

Year 9 – Term 1 – The world in 1900

Students in Year 9 will be studying modern history, and the events of the 20th century, as a forum for practicing their historical skills. Students will begin by looking at the situation in 1900 and explore the causes of World War One. Students will look at a range of modern sources and use these to learn about the past. They will examine topics such as recruitment and women’s role in the War, and use these as a comparison point for discussion to demonstrate the changing attitudes and technologies and their impacts of these on the lives of ordinary people.

	<u>Lesson Intent</u> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc)	<u>Vocabulary – Daily Retrieval/Teach for memory</u>	<u>Activities/Assessment (to including the metacognitive/learning verb</u>	<u>Homework/Literacy Map</u>
<p><u>KG/s Identify and relate a scenario to 1900</u></p> <p>Lesson 1</p>	<p>This is a model to set the scene of the tensions in the early 20th century and how they were building on one another to make war inevitable. It uses an abstract sequence to allow students to see how the alliances and fears played out in Europe at this time.</p> <p>Feeds on from the ‘Empire’ unit - Year 8.</p> <p>Feeds forward to the causes of WW1 in lessons 2-4.</p> <p>Feeds forward to GCSE WW1 unit (the situation in Europe before the war) and ‘Germany’ Unit ‘Creation’ section</p>	<p>Alliance Militarise Negotiation Attack</p>	<p>Divide class into small groups and follow decision making exercise guidance.</p> <p>Unveil the map and show that we have really been discussing Europe in the lead up to WW1.</p>	
<p><u>KG/s Explain and analyse the MAIN causes of WW1</u></p> <p>Lesson 2</p>	<p>The four key causes of the First World War – Militarism, Alliances, Imperialism and National Rivalries work together to create the long term causes of war, and this lesson explores how they inter-relate to each other.</p> <p>Feeds on from ‘Empire’ unit - Year 8.</p> <p>Feeds on from Lesson 1 - setting the scene in 1900.</p> <p>Feeds forward to the causes of WW1 in lessons 3-4</p>	<p>Militarism Alliances Imperialism Nationalism Empire Arms Race Entente Inevitable Chronology</p>	<p>Discussion - why countries go to war or why conflict would come</p> <p>Carousel – 4 causes of war – Militarism, Alliances, imperialism, Nationalism</p> <p>Read and mark model answers together as a class, then pupils do their own in exercise books. MARKED WORK</p>	<p>Literacy HW – Imperialism</p> <p>Give one week</p>

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	Feed forward to GCSE WW1 unit and the situation in Europe before the war, and 'Germany' Unit 'Creation' section		When writing, encourage PEEL paragraphs (Point, evidence/example, explanation, explanation, explanation, explanation) Feed back to the point/question Use writing frames for lower levels Plenary – what was the 'main' main cause? Pupils justify decisions.	
<u>KG/s Discuss the significance of the alliance system in causing WW1</u> Lesson 3 OPTIONAL KINESTHETIC	This lesson allows the students to enact some of the tensions that were caused by the alliances systems, and explore how different scenarios could trigger different levels of war. Feeds on from 'Empire' unit - Year 8 Feeds on from Lesson 1 - setting the scene in 1900. Feeds forward to the 'Causes of WW1' in Lessons 3-4. Feeds forward to GCSE 'WW1' unit and the situation in Europe before the war, and 'Germany' Unit 'Creation' section.	Alliances Mobilisation Defence Negotiation Scenario	Read through the Teacher information sheet and follow tasks on PowerPoint. This may be more suitable for HAB groups – but can work well with LAB too if class is well focused.	
<u>KG/s Explain how one bullet sparked a war (short term causes of WW1)</u> Lesson 4 <u>Imperialism</u> HW due	This lesson allows the students to enact some of the tensions that were caused by the alliances systems and explore how different scenarios could trigger different levels of war. Feeds on from Empire unit - Year 8. Feeds on from Lessons 1-3 - setting the scene in 1900. Feeds forward to the recruitment and events of WW1 in Lessons 5, onwards. Feeds forward – GCSE 'WW1' unit and the situation in Europe before the war, and 'Germany' Unit 'Creation' section	Assassination Sarajevo Bosnia Terrorist Assault Explosion	Retrieval discussion of long-term causes. Background information and show videos that explain assassination. Cartoon source – to explain how alliance system pulled everyone into war in a few weeks. 'Steps to war'. Schlieffen Plan	Write a newspaper report on the assassination of Arch Duke Franz Ferdinand. Give 2 weeks

