



# YEAR 11 SPRING

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic:

### Conflict and Tension:

#### Causes of the War

#### Stalemate

#### Ending the War

<b>Curriculum Intent</b>	In addition to working further on objectives from Year 10 pupils will be taught, following National Curriculum guidelines, the following this term:
<b>Skills/Assessment Objective Links</b>	<p><b>Conflict and Tension 1894-1914: Causes / Stalemate / Ending the War</b></p> <p>This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.</p> <p>In addition to working further on objectives from Year 9 pupils will be taught, following National Curriculum guidelines, the following this term:</p> <ul style="list-style-type: none"> <li>• AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</li> <li>• AO2: explain and analyse historical events and periods studied using second-order historical concepts.</li> <li>• AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</li> <li>• AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</li> </ul>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC:</b> Students will consider what life is like under a dictatorship and totalitarian rule. They will explore the idea of censorship and a police state. <b>Through their exploration of historical sources, they will also consider how the provenance of information can affect its</b></p> <p><b>PSHE/British Values:</b> Students will consider the history of Britain and how this has informed the modern day. Students will consider British values such as liberty and toleration in comparison to life in Nazi Germany. They will consider the beginning of the welfare state and foundation of the NHS.</p> <p><b>Skills Builder:</b> asking open questions, how to take notes, using questions to identify bias</p>
<b>Numeracy</b>	Students will need to have a chronological understanding, particularly with the thematic topic of Medicine Stands Still. They will be asked to analyse statistics as source and to use this to make inferences about an historical topic.
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Vocabulary Tier 2: Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.</li> <li>• Vocabulary Tier 3: Nationalism, militarism, imperialism, conscription, telegram, treaty, convoys, unrestricted submarine warfare.</li> <li>• Reading: Students are expected to read extending articles, sources and interpretation in their work. They will consider extended historian's interpretations, being encouraged to pick out key terms and language. They will be asked to make inferences and use their own knowledge to evaluate reading pieces.</li> <li>• Writing: students will be expected to write extended answers ranging from 4 to 16 mark essays.</li> <li>• Oracy: discussion and debate regularly used in lesson to analyse topics.</li> </ul>
<b>Becoming future ready</b>	<b>Careers/Employability:</b> transferable skills – problem solving, communication, time management, presentation skills, condensing information, making arguments, using evidence, showing empathy and insight.
<b>Adaptation</b>	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p><b>By product:</b> differentiated outcomes using must, could, should.</p>

<b>QFT/SEND Provision</b>	<p><b>By resource:</b> PowerPoints and lesson plans provide different levels of differentiation to access, 'key points' extension, stretch and challenge. Stimulus questions are of a different ability.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<b>Implementation Curriculum Delivery</b>	<p><b>Conflict and Tension: Causes of War</b></p> <p>C1 I can describe the long term causes of WW1- Alliance system, Morocco, Bosnia, Kaiser Wilhelm, Splendid Isolation, arms &amp; Naval Race</p> <p>C2 I can describe the events of the assassination of Archduke Franz Ferdinand</p> <p>C3 I can explain how the assassination led to war</p> <p>C4 I understand what the Schlieffen Plan was and how it led to war</p> <p>C5 I can make a judgement about which cause was the most important in starting WW1</p> <p><b>Conflict and Tension: Stalemate</b></p> <p>C6 I can explain why the Schlieffen plan failed and how it led to stalemate</p> <p>C8 I can describe what conditions in the trenches were like and assess whether it was really so bad</p> <p>C9 I can describe the weaponry used in WW1</p> <p><b>Conflict and Tension: Ending the War</b></p> <p>C13 I can explain what the Bolshevik Revolution was and how it led to Russia surrendering from WW1</p> <p>C14 I can explain why the USA joined the war and the impact that this had</p> <p>C15 I can describe what was happening on the German Home Front and how this led to the Spring Offensive</p> <p>C16 I can explain the allied forces Hundred Days campaign and how it led to victory</p> <p>C17 I can examine what life was like on the German Home Front- armistice, abdication of the Kaiser, ending the war</p> <p>C18 I can analyse the contributions of Foch &amp; Haig to the allied effort</p>
<b>Learning Outcomes (Knowledge)</b>	
<b>Current learning to be developed in the future within:</b>	Due to the interleaving approach of the KS4 history, these topics will be returned to and recapped when they are interleaved. This will entail retrieval practice quiz or practice questions.
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.

