

Scheme of Work 2020-2021
Subject: Conflict and Tension 1918-1939

Year Group: Year 11

Specification: AQA Paper 1, Section B

- September –February (40 max hours)
- 30 teaching hours available between Sep – Dec
- AP preparation and feedback to be completed during contact hours as additional
- In each yellow/green cycle there needs to be one fully marked exam style question and 1 green feedback/feed forward sheet.
- Key activities and tasks will be input as the lessons are planned over the summer due to this being a new topic.
- Learning reflection every half term Planning timeline

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
1	<ul style="list-style-type: none"> • To create an overview of the period 1918-1939 	<p>Introduction lesson – All sheets to be stuck in to set up for the course e.g trackers</p> <p style="text-align: center;">How was has devastated Europe</p>	<p>DO NOW: Elizabeth Recall</p> <p>Keywords: Armistice</p> <p>Suggested Activity: Mind map the devastation across Europe Discuss what the Big 3 might want as a result of this</p>		<ul style="list-style-type: none"> • Seneca Learning • Revision Guide • further reading (Target 6+) • C&T workbook 	So3 C3 Sp10
2	<ul style="list-style-type: none"> • Recall the key politicians at the Paris Peace Conference 	<p style="text-align: center;">The aims of Clemenceau, Wilson and Lloyd George</p> <p>Taking the terms of the armistice as a</p>	<p>DO NOW: Medicine Recall</p> <p>Keywords: Paris Peace Conference, the Big Three, Idealist, League of Nations, self determination</p>	<p style="background-color: #fff9c4;">Q1 or Q3</p> <p style="background-color: #fff9c4;">Q1: Source A opposes Clemenceau and his aims</p>	<ul style="list-style-type: none"> • Seneca Learning • Revision Guide further 	So3 C3

	<ul style="list-style-type: none"> Explain what each of the Big Three wanted to Achieve Analyse the motives of the Big Three in order to explain their aims 	<p>starting point, the focus should be on describing and explaining the aims of the 'Big Three'. Why did they hold different opinions? Lessons 2 and 3 are linked to the terms of the treaty and reactions to it in order to analyse who was most/least satisfied with the settlement, and why</p>	<p>Suggested Activity: Enquiry question: How sensible was the Treaty of Versailles? Key profiles of the 'Big Three': students prepare a fact file by matching profiles to statements about the peacemakers. Students prepare a table to describe and explain the aims of each leader. Create columns headed 'satisfaction/dissatisfaction' for each leader – this can be populated during lessons 4 and 5. Source evaluation: students study sources about the 'Big Three'. For each source students should work out its message, purpose and reliability.</p>	<p>at the Paris Peace conference. How do you know? Explain your answer using Source A and CK P.13 revision bk</p> <p>Q3: Write an account of how the Versailles peace settlement was affected by the fact that the war was mainly fought in France (p.9 txt bk)</p>	<p>reading (Target 6+)</p>	
3	<ul style="list-style-type: none"> Describe why it was difficult for the big 3 to agree at the Paris Peace Conference Explain why there were so many arguments Analyse why Clemenceau and Lloyd George did not agree to many of Wilson's 14 points 	<p>Why were the Big Three willing to compromise when they disagreed so much?</p> <p>Taking the terms of the armistice as a starting point, the focus should be on describing and explaining the aims of</p>	<p>DO NOW: Elizabeth Recall</p> <p>Keywords: Armistice, treaty, reparations, Rhineland, Allies, Fourteen points, empire, Tsar, Communists, disarmament</p> <p>Content: Enquiry question: How sensible was the Treaty of Versailles? Key profiles of the 'Big Three': students prepare a fact file by matching profiles to statements about the peacemakers. Students prepare a table to describe and explain the aims of each leader.</p>		<ul style="list-style-type: none"> Seneca Learning Revision Guide further reading (Target 6+) 	So3 C3

