the woman owned (including her own body) now belonged to her husband. And the laws were set up to protect his rights, not hers. Girls were given less education then boys and banned from university. Women were banned from all the top jobs in the country. If an unmarried woman had children she was looked down on by society who would treat her like dirt. A wealthy widow or spinster (unmarried older women) could be independent. Women had to obey men (either their husband or father), because in most cases men held all the money and women had no independent way to live. Mary Hampson: Mrs Hampson's story began in 1656 when she married Robert Hampson. She was aged 17 and under pressure from her family to marry. He had a promising job as a lawyer. Her husband's behaviour became worse. When he went to work, she was left in a sad and weak condition with very little money. He gave strict orders to her maids, not to let her have anything to eat. When he found out one helped her, he threatened the maid. Her husband's behaviour quickly got worse, with Mary suffering lots of abuse that included frequent beatings, sometimes in front of Mr. Hampson's friends. One night she went into his study to speak with him, hoping she could reason with him. He drew a pistol out of his pocket and set it to her throat saying, that if she would not do as she was told, he would kill her. If a wife was a runaway she would have no rights to anything. Often she would be legally forced to go back to the house she had left. After plucking up the courage to leave her abusive husband, Mrs Hampson was able to escape by living in Europe where she had family. Most women did not have this option. At the start of the 1800s, women in Britain didn't have the right to vote. They also had very little legal protection and few rights to education or work. By the end of the 1800s there was growing support for the campaign for women's right to vote. Two main campaign groups emerged, the Suffragists (NUWSS) and the Suffragettes (WSPU). Women's rights at the start of the 1800s Men and women were not equal in the 1800s. Women had very few rights in the eyes of the law and they were not allowed to vote. Women were expected to marry a man, have children and look after the home. When a woman got married, any property she owned passed into the ownership of her husband. Divorce was very difficult in the 1800s and there was limited legal protection against domestic violence. Employed working class women often worked in low paid jobs, such as in the new industrial mills and factories, or in domestic service. Very few middle-class women worked and once they were married, any money they earned became the property of their husband. It was very difficult for women to get a university education to access well-paid jobs such as doctor, architect or lawyer. In 1865, Elizabeth Garrett-Anderson became the first woman to be a qualified doctor in Britain. By 1900, there were still only 200 female doctors in Britain. Early attempts at voting reform In the mid-1800s, some women started to campaign for the right to vote, commonly referred to as women's suffrage. Though many men opposed the women's suffrage movement, there were some men who supported the campaign. In 1832 Mary Smith, from Yorkshire, petitioned member of parliament Henry Hunt that unmarried women should have a vote as they paid their own taxes. Henry Hunt was mocked by fellow MPs when he presented this petition to Parliament. John Stuart Mill was a member of parliament who wrote a book in 1869 called The Subjection of Women, in which he argued that women should be treated as equal to men. In 1867, Mill had put forward an amendment to the Reform Act that would have given women the right to vote on the same terms as men. This was defeated by 196 votes to 73. It did, however, help raise awareness of the issue of women's right to vote. Who were the suffragists? Following the 1867 vote, the London Society for Women's Suffrage was formed. Their aim was to peacefully protest and campaign for the right for women to vote. Groups similar to this were set up across the country, and in 1897 they were joined together to form the National Union of Women's Suffrage Societies (NUWSS), led by Millicent Fawcett. She was the sister of Elizabeth Garrett-Anderson, the first female doctor in the UK. The NUWSS used a range of tactics to raise awareness for their campaign, such as: Petitions Writing letters to politicians Speeches Posters Over time they won some publicity, and their membership grew, but by 1903 some women were increasingly frustrated at the lack of progress the NUWSS was making. Lack of action from Parliament meant that some campaigners felt that more
Evidential Understanding	Suffragists and suffragettes	
Chronological understanding	Emily Davidson: A martyr or a fool?	Emily was born in 1872 in Greenwich, London. At that time women weren't allowed to vote and choose who ran the country. Emily thought this was unfair. She joined a group called the suffragettes. They were fighting for women to be able to vote. Emily was one of thousands of militant suffragettes. Being militant means you are prepared to break the law and even go to prison to fight for what you believe in. Some suffragettes smashed windows, burned down buildings and chained themselves to railings. Emily is famous because she died when she walked onto the racecourse at the Epsom Derby and was knocked down by the King's horse. It's not clear why she was on the course and what she planned to do.
