



Netherhall School

Year 10 History/ GCSE

Unit – Conflict and Tension: the First World War, 1894-1918

AO1 – Knowledge and understanding

- knowledge and understanding of specific historical events, periods and societies
- knowledge and understanding of the key features and characteristics of the periods studied: the chronology, individuals, events, developments and issues
- apply knowledge and understanding to explain events, concepts and people studied
- understand and appropriately use in context of historical terms including first order historical concepts such as ‘constitution’, ‘nation’, ‘revolution’, ‘society’
- deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’

AO3 – Analysing sources

- select and combine information from different sources of evidence
- compare and evaluate sources of evidence
- use sources of evidence critically to explain and analyse the past
- construct valid and realistic historical claims by using a range of sources in context
- understand and use critically and constructively a range of contemporary source material appropriate to the period to frame their own valid historical questions and make their own valid historical claims
- understand how evidence is used rigorously to make historical claims, discerning how and why different interpretations of the past have been constructed.

AO2 – Explanation and analysis

- analyse and explain the reasons for, and results of, events and changes.
- explain links and relationships between features
- analyse key changes.
- 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
- understand the key features and characteristics of the periods studied in relation to second order historical concepts of continuity, change, cause, consequence, significance and similarity and difference within situations
- understand the relationships between different aspects within the periods studied, making connections, drawing contrasts and analysing trends.

AO4 – Interpretations

- analyse and explain why there are different historical interpretations of events, people and changes
- discern how and why different interpretations of the past have been constructed
- develop a critical appreciation of how and why different interpretations have been constructed about historically significant people, events and developments
- understand of the nature of historical study, for example, that history is concerned with judgements based on available evidence and that some historical judgements may be more valid than others

Curriculum Map

Unit:

Wider World Depth Study

Conflict and Tension: the First World War, 1894-1918

Topics studied:

1. How did the war start?
 - How did Alliances help start the war?
 - Course introduction
 - How did Alliances help lead to war?
 - How do we answer a question about sources?
 - How did international rivalry help start the war?
 - What were the Moroccan Crises?
 - What was the Balkans crisis?
 - Why did the Naval Race help lead to war?
 - How did war break out?
 - What happened at Sarajevo?
 - How and why did the First World War break out?
2. Why did the war grind into stalemate?
 - What can we learn about the First World War from a historical movie?
 - What was the Schlieffen Plan?
 - Why did the Schlieffen Plan fail?
 - Exam Q on the Schlieffen Plan
 - What was the Western Front?
 - What can we learn from sources about Trench life?
 - What were the key battles on the Western front?
 - Why did the Gallipoli Campaign fail?
 - How was war fought at sea?
 - How was war fought in the air?
3. How did the war finally come to an end?
 - Why did Russia leave the war?
 - Why did the USA enter the war?

- What was the impact of new tactics and technology?
- What was the Ludendorff Offensive?
- What was the Hundred Days Offensive?
- What was the impact of the war on the Home Front?
- How did the war end?
- Why was Germany defeated?

GCSE syllabus links:

AQA syllabus:

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.

Part one: The causes of the First World War

- The Alliance System: the Triple Alliance; Franco-Russian Alliance; relations between the ‘Entente’ powers; the crises in Morocco (1905 and 1911) and the Balkans (1908–1909), and their effects on international relations.
- Anglo-German rivalry: Britain and challenges to Splendid Isolation; Kaiser Wilhelm’s aims in foreign policy, including Weltpolitik; colonial tensions; European rearmament, including the Anglo-German naval race.
- Outbreak of war: Slav nationalism and relations between Serbia and Austria-Hungary; the assassination of Archduke Franz Ferdinand in Sarajevo and its consequences; the July Crisis; the Schlieffen Plan and Belgium; reasons for the outbreak of hostilities and the escalation of the conflict.

Part two: The First World War: stalemate

- The Schlieffen Plan: the reasons for the plan, its failure, including the Battle of Marne and its contribution to the stalemate.
- The Western Front: military tactics and technology, including trench warfare; the war of attrition; key battles, including Verdun, the Somme and Passchendaele, the reasons for, the events and significance of these battles.
- The wider war: the war on other fronts; Gallipoli and its failure; the events and significance of the war at sea, including Jutland, the U-Boat campaign and convoys.

Part three: Ending the war

- Changes in the Allied Forces: consequences of the Bolshevik Revolution and the withdrawal of Russia on Germany strategy; the reasons for and impact of the entry of the USA into the war.
- Military developments in 1918 and their contribution to Germany's defeat: the evolution of tactics and technology; Ludendorff the German Spring Offensive; the Allied advance during The Hundred Days.
- Germany surrenders: impact of the blockade; abdication of the Kaiser; armistice; the contribution of Haig and Foch to Germany's defeat.