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<p><u>KG/s Assess</u> <u>How</u> <u>Kitchener got</u> <u>men to join</u> <u>up</u></p> <p>Lesson 5</p>	<p>Exploring the methods of propaganda to recruit men to fight in the war. This is a vehicle to explore source messages and analysis skills.</p> <p>Feeds on from 'Causes of War, Lessons 2-4.</p> <p>Feeds on from Lesson 1 - setting the scene in 1900.</p> <p>Feeds on from previous source analysis tasks in years 7 and 8.</p> <p>Feeds forward to the events of WW1 in lessons 6/7.</p> <p>Feeds forward to HW – recruitment campaign for women in WW1.</p> <p>Feeds forward – GCSE 'WW1' unit and the situation in Europe before the war, and 'Germany' Unit 'Creation' section.</p>	<p>Propaganda Voluntary Recruitment Campaign Interpretation Inference General Kitchener</p>	<p>Examine and analyse the Kitchener poster – Your Country Needs YOU – how does the image/s make you feel? Self-assessment of knowledge and skills.</p> <p>Model answers to GCSE style questions and identify levels.</p> <p>“Daddy what did YOU do in the great war?” MARKED WORK</p>	
<p><u>KG/s Describe</u> <u>key features</u> <u>of the</u> <u>trenches</u></p> <p>Lesson 6</p>	<p>Through the use of images and written information students should gain an understanding of the conditions experienced by men in the trenches – linking to empathy and imagination tasks to ensure understanding of conditions.</p> <p>Feeds on from 'Recruitment'.</p> <p>Feeds on from Lesson 1 setting the scene in 1900.</p> <p>Feeds on from WW1 'centenary commemoration' lessons.</p> <p>Feed forward to the 'Weapons of WW1' in Lesson 7.</p> <p>Feeds forward to GCSE 'WW1' unit and the situation in Europe before the war, and 'Germany' Unit 'Creation' section.</p>	<p>Communication trench Zigzag formation Dugout Fire step Duck Boards Sandbags</p>	<p>Ask students to create trenches diagrams in their books https://www.youtube.com/watch?v=QFj23OFI2Kw Make notes – use the words Boredom; Diaries; Conditions/disease; Attack Images of conditions – i.e. trench foot, rats etc to match to captions. Create a diary entry for a soldier – imagine they are writing from the dug out.</p>	
<p><u>KG/s</u> <u>Compare the</u></p>	<p>Through the use of images and written information students should gain an</p>	<p>Bayonets Flame Thrower</p>	<p>Establish that WWI saw brand new weapons developed/invented</p>	

