

Third Year History Learning Programme Conflict and Tension 1894 – 1918 : The First World War Stalemate.

Each depth study investigates international conflict. Students will be able to deepen their understanding of the modern world. In each study, the conflict studied requires a focus on a complex historical situation and interplay of different aspects within it. Students will gain a coherent understanding of how and why conflict occurred and why it proved difficult to resolve the immediate issues which resulted from it. As part of the study the role of key individuals and groups is considered as well as how they were affected by and influenced international relations. The assessment will enable students to demonstrate their knowledge and understanding in relation to second order historical concepts such as causation and consequence. There will be an opportunity to demonstrate their ability to create structured analytical narrative accounts of key events. They will also be able to demonstrate their ability to understand, analyse and evaluate a range of sources.

Part two: The First World War: stalemate

Topic/Content	Objectives/Skills	Homework	Assessment	Success Criteria	Stretch & Challenge (Thirst for Learning)
The reasons for the Schlieffen plan, its failure, including the Battle of the Marne and its contribution to the stalemate.	<p>Students should develop their understanding of the following key terms and concepts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> neutrality <input type="checkbox"/> mobilisation <input type="checkbox"/> artillery <input type="checkbox"/> shell fire <input type="checkbox"/> machine guns <input type="checkbox"/> stalemate <input type="checkbox"/> trenches <input type="checkbox"/> the Western Front. <p>Students can also develop their understanding of what happened on the Eastern Front in the first year of the war and how it affected the Western Front.</p>	Focus task p217 Understanding the modern world.	Additional specimen paper. Q8 Source question on the battle of the Somme. (12marks) Study Sources B and C in the Sources Booklet. How useful are Sources B and C to a historian studying the Battle of the Somme? Explain your answer using Sources B and C and your contextual knowledge. [12 marks]	<p><u>Assessment objectives</u> Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE History specifications and all exam boards. The exams will measure how students have achieved the following assessment objectives:</p> <ul style="list-style-type: none"> • AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. • AO2: explain and analyse historical events and periods studied using second-order historical concepts. • AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the 	<p>https://www.archives.gov/education/lessons/zimmerman</p> <p>Read WW1 poetry: Owen, Sassoon, Brooke etc.</p>
Military tactics and technology, including trench warfare.	<p>Consolidate understanding of the trenches and attempts to use new technology and tactics to break the stalemate on the Western Front.</p> <p>Students need to develop their understanding of the following key terms and concepts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> front line <input type="checkbox"/> communication <input type="checkbox"/> reserve trenches <input type="checkbox"/> supply lines 	<p>Enquiry question: how much did technology and tactics change during the war?</p> <p>Students label diagrams and aerial photographs to show the main features of an established trench system on the Western Front.</p> <p>Students prepare a spider diagram on the factors</p>	For Sources see		

	<p><input type="checkbox"/> the make-up of the infantry, including the section, platoon, company and battalion.</p>	<p>which enabled trench warfare on the Western Front. For example, factors could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> machine gun <input type="checkbox"/> artillery <input type="checkbox"/> barbed wire <input type="checkbox"/> tinned food and supply lines <input type="checkbox"/> knowledge of germs and disinfectant <input type="checkbox"/> home-fronts mobilised. <p>Enquiry question: how were new technologies and tactics used to try to break the stalemate? Students in groups are given one of the following key features to research and present back in power point form to the other groups:</p> <ul style="list-style-type: none"> <input type="checkbox"/> gas <input type="checkbox"/> aircraft <input type="checkbox"/> tanks <input type="checkbox"/> underground warfare <input type="checkbox"/> development of artillery and its use. <p>As part of their research students need to consider the following aspects of their designated key feature:</p> <ul style="list-style-type: none"> <input type="checkbox"/> description <input type="checkbox"/> initial use <input type="checkbox"/> limitations/ how countered <input type="checkbox"/> how it developed <p>Class discussion: why didn't changes in technology and tactics on the Western Front prove decisive in ending the stalemate?</p>	<p>http://filestore.aqa.org.uk/resources/history/AQA-81451BA-SIN-ADD.PDF GCSE 2018 Paper1</p> <p>Q4 'the Failure of the Schlieffen plan was the main reason for the stalemate on the Western Front'. How far do you agree with the statement ' (16 marks)</p> <p>Q1 Source based on Gallipoli. (4 marks)</p>	<p>context of historical events studied.</p>	
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<p>War of attrition. Key battles</p> <p>Verdun, the reasons for, the events and significance of Verdun.</p> <p>Somme, the reasons for, the events and significance of the Somme</p> <p>Passchendaele, the reasons for, the events and significance of.</p>	<p>Gain an understanding of the concept of attrition and its impact on the death rate.</p> <p>Research skills as students provide additional depth of material on each battle and its significance to the overall result of the war.</p>	<p>Practice questions p226 Understanding the modern world.</p> <p>Assess whether or not General Haig deserves to be remembered as 'the butcher of the Somme'.</p>			
<p>The war on other fronts. □ Gallipoli and its failure.</p>	<p>Recognition of sacrifices being made in other theatres of war.</p>	<p>Gallipoli: Focus task p229 Why did the Gallipoli campaign fail?</p>			
<p>The events and significance of the war at sea, including Jutland. The U-boat campaign and convoys.</p>	<p>Gain an understanding of the importance of naval warfare to the outcome of WW1. Supply lines; new technology; key battles; blockades.</p>	<p>Focus task p231. How significant was the war at sea?</p>			