National Curriculum links:

Prior learning in Y9 – causes of WWI and the Western Front

Key skills practised/ developed:

AO1/ AO2/ AO3


Approx time needed:

1 term

Other notes:

This is the first unit taught in the GCSE History course.

<p>Key knowledge to be taught:</p> <p>Who were the Great Powers of Europe, before 1914?</p> <ul style="list-style-type: none"> • Britain – largest empire, world’s largest economy by 1900, huge Navy. • France – 2nd largest empire, hated Germany since defeat in 1870 Franco-Prussian War. • Russia – world’s largest country, but peasants lived in poverty and Tsar (emperor) refused to share power. • Germany – formed 1871, ruled by Kaiser (Emperor), tiny empire, economy began to overtake Britain in 1913, huge modern army. • Austria-Hungary – no empire, 15 different languages spoken by citizens, many of whom hated Emperor, wanted independence. <p>Historical skills:</p> <p>AO1/ AO2/ AO3</p>	<p>Learning Objective: Course introduction</p> <p>Check Prior Knowledge:</p> <p>Outline courses and resources Images to recall WWI knowledge Cartoon map and clipart images to recall/ introduce situation in Europe</p> <p>Teaching and modelling:</p> <p>Use PPT slides to outline MAIN/ LT causes of WWI</p> <p>Deliberate practice:</p> <p>Checking Understanding/ Intervening and Correcting</p> <p>Mini-knowledge test Students use clipart images to explain causes</p>
<p>Key knowledge to be taught:</p> <p>What were the two Alliance systems?</p> <ul style="list-style-type: none"> • Countries formed alliances to defend each other: • 1882 Triple Alliance: Germany, Austria-Hungary and Italy. • 1892 Franco-Russian Alliance: Russia and France, to encircle Germany. Expanded in 1907 to Triple Entente: Russia, France and Britain. <p>Historical skills:</p> <p>AO1/ AO2/ AO3</p>	<p>Learning Objective: How did Alliances help lead to war?</p> <p>Check Prior Knowledge:</p> <p>Students use clipart images to recall and explain causes</p> <p>Teaching and modelling:</p> <p>Food/ drink images used to identify Great Powers Model how to access info from sheets</p> <p>Deliberate practice:</p> <p>Students research and assemble info on Great Powers in groups – use textbook and accessible info sheets Students use sentence starters to summarise key points about alliances</p>

	<p>Checking Understanding/ Intervening and Correcting</p> <p>Teacher supplies/ shares model sentences</p>
<p>Key knowledge to be taught:</p> <p>Content/ Origin/ Purpose</p> <p>What was ‘Splendid Isolation’?</p> <ul style="list-style-type: none"> British policy of avoiding alliances. Ended 1904 when Britain signed ‘Entente Cordiale’ agreement with France. Expanded 1907 to include Russia: Triple Entente. <p>Historical skills:</p> <p>AO1/ AO2/ AO3</p>	<p>Learning Objective: How do we answer a question about sources?</p> <p>Check Prior Knowledge:</p> <p>1 min to read and recall slide about alliances</p> <p>Teaching and modelling:</p> <p>Students ask Qs about Punch cartoon, to engage interest Use PowerPoint slides to outline international relations</p> <p>Deliberate practice:</p> <p>Students annotate links onto chart about international relations, based on PowerPoint info Teacher plans and models start of exam answer to source Q, students complete it.</p> <p>Source A suggests that Britain was not fully convinced that forming an alliance with France was the right thing to do. How do you know? Explain your answer by using Source A and your contextual knowledge. (4)</p>  <p>Checking Understanding/ Intervening and Correcting</p> <p>Review answers using supplied criteria, with green pen and highlighters. Compare to model answers, optionally.</p>
<p>Key knowledge to be taught:</p> <p>What were the Moroccan crises?</p>	<p>Learning Objective: What were the Moroccan Crises?</p> <p>Check Prior Knowledge:</p>

- Morocco – north African country. France wanted it in their empire.
- 1905 Crisis – Kaiser Wilhelm II (German emperor) visited Morocco, to challenge the French. 1906 Algeciras Conference: Britain backed France who gained part control of Morocco, Germany humiliated.
- 1911 Crisis – French sent 20,000 soldiers to support Sultan of Morocco, Germany sent battleship, wanted navy base at Agadir. German backed down again, war narrowly avoided.

Historical skills:

AO1/ AO2/ AO3

Students annotate exam Q/ plan (but not write) answer, to recall key knowledge and exam technique from previous lesson:

Source A is critical of the alliance systems before WWI. How do you know?



Teaching and modelling:

Kaiser image used to introduce LO/ engage students – ask Qs from class.

Image of Morocco, to give context

Outline summary given to students

Deliberate practice:

Students takes notes on key points, using film clips, PowerPoint, textbook

Students discuss true/ false statements

Checking Understanding/ Intervening and Correcting

Return to Kaiser cartoon – can students now explain it/ answer their Qs?