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<p><u>effectiveness of WW1 weapons</u></p> <p>Lesson 7</p> <p>Newspaper HW due</p>	<p>understanding of the conditions experienced by men in the trenches – linking to empathy and imagination tasks to ensure understanding of conditions</p> <p>Feeds on from ‘Recruitment’.</p> <p>Feeds on from Lesson 1 - setting the scene in 1900.</p> <p>Feeds on from ‘WW1 Centenary’ commemoration.</p> <p>Feeds forward to the ‘Weapons of WW1’ in Lesson 7.</p> <p>Feeds forward to GCSE ‘WW1’ unit and the situation in Europe before the war, and ‘Germany’ Unit ‘Creation’ section.</p>	<p>Tank</p> <p>Aircraft</p> <p>Zeppelin</p> <p>Shrapnel</p> <p>Mustard Gas</p>	<p>select advantages and disadvantages of weapons, and give rating with reasons.</p> <p>Feedback to the rest of the class which weapons they think were most/least effective.</p> <p>This could be an exercise book task, a group task, a leaflet on weapons, a class debate etc to analyse the different weapons before reaching a judgment with justification for the most effective weapon.</p>	
<p><u>KG/s Evaluate the role of women in the war effort</u></p> <p>Lesson 8</p>	<p>Through the use of images and written information students should gain an understanding of the conditions experienced by men in the trenches – linking to empathy and imagination tasks to ensure understanding of conditions</p> <p>Feeds on from ‘Recruitment’.</p> <p>Feeds on from Lesson 1 - setting the scene in 1900s.</p> <p>Feeds on from ‘WW1 Centenary’ commemoration lessons.</p> <p>Feeds forward to lessons 9/10 - Somme.</p> <p>Feeds forward – GCSE ‘WW1’ unit and the situation in Europe before the war, and ‘Germany’ Unit ‘Creation’ section.</p>	<p>Message</p> <p>Propaganda</p> <p>War effort</p> <p>Conscription</p> <p>Volunteer</p>	<p>Analysis using sources to see the work done by women in the war effort</p> <p>https://www.youtube.com/watch?v=jP4T5UhBBWU</p> <p>Sources what did women do?- extension how will it get them the vote?</p> <p>THE tasks on here are differentiated to K grade outcomes.</p> <p>Possible Drama freeze frame work gov. Campaign to get women into these jobs – make a poster with your bodies – each group also needs a caption to write on large paper to stick somewhere!</p>	<p>HERSTORY Research</p> <p>Choose a job that women did in WW1 and create an information/ recruitment poster to encourage more women to help in the war effort – focus on the importance of the work for winning the war.</p> <p>Give 2 weeks</p>
<p><u>KG/s Evaluate if Lions were led by</u></p>	<p>This allows investigation into the events of the Bloodiest battle of British military history. The caption “Lions led by donkeys” was coined by</p>	<p>General Haig</p> <p>Butcher</p> <p>Innocent</p>	<p>Lions=soldiers (courage) Donkeys =generals (stubborn/stupid).</p> <p>Ensure understanding of STALEMATE.</p>	

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<p><u>Donkeys at the Battle of the Somme</u></p> <p>Lesson 9 and 10</p>	<p>an historian in the 1960's and through using a range of sources students examine if this is an accurate description of events. Tasks are differentiated by skills level for this assessment.</p> <p>Feeds on from 'Weapons' and 'Trench Conditions'.</p> <p>Feeds on from Lesson 1 - setting the scene in 1900s.</p> <p>Feeds on from 'WW1 Centenary' commemoration lessons.</p> <p>Feeds forward to accuracy of 'Black Adder' – Term 2 Lesson 1.</p> <p>Feeds forward to medical advances - Lesson 11.</p> <p>Feeds forward – GCSE 'WW1' unit and the situation in Europe before the war, and 'Germany' Unit 'Creation' section.</p>	<p>Slaughter Stalemate Conservative attitudes Enemy "Over the top" Offensive Defensive</p>	<p>Retrieval of conditions in the trenches and reasons for the stalemate.</p> <p>Pupils use source booklet to gain information and complete differentiated tasks based on target levels/choice of challenge .</p> <p>levelled activities MARKED TASKS</p>	
<p><u>KG/s Relate trench conditions to their benefits</u></p> <p>Lesson 11</p> <p>Women's war work hw due</p>	<p>This lesson focuses on the positive achievements that have come out of the war – it looks at how war is a catalyst for change and ensures understanding that there are benefits and positives from the devastation of WW1, as well as showing changing attitudes towards soldiers mental health (as well as caring for physical health).</p> <p>Feeds on from 'Trench Conditions'.</p> <p>Feeds on from 'Turning Points in History' and 'Significance of inventions such as in year 8 industrial revolution.</p> <p>Feeds on from 'WW1 Centenary' commemoration lessons.</p>	<p>X-ray Blood storage Mutilation Skin grafts Infection Gangrenous</p>	<p>War – what is it good for? – Students brainstorm problems that war causes.</p> <p>Here's the solution – what's your problem table – sources with information of medical break throughs from the trenches i.e. blood storage, x-rays, plastic surgery etc – students to summarise and infer the problem that they fixed.</p> <p>Which development do students think was most significant and why?</p> <p>Could be additional MARKED WORK TASK if needed or could turn into a debate task.</p>	

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	<p>Feeds forward to accuracy of 'Black Adder' – Term 2 Lesson 1.</p> <p>Feeds forward – GCSE 'WW1' unit and the situation in Europe before the war, and 'Germany' Unit 'Creation' section.</p> <p>Feeds forward – GCSE 'Medicine' unit and the impact of War as a factor.</p>			
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