



The Sutton Academy

Knowledge Rich Curriculum Plan

Humanities – History

Year 9

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History Year 9	EQ1 – Why did the women’s suffrage movement turn violent? Disciplinary focus: Cause and Consequence Substantive concept: Democracy		
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>
L1 - What was the role of women in 1900 and how were they viewed in society?	<ul style="list-style-type: none"> Students will know that women were viewed as ‘less than’ men in the 1900. Students will know that women were not allowed to vote or earn as much as men. Students will know that women were often confined to the home or in stereotypical female roles in the domestic service. 	Patriarchal: A society mainly controlled by men. Suffrage: The right to vote.	There will be an understanding from Y7 and Y8 that women were not viewed as equals and England medieval times was a patriarchy.
L2 – Who were the Suffragists?	<ul style="list-style-type: none"> Students will know that women started to peacefully protest for the vote into the 20th century. Students will know that the peaceful protests consisted of lobbying politicians, making leaflets and going on marches. Students will know that Millicent Fawcett was the leader of this group. 	Lobbying: When an individual or group try to persuade a member of parliament to support their campaign. Protest: When a group of people or individual complains about something.	Students will know women were not treated equally and wanted change from Y8 and lesson 1.
L3 – Who were the Suffragettes?	<ul style="list-style-type: none"> Students will know that the peaceful protests turned violent after 6 years of campaigning. Violent protests consisted of blowing up post boxes, chaining themselves to railings and blowing up the chancellor’s house. Students will know that the Suffragettes boycotted the 1911 census with Davison hiding in Westminster. Students will know that Emmeline Pankhurst was the leader of this group. 	Militant: Using violent methods in support of a political cause. Census: A count of the population.	Students from prior studies will know that political protests can turn violent such as peasants’ revolt and Peterloo massacre. Students will know that women were already peacefully protesting for the vote.
L4 - Were the Suffragettes terrorists?	<ul style="list-style-type: none"> Students will know that terrorism is the use of violence for political gain. Students will know there is a historical debate that the Suffragettes were indeed terrorists. Dr Fern Riddell agrees with this. Students will know Dr June Purvis believes women had no choice as they tried other options. 	Terrorism: The unlawful use of violence against civilians to achieve political aims.	Students will understand what terrorism is from PSHE and the power and protest – ‘luddites’ lessons. Students will know that peaceful protests were not working.
L5 - How did the government respond to the women’s protests?	<ul style="list-style-type: none"> Students will know that women were arrested and roughly handled by the police when they protested and campaigned/ chained themselves to buildings. Students will know some women went on hunger strike to highlight the suffragette cause. This led to the government force feeding women, this was brutal. Students will know that the Cat and Mouse Act was introduced to try and tackle the strikes. 	Act: A bill that has been passed into law by parliament.	Students will know that over time any protests were ruthlessly put down by the government – King John & Peterloo & the reform act shows that protest can be slowed by the law. Students will know that the suffrage movement was like terrorism and threatened the government.

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L6 - How important were the actions of Emily Davison for the Suffragette movement?	<ul style="list-style-type: none"> Students will know that Emily Davison was very highly educated and a qualified teacher turned Suffragette. Students will know that Davison was known to police for bomb making, boycotting the 1911 census and going on hunger strike. Students will know that Davion jumped in front of the King’s horse at the Epsom Derby becoming a martyr for Suffragette cause. Her intention will be debated. 	Martyr: A person who is killed for their beliefs.	Students will know the acts of the Suffragettes and know how violent they were. Students will be aware of the idea of significant figures.
L7 – Were the aims of the Suffragists and Suffragettes achieved by 1918?	<ul style="list-style-type: none"> Students will know that women were not given the vote before 1918 as the government thought that women should not have a voice in parliament. Students will know the Representation of the People’s Act was passed in 1918 giving women over 30 the vote if they owned property. Students will know that women were not given equal voting rights until 1928. 	Equal Rights: The legal right to be treated equally.	Students will know by this stage that women fought a long, difficult campaign and they deserved equality.
L8- Answering the EQ: Why did the women’s suffrage movement turn violent?	<ul style="list-style-type: none"> Students will be consolidating their knowledge on the suffrage movement and answering the EQ. 		Students will know why the suffrage movement turned violent.