Key knowledge to be taught:

What were the Balkan crises?

- Balkans: small countries in South East Europe, part of Ottoman (Turkish) Empire, Austria-Hungary wanted to gain territory here.
- 1908–09: Austria-Hungary seized Bosnia. Neighbouring Serbia (backed by Russia) angry. Germany backed Austria-Hungary, Russia backed down.
- 1912-13 First and Second Balkan Wars: Balkan countries (The Balkan League) fought Turkey, Serbia emerged as most

Learning Objective: What was the Balkans crisis?

Check Prior Knowledge:

PowerPoint images used to recall/ make links with prior learning

Source cartoon to recall/ discuss concept of ‘Splendid Isolation’

Teaching and modelling:

Slides and textbook to outline key events of Balkan crises

Reciprocal reading using textbook

Franz Ferdinand image – use to draw links with shooting

<p>powerful Balkan country. Serbia wanted Austria-Hungary out of Bosnia.</p> <p>Historical skills:</p> <p>AO1/ AO2/ AO3</p>	<p>Deliberate practice:</p> <p>Linking task – students makes connections between different elements</p> <p>Checking Understanding/ Intervening and Correcting</p> <p>‘Who wants to be a millionaire’ quiz</p>
<p>Key knowledge to be taught:</p> <p>What did Kaiser Wilhelm II want?</p> <ul style="list-style-type: none"> Wanted Germany to have an empire, and to be a world power: ‘Weltpolitik’. Wanted a navy to rival Britain’s. <p>What was the Arms Race?</p> <ul style="list-style-type: none"> Major powers increased their armies and made war plans. Anglo-German naval race: Britain built 29 ‘Dreadnought’ battleships, Germany built 17 battleships. <p>Historical skills:</p> <p>AO1/ AO2/ AO3</p>	<p>Learning Objective: Why did the Naval Race help lead to war?</p> <p>Check Prior Knowledge:</p> <p>Knowledge recap quiz</p> <p>Teaching and modelling:</p> <p>Students make inferences from images of Royal Navy and Kaiser – then view and recall key info about them</p> <p>Reciprocal reading about Naval Race</p> <p>Deliberate practice:</p> <p>Outline ‘COP’ approach to tackling sources</p> <p>Annotate sources, based on COP</p> <p>Teacher live-models exam answer to source Q, using student input.</p> <p>First World War Q2 (12 marks)</p> <p>How useful are Sources B and C to an historian studying why Anglo-German rivalry led to war?</p> <p>Checking Understanding/ Intervening and Correcting</p> <p>Review answer using checklist criteria</p>
<p>Key knowledge to be taught:</p> <p>Who were the Black Hand?</p>	<p>Learning Objective: What happened at Sarajevo?</p> <p>Check Prior Knowledge:</p> <p>Photo of FF and wife lying in state – students ask Qs to ascertain meaning</p>

<ul style="list-style-type: none"> • Serbian extremists who wanted to unite Serbians by freeing Bosnia from Austria-Hungary's rule. Leader was 'Apis', an army officer. <p>What happened in Sarajevo on 28th June 1914??</p> <ul style="list-style-type: none"> • Archduke Franz Ferdinand (heir to Austria-Hungary) and his wife visited Sarajevo in Bosnia. • Shot dead by Black Hand terrorist Gavrilo Princip. <p>Historical skills:</p> <p>AO1/ AO2/ AO3</p>	<p>Unscramble anagrams of key words</p> <p>Teaching and modelling:</p> <p>Slides and film clips to explain events at Sarajevo</p> <p>Deliberate practice:</p> <p>Card sort to summarise chronology of assassination Card sort to explain chronology of July Crisis/ alliance system</p> <p>Checking Understanding/ Intervening and Correcting</p> <p>Clipart images to explain LT and ST causes</p>
<p>Key knowledge to be taught:</p> <p>What was the July Crisis?</p> <ul style="list-style-type: none"> • Austria-Hungary furious – sent ultimatum (demands) to Serbia. Declared war on Serbia when they refused to accept them all. • Russia backed Serbia, mobilised for war. • Germany backed Austria-Hungary (because of Triple Alliance) and declared war on Russia. • Germany invaded France and Belgium following 'Schlieffen Plan'. • 4th August - Britain joins the war, to defend Belgium. War has begun! <p>Historical skills:</p> <p>AO1/ AO2/ AO3</p>	<p>Learning Objective: How and why did the First World War break out?</p> <p>Check Prior Knowledge:</p> <p>Review/ revise chronology of July Crisis/ alliance system</p> <p>Teaching and modelling:</p> <p>Students plan answer to exam Q, using prior notes</p> <p>Deliberate practice:</p> <p>Students write an answer, summative assessment in closed-book conditions: First World War Q3 (8 marks) Write an account of how the assassination of Franz Ferdinand led to the outbreak of war in 1914</p> <p>Checking Understanding/ Intervening and Correcting</p> <p>Review work using green pen criteria/ content, and model paragraph</p>
<p>Key knowledge to be taught:</p>	<p>Learning Objective: What can we learn about the First World War from a historical movie?</p> <p>Check Prior Knowledge:</p>

