

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

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 One : The First World War: The Causes of the First World War

Topic/Content	Objectives/Skills	Homework	Assessment	Success Criteria	Stretch & Challenge (Thirst for Learning)
<p>The Alliance System.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Triple Alliance. <input type="checkbox"/> Franco-Russian Alliance. <input type="checkbox"/> Relations between the 'Entente' powers. 	<p>Develop an understanding of the key concepts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> nationalism <input type="checkbox"/> arms race <input type="checkbox"/> alliance <input type="checkbox"/> balance of power <input type="checkbox"/> colonies <input type="checkbox"/> empire. <p>Source analysis skills.</p> <p>Discussion questions for the class:</p> <ul style="list-style-type: none"> <input type="checkbox"/> was a major European War inevitable? <input type="checkbox"/> what was the most serious underlying source of tension in Europe? 	<p>Students use a range of sources to create a case-file overview for the main members of each alliance system c.1900-1914. Include the following headings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> government <input type="checkbox"/> internal problems <input type="checkbox"/> industrial strength <input type="checkbox"/> military strength <input type="checkbox"/> naval strength <input type="checkbox"/> relations with neighbouring countries <input type="checkbox"/> fears and aspirations. <p>Topics for a class discussion:</p> <ul style="list-style-type: none"> <input type="checkbox"/> which countries would fear each other and why? <input type="checkbox"/> how did other countries react to Germany's growing economic and military strength? 	<p>Each depth study has four questions.</p> <p>1) Source analysis 4 marks e.g Practice Question 1 p 206</p> <p>2) How useful are sources...? 12 marks e.g practice question 2 p 206</p> <p>3) Write an account..8 marks e.g p 208 Practice Question</p> <p>4) Essay question...how far do you agree? 16 marks See Sample p 237 – 238 e.g p 214 Practice Question</p>	<p>Assessment objectives</p> <p>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 	<p>Niall Ferguson, <i>'Pity of War'</i>, Penguin, 2009 (ISBN-13: 978-0140275230).</p> <p>Summarised arguments of opposing historians such as James Joll, Fritz Fischer and Berghahn could be useful for extending more able students. These could sit alongside the</p>

			<p>The first and second questions test AO3 and require the analysis and evaluation of sources. One source is supplied for the first question and two sources for the second. Different types of sources will be used, including visual and written sources. The focus of the sources will arise from Part one, two or three of the specified content.</p> <p>The third question tests AO1 and AO2. It is a narrative account, which uses knowledge, understanding and analysis of the second order concepts of cause and/or consequence. The focus will arise from Part one, two or three of the specified content.</p> <p>The fourth question tests AO1 and AO2. It requires knowledge, understanding and analysis of historical events utilising any of the second order historical concepts. This will be an essay question requiring a judgement. It is an extended response which will give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured. Marks for spelling, punctuation and grammar (SPaG) will also be available. The focus will arise from Part one, two or three or may cover more</p>	<p>of the key features and characteristics of the period studied.</p> <ul style="list-style-type: none"> • 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 context of historical events studied. <p>85% level 9 75% Level 8 70% Level 7 64% level 6 58% Level 5 50% Level 4 45% Level 3.</p>	<p>more accessible accounts from the contemporary statesmen for example, Prince von Bulow's account of his conversation with Bethmann-Hollwegg in August 1914.</p>
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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.	<p>Additional specimen paper.</p> <p>Q8 Source question on the battle of the Somme. (12marks)</p> <p>GCSE 2018 Paper1</p> <p>Q4 'the Failure of the Schlieffen plan...' (16 marks)</p> <p>Q1 Source based on Gallipoli. (4 marks)</p>	As on causes of WW1.	<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 <input type="checkbox"/> the make-up of the infantry, including the section, platoon, company and battalion. 	<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 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 			

		<ul style="list-style-type: none"><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>			
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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>			