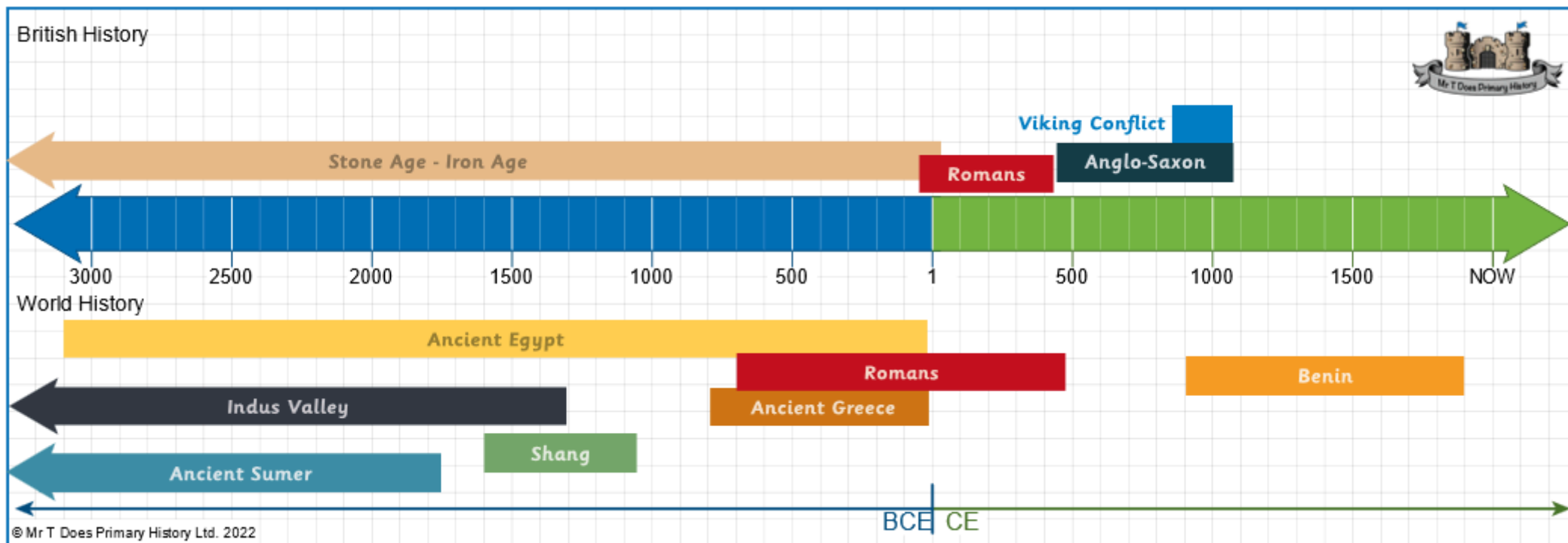




Context					
Unit	Twentieth-Century Conflict				
Assessment	Could the Second World War have been avoided?				
Key Knowledge <i>How does this unit fit in?</i> <i>What Big Ideas are explored?</i>	<p>The national curriculum states that pupils should be taught about “a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066”. In this unit, pupils will have the opportunity to learn about Britain’s role in the world during two of the most significant conflicts in history: the first and second world wars, encouraging pupils to understand the complex long-term relationship between these two events in history. The substantive concepts (big ideas) covered in the unit are power, conflict and society. Once again, pupils will learn about the deep connection between conflict and power and its impact on society. Pupils will begin by learning how a rise in militarism, alliances, imperialism and nationalism (power) led to increasing tensions throughout the late 19th and early 20th century with the assassination of Archduke Franz Ferdinand sparking a chain reaction resulting in the First World War. Moving onto the conflict itself, pupils will learn about how weaponry fundamentally changed the nature of warfare at the start of the twentieth-century, with machine guns capable of killing thousands of soldiers in a single assault. Pupils will learn about how the harsh conditions of the Treaty of Versailles alongside a global financial crash led to the economic crisis in Germany impacting ordinary people in society. Coupled with resentment from the guilt clause of the Treaty of Versailles and ineffectual leadership, pupils will learn how Hitler used his oratory skills and propaganda to seize power in Germany. Pupils will be encouraged to reflect upon the cause and consequence of events instigated by the Treaty of Versailles and Hitler’s rise to power. The Think! Question for this unit asks: ‘Could the second world war have been avoided?’ This will allow pupils to bring together everything that they have learnt about different nations in the twentieth-century and reach a judgement about whether different actions may have altered or even prevented the war.</p>				
Skills <i>What skills are taught in this unit?</i> Skills Progression	<p>Chronology: Demonstrate a deep understanding of the chronology of a series of events on a timeline and explain the impact of one event upon another. Source Analysis: Use sources to make reasoned inferences and explain findings about the past. Significance: Explain the significance of events and the impact they have had on the modern world. Cause & Consequence: Understand that events within periods of time can have an impact on decisions made later. Questioning: Research to explore significant events/people of the past.</p>				
Vocabulary <i>To be displayed on the working wall</i>	Appeasement	Bombardment	Propaganda	Treason	Second World War
	Artillery	Conscription	Rearmament	Treaty of Versailles	Conflict
	Blockade	Empire	Reparations	First World War	Tyrannical

