Netherhall History Curriculum

Year group: 10 **Paper 1: Paper 1 Section B:** *Conflict & Tension: World War One (1894 – 1918)/* **Paper 1 Section A:** *Germany 1890 - 1945: Democracy and Dictatorships*

	Term 1			Term 2		Term 3
Content	**Paper 1 Section B:** *Conflict & Tension: World War One (1894 – 1918)* • Great powers of Europe – Britain, France, Russia, Germany, Austria-Hungary • The Alliance System • The Moroccan crises • Problems in the Balkans • Britain's Splendid Isolation • Anglo-German rivalry • The assassination of Archduke Franz Ferdinand • Countdown to war	**Paper 1 Section B:** *Conflict & Tension: World War One (1894 – 1918)* • The Schlieffen Plan • The failure of the war plans • Trench Warfare, life in the trenches and the weapons used in trench warfare • The Battle of Marne and race to the sea • The Battle of Verdun • The Battle of the Somme • The Battle of Passchendaele	**Paper 1 Section B:** *Conflict & Tension: World War One (1894 – 1918)* • The Gallipoli Campaign • The war at sea – blockade, Jutland, U-boats • The war in the air – fighter planes, bomber planes • The war in the wider world • Changes in alliances – Russia leaves, USA enters • Impact of new tactics and technology • Ludendorff's Spring Offensive and the Hundred Days Offensive • The impact of war on the home fronts • The end of the war – why Germany was defeated	**Paper 1 Section A:** *Germany 1890 - 1945: Democracy and Dictatorship* • Kaiser Wilhelm and Germany before WW1 • Impact of WW1 • Weimar Republic • Treaty of Versailles • The Stresemann era • Murders and uprisings under Stresemann • Hitler and the Munich Putsch	**Paper 1 Section A:** *Germany 1890 - 1945: Democracy and Dictatorship* • To what extent did the Weimar Republic recover after 1923? • Germany's Golden Age • Depression and the rise of the Nazis • How did Hitler become Chancellor? • How did Hitler eliminate his opposition? • The Night of the Long Knives • 'Work and bread' • Did Hitler make Germany 'self-sufficient'? • Were ordinary Germans better off under the Nazis? • The impact of war	**Paper 1 Section A:** *Germany 1890 - 1945: Democracy and Dictatorship* • How did the Nazis change the lives of young people? • Women in Nazi Germany • Christianity and the Nazis • Journey to the Final Solution • Fear and terror: repression and the police state • Art and culture under the Nazis • Resistance and opposition to Hitler and the Nazis ***Paper two: Britain: Health & the People c.1000 to the present day*** • The Four Humours • Treating the sick in Medieval England • Influence of Christianity on Medieval medicine • Influence of Islam on Medieval medicine

Assessment
As well as more formal written pieces, assessment can include:
• Starters recapping knowledge
• Questioning
• Low stakes testing/quizzes
• Knowledge-based homework tasks
• Written responses
• Regular 10 mark knowledge – factual/substantive concepts to be completed and self-assessed.
	The Alliance System was the main cause of the First World War.' How far do you agree with this statement? Explain your answer. [16 marks]
	
	Study Source A in the Sources Booklet. Source A is critical of imperialism before the First World War. How do you know? Explain your answer using Source A and your contextual knowledge. [4 marks]
		Study Sources B and C in the Sources Booklet. box 0 2 How useful are Sources B and C to an historian studying military technology and tactics in the First World War? Explain your answer using Sources B and C and your contextual knowledge. [12 marks]
		
		Write an account of how the Schlieffen Plan led to problems in 1914. [8 marks]
			Study Source A in the Sources Booklet. Source A is critical of the Bolsheviks during the First World War. How do you know? Explain your answer using Source A and your contextual knowledge. [4 marks]
			
			'The war at sea was the main reason for Germany's defeat in the First World War.' How far do you agree with this statement? Explain your answer [16 marks]
				In what ways were the lives of German people affected by events during the early years of the Weimar Republic, 1919–1923? Explain your answer. [8 marks]
				
				Describe two problems faced by Kaiser Wilhelm II before WWI (4)
					Which of the following was the more important reason why the Nazi Party gained popularity?
					  • Great Depression
					  • Hitler's actions?
					Explain your answer with reference to both bullet points. [12 marks]
					Describe two problems faced by the German Government during the Depression. [4 marks]
					
					1. Read Interpretations A and B. How does Interpretation B differ from Interpretation A about Hitler's appeal to the people of Germany?
					2. Why might the authors of Interpretations A and B have a different interpretation about Hitler's appeal to the people of Germany
					3. Which interpretation gives the more convincing about Hitler's appeal to the people of Germany? [8 marks]
						• In what ways were the lives of young people affected by Nazi policies? Explain your answer. [8 marks]
						
						1. Read Interpretations A and B. How does Interpretation B differ from Interpretation A about opposition to Hitler? Explain your answer based on what it says in Interpretations A and B. [4 marks]
						
						2. Why might the authors of Interpretations A and B have a different interpretation about opposition to Hitler? Explain your answer using Interpretations A and B and your contextual knowledge. [4 marks]
						