History Year 9	EQ2 – How did the Front Line differ from the Home Front during World War One? Disciplinary focus: Similarity and Difference Substantive concept: War/Conflict		
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>
L1- What did the British Empire look like by 1914?	<ul style="list-style-type: none"> Students will know that Britain had a powerful and large empire that had control over countries in Africa, Hong Kong, India and Australia. Students will know that at its height Britain owned ¼ of the world. Students will know that Queen Victoria was known as the Empress of India and Grandmother of Europe. 	<p>Empire: A group of countries ruled over by one state or monarch.</p>	<p>Students will know that Britain controlled a large empire and will already understand what empire means</p>
L2- What were the causes of World War One?	<ul style="list-style-type: none"> Students will know that the causes of WW1 were militarism, alliances, imperialism and nationalism. Students will know that the Triple Alliance was Germany, Austria and Italy and the Triple Entente was Britain, France and USSR. Students will know that the catalyst for the declaration of war was the assassination of Archduke Franz Ferdinand. 	<p>Militarism: Maintaining a strong military. Alliances: A friendship between countries. Imperialism: A practice of expanding a country's empire. Nationalism: The belief that your country is the best. Assassination: The murder of a prominent figure.</p>	<p>Students will know what war is and what empire is</p>
L3- What was life like in the trenches?	<ul style="list-style-type: none"> Students will know that trenches were dug by the Germans first to advance through Belgium into France under the Schlieffen Plan. Students will know that the Battle of the Somme was the deadliest battle in British army history Students will learn that soldiers suffered from shell shock and this included shaking, crying and vomiting. 	<p>Shell Shock: The psychological impact of exposure to war. Modern day PTSD. Trench: A long narrow ditch used to fight out of.</p>	<p>Students will know how war has started and that Britain, France and the USSR are fighting Germany and Austria.</p>
L4- How did Soldiers of Empire contribute to World War One?	<ul style="list-style-type: none"> Students will know that David Olusoga believes the contributions of soldiers of empire have largely been forgotten. Students will know that many soldiers were discriminated against given the hardest tasks for example, the Chinese Labour Corps had to clear the battlefields. Students will know that the contribution of soldiers from the empire helped Britain win for example, Britain contributed 1.3 million soldiers. 	<p>Soldiers of Empire: Soldiers fighting in WW1 from a country in the British Empire. Discrimination: The unjust treatment of someone based on their gender, ethnicity, age etc.</p>	<p>Students will know how big the empire was and how important it was for Britain. Students will know some key events of war.</p>
L5- What was life like on the Home Front?	<ul style="list-style-type: none"> Students will know that there was a recruitment campaign in Britain to encourage men to volunteer. This included propaganda making war seem like an advantage. Students will know that women filled the jobs left empty by men and women were also behind the white feather campaign. 	<p>Propaganda: Misleading information used to influence or promote.</p>	<p>Students will know that women were usually in the home as housewives and mothers and their contribution to war ultimately led to them getting the vote.</p>

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	<ul style="list-style-type: none"> Students will know that men received letters and parcels from home. 		
L6: How did Pals Battalions help the war effort? Local Study: St Helens	<ul style="list-style-type: none"> Students will know that Pals Battalions encouraged volunteering with your friends and there was one in St Helens. Students will know that this meant that in some cases the whole male population of a village/town may not have returned. Students will know that St Helens was an important area for the war effort for the Pals Battalions and also because of its industry. 	Pals Battalions: Groups of men who volunteered together as a group.	Students need to know that propaganda was used for recruitment.
L7- Answering the EQ: How did the Front Line differ from the Home Front during WW1?	<ul style="list-style-type: none"> Students will consolidate their knowledge and answer the EQ. 		Students will know what the difference was between the Front Line and the Home Front.

