


The Warriner School Subject Curriculum Map

Subject: History	Year Group: 9	Key enquiry question: Why is the First World War known as the Great War? Term2/3	
Unit objectives: To know the causes of the war and their relationship with each other To know the long term and short term causes of the war. To know how the war was fought To know how the war ended To know the lasting impact of the end of the war.			
Context for study: In this topic we will be studying a defining moment in history – World War One. WW1 brought about many radical changes in Britain and beyond, both positive and negative. It led to transformations in voting rights, medicine and warfare. The theme of rights and medicine is previously examined in the Industrialisation unit in Year 8. The concept of competing nations is previously visited in the Empire unit, especially with the Scramble for Africa. Here we see rivalry between competing European powers. Looking forward, the “Great War” led to deep tensions which would grow into a Second World War, despite many hoping they had seen the last of such conflict. This creates a base of knowledge for the beginning of World War Two that is studied in Year 9. Once again, the concept of competing nations is built on. Looking further forward, this creates the background knowledge that supports the GCSE unit of Weimar and Nazi Germany. Specifically, the Treaty of Versailles sets the scene for the start of the GCSE unit with the troubles of Weimar Germany. Moreover, it helps to create a bedrock of knowledge to understand the Cold War (KS4 + KS5). As a modern society, WW1 has a deep legacy in Britain which can be seen all around us today.			
Sequence of learning: <i>Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in bold)</i> <ul style="list-style-type: none">Know the role of the empire and the scramble for Africa as a cause of tension between European powers (this links to the previous Year 8 unit of empire)Know the strength of key Europe / Asian countries including; Britain, Germany, France, Austria Hungary, Russia and Italy. Students will know the size and military strength of each country leading to the war. (This links to the industrialisation unit)Know how the Alliances as a cause of the war. This is specifically the Triple Entente and the Triple Alliance. Students will now the joining of Germany, Austria Hungary and Italy and the alliance of Russian, Britain and France.Know how Nationalism was a cause of World War One. As example the naval race between Germany and Great Britain. (This links to the previous Year 8 lesson of the “scramble for Africa”			

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<ul style="list-style-type: none"> • Know how the assassination of Archduke Franz Ferdinand and it as a trigger for the war. The role that the Black Hand Gang and Gavrilo Princip in the assassination. • Know why the attack on Serbia by Austria Hungary as a trigger for the war. Russia and Germany's response. Germany's Blank Cheque support for Austria Hungary • Know the impact of General Alfred Von Schlieffen and the Schlieffen Plan as a cause of the war. know the role of Belgium in the outcome of the plan. • Know the role of propaganda in the recruitment of British men. Specifically, the role of recruitment posters in enlistment. The famous Lord Kitchener poster. • Know the recruitment story of Wilfred Smith including the role of; financial stability, family and friends, physical ability and patriotism in promoting enlistment. As example the "Pals Battalion" as social pressure to enlist. • Know how and why they Government switch to 1916 conscription and men being forced to fight. 	<ul style="list-style-type: none"> • Know the role of women in the war. Land Army, munitions factory, nursing as examples of the role of women. (Link to Year 8 Women's rights) • Know how and why the end of the war. The Ludendorff Offensive, The 1918 Armistice. The abdication of Kaiser Wilhelm. (Link to GCSE Germany) • Know the terms of the Treaty of Versailles (link to GCSE Germany unit) <p>Tier 2- assassination, alliances, imperialism, nationalism, annexed, enlisted, propaganda, censorship, infantry, shell</p> <p>Tier 3- triple Entente, Triple Alliance, Pals Battalions, Conscientious Objector, Conchie, Conscription, Trench Warfare, no-mans-land, front-line, Armistice, Diktat</p>
<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Country locations and therefore the use of mapping to know geographic importance</p> <p>The role of Adolf Hitler in World War One, and facts from the causes of WW2 – explicit pre teaching before the start of the unit</p> <p>Students consider Austria Hungary as separate countries</p> <p>Students fail to understand propaganda Regular formative assessment through low-stakes questioning, recap starters, inclusive sharing of responses.</p> <p>Ensure knowledge is sound before moving on during the lesson or in the next lesson.</p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Explicit teaching of Tier 2 and 3 vocabulary Vocabulary RAG sheets and student definitions to demonstrate understanding Writing frameworks to support extended writing Explicit questioning focussing on Tier 2 and Tier 3 language.</p>

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<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject’s discipline?</i></p> <p>Students will be assessed with knowledge recall. This will focus on the causes of the war, trench warfare.</p> <p>How useful is source A in studying....</p> <p>I what ways....</p>	
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