

Scheme of Work History: Second Year : Unit Three : Britain and The First World War Home and Abroad :  
 Allocated Time: Six weeks ( 18 lessons)  
 Resources: Dynamic Learning Ben Walsh

Topic/Section/Key Issues	Learning Objective	Possible tasks/activities	Resources
Lesson 1 –The Beginning of World War One.	To understand why the Germans failed to achieve the objectives they had set out in the Schlieffen Plan. To plan and write a structured essay	Essay'Why did both sides start digging trenches by the end of 1914?	School booklet on the First world War
Lessons 2-3The German attack on Belgium and attitude of the British public at the outset of War.	To understand why the British public supported the war against Germany.	Read section in AQA History B Historical Enquiry p18-19.Q1 Page 19. Task 1 and 2 School Booklet.	AQA History B Historical Enquiry. School booklet on The First World War.
Lessons 4 and 5-Recruitment and Conscription.	To analyse the methods used by the British Government to recruit soldier. To understand concepts such as propaganda and patriotism. To get pupils to evaluate arguments for Conscription against voluntary recruitment.	-Source based exercise on three sources 4-6 to analyse different methods of recruitment. Group work exercise comparing the value of Conscription against voluntary recruitment. Homework. Get pupils to write a letter to a newspaper supporting their stance as a conscientious objector.	Dynamic Learning Zone Ben Walsh p280-281

Lesson 6 Trench warfare	To learn what a trench looked like What life was like in the trenches	To use a written description draw and label a diagram showing a birds eye view of trenches. Use a diagram and knowledge to explain what a trench looked like and why it was constructed that way. Write a letter from a soldier to a relative or girlfriend at home.	School booklet on First World War
Lesson 7 and 8-Case Study-The Battle of the Somme	To evaluate the tactics of General Haig at the Battle of the Somme To improve pupils source based skills in preparation for GCSE Coursework.	Draw up a table finding evidence to show that Haig was either a Hero, or a Butcher. Pupils study Sources F,G and H.Do sources G and H prove F wrong?	School booklet on First World War.
Lesson 9-Propaganda and Censorship	To understand the importance of propaganda in boosting support for the war. To understand how censorship restricted peoples freedom in World War 1	Page 284-285 Walsh Q1 but adapt it to get pupils to complete a table to illustrate how wartime propaganda achieved each of the three objectives. Q2-How do sources 18 and 19 differ in their view of censorship and propaganda? Pupils produce a propaganda poster of their own(perhaps as a	Dynamic Learning Zone. Ben Walsh p284 and 285.

		homework activity)	
Lessons 10-12 The War at sea	<p>To evaluate whether the British or Germans were more successful at the Battle of Jutland in 1916</p> <p>To understand the nature of Submarine warfare</p> <p>To analyse source interpretations of the British Blockade of Germany</p>	<p>Q1-4 in booklet under title 'Who Won?'</p> <p>Produce a newspaper article on the Battle of Jutland from either a British or German perspective.</p> <p>Q1-3 on Submarine Warfare.</p> <p>Source Evaluation tasks on The British Blockade of Germany.</p>	School booklet on First World War.
Lesson 13 -Rationing	To understand why Britain introduced Rationing in World War One.	<p>Qu 1-5 p289</p> <p>Activity p289</p>	<p>Dynamic Learning Zone</p> <p>Ben Walsh p288-p289.</p>
Lesson 14 The War in the Air	To understand how aeroplanes and airships played a significant part in World War the First World War.	<p>Q1-5 in section War in the Air.</p> <p>Write an Obituary of a First world War fighter pilot.</p>	School booklet on First world War.

Lesson 15-Air Raids in First World War.	To understand the impact of Air Raids on Civilians in World War One	Qu 1-4 p296-297 Walsh	Dynamic Learning Zone
Lessons 16 and 17-The Role of Women.	To understand how women's lives changed in the First World War. To analyse the concepts of continuity and change.	'Womens lives changed dramatically during the First world War' Using Sources G and H and your own knowledge, explain whether you agree with this interpretation .page 24.	AQA History B Historical Enquiry.
Lesson 18-Controlled Assessment ;	<ul style="list-style-type: none"> <li>• Students will be able to understand, evaluate and analyse a range of sources</li> <li>• Students will understand how aspects of the past have been interpreted in different ways</li> <li>• Students will gain practice in successful GCSE controlled assessment responses</li> </ul>	Study Sources A, B and C. Explain how useful these sources are in showing you the attitude to and effect of the introduction of new weapons in the First World War.(1 hour)	Printed Source and Question Sheet.