History Year 9	EQ3- Why was Russia such a divided nation by 1917? Disciplinary focus: Change and Continuity Substantive concepts: Revolution/ Communism		
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>
L1- What was Russia like before 1914?	<ul style="list-style-type: none"> Students will know before 1914, Russia was not as advanced in terms of economy and politics as the likes of Britain and France. Students will know that the Russian ruler was known as the 'Tsar'. He was an absolute monarch (had total power). Students will know there was no parliament in Russia until 1905, even after that it had little power. Some people wanted change. 	<p>Autocracy: One leader having all of the power. Revolution: A sudden and great change. Tsar: Russian emperor</p>	<p>Students need to access prior knowledge on Monarch's and their power. The ideas of Parliament and levels of reform – why do people protest.</p>
L2- How did Lenin and the Bolsheviks rise to power?	<ul style="list-style-type: none"> Students will know the Tsar, Nicholas II became increasingly unpopular during WW1 as Russia was doing badly and people were starving due to food shortages. A group called the Bolsheviks, led by Lenin wanted to change Russia and make things more equal for the workers and peasants. In 1917, Nicholas II was replaced in a revolution by a temporary government. Lenin and the Bolsheviks replaced the temporary government in October 1917 to become Russia's new rulers. 	<p>Abdication: Leaving the throne. Communism: A classless society with state ownership of industry. Bolsheviks: A Communist group led by Lenin.</p>	<p>Students need to access knowledge from Y8 – Industrial Revolution/ French Revolution Students need to remember who Tsar Nicholas was and how he ruled.</p>
L3- How and why did Lenin struggle to stay in control of Russia?	<ul style="list-style-type: none"> Students will know that Lenin faced difficulties on taking over Russia due to Russia still being involved in WW1 and suffering from casualties and starvation. Lenin only controlled the main cities, he had enemies across Russia who wanted the Tsar or Provisional government to return. The Russian Civil War took place from 1918, Reds vs Whites – Lenin and the Bolsheviks won. 	<p>Propaganda: Misleading information used to influence or promote. Whites: Supporters of the Tsar. Reds: Supporters of the Communists.</p>	<p>Students will know concept of Civil War from lower KS3 studies. Also, that Lenin was the new ruler from October 1917.</p>
L4- What were the consequences of the Russian Revolution?	<ul style="list-style-type: none"> Students will know Lenin made economic changes in Russia to enforce communism. This included war communism and the new economic policy. Social changes included women getting more freedom and more of a focus on education. The Tsar and his family were murdered by the order of Lenin. 	<p>Economy: The system of trade, industry and wealth. Society: The way people live together.</p>	<p>Students need to know what economy and society means. They will also need to know that the Tsar was the leader of the USSR.</p>

History Year 9	EQ3- Why was Russia such a divided nation by 1917? Disciplinary focus: Change and Continuity Substantive concepts: Revolution/ Communism		
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>
L5- Answering the EQ: Why was Russia such a divided nation by 1917?	<ul style="list-style-type: none"> Students will consolidate their knowledge and complete the write up 		Students will need to understand why Russia was divided by 1917.

History Year 9	EQ4 – Did everybody experience the ‘American Dream’ in the USA during the early 1900s? Disciplinary focus: Evidence Substantive concepts: Tolerance/ Depression/ Immigration		
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>
L1- How ‘roaring’ were the 1920s?	<ul style="list-style-type: none"> Students will know that the American Dream was the idea that any and all people could be successful if they worked hard in USA. The 1920s was a time of great change and excitement for many because of women’s rights, technology and entertainment. Students will know that Henry Ford created the assembly line meaning employment for many due to mass production. 	<p>Flapper: A fashionable young woman of the 1920s.</p> <p>Mass Production: Production of goods on a large scale.</p>	Students need to already understand the idea of technological changes which they will from the industrial revolution.
L2- Why were black people not shown any tolerance in the 1920s?	<ul style="list-style-type: none"> Black people were not treated equally in the US as there was a history of slavery in the USA just 60 years before the 1920s. Jim Crow laws made black people’s lives become separate from White people in the USA. Despite the actions of the KKK, black culture and music increased during the 1920s. 	<p>Tolerance: Acceptance</p> <p>Prejudice: A preconceived opinion not based on fact or experience.</p>	Students already need to know that enslaved Africans were taken to America to be slaves.
L3- Why were immigrants not shown any tolerance in the 1920s?	<ul style="list-style-type: none"> America had an ‘open door’ policy in the early 1900s for immigrants to move to the USA. During the 1920s, Americans began to blame immigrants for stealing jobs, crime and disease. During the 1920s, the American government made laws to reduce the number of people allowed to enter the US as immigrants, particularly from Eastern Europe and Asia. 	<p>Immigration: Coming to live in a foreign country.</p> <p>Persecution: Hostility towards someone based on race, religion, gender or age.</p>	Students will know, overtime people emigrate through war or better opportunities – i.e. Saxons and Normans in Y7. Internally, Industrial revolution for job opportunities to urban area.
L4- What can Sacco and Vanzetti tell us about the USA in the 1920s?	<ul style="list-style-type: none"> Students will know that Sacco and Vanzetti were Italian immigrants who believed in Anarchism. They were accused of murder and armed robbery, historians believe because they were immigrants. The trial was seen as unfair and both Sacco and Vanzetti were executed after an unsuccessful appeal. 	<p>Accused: Claiming someone has done something wrong.</p>	Students will know, some immigrants were given a hard time once arriving in America for a variety of reasons such as political ideas and ‘stealing jobs’.
L5- How did Prohibition affect life in America in the 1920s?	<ul style="list-style-type: none"> Students will know that Prohibition, the banning of Alcohol, led to the rise of organised crime in America during the 1920s. Gangsters, like Al Capone were famous for their crimes and wealth. Some immigrants (but not all!) were involved in this illegal activity. 	<p>Prohibition: The banning of alcohol in America in the 1920s.</p>	Students will need to know some of America, especially immigrants experienced poverty.