<p>Historical skills:</p> <p>What was the film 'All Quiet on the Western Front'?</p> <ul style="list-style-type: none"> • The film was based on a book by a German soldier called Erich Maria Remarque. • The film was made in 1926 - several years after the First World War had ended. • It showed a group of German boys leaving school to become soldiers. • Many soldiers felt that it showed what trench warfare was like very realistically. • Many people did not like the film because it showed the reality of war. • The film was unpopular in Britain and France, because it showed the Germans as humans rather than monsters. <p>AO1/ AO2/ AO3</p>	<p>Use film poster to recall knowledge of Western Front/ make inferences about film</p> <p>Teaching and modelling:</p> <p>Outline key contextual info about 'All Quiet on the Western Front' movie, using PowerPoint slides Show selected film clips and discuss First scene – teacher persuades students to join up – 3.30-9 mins – begins with teacher talking, ends with students singing, having decided to join up Second scene – soldiers stuck for days in dugout, going mad – 34-42 mins - begins with view of explosions outside, ends with soldier running outside into trench and blown up - ***this is the scene to skip if you are short on time*** Third scene – battle resulting in stalemate – follows on directly from previous scene (at 42 mins) – starts when whistle is blown, ends when men rest in trench and eat food after battle Fourth scene – battle in a graveyard results in main character (Paul) getting trapped in a shellhole with a dying Frenchman – starts at 1 hour 13 mins - begins with view of church and graveyard, ends when Paul leaves shellhole</p> <p>Deliberate practice:</p> <p>Students write summary of each clip, using prompts on slides</p> <p>Checking Understanding/ Intervening and Correcting</p> <p>Share good student answers with class, invite students to add to their answers</p>
<p>Key knowledge to be taught:</p> <p>What did the Schlieffen Plan involve?</p> <ul style="list-style-type: none"> • Germany believed Russia would need six weeks to mobilise their army. Germany would defeat France in six weeks, attacking through Belgium, then attack Russia. <p>What was Plan 17?</p> <ul style="list-style-type: none"> • The French war plan, to attack through Alsace and Lorraine. <p>Historical skills:</p> <p>AO1/ AO2/ AO3</p>	<p>Learning Objective: What was the Schlieffen Plan?</p> <p>Check Prior Knowledge:</p> <p>Images of chess etc. to recall/ make inferences</p> <p>Teaching and modelling:</p> <p>Outline key info about Schlieffen Plan, using slides</p> <p>Deliberate practice:</p> <p>Students annotate Moltke quote and map of plan Answer Qs using textbook</p>

Checking Understanding/ Intervening and Correcting

Odd one out – explain concepts and reason for odd one out

Key knowledge to be taught:

What was the Schlieffen Plan's biggest flaw?

- Belgium was neutral. Britain promised in 1839 to defend Belgium, so the plan might make Britain declare war – they did!

Why did the German invasion slow down?

- Plan changed beforehand (less troops used).
- Germans couldn't keep supplies moving fast enough, Aug-Sept 1914.
- Germans slowed by Belgians at Liege Fort and British Expeditionary Force (120,000, highly trained) at the Battle of Mons.

Why did the Schlieffen Plan fail?

- Russia ready in just 10 days, 100,000 German soldiers sent from France.
- Germany had planned to encircle Paris but instead headed towards it.
- Battle of the Marne: Germans reached the River Marne (40km from Paris), but France and Britain drove them back to the River Aisne.

Historical skills:

AO1/ AO2/ AO3

Learning Objective: Why did the Schlieffen Plan fail?

Check Prior Knowledge:

Recall video clip from start of previous lesson

Odd one out – explain concepts and reason for odd one out

Images to recall/ make inference about lesson

Teaching and modelling:

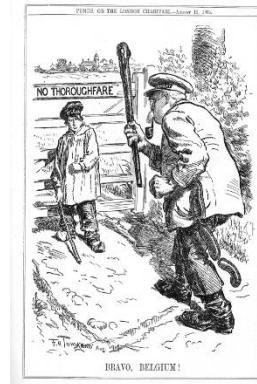
Cartoon 'BEER' diagram to explain reasons for failure of Schlieffen Plan – more detail using slides
Film clip and reciprocal reading passage to understand events/ significance of Battle of the Marne

Deliberate practice:

Formative assessment: Plan and answer exam Q, live-model as a class if appropriate

Q1. Source A supports Belgium. How do you know?

