

Learning Programme History Second Year Unit Two. The role of Britain at Home and Abroad.

Topic /Content	Objectives/Skills	Homework/ Classwork tasks	Assessment	Success Criteria (for E/S/D at KS3)	Stretch & Challenge (Thirst for Learning)
Lesson 1 : Dunkirk and the BEF	To identify the key facts about Dunkirk To develop source evaluation skills to use successfully in the controlled assessment	Produce a fact file on Dunkirk:	Study Interpretation A and B on the evacuation of Dunkirk 1. What does the painting suggest about the British evacuation from Dunkirk? (6)	For 5 – 6 marks the response will • Make 3 well supported inferences from the source. For 3 -4 marks the response will Either.	Go to BBC4 for documentaries on Dunkirk and D day. See also Documentaries on the Battle of Britain, the Battle of the Atlantic and the bombing of Germany.
Lesson 2: The Battle of Britain	To explain why Britain won the Battle of Britain.	Use this work to write an essay. 'The most important reason why Britain won the Battle of Britain was the British technology' How far do you agree?	2. How does the photograph differ from the painting about the events at Dunkirk in 1940? (6) 3. Why do the interpretations of the events at Dunkirk in 1940 differ? (13)	• make 6 a number of unsupported inferences from the source or make 2 well supported inferences. For 1 -2 marks, the response will make either • One well supported inference or A few unsupported inferences.	
Lesson 3 : The Blitz	To develop source evaluation skills to use successfully in the controlled assessment				

<p>Lesson 4 : The Battle of the Atlantic:</p>	<p>To explain the extent of the threat of the German U- boat threat to Britain during World War Two.</p>	<p>Essay: Explain why Churchill gave top priority to the U-boat threat. Refer to a) German success and the reasons for them 1939 – 1940</p>		<p>2. For 5 - 6 marks the response will</p> <ul style="list-style-type: none"> • Refer to both the painting and the photograph • Make extended inferences based on the content for the source. <p>For 3-4 marks the response may</p> <ul style="list-style-type: none"> • Only refer to either the painting or the photograph • Inferences are limited. <p>For 1 – 2 marks the response will refer to reasons why the painting and photographer differ rather than how (eg one is a painting and one is a photograph).</p> <p>3. For 9 – 13 marks the response will</p> <ul style="list-style-type: none"> • Produce a developed answer, referring to both the photograph and the painting, 	
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				<p>analysing the content, origin and purpose of both sources with references to</p> <ul style="list-style-type: none">• Differences in context of the circumstances of the source and the purpose. <p>For 4 – 8 the response may</p> <ul style="list-style-type: none">• Only refer to wither the painting or the photograph• Produce a less well developed and supported response, only referring to a few aspects of provenance. <p>For 1 -3 marks the response will make simple comments e.g. one is a photograph and one is a Painting.</p> <p>Excellent: 19 and above Secure: 16 and above Developing: 12 and above</p>	
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<p>Lesson 5 : U-Boats and Rationing p 290 - 291</p>	<p>To explain the impact of the U – boats on the supply of food in Britain during World War Two To develop source evaluation skills to use successfully in the controlled assessment</p>	<p>How successful were the British government's policies to maintain food supplies in Britain during the war? Refer to</p> <ol style="list-style-type: none"> 1. Production of food 2. Rationing 3. Propaganda posters. 4.
<p>Lesson 6: The Allied Bombing of Germany</p>	<p>To explain the impact of the bombing raids on Germany To use essay writing skills</p>	<p>How successful was the Allied bombing campaign against Germany</p>

Lesson 7 : D- Day	To explain why the D-day campaign was a success To interpret sources effectively to come to a conclusion about the past To develop source evaluation skills	How successful was the Allied bombing campaign against Germany
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