



Year 9 History Assessment Summer 2024

Student Checklist

Section 1: Timeline & Chronology		R	A	G
I understand when key events of the Twentieth Century occurred – such as the creation of the NHS				
I can explain what is meant by the term the ‘inter-war years’ and ‘post-war Britain’				
I can identify which era key events of the Twentieth Century occurred in				
I can identify the time period that the suffragettes used violent methods to protest for their right to vote				
I understand the year when the Empire Windrush arrived in London				

Section 2: The Second World War		R	A	G
I can explain when the Blitz was and where it happened				
I can identify which country was Britain’s most important ally during World War Two				
I can explain the role of the British Empire in supporting the war effort during World War Two				
I understand how the British 14 th Army were involved in the fighting during World War Two				

Section 3: The Holocaust		R	A	G
I can identify which nation had the largest Jewish population in Europe in 1939				
I understand what Auschwitz was and can explain its role in the Holocaust				



I can define what is meant by the term 'the Holocaust'				
I can explain what is meant by the term 'Collaboration' with the Nazis				
I can use examples to explain how different people across Europe resisted the Nazis and the Holocaust				

Student Checklist:				
Section 4: Post-War Britain 1950s-1980s	R	A	G	
I can explain the numerous parliamentary acts that were passed in the 1960s and how that changed the lives of women in Britain.				
I can illustrate my knowledge on ways in which the welfare state was developed in Britain in the Post-war era.				
I understand how there were limitations to those developments and how that impacted the level of change in Britain's welfare state.				
I can define Laissez-Faire and link this term to my knowledge on the welfare state in Britain.				
I can explain the numerous parliamentary acts that were passed in the 1960s to prevent discrimination against different groups in British society.				

Section 5: Mini-essay – Post-War Britain 1950s-1980s	R	A	G	
I can assess the impact of change in Post War Britain across three key themes: <ol style="list-style-type: none"> 1. The changing role of women 2. Britain's changing relationship with the rest of the world 3. The development of the welfare state 				



<p>I can explain the context of what Britain was like in the 1980s under Margaret Thatcher and how her time as Prime Minister impacted all three of the key themes above.</p> <p>I can refer to examples to demonstrate my knowledge on how things changed in Britain in the 1950s-1980s and link this knowledge to the three key themes above.</p> <p>For example, Suez Canal Crisis 1956 relates to Theme 2.</p>				
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Section 6: Communist Russia	R	A	G
I understand the term 'communism'			
I know who Stalin was and can explain key policies he introduced. (e.g. Five Year Plans, Collectivisation)			
I can explain how Russia changed after 1917 (as many examples as possible)			
I can explain the key ideas of Communism (as defined by Karl Marx) and how this influenced Communist Russia.			

Section 7: The Miners Strike	R	A	G
I can name the leader of the National Union of Mineworkers			
I can name the term used to describe miners who continued to go to work			
I can name the key locations of coal pits across the UK			
I understand the different tactics used by the government to secure victory against the miners			
I can explain what the aim of the miners and NUM was at the Battle of Orgreave			



Section 8: Mini-essay – The Miners strike		R	A	G
I can explain who Margaret Thatcher was and what she wanted to happen to the coal miners of Britain.				
Describe the tactics used by the miners when on strike				
Describe the tactics used by the government to secure victory against the striking miners				
Explain and analyse the accuracy of Thatcher’s comment that the miners used ‘mob violence and intimidation’ when on strike				
I can analyse, assess and explain whether Thatcher’s statement was accurate or not				