

History HT2

Year 9: International Relations- WWI

How Great was the ‘Great’ war?

<u>Assessment Opportunities</u>	<u>Literacy/Reading opportunities</u>	<u>CEIAG Links</u>
<p>All feedback follows the whole school teaching and learning policy with collective and personalised feedback.</p> <p>Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past.</p> <p>Assessment 2 – Was WWI really a ‘Great War’?</p>	<p>Reading and writing tasks are embedded in every lesson. In particular, a focus on reciprocal reading is in the lesson: TBAT: Describe the features and conditions of trench warfare in WWI.</p> <p>A focus on the whole school writing structure is in the lesson: TBAT: Explain the short-term causes of WWI.</p>	<p>Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, students will assess evidence from WWI and identify the challenges of source material. Such critical thinking is valuable in the world of work.</p> <p>Link to roles within the military and marketing/advertising.</p>

Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

Year 9 History Department Curriculum 2024 – 2025

Half Term 2 Scheme of Learning Focus: International relations – WWI	Enquiry Question How Great was the ‘Great’ war?
Intent of this scheme of learning	Prior learning and links to future learning
The intent of this scheme of learning is for students to understand that despite all the developments and advancements over the years, the twentieth century was the bloodiest in human history. The wars were world changing which not only affected the soldiers but all within the countries involved. Students will compare to modern day warfare and assess the decisions made which spanned the first part of the twentieth century.	Students have learnt about warfare in the Medieval and Early Modern eras so that a comparison of tactics can be drawn. Students have also assessed the British empire and can link imperialism as a motive for WWI. Students will learn about the interwar years in HT3 and the rise of dictators, building on the knowledge and understanding gained from studying WWI.

Disciplinary Knowledge	Substantive Knowledge
<p>Disciplinary knowledge refers to knowledge of history as a discipline: the methods of historians and their conceptual frameworks. This scheme of learning primarily assesses the concepts of cause/consequence and significance across the timescale.</p> <p>Interpreting the past: Students will be exposed to the works of Historians and will learn to ‘Think like a Historian’ by looking at interpretations of the past, and in particular the work of:</p> <p>Dan Snow – The world’s greatest twentieth century battlefields</p>	<p>British Knowledge:</p> <ul style="list-style-type: none"> • The causes of WWI – Militarism, Alliances, Imperialism, Nationalism • A new type of warfare – Trench warfare and new technology • Recruitment and the Home Front • The role of women • The armistice <p>Meanwhile elsewhere in Europe and/or the Wider World:</p> <ul style="list-style-type: none"> • Conflict in the Balkans • The assassination of Archduke Franz Ferdinand

Assessment and Feedback	CEIAG links	Academy core values – Respect, Ambition, Resilience and Compassion
All feedback follows the whole school teaching and learning policy with collective and personalised feedback.	Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, students will assess evidence from WWI and identify the challenges	Students will demonstrate compassion for the soldiers from a variety of countries and also loved ones waiting at home. Students will recognise the resilience of individuals through hardship and draw comparison to hardship in the modern day.

Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past. Assessment 2 – Was WWI really a ‘Great War’?	of source material. Such critical thinking is valuable in the world of work. Link to roles withing the military and marketing/advertising.	
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Tier 2 vocab	Rivalry	Conflict	Tension	Outbreak	Significance	Recruitment	Interpretation	Propaganda	Decision	Morale
Tier 3 vocab	Triple Entente	Triple Alliance	Black Hand Gang	Schlieffen Plan	Assassination	Conscription	Trench warfare	Somme	Stalemate	Realm

Lesson Sequencing			
	Learning Intention: TBAT	Knowledge	Skills
1	Explain the long-term causes of WWI	<ul style="list-style-type: none"> • Militarism, Alliances, Imperialism, Nationalism • Tripe Entente and the Triple Alliance • Arms race – dreadnoughts • European rivalry over Africa 	<ul style="list-style-type: none"> • Describe the position of GB 1900 – 1914. • Prioritise reasons for the outbreak of World War One. • Assess the significance of MAIN for the outbreak of war.
2	Explain the short-term cause of WWI	<ul style="list-style-type: none"> • Conflict in the Balkans linking to the assassination. • Archduke and wife’s anniversary visit • Background ad role of the Black Hand Gang • How the murder led to war 	<ul style="list-style-type: none"> • Describe who Franz Ferdinand and the Black Hand Gang were. • Explain why there were tensions between Serbian nationalists and Austria-Hungary. • Reach a judgement on why there was a World War and assess the significance of the assassination.
3	Assess the significance of the Schlieffen Plan	<ul style="list-style-type: none"> • Germany’s plan and assumptions • Role of Russia, France, Belgium and Britain • The creation of a stalemate 	<ul style="list-style-type: none"> • Rank reasons why the Schlieffen Plan was created. • Explain what the Schlieffen Plan was. • Evaluate the success of the Schlieffen Plan.
4	Assess recruitment methods into the military in WW1 for Britain	<ul style="list-style-type: none"> • The need for more soldiers • The power of the propaganda poster • Variety of posters • The push and pull or propaganda • Pals battalions 	<ul style="list-style-type: none"> • Describe the key ways in which the British government recruited soldiers during WWI. Provide examples of recruitment methods and explain why they were successful.

		<ul style="list-style-type: none"> • Conscription 	<ul style="list-style-type: none"> • Compare recruitments during WWI with recruitment today.
5	Describe the features and conditions of trench warfare in WWI	<ul style="list-style-type: none"> • Trench location and structure – British and German • Trench life – boredom, routine, hygiene, dangers 	<ul style="list-style-type: none"> • Describe the conditions in the trenches. • Provide examples of the difficulties soldiers faced. • Compare the consequences of trench life to post-war traumas today.
6	Assess interpretations of the Battle of the Somme	<ul style="list-style-type: none"> • Location of the Somme and reasons for the battle • The role of Field Marshal Douglas Haig • ‘Lions led by Donkeys’ • Historian interpretations of the Somme and decisions made 	<ul style="list-style-type: none"> • Describe events at the Battle of the Somme. • Explain the decisions made by General Haig • Compare interpretations of the Somme.
7	Explain how lives were affected at home during WWI	<ul style="list-style-type: none"> • DORA – loss of freedom • The economy • The threat from above • The threat from the sea 	<ul style="list-style-type: none"> • Compare different ways in which life changed at home during the war. • Explain what DORA was and why it was introduced. • Analyse the positive and negative consequences of DORA and reach an overall judgement.