Year 9 History – HT3+4
Why would it take all of society to win World War II?

BBC Teach website

1. Different types of government

DEMOCRACY

- People are discussing ideas and debating what they want, give their votes
- Different opinions are allowed
- Power is shared between two or more parties
- Everyone in the community can help to change the laws

DICTATORSHIP

- One main leader with a lot of power
- Peoples opinions are controlled/not really allowed your own opinion
- People get told what will happe
- No real parliament
- Only one political party allowed
- Dictator can change the laws an time
- Only one opinion is shown
- People look at the dictator almo like a king

2. Why did people vote for the Nazi Party?

Swastika (symbol of Nazis)

- Germany was facing poverty and economic problems in the late 1920s – this meant unemployment and starvation
- Hitler promised to end the Treaty of Versailles (it was seen as unfair)
- He also promised to create more jobs and make Germany a strong country again
- **Hitler was excellent at giving powerful speeches** to increase his/Nazi party popularity
- He became Chancellor of Germany in 1933

3. The Home Front

- The government issued gas masks to everyone in Britain
- German submarines were attacking British ships creating a shortage of supplies. This led to **rationing**.
- **Propaganda posters** were used to encourage citizens to act safely and support the war effort.
- **Air raid shelters** were built in peoples gardens + homes.
- The **Home Guard** was created in 1940 to protect Britain from invasion

Remains of a house after a bombing raid during the Blitz

4. Women in the War

- ✓ Women played an important role in the war and this is where they learnt new skills
- ✓ The worked in factories, as mechanics in the air force and farms (Land Army)
- ✓ **By 1943, 57% of jobs in factories were occupied by women**
- ✓ 1943- 80,000 women volunteered for the Women's Land Army
- ✓ Suddenly, women felt valued and important, this empowered them.

5. Vocabulary List

Allies	Countries which fought on the British side (including: USA, Great Britain, France, Russia (1941-1945)
Air raid shelter	A building to protect people from bombs dropped by planes Anderson Shelter: Made of corrugated iron. Usually at the end of the garden Morrison Shelter: Metal cage used inside the house. Could double as a kitchen table
Appeasement	A policy that meant giving in to someone's demands *as far as is reasonably possible* to avoid conflict.
Axis	Countries which fought on the German side (including: Italy, Germany, Japan, Russia (1939-1941)
Black out	System of ensuring no lights were visible after dark so that buildings could not be spotted by enemy planes
Blitz	Series of aerial bombing raids on the UK, mainly cities including London, Bristol & Nottingham
Democracy	A form of government where the **people** share in deciding how things are run. (Ruled by the people)
Dictatorship	A form of government where the **leader** has total power.
Enigma	A machine used by the Nazis to send coded messages
Fascism	Right wing political view associated with not allowing opposition and total control by a dictator.
Nazi (NSDAP)	Member of the fascist German political party which came to power in 1933. Symbol = swastika
Rationing	The controlled distribution of scarce resources (*mainly food & clothing*)
Treaty of Versailles	Written agreement between Germany and the Allies of WWI in which they agreed to end fighting if certain terms were met

Timeline

- **1918** The Treaty of Versailles ended WWI
- **1933** Adolf Hitler came into power in Germany
- **1936** Hitler led troops into the Rhineland, violating the Treaty
- **1938-1939** Germany invaded Austria, Czechoslovakia and Poland
- **3rd Sept 1939** Britain declares war on Germany which starts WWII
- **1940** Battle of Britain
- **Sept 1940- May 1941** The Blitz attacks
- **June 6th 1944** D-day and the Normandy invasion. Allied forces invade France and push back the Germans
- **7th May 1945** Germany surrenders
- **8th May 1945** Victory in Europe Day (VE Day)

Year 9 History at BCA

	Autumn		Spring		Summer	
	1 (6 weeks)	2 (7 weeks)	1 (6 weeks)	2 (6 weeks)	1 (6 weeks)	2 (7 weeks)
Year 9	How 'Great' was the Great War?	Did violence win women the vote in 1918?	Why would it take all of society to win World War II?		How do you fight a Cold War?	What can historical evidence tell us about Shoah?
Links to	*P1 KS4 (Trench warfare), Industrial Revolution, P3 KS4 (Weimar and Nazi Germany)*	*KS4 Skill prep Paper 3 (Germany), World War I and World War II*	*WWI and Holocaust, KS4 Paper 3 (Germany), Cold War*		*Interwar years, WWII, Current events (Ukraine), KS4 source skills*	*WWI, WWII, Rights and citizenship (PD), KS4 P3 (Germany). Combined SOW with P&B*
TC	Interpretations	Source skills	Cause and effect	Cause and effect	Source skills	Significance and sources

Understanding the curriculum	
Why are we studying this topic?	You will be able to understand how the political and economic situations in Europe after WWI led to totalitarian governments. This unit will also develop your understanding of different types of political leadership – democracy and dictatorship. You will also understand the wider impact war had on British society and the significance of Bletchley Park in helping secure victory in WWII.
How does it link to previous learning?	At the start of Year 9 we learnt about World War I and the effect it had on soldiers. In this unit we look at how the aftermath of this conflict led to the rise of dictators such as Hitler and Stalin. This unit will also continue to develop your understanding of the wider impact of war.
How will it link to future work?	This unit will develop core knowledge and understanding of the rise of Hitler in Germany and key features of fascism – these will be important for students continuing into KS4 (Paper 3). We will also continue to develop writing skills about causation and consequences to help students think like hisotrians.

Threshold concept this term

Good historians explain why things happen and the consequences

They can show how events have many causes and how these causes link together. They see that some causes are more important than others and things happen due to the actions of people as well as other causes e.g. the economy or politics. They can also explain the consequences or results of historical events for people at the time.

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