

<b>Subject</b>	History
<b>Term</b>	Cycle 1
<b>Duration (approx.)</b>	15-16 lessons
<b>Module</b>	Conflict and Cooperation (Britain and the World c. 1600 -1968) How have we suffered and survived in modern times?

**Factual knowledge to be taught and assessed (including subject specific vocabulary)**

- WWI Causes and outbreak
- Sarajevo, empires, balance of power and outbreak
- Overview of early conflict
- Trench conditions on W Front
- The Somme & Gallipoli
- Life and work for women
- Spring Offensive
- Versailles 1919
- Weimar Germany
- Rise of Hitler and NSDAP

**Skills and concepts to be developed and assessed (linking to identified AOs)**

- Describe and explain the different WWI causes (A02)
- Produce a narrative of the events that led to war in 1914 (A01&2)
- Select and describe key features of Trench conditions to use with an interpretation (A01&3)
- Explain the message and purpose of interpretations of war (A03)
- Identify and develop how the role of women changed 1915-18 (A02)
- Explain how and why the roles of women changed 1915-18 (A02)

**Formative Assessment/key piece of work prior to end of unit:**

There are three assessed pieces. Two will form part of the first assessment cycle:

1. Written narrative that also explains how war came about in 1914 due to a variety of factors.
2. Annotated interpretation of conditions on the western front through a patriotic cigarette card.

3. Supported explanation of the changing roles and status of women through government posters.

Pupils will receive written feedback after drafting their explanation so they can improve their writing. Criteria is shared to help all pupils to produce excellent history. An overall final standard is then given.

**Summative Assessment**

Each task is given a summative grade – excellent or not. Pupils will be shown the criteria again for each task to make them aware of what is needed to be excellent. Work that is not excellent will be deemed good or developing. This attainment is recorded in an overview in their folders.

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

The 20<sup>th</sup> century events are new to our pupils but will link to some previous learning about WW2 in KS2. Many of a good general knowledge of WW2 but know little about the Great War. This conflict is looked at in depth over this unit. Links will be established with the rise of protest and democracy studied in Year 8 and especially the actions of the suffragettes in the war effort and Representation of the Peoples Act in 1918.

**Spelling-Punctuation-Grammar**

**How will you promote high standards within this module?**

- Key word lists
- Ppt slides have key words displayed often
- Drafting written reports
- Pupil checking and correction of spelling
- Literacy mats

**Link forward: where next for the learning?**

The theme is conflict and cooperation and how British people have suffered, survived and progressed in the C20<sup>th</sup>. This to encompass the First World War and the establishment of Nazi policy after 1933. The Holocaust is looked at in depth with use made of the stories of many children and Wladeck Szpilman in Poland. The final unit explores the experiences of the Black Peoples of the Americas with slavery, emancipation and the fight for civil rights in the USA.

<b>Subject</b>	History
<b>Term</b>	Cycle 2
<b>Duration (approx.)</b>	15-16 lessons
<b>Module</b>	Conflict and Cooperation (Britain and the World c.1600-1968) How have we suffered and survived in modern times?

**Factual knowledge to be taught and assessed (including subject specific vocabulary)**

- Versailles & Weimar Germany
- Rise of Hitler and NSDAP
- Life in Nazi Germany
- The approach of war 1936-39
- Policies against the Jews
- The Holocaust

**Skills and concepts to be developed and assessed (linking to identified AOs)**

- Explain the message and purpose of interpretations of war (A03)
- Identify and develop how the role of women changed 1915-18 (A02)
- Explain how and why the roles of women changed 1915-18 (A02)
- Research, plan and draft lifeline from 1889 to 1933 for Hitler (AO1&2)
- Use contextual knowledge to evaluate different sources and interpretations of the Great war and Nazi Germany (AO3)
- Explain with contextual support how useful evidence is about Nazi society (AO3)

**Formative Assessment/key piece of work prior to end of unit:**

There are two assessed pieces and are part of the second assessment cycle:

- Research, plan, draw and annotate the changing events in Hitler's life up to 1933 and becoming chancellor
- What was life like in Nazi Germany? Test paper using three sources and knowledge of living in Nazi Germany.

