

**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.

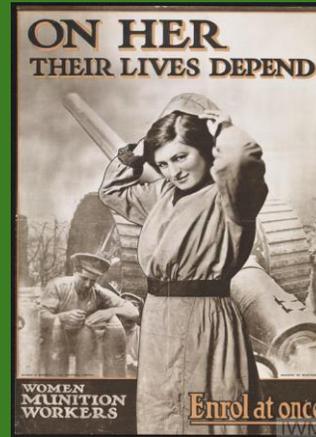
**History:
Women in World War 1**

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/zxwq3j6/articles/z6qh6q8> (Struggle for the right to vote)
- <https://www.bbc.co.uk/bitesize/topics/zxwq3j6/articles/zsjq3j6> (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.

Subject

History

Year and Term

Year 9 Spring 1

Time of Assessment

Spring Term Week 6

Knowledge to be Assessed:

Our World War One unit looks at the political, economic and social impact of the war along with issues such as What was the cause of the war? What were key battles? What was life like in the trenches? We also look at the impact of the war on women and look at punishments, wounds and stories of ethnic minorities. Importantly, we look at the role of the Isle of Man.

Students need to recap their work since September on the World War One. Students need to use their exercise books as a revision tool.



Skills to be assessed:

The assessment will test students recall, memory, fact checking and revision skills.

Resources to help Revision:

- *Look at key events such as:*
- <https://www.bbc.co.uk/bitesize/topics/z4crd2p>
- <https://www.bbc.co.uk/bitesize/articles/z8sssbk#z7rjjsq>
- <https://www.bbc.co.uk/bitesize/topics/zxwg3j6/articles/z6qh6q8> (women)
- <https://www.iwm.org.uk/history/how-did-the-armistice-end-the-first-world-war>
- *Look at key events and people in the First World War and build up a knowledge bank.*
- *Try to discuss the contents of a student's exercise book.*

Emerging

Students can use basic dates and terms in relation to the developments in history studied. E.g. Can identify key words like Alliance.

Developing

Students can show basic factual knowledge and understanding of key developments and aspects across different periods.

Secure

Students can show and increased depth of factual knowledge and can identify different periods and past societies.

Mastering

Students use their own knowledge to under key aspects of chronology and anachronisms.

Extending

The student makes links between their factual knowledge and their understanding of the WWI Period of c1914 to c1918.

Subject

History

Year and Term

Year 9 Spring 2

Time of Assessment

Spring Term Week 12

Knowledge to be Assessed:

- Studying the 'World War Two' module, students undertake a depth study and ask 'was Dunkirk a disaster for the British' Students will look at events leading up to World War Two, the causes of the war and why the British Army had to be evacuated from France in May/June 1940. Students should also look at the role played by the IOMSPCo.



Skills to be assessed:

Students are expected to research the long and short-term consequences of the evacuation and make a judgement on its positive or negative influence on Britain's war effort.

Resources to help Revision

<https://www.dailymotion.com/video/x3xh0pz>
(War walks)

<https://www.bbc.co.uk/archive/world-war-two--dunkirk-evacuation/z4fky9q> *(Various)*

https://www.bbc.co.uk/history/worldwars/wwtwo/ff2_dunkirk.shtml

<https://www.youtube.com/watch?v=FwdFurGVd9q> *(History Buffs)*

https://www.youtube.com/watch?v=Xc_SzYNAAI
_(IWM)

<https://www.youtube.com/watch?v=CmLuGl4ZHDo> *(IOMSPCo)*

Emerging

Students show limited knowledge and can identify successful and negative factors in relation to the battle of Dunkirk.

Developing

Students show basic knowledge of the evacuation of the British Army from Dunkirk and there is a limited overall judgement in relation to the event.

Secure

Students can show accurate and relevant information showing some knowledge and understanding of evacuation. A judgement is given but it is vague.

Mastering

Students show accurate and relevant information and show good knowledge and understanding linked to the question. The student starts to use second order concept words.

Extending

The student makes accurate and sustained assertions showing clear knowledge with explicit links to the question, with a clear use of second-order concept words. The student make links to the question through making mini judgements.

Subject

History

Year 9 Summer 1

Time of Assessment

Summer Week 4

Knowledge to be Assessed:

- Students will be given a choice of topics to research relating to our studies on WWII and the post-war world. Students will hopefully have the opportunity to interview someone aged over 60.
- Choice 1 – Interview someone linked to National Service, Choice 2 – Interview someone linked WWII, Choice 3 - Interview someone linked to the 1950s & 1960s. Choice 4 – Focus on an event from WWII .



Skills to be assessed:

Research and analysis skills: Drawing important information from a multitude of sources.

Resources to help Revision:

- Students will be given advice on how to interview someone and get them to answer open-ended questions;
- *Students will be given advice on how to do research to extend their key points and increase their knowledge;*
- *Students can present their findings as a PPT, a YouTube clip, an essay or a poster.*

Emerging

Students can show limited understanding as to how people from the past can be interpreted.

Developing

Students can show basic understanding of interpretations of people from the past and show a basic knowledge of their lives.

Secure

Students start to use historical terms linked to economic and social change/continuity in the period after c1939. Students start to understand the word subjective

Mastering

Students use their own knowledge and interview techniques (where applicable) to evaluate the experiences of people in the past. The student starts to make a judgement, but it is implicit.

Extending

The student evaluates the accuracy of various interpretations and makes an explicit judgement. Shows detailed knowledge and gives various theories/hypothesis on key events post c1939. The student makes an explicit judgement.