

## Implementation: Scheme of Learning

Subject: History

Year: 9

Unit Title: The Great War

### Summary of unit: Challenges for Britain, Europe & the Wider World (1901 – Present): The First World War

This unit is made up of 13 key questions: 1) How could the world go to war in 1914 (long-term causes)? 2) What were the short term causes of World War 1? 3) Why did young men volunteer to sacrifice their lives? 4) Why did each side build trenches? 5) What was it like to live in the trenches? 6) Is it fair to call Haig 'The Butcher of the Somme'? 7) Was the British Army right to execute its soldiers? 8) How was air power developed in WW1? 9) Which weapons were used in WW1? 10) How far did women help the war effort between 1914 and 1918? 11) Why did some men refuse to fight in WW1? 12) How did Poppy Day start? 13) Was the Peace Treaty in Versailles a success?

**Key Concepts: cause and consequence; significance; ethnic and religious diversity; chronological understanding; interpretations of history**

**Key Processes:** historical enquiry; using evidence; communicating about the past.

**Mid Unit assessment:**  
How useful are sources A and B for an enquiry into ....

**End of Unit assessment: Key concept essay**

### Links to future learning/key stage 4:

**Edexcel GCSE 16 mark questions (to what extent do you agree...)**

**PEEL technique in essay writing**

**Source utility and reliability**

**Effect of war on civilians and minorities (Holocaust across**

### Links to prior learning:

**PEEL technique (Yr 7 onwards)**

**Source utility**

**Effect of WW1 on women suffrage**

**Categorisation of social, political, and economic factors (Yr 7: Post Battle of Hastings & Yr 8: Rule**

**RWCM: Reading:** context slides read aloud by selected pupil; information organised into creative stories e.g. pub fight to end all fights; using dictionaries to find definitions of key words; summarising passages into shorter paragraphs e.g. 25 worded text message; matching key words with definition/relevant country or information; using mnemonics to remember key words e.g. MAIN and LAMB; reading non-fiction e.g. article on funeral of General Haig; reading fiction extracts e.g. Private Peaceful; reading poetry e.g. In Flanders Field; **Writing:** discussion and modelling of writing strategies for causation, consequence, significance and evaluation; self and peer-assessment to reflect on writing; censoring letters for lesson on trenches; extended writing including letter writing e.g. trench conditions, argumentative writing e.g. for or against General Haig and conscientious objectors, writing poetry to commemorate air fighters and lives of soldiers, ; PEEL essays; provision of writing frames; creating textbook pages for KS2 (causes of WW1); **Communication:** summarising learning in sentence, word and picture pyramid; communicating historical knowledge in essay writing (P.E.E.L paragraphs); propaganda poster for recruitment; comprehension questions based on fictional passages and video learning; ordered debates; pupils given choice of 'most appropriate' method of presentation for their work e.g.

<p><b>Europe WW2)</b></p> <p><b>Local History Project (WW1 &amp; WW2)</b></p> <p><b>Conscription (Conflict in the Middle East)</b></p> <p><b>Impact of peace treaties (Conflict in the Middle East)</b></p> <p><b>Key concepts</b></p>	<p><b>of Elizabeth; Civil War)</b></p> <p><b>Key concepts</b></p>	<p>design a poem, write an obituary or design a stained glass window; student-led learning with pupils playing role of teachers; drama (re-enactment e.g. ); SPaG emphasis and reminders in every lesson; display of key words on PPs in lessons; focus on spoken language in all verbal tasks; labelling and drawing diagrams such as trenches; spider diagrams; <b>Mathematics</b>: identification of primary and secondary data; pupils encouraged to make relationships between cause and effect; code breaking in plenaries and starters; construction and interpretation of timelines, graphs and maps; comparing numerical data; data handling: concept of bias; arguments and reasoning based on historical evidence; use of maps; ranking data, captions, information according to significance and or importance; sorting events into chronological order; diamond nine plenary; hexagonal (how each image is related to the other); inside the octagon (numbers, words, pictures, people, feelings etc.); finding links using spider diagrams.</p>
<p><b>Cross Curricular Links:</b> (see RWCM) Further: English e.g. letter and poetry writing; Citizenship e.g. propaganda in recruiting soldiers, censoring information, debating e.g. validity of conscientious objectors; poppy day; Art &amp; Design: e.g. design a stained glass window, drawing a poppy, creating a chatterbox; Science e.g. design a weaponised aircraft; Geography e.g. map of the world before and after WW1</p>		<p><b>Curriculum Opportunities:</b> explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today; use ICT to research information about the past, process historical data and select, categorise, organise and present their finding; make links between history &amp; other subjects.</p>
<p><b>Strategies to Support &amp; Stretch:</b> less challenging text readings vs. more challenging text reading; describe vs. infer (source tasks); option to choose activity of choice in starters, main tasks &amp; plenaries e.g. write a poem or design a war memorial; independent collection of data and analysis of sources (groups and individual work); word bank; sentence starters; exemplar answers; teacher modelling class work; scaffolded questioning in class discussions and teacher-led learning; seating plan according to ability for pair activities such as think, pair, share; pictures as prompts; extension tasks e.g. colour the map pre-WW1 and prioritise the most important function of air power in WW1; multiple and varied teaching and learning strategies such as creating posters, word bingo, extended writing tasks, verbal activities, complete the grid activities, colour coding; teacher support; key questions for lessons displayed on board to provide a learning frame for pupils; information sheet provided for some independent research tasks to support;</p>		

## SMSC & British Values

**Social:** Pupils are expected to work together cooperatively to complete tasks and problem solve e.g. prepare arguments for debate (conscientious objectors and General Haigh); David Didau before/now/after task etc.

**Moral:** Pupils consider moral arguments for and against fighting in war and forced conscription and desertion. Through investigating and using a range of historical sources, pupils develop their ability to critically assess sources of evidence for accuracy and reliability e.g. pupils will look at a number of sources to debate Haig's title as Butcher of the Somme.

**Spiritual:** Pupils are encouraged to be critical yet understanding of the views of others; including historians, interpretations of the past and primary sources, and other pupils. Through carefully planned debates and discussions, pupils learn to take interest in and respect the views of others. Pupils also learn how to come to an informed conclusion having taken on board a range of different viewpoints and are taught to critique the provenance of evidence they are dealing with in order to approach it analytically. Lessons are interactive so that pupils develop a sense of enjoyment and fascination in learning about how the world they live in has changed over time.

**Cultural:** Through peer assessment, group discussions, class feedback sessions and debates, pupils are introduced to peer concepts, values and events not encounterable otherwise e.g. think-pair-share templates. Pupils will also be asked to communicate their opinions and knowledge in varied ways including artistic forms e.g. creating a textbook insert, writing a letter, designing a stained glass window or a memorial and constructing a poem to celebrate fallen heroes. Pupils will consider religious, social, political and economic factors when considering the causes of war and the implications of the T.O.V.

## Cultural Capital

Remembrance Day

Use of propaganda

Censorship

Conscientious objectors and idea of conscription

System and structure of military court and tribunals

Power of women

Looking at evidence critically

Judge and Jury – does General Haig deserve his reputation as the Butcher of the Somme?

Long term and worldwide implications of M.A.I.N

Trench condition – before/before before/now/after/after after (idea inspired by David Didau)

Significance of the poppy

Impact of the T.O.V on German civilians and the November Criminals