Explain your answer using source A and your own contextual knowledge. (4 marks)




Students assess problems faced by/ level of concern from Moltke during advance – smiley faces

Checking Understanding/ Intervening and Correcting

	Match-up key concepts/ knowledge
<p>Key knowledge to be taught:</p> <p>Historical skills:</p> <p>AO1/ AO2/ AO3</p>	<p>Learning Objective: Exam Q on the Schlieffen Plan</p> <p>Check Prior Knowledge:</p> <p>Use 'BEER' diagram to recall reasons for failure of Schlieffen Plan</p> <p>Teaching and modelling:</p> <p>Video clip(s) to add to notes and plan answer</p> <p>Deliberate practice:</p> <p>Students write closed-book answer to this question – teacher live-models first para, then students write independently.</p> <p>First World War Q4 (16 marks + 4 for SPaG) 'The resistance of the Allies was the main reason why the Schlieffen Plan failed.' How far do you agree with this statement?</p> <p>Checking Understanding/ Intervening and Correcting</p> <p>Use green pen notes to review and improve marked work</p>
<p>Key knowledge to be taught:</p> <p>What was the 'Race to the Sea'?</p> <ul style="list-style-type: none"> Sept-Nov 1914, both sides tried to get around (outflank) the other, e.g. at 1st Battle of Ypres. Both failed and they reached the English Channel. <p>What was stalemate?</p> <ul style="list-style-type: none"> Means: no one could advance. Both sides stayed put and dug trenches. <p>What was the Western Front?</p> <ul style="list-style-type: none"> Front line in Belgium and France, 600km line of trenches from English Channel to Switzerland, No Man's Land between the two sides. <p>What were trenches like?</p>	<p>Learning Objective: What was the Western Front?</p> <p>Check Prior Knowledge:</p> <p>Knowledge tests Aerial image of battlefield, to recall/ make inferences about lesson</p> <p>Teaching and modelling:</p> <p>Students infer, then link up, stages of war – using slides Students takes notes on different aspect of Western Front, based on teacher exposition and slides, then textbook Clip from 'They Shall Not Grow Old' movie</p>

<ul style="list-style-type: none"> • Zigzag lines, underground rooms, ('dugouts'), support and reserve trenches behind. Mud, lice, rats. German trenches better built. <p>What was Trench warfare like?</p> <ul style="list-style-type: none"> • Artillery (cannons) would fire shells from miles behind: biggest killer. • Soldiers go 'over the top' from trench, facing machine guns, barbed wire. <p>What was attrition?</p> <ul style="list-style-type: none"> • Attacks failed, so the 'tactic' was to wear down the enemy. <p>What new technologies were used?</p> <ul style="list-style-type: none"> • Poison gas (1915). Tanks (1916) used by British and French, slow and highly unreliable. Aeroplanes (1914) used to spot enemy positions. <p>Historical skills:</p> <p>AO1/ AO2/ AO3</p>	<p>Deliberate practice:</p> <p>As above</p> <p>Checking Understanding/ Intervening and Correcting</p> <p>Recall chronology of stages of war History bombs film</p>
<p>Key knowledge to be taught:</p> <p>As above</p> <p>Historical skills:</p> <p>AO1/ AO2/ AO3</p>	<p>Learning Objective: What can we learn from sources about Trench life?</p> <p>Check Prior Knowledge:</p> <p>NHTW definition check</p> <p>Teaching and modelling:</p> <p>Students make a mindmap from film clip about trench life Add extra info from prior knowledge</p> <p>Deliberate practice:</p> <p>Annotate sources based on COP, add info to table – model example(s) with class, then students work independently</p> <p>Formative assessment exam Q: students work on answer using notes: First World War Q2 (12 marks) How useful are Sources G and H to an historian studying conditions in the trenches?</p>

	<p>Checking Understanding/ Intervening and Correcting</p> <p>Review answer using green pen criteria and model para</p>
<p>Key knowledge to be taught:</p> <p>What was the Battle of Verdun?</p> <ul style="list-style-type: none"> Feb-Dec 1916, Germans attacked Verdun to 'bleed France white'. 6000 vehicles a day kept French supplied along 'Sacred Way', attack failed. 23 million shells fired, 315,000 French and 280,000 Germans died. <p>What was the Battle of the Somme?</p> <ul style="list-style-type: none"> General Haig launched British attack along River Somme, 1st July 1916. Artillery hadn't destroyed Germans: 57,000 British casualties on first day. By Nov: British/ French advanced 6km, 620,000 died (500,000 Germans). <p>What was the Battle of Passchendaele?</p> <ul style="list-style-type: none"> July-Nov 1917, also called 3rd Battle of Ypres. Haig's attack failed, heavy rain turned ground to mud. 400,000 British and 300,000 Germans died. <p>Historical skills:</p> <p>AO1/ AO2/ AO3</p>	<p>Learning Objective: What were the key battles on the Western front?</p> <p>Check Prior Knowledge:</p> <p>Anagrams to recall key words</p> <p>Teaching and modelling:</p> <p>Students research three key battles in groups, gathering info Teacher reviews learning and addresses/ misconceptions/ adds extra info from film clips etc</p> <p>Deliberate practice:</p> <p>Students quickly write answer to source Q: This source is critical of the German attack on Verdun. How do you know? (4 marks)</p>  <p>Checking Understanding/ Intervening and Correcting</p> <p>Review answers to exam Q using model answer – green pen improvements</p> <p>Discuss similarity/ difference between battles</p>
<p>Key knowledge to be taught:</p> <p>What was the Gallipoli Campaign?</p>	<p>Learning Objective: Why did the Gallipoli Campaign fail?</p> <p>Check Prior Knowledge:</p>