Unit Overview

Enquiry Question		Learning Intention	Focus Skill	Diversity	Local History	Curriculum Links
1	What were the different causes of the First World War?	I can explain the different causes of the First World War <i>To investigate the different causes of the First World War</i>	Chronology Cause & Consequence			Maths: Addition
2	Why were so many lives lost on the Western Front?	To explore different interpretations of the past by analysing the impact of contrasting sources <i>To explore a variety of sources about WW1.</i>	Source Analysis			At Read at 3: War Game. Make links to this lesson throughout the text.
3	Was the Treaty of Versailles fair?	To argue whether the Treaty of Versailles was fair or not <i>To explore the Treaty of Versailles.</i>	Significance Cause & Consequence Questioning			In Year 4, Vikings, children learnt about a Peace Treaty agreed between Alfred the Great and Viking Guthrum
4	How did Hitler rise to power?	To explain the circumstances which enabled Hitler to rise to power <i>To explore the circumstances which enabled Hitler to rise to power.</i>	Cause & Consequence	Nazis - Racism		
5	What caused the Second World War?	To classify the different causes of the Second World War <i>To investigate the different causes of the Second World War</i>	Significance Cause & Consequence			
6	Assessment: Could the Second World War have been avoided?					



Print on A3 for Books, timelines can fold out to be read easily. British History on the top, World history on the bottom.

Lesson 1

Enquiry Question	What were the different causes of the First World War?
Learning Intention	To investigate the different causes of the First World War
SOLO SC: Uni- Structural	I can identify a factor which contributed to the start of the First World War
SOLO SC: Multi- Structural	I can list the different causes of the First World War
SOLO SC: Relational	I can explain the different causes of the First World War
SOLO SC: Extended Abstract	I can evaluate which was the most crucial factor in the outbreak of the First World War
<p style="text-align: center;">The lesson (How will children meet the LI?)</p>	<p>CONCEPTS: The key learning here is to show how vying for power and how this leads to conflict. Think back to previous history topics: why have conflicts started previously. By Y6 children should be confident with the cause & consequence of power battles and physical conflict. Tell the children that they should look out for any similarities between the causes of WW1 and other battles/wars studied in the past.</p> <p>20 minutes</p> <ul style="list-style-type: none"> - Begin by sharing the knowledge organiser with the children and discussing their initial thoughts / observations. Stick in books. - Recap on the periods of British history that have been studied in the past and show their relative durations on a timeline - Which periods of British history have we studied? (Accept reference to world history but explain the difference) Stretch children by discussing concurrent periods of history. Explain that in this unit we will be learning about the First and Second World Wars. WW1: 1914-1918, WW2: 1939-1945. Task: Children to plot these World Wars on the Timeline. Can children plot the Industrial Revolution from Autumn 1? Prompt children to look back in books for dates if necessary. ASK: What do they notice about these events compared to other history units studied? - Today, we are going to be learning about what events/circumstances lead to the start of the First World War. - Watch this video outlining the main causes of WW1 . Add key words from the video to the working wall: Militarism, Alliances, Imperialism, Nationalism and ask the children in pairs to see if they can remember what the words mean as explained in the video <ul style="list-style-type: none"> - <i>Militarism: Created an arms race out of competition and fear of nations' neighbours.</i> - <i>Alliances - 'Teams' created to balance power</i> - <i>Imperialism -Imperialism is when a country grows its power over other countries to become a large empire. Some European countries, such as Britain, had created large worldwide empires and had become very rich. Other European countries, such as Russia and Germany, were becoming jealous and wanted to create their own vast empires. This caused competition and conflict between many of the countries throughout the world. (children have learnt about Empire throughout their history learning and should have some knowledge of this)</i> - <i>Nationalism - The feeling that countries were better than others, and promoted the anti-Austro-Hungarian sentiments in Serbia - leading to assassination of Archduke Franz Ferdinand</i> - Discuss ideas as a class and add the definitions to the key words. Through repetitive questioning, children should embed these 4 main ideas. You may wish to repeat the video to reinforce ideas. - This lesson will explore these 4 elements in more detail:

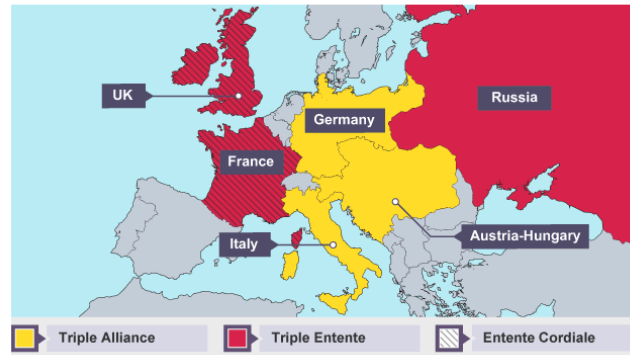
20 minutes

- Share the text [“Two Suspicious Nations”](#) with the children. Bring it alive by paraphrasing and summarising key elements to help the children understand the chronology of events.
- Children answer questions 1,2 and 3. (This could be completed as a whole class discussion activity which would shorten this task)

20 minutes

- **Alliance:** Think of this as teams, in competition for power. One team (Britain, France and Russia) was called ‘The Triple Entente’. The other team (Germany, Austria / Hungary and Italy) was called the ‘Triple Alliance.’ To make matters even more confusing, part way through the war, Italy changed sides and joined the ‘Triple Entente’. Display image on Working Wall.

The Alliances



- Discuss the term Nationalism. What does it mean? (identification with one's own nation and support for its interests, especially to the exclusion or detriment of the interests of other nations.) **Ask: How could this lead to the outbreak of war?**
- **Militarism.** Children complete [Power of the alliance sheet](#) calculating the power of each alliance and answer the summary questions.
- Summary: Display the question: Explain the causes of WW1. (Silver answer would be bullet points of key information. Gold will explain in detail. Platinum will speculate which had the biggest impact)

Key Vocabulary for the lesson

Militarism
Alliance

Imperialism
Nationalism

Archduke Franz Ferdinand
Assassinate

Resources

[Timeline](#)
[Knowledge Organiser](#)

[Video](#)
[“Two Suspicious Nations”](#)

[Power of the alliance sheet](#)

Alliances

Lesson 1 Key Words

Lesson 2

Enquiry Question	Why were so many lives lost on the Western Front?
Learning Intention	To explore a variety of sources about WW1.
SOLO SC: Uni- Structural	I can retrieve information about the past using a range of sources
SOLO SC: Multi- Structural	I can make inferences about the past using a range of sources
SOLO SC: Relational	I can explore different interpretations of the past by analysing the impact of contrasting sources
SOLO SC: Extended Abstract	I can explain the impact of propaganda and make links to the present day
<p style="text-align: center;">The lesson</p> <p>(What will the children do to demonstrate their understanding of the LI?)</p>	<ul style="list-style-type: none"> - CONCEPTS: The key learning in this lesson is to recognise the impact propaganda material had on society. Children working at GDS may explore the power play of Government / the media and the information which is received by the general public. - Children complete the retrieval quiz (p.8 of pupil booklet / Lesson 2 Digital Resource). Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Share the WW1 Propaganda Posters with the children. Talk through each image and share thoughts on the message. - ASK: Why might people need convincing to enlist? What messages are the posters giving? (Add posters and ideas, perhaps recorded on post-it notes, on the working wall) - Ask: Do you think these posters give an accurate image of what life would be like at war? - How have historians found out about life in the trenches? Are these primary or secondary sources? (Remember they didn't have the media we have today) - Work through pages 9 and 10 of the pupil booklet as a class. Establish that life in the trenches was anything but glamorous or a game. Trenches were cold and wet and many soldiers suffered with trench foot. Food was bad, fighting was brutal, men died and very little advancement was made. Watch this video (scroll down) to find out more. - In the video it mentions the soldiers read and write letters home. - Share a letter from a soldier on the Western Front (letter 1 'An Everlasting Nightmare') . Children to read the letter in pairs and share their initial thoughts. Feedback and share as a class. (Add to the Working Wall alongside the Propaganda Posters) - Ask: what is one interpretation of war from what you have seen / read? <ul style="list-style-type: none"> - That war is a glorious privilege and an adventure you wouldn't want to miss out on - That going to war would make you a hero - That there is nothing more important than fighting for your country. - Ask: what is an alternative interpretation of war from what you have seen / read? <ul style="list-style-type: none"> - That men would most likely suffer injury, disease, death - Men would live outside, in the mud, with the rats - War was not an adventure but a horror