History Year 9	EQ4 – Did everybody experience the ‘American Dream’ in the USA during the early 1900s? Disciplinary focus: Evidence Substantive concepts: Tolerance/ Depression/ Immigration		
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>
	<ul style="list-style-type: none"> Corruption was at high levels in the USA which included politicians and police officers. 		
L6- How did the Wall Street Crash affect the American people from 1929?	<ul style="list-style-type: none"> America was overproducing and finding it hard to sell goods in the USA and abroad. The Wall Street Crash caused the failing of many businesses and companies, which caused a Depression. The Great depression seen millions of people become unemployed, homeless and desperate – they struggled to survive with little support from the government. 	Depression: Worldwide economic decline after 1929.	Students will know that America had great wealth in the 1920s, not equally spread from prior lessons
L7- Answering the EQ: Did everybody experience the American Dream in the USA during the early 1900s?	<ul style="list-style-type: none"> Students will consolidate their learning and answer the EQ. 		Students will need to know that some experienced the American Dream but immigrant and black people often did not.

History Year 9	EQ5- What were the most important turning points in the Second World War? Disciplinary focus: Interpretations Substantive concepts: Conflict/ alliances		
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>
L1- The Road to World War Two: What were the causes of war?	<ul style="list-style-type: none"> Students will know that Hitler became Fuhrer of Germany in 1934 and from then on, he had the desire to increase Lebensraum after the Treaty of Versailles removed that. Students will know that the British Prime Minister Neville Chamberlain followed a policy of appeasement giving Hitler what he wanted on the run up to war. Hitler was able to take over countries like Czechoslovakia and Austria with the catalyst of war being his invasion of Poland on 1 September 1939. 	<p>Dictatorship: A country with one ruler with absolute power. Appeasement: Giving someone what they want to avoid conflict.</p>	<p>Students will need to know that there has already been a World War One 1914-1918 and Germany lost.</p>
L2- Was the start of the war a disaster for Britain?	<ul style="list-style-type: none"> Students will know that the start of war was known as the Phoney War as no fighting happened. This changed in 1940. Students will know that Germany advanced through Europe taking over France, this led to British and French forces having to be evacuated from the beaches of Dunkirk. Students will know the reasons why Dunkirk can be considered a miracle or a disaster as it was an evacuation, not a victory and Britain lost its ally, France. 	<p>Evacuation: Leaving a dangerous place. Morale: The happiness of the population.</p>	<p>Students will know that Britain and France were allies in WW1 against Germany.</p>
L3- What happened when the Nazis tried to invade Britain?	<ul style="list-style-type: none"> Students will know that by 1940, Britain was fighting the war on her own. Students will know that Hitler knew he would have to invade Britain in order to win the war. This led to the Battle of Britain, a series of battles fought in the skies between the RAF and Luftwaffe. Students will know that there were several reasons why Britain won the Battle of Britain including the strength of the RAF and radar. 	<p>RAF: The British airforce (Royal Airforce). Luftwaffe: The German Airforce.</p>	<p>Students will need to know that Britain was in a dangerous place because the majority of France was now under Nazi occupation.</p>
L4- What was the Blitz?	<ul style="list-style-type: none"> Students will know that the Blitz was when the German Luftwaffe aimed for British civilians bombing major cities to try and decrease morale. Students will know that the British had to endure black outs and nights in air raid and Anderson shelters for protection. Students will know that children were evacuated to the countryside for protection. 	<p>Blitz: The intensive bombing of British cities during WW2.</p>	<p>Students will need to know that the Germans lost the Battle of Britain.</p>