- 1st Lord of the Admiralty Winston Churchill's plan to land soldiers on Gallipoli Peninsula in Turkey, to defeat Turkey and supply Russia.

Why was the Gallipoli Campaign a failure?

- 1915: British, French and ANZAC (Australia/ New Zealand) troops landed on beaches in April and August. Pinned down by Turkish machine guns.
- Stalemate! Dug trenches. Left in Dec, 200,000 deaths (300,000 Turks).

Historical skills:

AO1/ AO2/ AO3

Match up info about key battles

Teaching and modelling:

Students make inferences about campaign from slide pics
Outline key points
Explain events using film clip and slides
Reciprocal reading – highlight successes and failures on info sheet
Identify reasons for failure from Dan Snow film clip

Deliberate practice:

Sort successes and failures of campaign
Recap key facts with test
Read and recall key info

Summative assessment: Students write answer to exam Q, closed-book:

First World War Q3 (8 marks)

Write an account of how the Gallipoli campaign became a military failure (8)

Checking Understanding/ Intervening and Correcting

Use exemplars of marked student work and green pen notes to review work

Key knowledge to be taught:

How was the war fought at sea?

- Royal Navy blockaded (cut off) German ports: 420,000 Germans starved.
 - Only real battle was Jutland, May 1916. Britain lost more ships but Germans never left port again.
- Why were U-Boats important?
- Germans built over 100 U-Boats (submarines). Sank the Lusitania May 1915, passenger liner, 1000 deaths. U-Boats attacks stopped attacks as 128 Americans (neutral) died. Didn't want war with USA!
 - 1917: Feb-April, U-Boats sank 500 supply ships, to starve Britain.

Learning Objective: How was war fought at sea?

Check Prior Knowledge:

Info about Jack Cornwell VC to engage and make inferences about lesson

Teaching and modelling:

Maps and info on slides, also film clips, to outline Blockade and Jutland
Outline role of U-Boats using slides and film clips

Deliberate practice:

Assess winner at Jutland using 'who won' slide
Students make inferences about impact of U-Boats/ responses to them, using slide images

<ul style="list-style-type: none"> Royal Navy guarded supply ships with convoys, U-Boats defeated. <p>Historical skills:</p> <p>AO1/ AO2/ AO3</p>	<p>Teacher live-models answer to exam Q: First World War Q4 (16 marks + 4 for SPaG) 'The Battle of Jutland was main reason why Germany didn't win the war at sea' How far do you agree with this statement?</p> <p>Checking Understanding/ Intervening and Correcting</p> <p>Crossword to recall key words Taboo exercise with key words/ concepts</p>
<p>Key knowledge to be taught:</p> <p>Aeroplanes (1914) used to spot enemy positions.</p> <p>Historical skills:</p> <p>AO1/ AO2/ AO3</p>	<p>Learning Objective: How was war fought in the air?</p> <p>Check Prior Knowledge:</p> <p>Odd one out – recall and discuss war at sea Taboo – verbalise key words/ concepts RAF poster – start discussion of war in air, make inferences about it</p> <p>Teaching and modelling:</p> <p>Show images of aircraft, invite students to make inferences about their type/ function Students add to knowledge using textbook and Zeppelin info/ film clips</p> <p>Deliberate practice:</p> <p>Checking Understanding/ Intervening and Correcting</p>
<p>Key knowledge to be taught:</p> <p>Why did Russia have problems?</p> <ul style="list-style-type: none"> Russian Army badly equipped and led. Defeated by Germans in 1914 at Battles of Tannenberg and Masurian Lakes, 225,000 dead. Russian Tsar Nicholas II took over, made it worse! 1 million dead by 1916. Left German wife and Rasputin in charge in Petrograd (capital). 	<p>Learning Objective: Why did Russia leave the war?</p> <p>Check Prior Knowledge:</p> <p>Image of Rasputin – invite Qs from students, write on board, to be answered later</p> <p>Teaching and modelling:</p> <p>Students copy key info text, annotate meanings of key words</p>

What was the 1917 Russian Revolution?