						3. Which interpretation gives the more convincing opinion opposition to Hitler? Explain your answer based on your contextual knowledge and what it says in Interpretations A and B. [8 marks]

Common misconceptions *Will be added to after standardisation and moderation meetings*	• Pupils find it hard to understand the concept of imperialism and nationalism. • Don't get too hung up on the assassination of FF or students will simply recall what happened rather than the impact. • Careful teaching of which country declares war on who and when.	• Make sure students understand the impact the Schlieffen Plan for other countries – not just that it led Germany to fight on 2 fronts. • Drill the difference between each battle so students don't get confused. • Link trenches and warfare to specific battles so students become more accustomed to using them as examples.	• Make sure you get students to understand the timeline of when USA enters and the impact. • Consider the impact of the USA. What would have happened if they didn't enter? Would it have made much difference? Make sure you use hinge questions to get students to consider how significant this was.	• Ensure students know key terminology right from the very beginning e.g. Reichstaf, socialism, communism etc. • Link start of Germany unit with WWI and do some interleaving – what was the situation before WWI? • Drill the key info from the uprisings and putsches – pupils easily forget this.	• Teach recovery of Weimar Republic very clearly and slowly. Drill key terms as pupils will forget pacts/treaties etc. • Make sure students explain the impact of different factors.	• Make sure students understand how the war influenced the Final Solution. Good opportunity to interleave with WWI unit.
Homework	• Producing revision notes • Extended readings • Planning essay questions • Assessments	• Producing revision notes • Extended readings • Planning essay questions • Assessments	• Producing revision notes • Extended readings • Planning essay questions • Assessments	• Producing revision notes • Extended readings • Planning essay questions • Assessments	• Producing revision notes • Extended readings • Planning essay questions • Assessments	• Producing revision notes • Extended readings • Planning essay questions • Assessments
Key words/Never Heard the Word **Tier 3 vocabulary**	***Never Heard the Word:*** alliance; arms race; colony; empire; foreign policy; imperial; nationalist; pan-Slavism; semi-independent; Splendid Isolation; trade union; treaty; tsar; two-power standard; Weltpolitik.	***Never Heard the Word:*** attrition; bayonet; counter-attack; Eastern Front; machine gun; mutineer; mutiny; no man's land; outflanked; province; rifle; shell shock; stalemate; trench foot; Western Front.	***Never Heard the Word:*** abdicate; armistice; blockade; Bolshevik; convoy system; desert; dogfight; home front; hurricane bombardment; neutrality; Q-ship; reconnaissance; U-boat; Victoria Cross; Zeppelin.	***Never Heard the Word:*** Article 48; Bundesrat; Chancellor; constitution; diktat; hyperinflation; industrialisation; November criminals; passive resistance; proportional representation; putsch; Red Rising; Reichstag; socialism; SPD; Stormtroopers	***Never Heard the Word:*** cabinet; coalition; concentration camp; Dawes Plan; dictator; Enabling Law; Gestapo; mass rally; police state; propaganda; radical; Reichsbanner; Rentenmark; Schutzstaffel; Young Plan	***Never Heard the Word:*** anti-Semitism; Aryan; assassinate; censorship; eugenics; euthanasia; Final Solution; Holocaust; indoctrinate; July Bomb Plot; Kinder, Kirche and Kuche; Kristallnacht; Lebensborn; rearmament; self-sufficient
Tier 2 vocabulary	Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen	Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen	Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen	Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen	Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen	Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen
Career links (Unifrog)	-Links to historian / librarian / archivist – how does a historian use the available evidence to form a hypothesis? https://www.unifrog.org/student/careers/school-subjects/historian https://www.unifrog.org/student/careers/school-subjects/archivist.	-Links to military historian; careers in the Armed Forces, including the RAF.	Links to law and order and legal representation - https://www.unifrog.org/student/careers/school-subjects/solicitor	Links to politics and working in local government - https://www.unifrog.org/student/careers/school-subjects/local-government-officer	Links to diplomatic service officer – https://www.unifrog.org/student/careers/school-subjects/diplomatic-service-officer	Links to journalism – how was the war reported? What impact did the media have on the outcome of the war? https://www.unifrog.org/student/careers/school-subjects/broadcast-journalist
Employability skills	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive

IT in the curriculum	Developing analytic, problem solving, design and computational thinking skills when discussing the causes of WWI. As part of our discussions we talk about how countries communicated and worked with others to achieve a common goal or solution – or how they failed to do so.	Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.' When looking at significant battles during WWI, we consider how the lack of technology in the early phases of the war led to a lack of communication/stalemate on the western front.	Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.' During this unit we look at the improvements made in technology and tactics – considering the impact this had on soldier's during the war and the impact it had on the progress of the war in the wider-world.	Develop analytic, problem solving, design and computational thinking skills. Confidence in dealing with complexity – understanding the demands of different countries post-war and the complexities in achieving goals that satisfied all.	Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.' Technology in the wider world – considering the impact the war and technology during the war had an impact on people's lives in different countries.	Develop their capability, creativity and knowledge in computer science, digital media, and information technology. Considering the role of censorship, bias and control of media and IT. This helps students to understand the reliability of different material looking the purpose, context, required audience etc.
Notes/developments/standardisation comments						