		the 'Big Three'. Why did they hold different opinions? Lessons 2 and 3 are linked to the terms of the treaty and reactions to it in order to analyse who was most/least satisfied with the settlement, and why	Create columns headed 'satisfaction/ dissatisfaction' for each leader – this can be populated during lessons 4 and 5. Source evaluation: students study sources about the 'Big Three'. For each source students should work out its message, purpose and reliability. Differentiation Students consider what questions they would ask the 'Big Three' about how and why they reached their decisions			
4	<ul style="list-style-type: none"> Explain what Germany lost in terms of the Treaty of Versailles Consider how the Treaty affected Germany 	<p>What were the Terms of the Treaty of Versailles?</p> <p>The focus is on the terms and nature of the settlement. The emphasis should be on encouraging students to consider if the treaty was fair and sensible, not only at the time it was written, but also in hindsight. Was it the best that could have been achieved at the time and how far have later events altered our perceptions about the treaty?</p>	<p>DO NOW: Medicine Recall</p> <p>Keywords: Diktat, clause, demilitarise, Anschluss, League of Nations, conscriptions, mandates</p> <p>Suggested Activity:</p> <ul style="list-style-type: none"> Students produce a narrative of the terms of the treaty and annotate a map to illustrate some of the terms. Role play: students consider how would each of the 'Big Three' react to the key terms? Students justify their ideas and complete the table from lesson 1 using a column headed 'satisfaction/ dissatisfaction'. Students explain their answers. Class discussion based on hypothesis, for example, 'Wilson was the most dissatisfied by the terms of the Treaty of Versailles. Do you agree or disagree?' Assessment point: students produce a written explanation of the answer to the hypothesis. Students then review each other's answer and discuss. 	<p>Teacher feedback</p> <p>Feed Forward</p>	<ul style="list-style-type: none"> Seneca Learning Revision Guide further reading (Target 6+) 	So3 C3

			<p>Differentiation Students consider what questions they would ask the 'Big Three' about how and why they reached their decisions</p>			
5	<ul style="list-style-type: none"> Explain how different countries felt after the Treaty of Versailles was signed Analyse political cartoons about the Treaty 	<p>What was the reaction to the Treaty of Versailles?</p> <p>The focus is on the terms and nature of the settlement. The emphasis should be on encouraging students to consider if the treaty was fair and sensible, not only at the time it was written, but also in hindsight. Was it the best that could have been achieved at the time and how far have later events altered our perceptions about the treaty?</p>	<p>DO NOW: Elizabeth Recall</p> <p>Keywords: Provenance</p> <p>Suggested Activity:</p> <ul style="list-style-type: none"> Students produce a narrative of the terms of the treaty and annotate a map to illustrate some of the terms. Role play: students consider how would each of the 'Big Three' react to the key terms? Students justify their ideas and complete the table from lesson 1 using a column headed 'satisfaction/ dissatisfaction'. Students explain their answers. Class discussion based on hypothesis, for example, 'Wilson was the most dissatisfied by the terms of the Treaty of Versailles. Do you agree or disagree?' Assessment point: students produce a written explanation of the answer to the hypothesis. Students then review each other's answer and discuss. <p>Differentiation Students consider what questions they would ask the 'Big Three' about how and why they reached their decisions</p>	<p>Source B opposes the Treaty of Versailles. How do you know?</p>	<ul style="list-style-type: none"> Seneca Learning Revision Guide further reading (Target 6+) 	<p>So3 C3</p>
6	<ul style="list-style-type: none"> Explain different opinions of the Treaty of Versailles 	<p>How satisfied were the Allies with the Treaty of Versailles?</p>	<p>DO NOW: MEDICINE Recall</p> <p>Keywords: Propaganda, isolationism, ratify</p>	<p>Teacher feedback</p> <p>Feed Forward</p>	<ul style="list-style-type: none"> Seneca Learning Revision Guide further 	<p>So3 C3 Sp10</p>