- March: Workers went on strike, soldiers refused to follow orders: Tsar abdicated (stepped down), replaced by Provisional Government.

- Nov: Lenin and his Bolsheviks seized power: Russia now communist.

What were the effects on the war?

- Lenin made peace with Germany:
- Treaty of Brest-Litovsk, March 1918.
- Germans now fighting on only one front: troops moved to France.

Historical skills:

AO1/ AO2/ AO3

Students annotate info about Russia in WWI onto pic sheet, using slide info

Repeat exercise for 'Russian Revolution' info sheet

Outline/ explain Treaty of Brest Litovsk, using map and textbook

Film clips (inc Boney M!)

Deliberate practice:

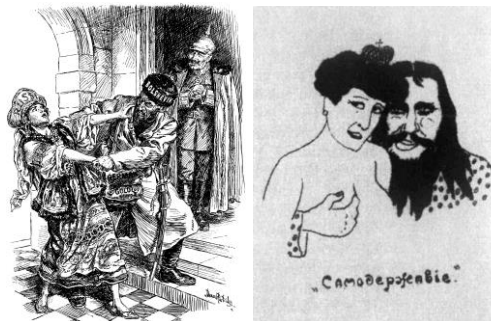
Students answer Qs set earlier about Rasputin pic

Make links and connections between key names/ concepts

Formative assessment: live-model first part of answer to this exam Q, then students write own second part independently:

First World War Q2 (12 marks)

How useful are Sources B and C to an historian studying the reasons for Russia leaving the war?



Checking Understanding/ Intervening and Correcting

Share exemplar paras from students, encourage others to improve their work based on this – green pen

Key knowledge to be taught:

Why did the USA declare war in April 1917?

- Germans desperate, started using U-Boats again: sank 8 US ships.

- March: 'Zimmerman Telegram' discovered: secret message from Germany to Mexico, asking them to attack USA.

What were the effects on the war?

- US had huge supplies and manpower, however slow to arrive.

Learning Objective: Why did the USA enter the war?

Check Prior Knowledge:

Images to recall reasons for Russian departure from war.

Teaching and modelling:

Use slides to outline position of USA and reasons for joining war

Film clip about Lusitania and U-Boat warfare

- Germans attacked: Ludendorff Offensive, gamble to win beforehand.

Historical skills:

AO1/ AO2/ AO3

Deliberate practice:

Formative assessment - Students write quick answer to source Q:

First World War Q1 (4 marks)

Source A is critical of the German sinking of the Lusitania. How do you know?



Annotate speech by Woodrow Wilson - COP

Checking Understanding/ Intervening and Correcting

Use checklist criteria to review source Q answer – highlighters and green pen

Consider/ discuss impact of US involvement

Key knowledge to be taught:

What new tactics and technology were used?

- Sea: hydrophones to listen for U-Boats. Air: Stronger aircraft.
- Land: 'Creeping barrage', firing shells to land in front of attacks. 1917 Battle of Cambrai: 400 tanks successfully crossed no man's land.

Historical skills:

AO1/ AO2/ AO3

Learning Objective: What was the impact of new tactics and technology?

Check Prior Knowledge:

Intro exam Q (below) – what do we already know?

Teaching and modelling:

Film clips and textbook to introduce new technologies and tactics

Students take notes on new technologies and tactics, using table and exam Qs

Deliberate practice:

Summative assessment – Students complete exam Q in closed-book conditions:

First World War Q4 (16 marks + 4 for SPaG)

'Of all the new technologies and tactics developed in the First World War, the tank had the most impact'

How far do you agree with this statement?

	<p>Checking Understanding/ Intervening and Correcting</p> <p>Review marked work, using student exemplars and green pen indicative content</p>
<p>Key knowledge to be taught:</p> <p>What new tactics and technology were used?</p> <ul style="list-style-type: none"> • Sea: hydrophones to listen for U-Boats. Air: Stronger aircraft. • Land: ‘Creeping barrage’, firing shells to land in front of attacks. 1917 Battle of Cambrai: 400 tanks successfully crossed no man’s land. <p>What was Ludendorff’s Spring Offensive?</p> <ul style="list-style-type: none"> • Massive German attack planned by General Ludendorff in Spring 1918. A million shells fired at the British in five hours, German ‘stormtroopers’ broke the stalemate and advanced 60 kilometres. <p>Why did the Spring Offensive fail?</p> <ul style="list-style-type: none"> • Germans exhausted: ran out of supplies and men, 500,000 killed. • British, French and Americans (the ‘Allies’) commanded by French General Foch: he launched a unified counter-attack. <p>Historical skills:</p> <p>AO1/ AO2/ AO3</p>	<p>Learning Objective: What was the Ludendorff Offensive?</p> <p>Check Prior Knowledge:</p> <p>Quick test on Russia and USA True or false Qs</p> <p>Teaching and modelling:</p> <p>Use slides to outline situation in Germany Students make inferences from map</p> <p>Deliberate practice:</p> <p>Reciprocal reading: read, highlight, answer Qs about Haig quote Students take notes assessing reasons for failure</p> <p>Checking Understanding/ Intervening and Correcting</p> <p>Quick quiz to check learning</p>
<p>Key knowledge to be taught:</p> <p>What were the Hundred Days?</p> <ul style="list-style-type: none"> • August 1918: Allies attacked, drove back exhausted Germany army. • Broke through the concrete ‘Hindenburg Line’ trenches. <p>What was life like on the German Home Front?</p> <ul style="list-style-type: none"> • ‘Home Front’ – the war for ordinary people. • Allied blockade of Germany caused food shortages. • 1916-17 known as the ‘Turnip Winter’ as this was main food. 	<p>Learning Objective: What was the Hundred Days Offensive?</p> <p>Check Prior Knowledge:</p> <p>Source pic – to recall Kaiser’s motives and actions</p> <p>Teaching and modelling:</p> <p>Use slides to outline events and chronology of Hundred Days – students add info to timeline Reciprocal reading – use text sheet to add further info to timeline</p>