Causation	Propaganda and The Cat and Mouse Act	Imprisonment and force feeding Suffragettes who were caught breaking the law due to their violent protests were imprisoned. During July 1909, a hunger strike was adopted as a form of protest by some of the imprisoned suffragette women and men. This means that they refuse to eat whilst they were in prison, to show their commitment to their political cause and to raise awareness of it. So that no prisoner starved to death whilst in their care, the government started to use force feeding methods on the strikers. This involved having liquid food poured straight into the stomach through a tube which was either inserted down the striker's throat or nose. It is an extremely painful process and can be very dangerous. Choking can occur and food can get into the lungs if the tube is inserted incorrectly. Romance within the movement Relationships between suffragists, suffragettes and their supporters were crucial to the movements but were affected by imprisonment. Elsie Duval, a suffragette, wrote to her husband Hugh Franklin throughout her prison sentence detailing her ordeals. Hugh Franklin was also imprisoned numerous times for his militant actions. He was the first person to be released from prison after the Cat and Mouse Act. Some romantic relationships even grew out of the movement. Eva Gore-Booth and Esther Roper were suffragists who campaigned for working class women's rights to vote and equal employment rights, particularly in Manchester and London. They also published a feminist newspaper called Urania covering gender politics. Cat and Mouse Act 1913 The newspapers at the time were reporting heavily on the strikes and the force feeding and a frenzy of publicity followed in support for the suffrage movement. After a strong debate, also published in the press, the government released a new law called the Prisoners (Temporary Discharge for Ill-Health) Act which stated that strikers would be released until they regained their strength, after which they would be imprisoned again to carry out the rest of their sentence, unless they broke the law during their recovery in which case they would be sent to prison immediately. This created a cycle of hunger striking, releasing, recovering, arresting and then hunger striking again. However, many prisoners hid from the police during and after their recovery so could not be found and re-arrested. The act became widely known as the Cat and Mouse Act Black Friday In the 1908 election campaign, Herbert Henry Asquith of the Liberal Party promised to include women's rights in a new law he intended to pass if elected Prime Minister. The suffragettes supported his campaign as a result and he won the election. However, during his time as Prime Minister from 1908 to 1916, he went back on his promise and refused to reform voting law. The WSPU organised a march in response to Asquith's refusal to consider giving women the vote. Policemen and male bystanders met the women with violence. Hundreds were badly hurt, and the police violence resulted in some deaths. This day became later known as Black Friday. Writing in a newspaper two years later, Emmeline Pankhurst reflected on the events of Black Friday and the impact it had on future campaigns - 'Public conscience must be aroused, and it can only be done by attacks on public property. When women's bodies were battered on Black Friday that was alright but when a few windowpanes are broken, that is all wrong.'
Causation	Impact of WW1 on women's rights	At the start of 1914, there were two groups of women campaigning for the right to vote: the suffragists and the suffragettes. At the outbreak of World War One, the two groups agreed to suspend their campaigns and support the war effort. Women joined the war effort through the Women's Land Army, Munitionettes, Voluntary Aid Detachment and the Women's Auxiliary Army Corps. How did women help the war effort? Recruitment - women were recruited as nurses into the Voluntary Aid Detachments (VADs) or First Aid Nursing Yeomanry (FANY), and as drivers, cooks and telephonists into the WAAC, WRNS and WRAF. Munitions - many women 'munitionettes' worked in the government's munitions factories. Reduced workforce - women took on traditional men's jobs and became firemen, coalmen and bus conductors. Rationing - the main burden of coping fell on mothers. The Women's Land Army helped with agricultural production. In 1918, just before World War One ended, the government finally passed a law giving some women the right to vote for the first time. What happened to the suffrage movement in 1914? In August 1914, Britain declared war on Germany, starting World War One. Both the suffragists and suffragettes agreed that they would pause their campaign for the right to vote and turn their attention towards the war effort. Emmeline Pankhurst encouraged WSPU members to put their demonstrations on hold, in order to focus on the war effort. She asked women to take up roles in factories in support of the men fighting. In response, the government released all WSPU prisoners who had been arrested for protesting. Women were used heavily in war recruitment campaigns to try and influence men. They featured on posters with slogans such as 'Women of Britain say go' to encourage men who were worried about leaving their families to join up to fight. Women were also encouraged to give white feathers to men who hadn't joined up, to imply they were cowards.
Significance	How far have women gained rights?	Things weren't made even until a law in 1928 allowed all women over 21 to vote (the same as men). 1948: When the NHS was set up women gained some free health care (previously just for working men) 1950: The washing machine becomes more widely available, freeing up time. 1962: Introduction of the contraceptive pill (only for married women) 1964: Married women's property law made stronger. (married women own the money they earn and inherit) 1966: Contraceptive pill extended to all women 1967: First time abortions were made legal in England 1968: Some women went on strike in a Ford car factory as they wanted equal pay for equal work. 1969: Barbara Castle became the first woman to be part of the Government. 1970: A new group is created, the Women's Liberation Movement (WLM) which fights for: equal pay, equal education and job chances and free contraception for all women. 1971: Leeds clothes workers go on strike for equal pay 1972: There is a protest about the Miss World competition as some see it as insulting to women. 1973: First Rape Crisis group set up to help women and make the problem more well known. 1974: Contraception pills are now free through the NHS. 1975: Sexual Discrimination law makes treating people different because of their gender illegal.

