

**Scheme of Work: History**

**Key Stage 3**

**Year 9: Unit 2 Period Study Understanding the Modern World, 1900 to the Present Society and Culture I**

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| **About the unit:**  In this period study students have the opportunity to investigate the causes of the First World War through studying MAIN- militarism, alliances, imperialism, nationalism. They then move on to investigate the reasons why men chose to fight as well as conscientious objectors. They will study the nature of trench warfare, trench conditions and stalemate, alongside weaponry and key battles. Students will investigate the contribution of volunteers from across the British Empire. They will conclude their enquiry with an analyis of the usefulness of the Wipers Times. |
| **Learning Outcomes**  This thematic study will help students to develop:   * An understanding of key moments, events and people. * An understanding of the causes of World War I and the links between them.   At the end students will know about:   * The causes of World War I- militarism, alliances, imperialism and nationalism. * The assassination of the Archduke Franz Ferdinand and the July Crisis that followed. * The trench system and features of trench warfare including conditions and weaponry. * The contribution of soldiers from across the British Empire.   Students will be able to:   * Explain that World War I had several interlinked causes. * Explain why stalemate developed on the Western Front. * Explain the conditions faced by soldiers on the Western Front and why they continued to fight. * Explain how soldiers from across the Empire contributed to the war effort. |
| **Key terms and vocabulary:**  Through the activities in this unit students will be able to understand, use and spell correctly the following words:  **Key terms:** Militarism, alliances, imperialism, nationalism, empire, Triple Entente, Triple Alliance, hostility, conflict, tension, splendid isolation, naval race, arms race, dreadnought, Weltpolitik, suspicion, campaign, nationalist, patriotic, independence, terrorism, Black Hand Gang, Sarajevo, Bosnia, assassination, Archduke Franz Ferdinand, Schlieffen Plan, recruitment, volunteers, patriotism, Kitchener, conscription, Pals’ Battalions, conscientious objectors, morale, trench, trench warfare, reserve, front-line, communication trench, dug-out, stalemate, no-man’s land, ‘over the top’, unsanitary, gangrene, amputation, stalemate, bombardment, defence, tunnelling, mining, weaponry, tanks, poison gas, flamethrowers, interrupter gear, colonies, Empire, Victoria Cross, casualty, casualties, bombardment, artillery, counter-attack, deadlock, censorship, civilians, Defence of the Realm Act, bereavement, munitions.  **Assessment Opportunities**  Students will complete an assessment covering their understanding gained in their study of this unit. This will demonstrate:   * Students recall of knowledge. * Students’ literacy skills. * Students’ writing independence * Reveal their awareness of key features of each period * Source analysis skills. * Reveal their understanding of causes. * Empathy.   Every lesson offers oppprtunity for formative assessment, for example, spelling checks, quick quizzes, source analysis. |
| **Links to 2014 National Curriculum**  Content knowledge:   * The First World War. * The development of the British Empire.     Disciplinary knowledge:   * Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. * Pursue historically valid enquiries. * Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’. * How people’s lives have shaped this nation and how Britain has been influenced by the wider world.   **Links to future learning at KS3:**   * Links to study of migration and empire in Years 7 and 8. |
| **Links to future learning at GCSE:**  This unit offers a helpful learning foundation for those students choosing to study History at GCSE:   * AQA GCSE History- Conflict and Tension, World War I, 1894-1918. * Examination skills- Comparison, Handling Evidence, Understanding of Change and Continuity, Literacy Skills, Empathy, Chronological understanding, Asking historically valid questions. |