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L5- Why did the USA become involved in World War Two?	<ul style="list-style-type: none"> Students will know that America originally wanted to stay out of the war as they were following a policy of isolationism meaning they kept themselves to themselves. This changed in December 1941 when Japanese forces attacked Pearl Harbour, an American naval base in Hawaii. Students will know that America declared war on Japan and Germany declared on America. 	<p><i>Isolationism: A country remaining a part from the affairs of another country.</i></p>	<p>Students will need to know that America was not originally fighting in the war due to isolationism.</p>
L6- Why did the USSR join the Allies in World War Two?	<ul style="list-style-type: none"> Students will know that Hitler and Stalin were allies before the war started as they signed the Nazi Soviet Pact with the aim of splitting Poland between them. Students will know that Hitler invaded the USSR in the hopes of increasing Lebensraum. This led to high death rates of both sides. Students will know that Hitler's invasion failed and the USSR started to plan to invade Germany. 	<p><i>USSR: The Soviet Union (Russia).</i> <i>Operation Barbarossa: The plan for the German invasion of the USSR.</i></p>	<p>Students will know that the USSR was a part of the Triple Entente during World War One.</p>
L7- What brought World War Two to an end?	<ul style="list-style-type: none"> Students will know that the allies planned to invade Nazi Germany by going through France, the soldiers landing in France were known as the D-Day landings. Students will know that the USSR invaded Germany. Students will know that to end the war with Japan, the USA dropped nuclear bombs on Hiroshima and Nagasaki. 	<p><i>Atomic bomb: An explosive nuclear device.</i></p>	<p>Students will need to know that the allies were now Britain, USA and the USSR and the war was turning against Germany.</p>
L8- What was the aftermath of the Second World War?	<ul style="list-style-type: none"> Students will know that Germany lost the war and were punished by the Allies. Students will know that at the Yalta and Potsdam Conferences it was decided that Germany would be split into 4 zones of occupation. At these conferences, tensions started to increase between the USA and USSR. Students will know that the NHS was set up in the aftermath of the Second World War in Britain. In Germany, Nazi war criminals were punished. 	<p><i>Nuremburg Trials: Held by the Allies against the Nazis for plotting and carrying out invasions of other countries and atrocities during WWII.</i></p>	<p>Students will need to know that the Allies were victorious over Germany and Japan by 1945.</p>
L9- Answering the EQ: What were the most important turning points in the Second World War?	<ul style="list-style-type: none"> Students will consolidate their knowledge on the turning points of WW2. Dunkirk, the Battle of Britain, the Blitz, the USSR, the USA. 		<p>Students will need to know the main turning points of World War Two.</p>

History Year 9	EQ6- How was the Holocaust allowed to happen? Disciplinary focus: Cause and Consequence Substantive concepts: Genocide		
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>
L1- What was Jewish life like before WW2?	<ul style="list-style-type: none"> Students will know that there was 9 million Jews living in Europe before WW2. Students will know that life was diverse meaning that some were wealthier than others and some were more religious than others. Students will learn that anti- Semitism means discrimination towards Jewish people and this has been around for centuries, it did not start with the Nazis. 	Anti- Semitism: Prejudice against Jewish people.	Students will need to understand racism from PSHE lessons.
L2- What was life like in Nazi Germany for Jewish people?	<ul style="list-style-type: none"> Students will know that when Hitler came to power, there was an increase in anti- Semitic propaganda and people were indoctrinated into believing that Jews were subhuman. Students will know that the Nuremburg Laws removed German citizenship from Jewish people and forbade mixed marriages. Students will know that Kristallnacht saw the destruction of Jewish homes, businesses and synagogues. 	Indoctrinated: Brainwashing people into believing ideas without question. Persecution: Hostility towards someone based on race, religion, gender or age.	Students will know that anti- Semitism had existed for centuries and that it was not started with Hitler.
L3- What was life like in ghettos?	<ul style="list-style-type: none"> Students will know that before the Nazis had decided on the Final Solution, Jewish people were moved into ghettos. Students will know that the conditions in these ghettos were deliberately harsh. Students will know that the conditions in the Warsaw Ghetto were live endangering and there was resistance in the form of the Warsaw Ghetto Uprising. 	Ghetto: An area of a city with harsh living conditions. Uprising: An act of resistance.	Students will need to know that Jewish people faced persecution in Nazi Germany.
L4- What was the Final Solution?	<ul style="list-style-type: none"> Students will know that the Einsatzgruppen were in operation before the Wannsee Conference and were Nazi death squads. Students will know that the leading Nazis met at the Wannsee Conference to decide on the Final Solution Students will know that 6 million Jewish people were systematically murdered in extermination camps like Auschwitz. There was resistance at Auschwitz when prisoners blew up Crematorium 4. 	Einsatzgruppen: Nazi death squads killing Jews in Eastern Europe. Final Solution: The Nazi policy of exterminating Jews.	Students will need to know that Jewish people were persecuted and attacked in Nazi Germany and people were brainwashed.

