

HISTORY SPRING 1 – YEAR 9: 3) CAUSES OF WORLD WAR ONE

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> Builds upon prior learning in previous unit and connects chronology of empire and WWI Ensures continuity and embedding of key terms and concepts which were previously taught- e.g. imperialism Key connections linked to causation and deeper understanding. To fully understand significance, events and outcome of WWI it is vital to understand the roots of the conflict Connects so much of later 20th century history and defines the beginning of the end for many empires Wider context of WWI and ensures they understand the wider scope of the war. NC ref:4 	<ul style="list-style-type: none"> <u>Great Powers of 1914</u>- context of 1914- introduce major empires and compare and contrast the size, influence, power and nature of European empires. <u>MAIN</u>- examining the intricate nature of the alliances pre-1914 and introducing concepts of other major causes- militarism, imperialism, alliances and nationalism- explore this with examples. Clear chronological explanations and concept of long/short/trigger causes. <u>The Spark</u>- Case study- spark- exploring causes in more depth (nationalism, militarism, imperialism, alliances) within Austro-Hungarian Empire- linking this to other causes and outbreak of war. <u>Schlieffen Plan</u>- Germany's plan for war (ties to militarism) – Explains Britain's declaration of war and more links to other causes (alliances) 	<p>Alliances, nationalism, empire, imperialism, militarism, armaments, colonies, dreadnoughts, arms race, nationalistic, patriotism, martyr, terrorist, entente, mobilisation, neutrality, expeditionary, industrialised, independence, emperor (variations of this as well-e.g. Kaiser, Tsar), prioritisation, long-term, short-term, trigger/catalyst, assassination, heir, Schlieffen Plan, neutrality, treaty</p>
Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> Identifying the links between the differing causes of WWI and reach and support a judgement regarding the relative significance of the causes Ability to analyse deeply and ensure connections are made and events are linked to causes and bigger pictures is built. Evaluation skills and deployment of evidence to support an argument- responsibility for outbreak of WWI/ most important cause Debate/oracy presentations on most significant cause of WWI Writing frames; success criteria and mark schemes VIP strategy for disadvantaged students 	<ul style="list-style-type: none"> Relevance of understanding that causes of wars are complex and many fold- application in modern context and impact of other factors on causing wars Ability to see multitude of perspectives to understand that you can disagree on causes of event and still not be wrong. Broadens pupils' wider knowledge of Europe and beyond and ensures pupils have solid understanding on geo-political concepts 	<ul style="list-style-type: none"> Ability to link causes and see the bigger picture is extremely valued in industry and shows analytical nature. Multiculturalism- key concept of looking to wider world and broadening their historical and geographical curiosities by looking at influence of European powers across the world. Trip- WWI Battlefields trip- 3 day trip to battlefields of Belgium and France- Including Ypres and Somme- helps bring to life what was learnt in the classroom and make content memorable Understanding the importance of being able to prioritise factors

<ul style="list-style-type: none"> • Use of SEND passport strategies to personalise support • Recommended reading: <i>Birdsong</i> by Sebastian Faulkes; <i>War Horse</i> by Michael Morpurgo; <i>Stories of WWI</i> by Tony Bradman; <i>Conkers and Grenade'</i> by Hilary Lee-Corbin 		
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> • Cultural- pupils broaden their understanding of other European countries and their traditions/ history by exploring and analysing full range of causes of WWI • Spiritual- opportunity for debate on morality of martyrdom and terrorism to achieve political aims • Moral- empathy and perspective- examining full spectrum of evidence and opportunities to discuss involvement and blame for outbreak of war. 	<ul style="list-style-type: none"> • Cross curricular links with the English department e.g. etymology of words; WWI poetry • Cross curricular with maths e.g. use of figures and statistics when looking at power and influence of differing Great Powers of Europe • Cross curricular with Geography- key terminology linked to ethnic diversity of regions as well as geographical knowledge of Europe/ world when looking at imperialism. • Character and Culture- martyrdom/ nationalism/ morality- Gavrilo Princip/ Slav nationalism 	<ul style="list-style-type: none"> • That WWI was just fought between Britain and Germany (lack of understanding of other countries involved) • That it was inevitable that Britain would win WWI • Shooting of Archduke Franz Ferdinand was primarily the only reason that WWI happened- failure to connect bigger picture on long/short term causes. • Inability to link causes together in explaining beginning of WWI and how one cause can easily connect to another. • Over reliance on placing blame for outbreak of WWI upon one country. – ‘Germany alone was to blame’
Assessment timeline:		
<ul style="list-style-type: none"> • Knowledge quizzes - starters • Source analysis- causes of WWI and Schlieffen Plan • Oracy assessments in groups – to present an argument for the most significant long term cause of WWI 		
Home learning		
1. Meanwhile, Elsewhere – Russo-Japanese War – mid-unit		
Feedback		
<ul style="list-style-type: none"> • Oracy grading matrix used to assess presentations • Live marking using iscan 		

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit: 3																													