Challenge:
'The Suffragettes were right to use violent tactics' Use your own knowledge and all the sources to explain your answer

Vocab:

HT6		
Wider World: Africa		
Skills	Knowledge	Knowledge Detail
Geographical analysis: Use, Interpret and complete maps and data	Introduction to the map of the world	Locate the 7 continents-sia, Africa, North America, South America, Antarctica, Europe, and Australia. Locate principle capital cities and rivers. Lines of Longitude run from North pole to south pole but measure yoyr distance form east to west. The greenwich Meridian is at 0 degrees Longitude. Lines of Latitude run parallel to the Equator. The principle lines of latitute are the Tropic of Cancer, which is north of the Equator, and Tropic of Capricorn, which is south, seperates the world into northern and southern hemispheres. Chloropleth maps are used to show statistical information such as wealth, population, literacy levels relating to a country. High income counties are defined as having a large gross national income (GNI) and have higher literarcy rates. Low income or Less Economically Developed Counties (LEDCs) High income or More Economically Developed Counties (MEDCs) Africa is the second largest continent.
Use and interpret sources (including photographs and secondary sources) to draw conclusions	What is the scale and diversity of Africa's geography?	Africa has eight major physical regions: the Sahara, the Sahel, the Ethiopian Highlands, the savanna, the Swahili Coast, the rain forest, the African Great Lakes, and Southern Africa. There are 54 counties in Africa The Sahara is the worlds largest hot desert, covering 8.5 million square kilometers(40 Uks), located in Northern Africa. It covers several counties but is sparsley populated. Average temperatures range from 25 to 37 degrees celcius but at night it can be freezing. There are strong winds creating sand storms. Sand dunes can be 200 metres high. There is rocky terrain and mountains. The Sahel is a narrow belt of land in North Africa between the Sahara and teh Sudianian Savanna. The temperature is high throughout the year. There is little rainfall (semiarid) It is made up of flat, barren plains Sahels fertile land is rapidly becoming desert as a result of drought, deforestation, and intensive agriculture. This process is known as desertification. The Ethiopian Highlands are a mass of mountains in Ethiopia in northeast Africa. It is sometimes called the Roof of Africa due to its height and large area. Experiences a more temperate climate. Savannahs, or grasslands, cover almost half of Africa, more than 13 million square kilometers (5 million square miles). These grasslands make up most of central Africa. The best known people of this habitat are the Masai. The Serengeti is the most well known Savannah is home to one of the continents highest concentrations of large mammal species, including lions, hyenas, zebras, giraffes, and elephants. The Swahili Coast stretches about 1,610 kilometers (1,000 miles) along the Indian Ocean, from Somalia to Mozambique. The nearby coral reefs and barrier islands protect the coast from severe weather. There is not a lot of animal life on the sandy Swahili Coast. Mangrove forests are the most common vegetation. Most of Africas native rain forest has been destroyed by development, agriculture, and forestry. Today, 80 percent of Africas rain forest is concentrated in central Africa, along the Congo River basin. The African rain forests plant community is even more diverse, with an estimated 8,000 plant species. africa has many natural resources such as oil, diamonds, gold, cocoa, coffee and tea Cape Town, South Africa. Cape Town is one of the most developed Cities in Africa, and the largest city in South Africa. There are seven major African Great Lakes: Lake Albert, Lake Edward, Lake Kivu, Lake Malawi, Lake Tanganyika, Lake Turkana, and Lake Victoria. Lake Victoria, the largest lake in Africa, is the southern source of the Nile River, the longest river in the world. The African Great Lakes region has a diverse range of aquatic and terrestrial animal life. Southern Africas Cape Floral Region is one of the richest areas for plants in the world.