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| **Lesson and WALT:** | **Starter** | **Development Activities** | **Plenary** | **Resources** | **Assessment Opportunities** | **Key Skills/ Cross-curricular Links** | **Cultural Capital/ Careers** |
| **Lesson 1 WALT:**  To explain why war broke out in 1914.  **Key Terms:**  Militarism, alliances, imperialism, nationalism, empire, Triple Entente, Triple Alliance, hostility, conflict, tension, splendid isolation. | Students watch and listen to a brief clip on causes of WWI. They make notes on MAIN: militarism, alliances, imperialism, nationalism. | Teacher explains that the focus of the lesson will be on the second bullet point: alliances- possibly the most significant factor in the conflict becoming a ‘world war’.  Students complete an investigation into the six major powers that formed the Triple Entente and Triple Alliance. They complete a table which will be used to explain to a US visitor the reasons for and nature of the two armed camps in Europe. Students use their completed table to identify sources of potential tension in Europe. | Students assess how useful the source is in showing us how the system of alliances contributed to the outbreak of war. | Power point, information cards. | Teacher questioning, class discussion, completed table, source analysis. | Link to GCSE: Conflict and Tension WWI. | Impact of global conflict. |
| **Lesson 2 WALT:**  Be able to explain why the arms and naval race helped create war in Europe.  **Key Terms:**  Naval race, arms race, dreadnought, Weltpolitik, suspicion, campaign. | Students re-cap the causes of WWI: MAIN. Students analyse a quote by the historian James Joll- what is he trying to say and why is this the case? Students should link back to last lesson. | Using their table from last lesson students draw conclusions on why the Kaiser’s actions were causing tension in Europe. Teacher discusses the tensions that led to the Anglo-German naval race.  Students complete worksheet.  Students design a poster with the campaign slogan, ‘We want eight and we won’t wait’. | Students explain why there was popular enthusiasm for war in 1914 and how that might differ today. | Power-point, worksheet, plain paper, coloured pencils. | Teacher questioning, class discussion completed worksheet. | Link to GCSE: Change and Continuity WWI. | Impact of global conflict. |
| **Lesson 3 WALT:**  Be able to explain how the assassination in Sarajevo led to war.  **Key Terms:**  Nationalist, patriotic, independence, terrorism, Black Hand Gang, Sarajevo, Bosnia, assassination, Archduke Franz Ferdinand, Schlieffen Plan. | Quick quiz to re-cap earlier learning.  Look back to table completed in first lesson of this enquiry- what were the concerns of Austria-Hungary? Why were Serbia and Russia closely linked? | Students complete a fact-file on the Black Hand Gang.  Students watch and answer questions on the Dan Snow clip on the assassination in Sarajevo. Answers are discussed and checked.  Students produce a story board/ comic strip on the murder of the Archduke.  Students glue in their own copy of the July Crisis. Read through and discuss as a class. | Link back to source on the alliances as discussed in the first lesson of this enquiry. | Power-point, fact-file template, question sheets- Dan Snow clip, comic strip template. | Teacher questioning, class discussion, completed fact files, answers and comic strips. | Link to GCSE: Change and Continuity WWI. | Impact of global conflict. |
| **Lesson 4 WALT:**  Explain why some men signed up to fight and others refused.  **Key Terms:**  recruitment, volunteers, patriotism, Kitchener, conscription, Pals’ Battalions, conscientious objectors, morale. | Students analyse a recruitment poster published in Britain in 1914.  Teacher draws students’ attention to the popular enthusiasm for war in both Britain and Germany in 1914. | Students are introduced to Kitchener’s campaign for a ‘volunteer army’.  Students complete a range of activities linked to recruitment- propaganda posters and ‘pals’ battalions’.  Students analyse the profiles of conscientious objectors and explain why they chose not to fight. | Discussion: ask students whether they agree that it is appropriate to punish people if they chose not to fight. | Power-point, profiles- conscientious objectors. | Teacher questioning, class discussion, completed tasks, source analysis. | Link to GCSE: Change and Continuity WWI. | Citizenship- is conscription acceptable? |