	<ul style="list-style-type: none"> - Death - Ask: During WWI letters home were often checked and censored - why do you think this happened? Ask: Why do you think 'The truth' was not published in the newspapers in Britain? - TASK: In books, children to stick in one Propaganda Poster and one Letter (or the image of a letter!) Children to write next to each image what message the reader receives. At the Gold Level, children should then write a concluding paragraph explaining the reasons why propaganda posters existed and letters home were censored. 		
Key Vocabulary for the lesson	Weaponry Artillery	Propaganda Interpretation	Censorship
Resources	Pupil Booklet Pupil Booklet (ANSWERS)	WW1 Propaganda Posters	Life in the trenches video Letter from a soldier (Letter 1, page 2)

Lesson 3

Enquiry Question	Was the Treaty of Versailles fair?									
Learning Intention	To explore the Treaty of Versailles.									
SOLO SC: Uni- Structural	I can identify the reason significant leaders wanted Germany to be punished									
SOLO SC: Multi- Structural	I can list ways in which the leaders of France, USA and Britain wanted Germany to be punished									
SOLO SC: Relational	I can argue whether the Treaty of Versailles was fair or not									
SOLO SC: Extended Abstract	I can reflect on the significance of the Treaty of Versailles and its contribution to the Second World War									
<p style="text-align: center;">The lesson (How will children meet the LI?)</p>	<ul style="list-style-type: none"> - CONCEPTS: The key learning in this lesson is to recognise the significance of the Treaty of Versailles in stripping Germany of its power after World War One. - Children complete the retrieval quiz (p.12 of pupil booklet / Lesson 3 Digital Resource). Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Ask: If you had an argument or conflict with someone on the playground. How would it be resolved? Tell your partner. (consequence, admitting what happened, apologising and making sure both sides are satisfied) This is similar to what happened at the end of WW1 but on a much larger scale. - Work through Lesson 3 of the pupil booklet, sharing information and answering the questions. - At the end of p.15, Watch this video (Part 1) (The video contains a lot of information so you may wish to stop the video at certain points to summarise what has been said) Teacher to make notes on flipchart paper to help support recall of information. This can be added to the working wall at the end of the lesson. Children summarise their understanding by telling their partner everything they know so far about the Treaty of Versailles. - Work through the rest of the pupil booklet and watch this video (Part 2) to see what the conditions of the treaty were. - Children answer question 5 (p.17) in their books. Ensure the concept of Power is at the forefront of discussions and responses. - Ensure children working at GDS have the opportunity to talk about, reflect upon and write a response for platinum. 									
Key Vocabulary for the lesson	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Treaty of Versailles</td> <td style="width: 33%;">Territory</td> <td style="width: 33%;">Reparations</td> </tr> <tr> <td>Blockade</td> <td>Conscription</td> <td>War-Guilt</td> </tr> <tr> <td>Armistice</td> <td>Demilitarised</td> <td>Lusitania</td> </tr> </table>	Treaty of Versailles	Territory	Reparations	Blockade	Conscription	War-Guilt	Armistice	Demilitarised	Lusitania
Treaty of Versailles	Territory	Reparations								
Blockade	Conscription	War-Guilt								
Armistice	Demilitarised	Lusitania								
Resources	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Pupil Booklet</td> <td style="width: 50%;">Video Part 1</td> </tr> <tr> <td>Pupil Booklet (ANSWERS)</td> <td>Video Part 2</td> </tr> </table>	Pupil Booklet	Video Part 1	Pupil Booklet (ANSWERS)	Video Part 2					
Pupil Booklet	Video Part 1									
Pupil Booklet (ANSWERS)	Video Part 2									