Pupils will receive written feedback after drafting their explanation for the timeline so they can improve their writing. Criteria is shared to help all pupils to produce excellent history. An overall final standard is then given. Some improvement time will be given to add to the source answers and to include better contextual knowledge.

**Summative Assessment**

Each task is given a summative grade – excellent or not. Pupils will be shown the criteria again for each task to make them aware of what is needed to be excellent. Work that is not excellent will be deemed good or developing. This attainment is recorded in an overview in their folders. The source test is summative – pupils are given a score for their three questions based on the source use and knowledge explained.

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

The 20<sup>th</sup> century events are new to our pupils but will link to some previous learning about WW2 in KS2. Many of a good general knowledge of WW2 but know little about the Great War. This conflict is looked at in depth over this unit. Links will be established with the rise of protest and democracy studied in Year 8 and especially the actions of the suffragettes in the war effort and Representation of the Peoples Act in 1918.

**Spelling-Punctuation-Grammar**

**How will you promote high standards within this module?**

- Key word lists
- Ppt slides have key words displayed often
- Drafting written reports
- Pupil checking and correction of spelling
- Literacy mats

**Link forward: where next for the learning?**

The theme is conflict and cooperation and how British people have suffered, survived and progressed in the C20<sup>th</sup>. This to encompass the First World War and the establishment of Nazi policy after 1933. The Holocaust is looked at in depth with use made of the stories of many children and Wladeck Szpilman in Poland. The final unit explores the experiences of the Black Peoples of the Americas with slavery, emancipation and the fight for civil rights in the USA.

<b>Subject</b>	History
<b>Term</b>	Cycle 3
<b>Duration (approx.)</b>	15-16 lessons
<b>Module</b>	Conflict and Cooperation (Britain and the World c.1600-1968) How have we suffered and survived in modern times?

## Summative Assessment

Each task is given a summative grade – excellent or not. Pupils will be shown the criteria again for each task to make them aware of what is needed to be excellent. Work that is not excellent will be deemed good or developing. This attainment is recorded in an overview in their folders. The source test is summative – pupils are given a score for their three questions based on the source use and knowledge explained.

### Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

The 20<sup>th</sup> century events are new to our pupils but will link to some previous learning about WW2 in KS2. Many of a good general knowledge of WW2 and we seek to build on this with exploration of the wide events of the Jewish Holocaust. Further conflict and the fight for freedom is then investigated with resistance to slavery in the Americas, emancipation and the success of the Civil Rights movement. Some of these events are then studied in more depth in Year 11 with the Making of America and Living Under Nazi Rule.

### Spelling-Punctuation-Grammar

#### How will you promote high standards within this module?

- Key word lists
- Ppt slides have key words displayed often
- Drafting written reports
- Pupil checking and correction of spelling
- Literacy mats

### Factual knowledge to be taught and assessed (including subject specific vocabulary)

- Policies against the Jews
- The Holocaust
- The Causes and nature of Atlantic slavery Plantation life
- Resistance to slavery
- Emancipation and after
- The Civil Rights Movement

### Skills and concepts to be developed and assessed (linking to identified AOs)

- Use contextual knowledge to evaluate different sources and interpretations of the Great war and Nazi Germany (AO3)
- Explain with contextual support how useful evidence is about Nazi society (AO3)
- Explain and attempt to evaluate the different ways that slavery was resisted in different parts of the Americas (AO1&2)

### Formative Assessment/key piece of work prior to end of unit:

There are two assessed pieces and are part of the second assessment cycle:

- What was life like in Nazi Germany? Test paper using three sources and knowledge of living in Nazi Germany. This may not have been assessed in cycle 2 and if so is assessed here.
- Written, extended and structured report selecting some significant examples and explaining whether the event or acts were successful or not.

Pupils will receive written feedback after drafting their explanation for the timeline so they can improve their writing. Criteria is shared to help all pupils to produce excellent history. An overall final standard is then given. Some improvement time will be given to add to the source answers and to include better contextual knowledge.

### Link forward: where next for the learning?

For some this is the end of their experience of school history. For many (usually 80-90) then this has been the foundation of their study of 5 topics at GCSE with OCR SHP history.