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L5- What was life like in the post war world for Jewish people?	<ul style="list-style-type: none"> Students will know that Soviet forces liberated Auschwitz on 27 January 1945 but many feared a return to their home country due to persecution. In 1948, the creation of the State of Israel saw Jewish displaced persons and refugees moving into the new sovereign state. Students will know that today, there are Holocaust deniers that we as Historians must always challenge. 	<p>Persecution: Hostility towards someone based on race, religion, gender or age.</p> <p>Holocaust Denial: The act of denying that the Holocaust happened.</p>	Students will need to know that the Holocaust was the Genocide of 6 million Jews and other groups.
L6- Answering the EQ: How was the Holocaust allowed to happen?	<ul style="list-style-type: none"> Students will consolidate their understanding of the Holocaust and answer the EQ. 		Students will know how the Holocaust was allowed to happen.

History Year 9	EQ7- How did the legacy of empire impact post- war Britain from 1945? Disciplinary focus: Significance Substantive Concepts: Empire		
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>
L1- The Call for Independence: The end of the British Empire	<ul style="list-style-type: none"> Students will know that WW2 changed the world as countries started to campaign for independence. Students will know that after a long campaign, including the peaceful protests of Ghandi, India was granted independence in 1947. Students will know that the Suez Canal Crisis damaged the reputation of Britain and campaigns for independence from Kenya and Ghana were successful. 	<p><i>Independence: A country ruling itself.</i> <i>Decolonisation: Countries, once ruled over by another, becoming independent.</i></p>	Students will need to know that the British empire was once very powerful and was ¼ of the world
L2- Why did people migrate to Britain after WW2?	<ul style="list-style-type: none"> Students will know migrants came from the Caribbean to find work in Britain. Students will know that the partition of India led to violence so people moved to escape it (South Asia) and migrants arrived from East Asia from Hong Kong. Students will know that many Africans moved to Britain in search of better education and healthcare. 	<p><i>Migration: The movement of people.</i></p>	Students will need to know that India gained independence in 1947. Students will need to know the religious persecution that Jews faced in Europe during WW2.
L3- How did the arrival of Windrush impact Britain?	<ul style="list-style-type: none"> Students will know that Windrush arrived in London from Jamaica on 22 June 1948. On board were people looking for a better life and work in Britain. The arrival had a vast impact on Britain as migrants filled important jobs in healthcare and transport. The arrival saw an increase in racism in Britain that ultimately led to Immigration Acts 	<p><i>Empire Windrush: A ship carrying migrants from the Caribbean to England.</i> <i>NHS: National Health Service.</i> <i>Racism: Discrimination towards people based on their race or ethnicity.</i></p>	Students will need to know that there was a retreat from empire. People wanted to migrate to Britain for a better life and for work.
L4- What was Britain's relationship like with Europe?	<ul style="list-style-type: none"> Students will know that the European Economic Community (EEC) was established in 1957 but Britain was not a member. Students will know that Britain attempted to join the EEC but were not successful until 1973. Students will know that the EEC became the EU in 1993 under the Maastricht Treaty. 	<p><i>EEC: European Economic Community.</i> <i>EU: European Union.</i></p>	Students will need to know that powers of Europe had been engaged in the Second World War. Students will need to know that there had been a move away from Europe.
L5- What was the impact of migration on Britain?	<ul style="list-style-type: none"> Students will know that immigration caused tension in post- war Britain. Students will know that immigrant had a positive impact on industry and the arts. Students will know that the attitude towards Europe was mixed with referendums being held since 1973. Britain voted to leave in 2016. 	<p><i>Immigration: Moving into a country.</i> <i>Referendum: A vote by the electorate on a proposal, law or issue.</i></p>	Students will need to have some understanding that migration means the movement of people. Students will need to have some understanding of racism which they will from PSHE.

History Year 9	EQ7- How did the legacy of empire impact post- war Britain from 1945? Disciplinary focus: Significance Substantive Concepts: Empire		
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>
L6- Answering the EQ: How did the legacy of empire impact post- war Britain from 1945	<ul style="list-style-type: none"> Students will consolidate their knowledge on the legacy of empire looking at decolonisation, migration to Britain, the arrival of Windrush and the EEC. 		Students will need to know the legacy of empire