

**History:
Causes of World War 1**

Year 9 Autumn 1

**Time of Assessment:
Time of Assessment: Between 7th and
17th October**

Knowledge to be Assessed:

Our World War One unit looks at the political, economic and social reasons why the Great War broke-out? We will look at the long and short-term causes of the war. Which cause was most important? Who were the key figures? Which Alliance should win? Issues such as nationalism and militarism and could the war have been avoided Students need to recap their work since early September on the causes of World War One. Students need to use their exercise books as a revision tool. Ultimately students need to make a judgement on the main causes of war.



The assessment will test student's evaluation skills along with recall, memory, fact checking and revision skills.

Resources to help Revision:

- *Look at key events such as:*
- <https://online.norwich.edu/six-causes-world-war-i> (University of Norwich - six causes)
- <https://www.bbc.co.uk/bitesize/topics/z4crd2p/articles/z9cvf82>
- <https://www.bbc.co.uk/programmes/p011n3n9> (Four main causes of WWI).
- <https://www.youtube.com/watch?v=0UqDytzrk4U> (Britain declares war).
- *Look at key events in the lead up to the First World War and build up a knowledge bank.*
- *Try to discuss the contents of a student's exercise book.*

Emerging	Developing	Secure	Mastering	Extending
Students can describe a couple of reasons why WWI broke out.	Students can begin to describe how the assassination and the alliance system contributed to the outbreak of war in 1914.	Students begin to explain how the assassination and the alliance system contributed to the outbreak of war in 1914 and begin to consider how the causes might be linked.	Students explain how the assassination, the alliance system and at least one other cause contributed to the outbreak of war. Students will make a judgement in the conclusion about how far they agree with the question.	Students explain how the assassination, the alliance system and at least one other cause contributed to the outbreak of war in 1914 and explain in depth how the causes might be linked. In their conclusions, students will evaluate the causes and justify how far they agree with the statement.

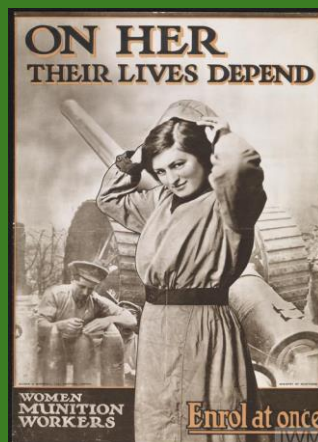
**History:
Women in World War 1**

Year 9 Autumn 2

**Time of Assessment: Time of
Assessment: Between 2nd and 16th
December**

Knowledge to be Assessed:

- Students will have looked at the reasons why some women got the vote in 1918.
- Students will look at various reasons why the vote was gained such as, Pre-WWI social and economic changes, the actions of suffragists & suffragettes and work during WWI.
- Students will evaluate the usefulness of sources and will start to use 'second order concept' words in their analysis.



Skills to be assessed:

Students will use and evaluate sources to help them answer the questions critically and reach a conclusion.

Resources

- <https://www.youtube.com/watch?v=qTPquhaRxUw&t=1206s> (Suffragette City)
- <https://www.bbc.co.uk/bitesize/topics/zxwg3j6/articles/z6gh6g8> (Struggle for the right to vote)
- <https://www.bbc.co.uk/bitesize/topics/zxwg3j6/articles/zsjg3j6> (Why did women receive the vote).
- <https://www.youtube.com/watch?v=YBelDO2ggew> (Women at work in WWI)
- <https://www.youtube.com/watch?v=29IQAcmaP1s> (Women in WWI).
- <https://www.youtube.com/watch?v=XULMUWmg1Uo> (Did WWI promote women's rights).

Emerging	Developing	Secure	Mastering	Extending
Simple statements unsupported by specific knowledge. i.e. 'Women in work helped' 'women protested'.	Developed statements supported by specific contextual knowledge, e.g. details about pre-war protest and jobs and jobs during the war etc.	Developed explanation which acknowledges that there are two sides supported by selected knowledge and making positive use of ACORN of the sources.	Sustained argument supported by precisely selected knowledge and using the sources as evidence to assess the view and compare it with alternative views.	Higher marks will refer suffragist and suffragette activity linked to their war activity and link to total war, male votes and general equality. Students will make a sustained and explicit judgement.