| **Lesson 5 and 6 WALT:**  Explain what daily life was like for soldiers in WWI.  **Key Terms:**  Trench, trench warfare, reserve, front-line, communication trench, dug-out, stalemate, no-mans land, ‘over the top’, unsanitary, gangrene, amputation. | Students are shown photographs of landscapes. They are asked to determine what the features shown are. | Students complete the tasks from slide 1 or 2 (depending on ability) of the ‘source story scholarship’ power-point (students will need printed copies A3).  Students complete tasks investigating the trench system- copies from slide 7.  Students watch a clip and record three details they can identify about trench warfare.  Students watch a second clip and label the equipment on their diagram of a soldier.  Following further investigation students complete a diary entry on life in the trenches. | Explain the key words on slide 13. | Power-points, printed slides. | Teacher questioning, class discussion, completed task sheets, diary entry. | Link to GCSE: Change and Continuity WWI. | Consideration of why soldiers continued to fight. |
| **Lesson 7 WALT:**  Identify key battles and how they led to stalemate.  Explain the reasons why the first day of the Battle of the Somme was seen as a disaster.  **Key Terms:**  Casualty, casualties, bombardment, artillery, counter-attack, stalemate, deadlock, censorship. | Using a map of the Western Front, teacher explains key battles and their consequences. | Students focus on the Battle of the Somme. They read an account and identify reasons for the disaster: poor leadership and planning; failing technology and things beyond British control.  Students analyse Sources A, B and C based on their new understanding. | Using the front-page news report- slide 6, students explain how the Battle was described back in Britain.  Teacher explains how the reality of the Somme was realised as the reality of the loss of huge numbers of men was realised.  Teacher highlights Haig’s response- students discuss their reaction to this. | Power-point, account of the Battle of the Somme, highlighters/ colours. | Teacher questioning, class discussion, completed tasks. | Link to GCSE: Change and Continuity WWI. | Empathy, censorship. |
| **Lesson 8 WALT:**  Explain new developments during WWI.  **Key Terms:**  Stalemate, bombardment, defence, tunnelling, mining, weaponry, tanks, poison gas, flamethrowers, interrupter gear. | Students are shown an image of soldiers in the trenches. What would they write in the speech bubbles?  Students analyse a written source and complete a MUST, SHOULD, COULD task depending on ability. | Students investigate four developments in weaponry, all designed to break the stalemate. For each type of weaponry, students assess how the new weapon worked, how effective it was and when it was first used and how. Challenge task available where necessary. | Students complete a summary pyramid. | Power-point, information on trench weaponry. | Teacher questioning, class discussion, completed tasks, summary pyramid. | Link to GCSE: Change and Continuity WWI. |  |
| **Lesson 9 WALT:**  Examine the contribution of soldiers from the British Empire to the war effort.  **Key Terms:**  Colonies, Empire, Victoria Cross. | Students are asked to recall why young men decided to volunteer. Students are then asked to consider why men from British colonies would choose to fight.  Teacher explains the importance of Britain’s colonies to the overall war effort. | Students watch a clip and listen to views on why men from the colonies chose to fight.  Students explain why Khudadad Khan chose to volunteer.  Students analyse the tactics used by propaganda posters in recruiting soldiers from across the Empire.  Students analyse an account of Muslim troops written by a Belgian soldier.  Students complete a task sheet (printed from slide 9) using the empire information cards. | Students compare completed sheets on the contribution of the British Empire. | Power-point, What impact did the Empire make? Worksheets, Empire information cards. | Teacher questioning, class discussion, completed tasks, completed sheets- What impact did the Empire make? | Link to GCSE: Change and Continuity WWI. | Citizenship- contribution of British colonies to WWI. |
| **Lesson 10**  **WALT:** understand the impact of WWI on the British home front.  **Key Terms:** civilians, Defence of the Realm Act, bereavement, munitions. | Discussion of images from the Home Front during WWII. What do students know about the impact of WWII on people? They may discuss evacuation, the Blitz, women in the workplace. Teacher explains that civilians were also impacted during WWI and that this will be the focus of the lesson. | Students are introduced to some personal stories from the Home Front. These should provoke a class discussion about the differing experiences people faced.  Students then move on to a broader investigation using the cards.  Using this knowledge, they should create a brief for an exhibition space in the Imperial War Museum. Brief can be completed for homework to allow an opportunity for further research. | Students share any interesting plans they have made. | Power point, cards | Teacher questioning, class discussion. Completed museum briefs. | Link to GCSE: Conflict and Tension, WWI | Empathy. |