What was the German Revolution?

- Oct 1918: German Navy ordered to sea: sailors mutinied (refused)!
- Soldiers, sailors, workers formed councils, took over across Germany.

- Nov: Kaiser Wilhelm II abdicated (quit) and fled to Holland.

What was the Armistice?

- Germany's new President Ebert agreed to an 'Armistice' (ceasefire).

- 11th November 1918: fighting stopped, Germany was defeated.

Why did Germany lose?

- British Navy blockaded Germany.
- USA entered the war on Allied side in 1917.
- Russian Revolution spread revolutionary ideas to German people.

- Allies used new technologies like tanks.

Why are Generals Haig and Foch controversial?

- Tactics led to huge casualties and didn't end stalemate, for years.
- BUT they did eventually lead Britain and France to victory.

Historical skills:

AO1/ AO2/ AO3

Deliberate practice:

Formative assessment – plan and write answer to source Q:

How useful is Source B to an historian studying the Hundred Days Offensive?



Checking Understanding/ Intervening and Correcting

Use model answer to review student answers

Key knowledge to be taught:

What was life like on the German Home Front?

- 'Home Front' – the war for ordinary people.
- Allied blockade of Germany caused food shortages.
- 1916-17 known as the 'Turnip Winter' as this was main food.

Historical skills:

AO1/ AO2/ AO3

Learning Objective: What was the impact of the war on the Home Front?

Check Prior Knowledge:

54321 Quiz

Teaching and modelling:

Outline key changes using slides and textbook

Deliberate practice:

Students assess degree of impact on each country, using info sheet

	<p>Checking Understanding/ Intervening and Correcting</p> <p>Quick plenary test at end</p>
<p>Key knowledge to be taught:</p> <p>What was the German Revolution?</p> <ul style="list-style-type: none"> • Oct 1918: German Navy ordered to sea: sailors mutinied (refused)! • Soldiers, sailors, workers formed councils, took over across Germany. • Nov: Kaiser Wilhelm II abdicated (quit) and fled to Holland. <p>What was the Armistice?</p> <ul style="list-style-type: none"> • Germany's new President Ebert agreed to an 'Armistice' (ceasefire). • 11th November 1918: fighting stopped, Germany was defeated. <p>Historical skills:</p> <p>AO1/ AO2/ AO3</p>	<p>Learning Objective: How did the war end?</p> <p>Check Prior Knowledge:</p> <p>54321 test</p> <p>Teaching and modelling:</p> <p>Introduce impact on Germany using slides</p> <p>Deliberate practice:</p> <p>Reciprocal reading exercise to understand sequence of events/ causes of war ending Annotate source to assess utility and impact of war on German people</p> <p>Checking Understanding/ Intervening and Correcting</p>
<p>Key knowledge to be taught:</p> <p>Why did Germany lose?</p> <ul style="list-style-type: none"> • British Navy blockaded Germany. • USA entered the war on Allied side in 1917. • Russian Revolution spread revolutionary ideas to German people. • Allies used new technologies like tanks. <p>Historical skills:</p> <p>AO1/ AO2/ AO3</p>	<p>Learning Objective: Why was Germany defeated?</p> <p>Check Prior Knowledge:</p> <p>KO test Students recall factors leading to German defeat, using mind map images</p> <p>Teaching and modelling:</p> <p>Deliberate practice:</p> <p>Students add details to mind map using prior learning</p>

Summative assessment: Students plan and write answer to exam Q, in closed book conditions (just using their notes chart)

“The entrance of the United States was the most important reason why Germany surrendered in 1918”
How far do you agree with this statement?

Checking Understanding/ Intervening and Correcting

Review marked work in class, using green pen notes. Share exemplar answers.