

<u>Overview Document</u> <u>2026/2027</u>	Curriculum Area: ACE History	Year Group: 9
	Personnel Responsible: PPR	Quality Assured by: RDE

Cycle	Topic/Unit Title – Big Question	Content Coverage	Skill development and links to other areas of this subject's curriculum
2	What happened to Jewish people in Nazi Germany?	The Holocaust is a compulsory unit of study for KS3 students under the National Curriculum. Through this course, students will learn about Jewish identity, explore the concept of racism and understand who the Nazis were. Then, through extracts from the Diary of Anne Frank, they will gain an understanding of the fate of Jewish people under the Nazis. At the end of the course, there will be an opportunity to consider the range of people we can hold responsible for the Holocaust, and ways we can remember the event.	This unit introduces students to the historical context of the Second World War through the powerful and personal story of Anne Frank. Students begin by developing an understanding of Judaism and what it means to be Jewish, including the significant Jewish population in Europe before 1939. They then explore the concept of antisemitism, examining how stereotypes and prejudice contributed to widespread discrimination against Jewish people. Through studying the rise of the Nazi Party and Adolf Hitler, students gain insight into how political ideologies and propaganda fuelled hatred, and how this impacted Jewish communities across Europe. As the unit progresses, students focus on the life of Anne Frank, exploring her experiences as a refugee and her time in hiding in the Secret Annex in Amsterdam. Through extracts from Anne's diary, they develop an understanding of daily life in hiding, as well as the fear and uncertainty faced by those at risk of persecution. Key concepts such as the role of the Gestapo and the reality of concentration camps are introduced sensitively, helping students to understand the consequences of Nazi policies. Students are encouraged to reflect on themes of blame and responsibility, considering the roles of perpetrators, bystanders and resisters. The unit concludes with opportunities for reflection and remembrance, where students explore how the Holocaust is commemorated through memorials and museums. By engaging with these themes, students develop a deeper understanding of empathy, justice and the importance of remembering historical events. Throughout the unit, students are encouraged to discuss, question and

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4	How did life change in Britain since the Second World War?	In this module students will gain an insight into the social changes Britain has experienced since 1945. They will look at Nazis Germany and learn that Adolf Hitler was the leader of Germany and that he wanted to expand Germany and build up his army. Students will learn about the Polish invasion and why Britain joined WWII. Operation Dynamo will be looked at as a significant battle, and students will learn that this was set up as a rescue mission to extract the BEF (British Expeditionary Force) and bring them back to Britain. Bombing during WWII will be looked at in detail including the pros and cons of evacuation and Operation Pied Piper. At the end of the cycle, students will research women's efforts during the war alongside rationing and the effect this had on Britain.
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reflect, ensuring they not only gain historical knowledge but also consider the wider moral and social lessons of this period in history.

This unit explores the key events and experiences of the Second World War, focusing on how both military and civilian lives were shaped by the conflict. Students begin by examining the rise of Adolf Hitler and the outbreak of war, understanding how his ambition to expand Germany led to the invasion of Poland in 1939 and Britain's declaration of war. They explore early German successes and the significance of Operation Dynamo at Dunkirk, where the evacuation of Allied soldiers helped to sustain Britain's ability to continue fighting. Through the use of maps and discussion, students develop their understanding of chronology and the changing course of the war, recognising how key events impacted morale and the wider conflict.

The unit then focuses on life on the British home front, particularly during the Blitz, when cities such as London and Coventry were heavily bombed. Students learn how civilians adapted to wartime conditions, including the use of air raid shelters, gas masks and blackouts, as well as the evacuation of over three million children to the countryside during Operation Pied Piper. They consider the impact of evacuation, including its advantages and challenges, and how it brought together people from different social backgrounds. Students also explore the vital role of women, who were conscripted into industry and auxiliary forces such as the ATS, and examine the wider contributions of civilians, including the Home Guard and campaigns such as "Dig for Victory." Rationing and the use of ration books are studied to understand how resources were managed during and after the war.

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The unit concludes by examining the long-term impact of the war on Britain. Students explore post-war rebuilding, ongoing food shortages and the introduction of the NHS in 1948, recognising how the war led to lasting social change. Through these themes, students develop an understanding of how war affects both nations and individuals, while building skills in analysing cause and consequence, evaluating impact and reflecting on the experiences of people during this significant period in history.