Lesson 4

Enquiry Question	How did Hitler rise to power?			
Learning Intention	To explore the circumstances which enabled Hitler to rise to power			
SOLO SC: Uni- Structural	I can identify reasons why the German people were not happy after World War One			
SOLO SC: Multi- Structural	I can list reasons why the German people turned to the Nazi Party and to Hitler			
SOLO SC: Relational	I can explain the circumstances which enabled Hitler to rise to power			
SOLO SC: Extended Abstract	I can evaluate which factors were most significant in Hitler's rise to power			
<p>The lesson (How will children meet the LI?)</p>	<ul style="list-style-type: none"> - CONCEPTS: The key learning in this lesson is recognising that the Treaty of Versailles had a significant, negative impact on German society. People were angry about what was happening to them and they turned to support Hitler and the Nazi party who promised to help make Germany strong and powerful again. - Children complete the retrieval quiz (p.19 of pupil booklet / Lesson 4 Digital Resource). Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - This lesson can be split into 3 sections: 1) The state of Germany after the Treaty of Versailles 2) What the Nazi party offered the people of Germany 3) Why Hitler became so popular with the German people - Hang a large piece of sugar paper at the front of the room with the 3 titles written at the top of each. - Provide children with the content from the Pupil Booklet. Children work in pairs to read the information (partner 1 read aloud, then swap so partner 2 can read aloud). - Provide the children with post-it notes. When they have finished reading the text, they can retrieve the required information, record on a post-it note and add it to the shared posters at the front. - Class teacher should circulate and listen to vulnerable readers. - The causes and consequences (effects, impacts) of historical events are of primary interest for historians, everything we have looked at today is a consequence of the Treaty of Versailles. Summarise the information collected by children on the post-it notes, bringing the conversation back to Cause and Consequence (because XXX happened, XXX happened) to help the children forge links between events. - Plenary: revisit the success criteria for the lesson. Set a timer for 2 minutes, how much information can children remember and share with their partner OR children to write a reflection explaining the circumstances which enabled Hitler to rise to power in their books. 			
Key Vocabulary for the lesson	Economic Crisis The Great Depression	Reparations Unemployment	The Nazi Party Nazis	Propaganda Prejudice
Resources	Pupil Booklet Pupil Booklet (ANSWERS)		Large Sugar Paper x3 Post it notes	

Lesson 5

Enquiry Question	What caused the Second World War?		
Learning Intention	To investigate the different causes of the Second World War		
SOLO SC: Uni- Structural	I can identify why Britain declared war on Germany		
SOLO SC: Multi- Structural	I can list the causes of the Second World War		
SOLO SC: Relational	I can classify the different causes of the Second World War		
SOLO SC: Extended Abstract	I can compare the nature of the causes to the ones that led to WW1.		
The lesson (How will children meet the LI?)	<ul style="list-style-type: none"> - CONCEPTS: The key learning in this lesson is recognising that whilst the aims of the Treaty of Versailles were to avoid another war in the future but in fact, it was one of the causes of WW2. A number of different causes contributed to the rise of the Nazi Party and Power in Germany, society became mobilised and Hitler was very popular. As Hitler's became more powerful, it created further conflict. - Children complete the retrieval quiz (p.25 of pupil booklet / Lesson 5 Digital Resource). Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Watch this video which summarises the learning so far and introduces new ideas about why WW2 started. You may wish to periodically stop the video to review / explain / question. - Print and A3 Copy of the Information Sheet, Slide 5 for each pupil. - As a class, share read the content on the left hand side, drawing in prior knowledge to contextualise the information. - Discuss the difference between the terms: Long term cause, short term cause, tipping point and trigger. - Children to colour code the boxes and then sort the events in the timeline (on the right hand side) into the 4 categories. - Repeat the activity for the major causes (red circles at the bottom) - For Platinum level, use Information Sheet Slide 11 in addition to the above 		
Key Vocabulary for the lesson	The Treaty of Versailles The League of Nations	Territory The Great Depression	The Munich Agreement Reoccupation
Resources	Pupil Booklet Pupil Booklet (ANSWERS)	Video Information Sheet, Slide 5	Information sheet, Slide 11

Lesson 6

Assessment Think! Question	Could the Second World War have been avoided?				
Tasks	Class discussion about Think! Question - encourage use of appropriate vocabulary (Collaborative) Think! Question (Independent) Knowledge Quiz (Independent)				
Key Vocabulary for the lesson	Agreement Alliance Armistice	Blame Defeat Extremist	Guilt Economic Crisis Invade	Military Territory Responsibility	Sudetenland Rhineland Threat
Resources	Knowledge Quiz Think! Question Knowledge Quiz (ANSWERS)				