Use and interpret sources (including photographs and secondary sources) to draw conclusions	African populations	Africa has been home to many different groups and civilisations throughout history. Britain, France, Germany and Portugal were the major European empires that colonized Africa in the 18-20th centuries and this has influenced diversity today. Today Africa is culturally and ethnically diverse, with thousands of differnt ethnic groups. The main languages spoken are Swahili, Africaan, English, French and Portugese. Christianity and Islam ar ethe main religions. 1.3 billion people live in Africa. 70% of Africa's population is under 30 years old. Many people ar emoving to towns and cities to look for eork. Africa is becoming more urbanised. 67% of Tanzania's population are subsistance farmers- they farm o support themselves.
Geographical analysis: Interpreting maps and data	Nigeria- a country of contrasts	Nigeria has a variety of different landscapes with mountainsand plateaus-Jos and Mambilla Chappai Waddi is the highest mountain There are two major rivers-the Benue and Niger Nigeria has 4 major biomes (environments) because it has different climates, which bring a variety of plants and animals. Nigeria has the largest population of Africa with over 190 million people- Half the population of Nigeria live in urban areas. Abuja is the capitol city. The median age for Nigerians is 18.4 years 520 languages are spoken in Nigeria. There are some famous nigerians including Victor Moses and John Obi Mikel
Use and interpret sources (including photographs and secondary sources) to draw conclusions	Opportunities and challenges in Nigeria	Nigeria has experienced rapid economic development in recent decades. Making Nigeria a Newly Emerging Economy (NEE) Nigeria's wealth has come from oil and agriculture- it is the biggest exporter of oil in Africa. New industries have seen a sharp increase, including telecommunications, manufacturing and films. Increased wealth has brought greater social opportunities. Nigerian billionaires increased by 44% between 2004 and 2010. Many people still face economic and social challenges. 67% people still live in poverty. Nigeria has teh most poor people in teh world. 70% of people work in farming and are subsistance farmers (they grow crops to survive) Social challenges include not enough medicine, clean water and poor education. 10 million children in Nigeria do not go to school. Nigeria has suffered from corrupt governments who keep moey instead of investing it. The militant terrorist group Boko Haram are a threat- particuarly girls who are kidnapped and killed. A growing economy has lead to environmental problems such as pollution and deforestation.
Geographical analysis: Use, Interpret and complete maps and data	Cross sections	Mount Kilimanjaro is a dormant volcano in Tanzania. It is the highest mountain in Africa. Biomes include:Rain Forest, Heathland, Tussock Grassland, Moorland, Alpine Desert, Glacier and Snow. A satalite photo is a high reoluton picture taken from space. It covers a wide area and can be used to identify patterns. A cross-section provides a side view, or profile , of a landscape. This view enables us to see how this shape of the land influences land use such as settlement, drainage and vegetation. A contour is a line drawn on a map that joins points of equal height above sea level. For 1:25 000 scale maps the interval between contours is usually 5 metres, although in mountainous regions it may be 10 metres. The contour lines join up areas of the same height, and when they are close together it means the hill or mountain is steep. When they are far apart it means the land is gently sloping, or undulating.

Challenge:

Explain the link between economic development and urbanisation

Vocab:

world, continent, country, capital city, principle city, Equator, Southern hemisphere, Northern Hemispehere, Prime |Meridian, Greenwich Meridian, Tropic of Cancer, Tropic of Cpircirn, Line of Lonqtitude,