

UNIT 1 - THE FIRST WORLD WAR

Content

- The origins of the First World War
- The Alliance System
- Imperialism
- Crises in Morocco & the Balkans
- Assassination of Franz Ferdinand
- Battle of the Somme
- Trench warfare & new technology
- Life in the trenches

Resources & ICT

- *Modern World History* by Ben Walsh
- <http://www.johndclare.net>
- Worksheets & Keynote presentations
- Internet photo & document archives
- YouTube clips

Types of assessment

- IGCSE style questions
- Presentations & discussion
- Spoken contributions in class
- Factual recall & worksheets
- Extended writing
- In class written assessments

Students to Know

- The origins of the First World War: Alliance System, arms race, imperialism, the Balkans, the July Crisis
- The Schlieffen Plan
- What life was like on the Western Front
- New developments in technology & tactics

Students to Understand

- Why the problems in the Balkans were so difficult for the Great Powers to solve
- How the assassination of Franz Ferdinand led to war
- The significance of the Battle of the Somme
- The debate over the leadership & tactics of General Haig at the Somme

Students to be able to Do

- Explain whether the Alliance System made war more or less likely
- Accurately recall & select relevant historical knowledge to support a coherent & logical argument
- Interpret & evaluate a wide range of historical sources, identifying their limitations

Cross curricular links

- Geography; maps of the Western Front, territorial disputes

Differentiation incl. EAL

- Groupwork assignments: mixed ability or different tasks based on the group's abilities
- Extension activities

Learning styles activities

- Groupwork
- Large & small group discussion
- Lectures
- Student presentations
- Speeches
- Document analysis & questions



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Global citizenship, internationalism, local environment

- Relationships between countries – causes for war
- General Haig's legacy today – Hero or Butcher of the Somme?



UNIT 2 - THE PEACE TREATIES

Content

- The Big Three – aims & motives
- Disagreements between the Big Three
- Wilson's 14 Points
- Terms of the Treaty of Versailles
- Debate over whether the treaty was fair
- Impact of the Treaty of Versailles on Germany
- "Stab in the Back"

Resources & ICT

- *Modern World History* by Ben Walsh
- <http://www.johndclare.net>
- Worksheets & Keynote presentations
- Internet photo & document archives
- YouTube clips

Types of assessment

- IGCSE style questions
- Presentations & discussion
- Spoken contributions in class
- Factual recall & worksheets
- Extended writing
- In class written assessments

Students to Know

- The role of individuals such as Wilson, Clemenceau & Lloyd George in the peacemaking process
- The terms of the Treaty of Versailles (territorial, military, reparations, war guilt)

Students to Understand

- The aims & motives of the Big Three at Versailles
- The impact of the treaties on the defeated countries
- The reactions of Britain, France & the USA to the finalised Treaty of Versailles

Students to be able to Do

- Explain whether the Treaty of Versailles was fair, using evidence from sources to support an argument
- Accurately recall & select relevant historical knowledge to support a coherent & logical argument
- Interpret & evaluate a wide range of historical sources, identifying their limitations

Cross curricular links

- Geography; new maps of post-war Europe, new successor states
- Economics; reparations payments & hyperinflation

Differentiation incl. EAL

- Groupwork assignments: mixed ability or different tasks based on the group's abilities
- Extension activities

Learning styles activities

- Groupwork
- Large & small group discussion
- Lectures
- Student presentations
- Speeches
- Document analysis & questions



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Global citizenship, internationalism, local environment

- Legacy of the Treaty of Versailles
- Wilson's 14 Points & national self-determination – issues today
- Contemporary historical opinions on the treaties

UNIT 3 - WEIMAR & NAZI GERMANY

Content

- Impact of the Treaty of Versailles on the Weimar Government
- Achievements of the Weimar period
- Life in Weimar Germany in the 1920s
- The Nazi Party in the 1920s
- The impact of the Great Depression
- Hitler's rise to power
- Life in Nazi Germany
- Culture & mass media in Nazi Germany
- Opposition in Nazi Germany

Resources & ICT

- *Modern World History* by Ben Walsh
- <http://www.johndclare.net>
- Worksheets & Keynote presentations
- Internet photo & document archives
- YouTube clips

Types of assessment

- IGCSE style questions
- Presentations & discussion
- Spoken contributions in class
- Factual recall & worksheets
- Extended writing
- In class written assessments

Students to Know

- The political disorder in Germany in the early 1920s
- The improvements of the Stresemann Era
- The steps taken to consolidate Nazi rule in Germany

