

KEVICC KS3 Curriculum:	Subject: History	Key terms and vocabulary.
Year: 9 Term: Autumn 1 and 2	Topic: The rise of Fascism in Germany	Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?
<p><b>What is the essential knowledge from this unit? What do students need to remember and understand?</b></p> <p><b><u>Conceptual focus is</u></b></p> <p>This topic is going to look at the rise of fascism in Germany and the consequences this had for Germany and the wider world.</p> <p>Additionally, the topic will provide an opportunity for those students who are taking GCSE History to be given some background information into how Adolf Hitler rose to power by 1933, looking at Germany in the immediate aftermath of the First World War and the rise of the Weimar Republic through the 1920s.</p> <p>A secondary central focus will be on the impact the rise of Nazi Germany has on ordinary people and the methods the Nazis used to control their day-to-day lives. This includes the impact on men, women, and children. Here there will be an assessment with source analysis and evaluation questions, much like the ones students would be expected to answer in the GCSE.</p> <p>From here students will look at the wider implications of the rise of the Nazis, with a focus on the Second World War and the impact that it had on the people of Germany.</p> <p>Finally there will be an in-depth focus on the persecution that happened in Nazi Germany, with a particular focus on anti-Semitism that led to the Holocaust. Once again, students will be asked to complete an assessment, with source based questions and an evaluation question much like the GCSE exams.</p>		<p>Conceptual vocabulary will be present throughout the topic:</p> <p>Change Continuity Cause Consequence Significance Similarity Difference</p> <p>Period specific terminology will also be present throughout the course.</p> <p>Understanding checked through questioning and regular feedback.</p> <p><b><u>Period and content specific terminology</u></b></p>
<p><b>What prior learning supports understanding of this content?</b></p> <p>This follows on directly from Summer 2 of Year 8. Here students will see the consequences of the end of the First World War. Otherwise, no prior knowledge is necessary.</p>	<p><b>How does this content link to future learning?</b></p> <p>Direct links of content to the GCSE. Also provides a foundational study into Nazi Germany and offers context for parts of the GCSE that are not covered in the OCR-B syllabus.</p>	<p>Treaty of Versailles, the Great Depression, Nazism, the Weimar Republic, Chancellor, Dictatorship, Control, Totalitarian, SS, Gestapo, Propaganda, Persecution, Anti-Semitism, The Nuremberg Laws, the Holocaust.</p>
<p><b>Reading:</b> Where in the unit are students supported to read complex academic text?</p> <p>Reading activities of sources provided by teachers to develop comprehension and literacy.</p>	<p><b>Writing:</b> Independent writing tasks and how they are structured</p> <p>Writing tasks provided every lesson – some comprehension from source material, some creative. All focused on the conceptual focus.</p>	
<p><b>Key assessments:</b></p> <p>How will students review the information learned?</p> <p>How will feedback be seen?</p>		

<p>Recaps every three lessons to assess knowledge (AO1), with quick-fire questions and immediate answers in low-stakes quizzing. This will also present opportunities for self-assessment and a purple pen exercise.</p> <p>Mid-topic and end of topic assessment: question sheet with answers in book; feedback sheet with pupil responding in purple pen.</p> <p>Mid-topic assessment on how the Nazis controlled the lives of German citizens.</p> <p>End of topic assessment on The Holocaust</p>	
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