

## Year 9 History – the Second World War

<b>The Second World War</b>	<b>Knowledge, Skills, Understanding</b>
<b>Higher</b>	<p>Can write about historical events in detail with a sustained focus on explanation and analysis (e.g. Dunkirk, D-Day).</p> <p>Can explain and analyse the key arguments connected with the Second World War (e.g. Dunkirk – success or failure?).</p> <p>Can show sustained application of the nature, origin and purpose framework to analyse and evaluate sources in how effective they are to support a selected argument. [e.g. Hiroshima- a war crime?]</p> <p>Can evaluate why contrasting interpretations of the past have been constructed (e.g. the impact of the Battle of Britain).</p> <p>Can evaluate and assess the significance and impact of a historical figure (e.g. Winston Churchill).</p> <p>Can evaluate connections, contrasts and trends over a long period of time by referring to specific historical events from that period (e.g. change and continuity in the strategies used by Hitler).</p> <p>Can use historical terms and concepts with a sustained focus upon explanation and evaluation (e.g. Blitzkrieg, retreat, Holocaust).</p> <p>Can create relevant, highly structured and fully supported accounts using sustained own knowledge using source evidence and contextual knowledge.</p> <p>Can show in writing consistent evidence of independent research and knowledge gained outside the classroom.</p>
<b>Intermediate</b>	<p>Can describe historical events fully and can explain reasons for these events (e.g. Battle of Britain).</p> <p>Can explain and begin to evaluate the arguments connected with the Second World War. [e.g. significance of D-Day]</p> <p>Can draw substantiated inferences from different types of historical sources to support an argument with some application of the nature, origin and purpose framework to evaluate sources. (e.g. German invasion of Russia was a mistake).</p> <p>Can explain contrasting interpretations of the past using supporting knowledge (e.g. Dunkirk – a success or failure?).</p> <p>Can explain the impact of a historically significant figure (e.g. Adolf Hitler).</p> <p>Can explain and assess connections, contrasts and trends over a period of time (e.g. change and continuity in Hitler’s military strategy).</p> <p>Can consistently use and apply historical terms and concepts (e.g. dictator, Blitzkrieg, Home Front).</p> <p>Can create relevant, structured and evidentially supported accounts using detailed and accurate knowledge.</p> <p>Can show in writing some evidence of independent research and knowledge gained outside the classroom.</p>
<b>Foundation</b>	<p>Can describe with limited explanation a range of historical events (e.g. Dunkirk, Battle of Britain).</p> <p>Can identify and explain why some events are more significant than others. [e.g. the impact of the Battle of Britain]</p> <p>Can draw descriptive inferences from sources with inferred reference to nature, origin and purpose.</p> <p>Can explain different interpretations with some applied knowledge (e.g. the Final Solution was an inevitable development of Nazi anti-Semitism).</p> <p>Can begin to assess the role of a historically significant figure and reach a judgement (e.g. Neville Chamberlain).</p> <p>Can make connections and draw contrasts, and analyse trends over a period of time and explain reasons behind them (e.g. change and continuity in the Nazi anti-Semitic policy).</p> <p>Can use and apply historical terms and concepts (e.g. Holocaust, Home Front).</p> <p>Can create structured accounts taking into account a range of events and ideas using accurate knowledge.</p>

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