Students to Understand

- The reasons for initial lack of interest in the Nazi Party & reasons for Hitler's eventual rise to power
- The impact of the Great Depression on Germany
- The different experiences of Nazi rule (women, children, minorities, opponents)

Students to be able to Do

- Understand & explain why the German people voted for the Nazi Party in the 1930s
- Accurately recall & select relevant historical knowledge to support a coherent & logical argument
- Interpret & evaluate a wide range of historical sources, identifying their limitations

Cross curricular links

- Geography; German territorial losses in the Treaty of Versailles
- Economics; the impact of the Great Depression on Germany

Differentiation incl. EAL

- Groupwork assignments: mixed ability or different tasks based on the group's abilities
- Extension activities

Learning styles activities

- Groupwork
- Large & small group discussion
- Lectures
- Student presentations
- Speeches
- Document analysis & questions



Global citizenship, internationalism, local environment

- Prejudice & racism today
- Government power & opposition movements
- Examples of hyperinflation today – Zimbabwe in 2008

UNIT 4 - ROAD TO WWII

Content

- Failure of the League of Nations in the 1930s
- Hitler's foreign policy to 1939
- Increasing militarism of Germany, Italy & Japan
- Appeasement
- The Nazi-Soviet Pact
- The outbreak of war in 1939

Resources & ICT

- *Modern World History* by Ben Walsh
- <http://www.johndclare.net>
- Worksheets & Keynote presentations
- Internet photo & document archives
- YouTube clips

Types of assessment

- IGCSE style questions
- Presentations & discussion
- Spoken contributions in class
- Factual recall & worksheets
- Extended writing
- In class written assessments

Students to Know

- Hitler's foreign policy to 1939 (Saar, Rhineland, Anschluss, Sudetenland etc.)
- Hitler's foreign policy aims & links with Nazi domestic policy in Germany

Students to Understand

- Why Britain & France pursued a policy of appeasement
- The importance of the Nazi-Soviet Pact
- Why Hitler wanted to expand across Eastern Europe

Students to be able to Do

- Explain why Britain & France declared war on Germany in September 1939
- Accurately recall & select relevant historical knowledge to support a coherent & logical argument
- Interpret & evaluate a wide range of historical sources, identifying their limitations

Cross curricular links

- Geography; territorial expansion in Europe

Differentiation incl. EAL

- Groupwork assignments: mixed ability or different tasks based on the group's abilities
- Extension activities

Learning styles activities

- Groupwork
- Large & small group discussion
- Lectures
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- Speeches
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Global citizenship, internationalism, local environment

- Reasons for war – is it ever justified?
- The debate over the policy of appeasement
- What actions should the international community take in cases of aggression? Link to contemporary examples



UNIT 5 - THE USA IN THE 1920s & 1930s

Content

- US economic boom in the 1920s
- The "Roaring Twenties"
- Societal issues of the 1920s (role of women, prohibition, intolerance)
- The Wall Street Crash
- The early Great Depression & government reaction

Resources & ICT

- *Modern World History* by Ben Walsh
- <http://www.johndclare.net>
- Worksheets & Keynote presentations
- Internet photo & document archives
- YouTube clips

Types of assessment

- IGCSE style questions
- Presentations & discussion
- Spoken contributions in class
- Factual recall & worksheets
- Extended writing
- In class written assessments

Students to Know

- The expansion of the US economy in the 1920s through mass production in industry, media & advertising, expansion of consumer goods
- The weaknesses in the economy by the late 1920s
- The Wall Street Crash in 1929 & its financial, economic & social effects

Students to Understand

- The changing roles of women in the 1920s
- How changes in American society led to restrictions on immigration as well as intolerance & the rise of the KKK
- The different policies of Hoover & Roosevelt to combat the effects of the Depression

Students to be able to Do

- Explain why there was some opposition to the New Deal & how the New Deal changed the role of the US government
- Accurately recall & select relevant historical knowledge to support a coherent & logical argument
- Interpret & evaluate a wide range of historical sources, identifying their limitations
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Cross curricular links

- English; the Harlem Renaissance
- Economics; Wall Street Crash & Great Depression

Differentiation incl. EAL

- Groupwork assignments: mixed ability or different tasks based on the group's abilities
- Extension activities

Learning styles activities

- Groupwork
- Large & small group discussion
- Lectures
- Student presentations
- Speeches
- Document analysis & questions



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Global citizenship, internationalism, local environment

- Global impact of economic depressions & recessions
- Immigration policies, intolerance, prohibition examples today
- Importance of the changing role of women in society today
- How responsible should a government be for solving economic problems?