	<ul style="list-style-type: none"> • Analyse how satisfied the Allies were with the Treaty 	<p>The focus is on the terms and nature of the settlement. The emphasis should be on encouraging students to consider if the treaty was fair and sensible, not only at the time it was written, but also in hindsight. Was it the best that could have been achieved at the time and how far have later events altered our perceptions about the treaty?</p>	<p>Content:</p> <ul style="list-style-type: none"> • Students produce a narrative of the terms of the treaty and annotate a map to illustrate some of the terms. Role play: students consider how would each of the 'Big Three' react to the key terms? Students justify their ideas and complete the table from lesson 1 using a column headed 'satisfaction/ dissatisfaction'. Students explain their answers. Class discussion based on hypothesis, for example, 'Wilson was the most dissatisfied by the terms of the Treaty of Versailles. Do you agree or disagree?' Assessment point: students produce a written explanation of the answer to the hypothesis. Students then review each other's answer and discuss. 		<p>reading (Target 6+)</p>	
7	<ul style="list-style-type: none"> • Recall why Germans hoped to be treated fairly after WW1 • Explain the political situation in Germany at the end of the war • Evaluate the impact of the Treaty of Versailles on Germany 	<p>The German Reaction to the Treaty of Versailles</p> <p>The emphasis should be on the short and medium term impact of the treaty for all the Allies and Germany and to evaluate the strengths and weaknesses of the settlement. The reference to the 'wider settlement' relates to the creation of new states and the problems they faced in terms of reparations</p>	<p>DO NOW: Elizabeth Recall</p> <p>Keywords: abdicate, Weimar Republic, Weimar Constitution, democratic, hyperinflation, Nazi</p> <p>Content:</p> <ul style="list-style-type: none"> • Source exercise: students look at a range of sources relating to Allied and German attitudes about the fairness of the treaty. Students group the sources for and against, and record the results. Students compare the sources for their utility based on content, purpose and knowledge. In groups, students discuss how sensible the treaty was and then present a report to the whole class. Using the 	<p>Write an of How the Treaty of Versailles caused problems for Germany (8)</p>	<ul style="list-style-type: none"> • Seneca Learning • Revision Guide further reading (Target 6+) 	<p>So3 C3 Sp10</p>

		and self determination – issues which will be revisited when studying Wilson’s attitude to the peace and, later, the causes of the Second World War.	question from the group discussion, students consider the qualities required of conclusions and judgements. They attempt to write a judgement and peer assess.			
8	<ul style="list-style-type: none"> Consider the strengths and weaknesses of the peace treaties Analyse how fair the Treaty was Evaluate historical interpretations of the Treaty 	<p>How fair was the Treaty of Versailles and the wider settlement?</p> <p>The emphasis should be on the short and medium term impact of the treaty for all the Allies and Germany and to evaluate the strengths and weaknesses of the settlement. The reference to the ‘wider settlement’ relates to the creation of new states and the problems they faced in terms of reparations and self determination – issues which will be revisited when studying Wilson’s attitude to the peace and, later, the causes of the Second World War.</p>	<p>DO NOW: Medicine Recall</p> <p>Keywords: Peacemakers, Austro-Hungarian, Brest-Litovsk</p> <p>Content:</p> <ul style="list-style-type: none"> Source exercise: students look at a range of sources relating to Allied and German attitudes about the fairness of the treaty. Students group the sources for and against, and record the results. Students compare the sources for their utility based on content, purpose and knowledge. In groups, students discuss how sensible the treaty was and then present a report to the whole class. Using the question from the group discussion, students consider the qualities required of conclusions and judgements. They attempt to write a judgement and peer assess. 	<p>Teacher feedback</p> <p>Feed Forward</p>	<ul style="list-style-type: none"> Seneca Learning Revision Guide further reading (Target 6+) 	So3 C3

<p>9</p>	<ul style="list-style-type: none"> • Outline how Germany's allies were dealt with at the end of WW1 • Assess how successful the treaties created were in dealing with Germany's allies 	<p>How were Germany's allies treated at the end of WW1?</p> <p>The emphasis should be on the short and medium term impact of the treaty for all the Allies and Germany and to evaluate the strengths and weaknesses of the settlement. The reference to the 'wider settlement' relates to the creation of new states and the problems they faced in terms of reparations and self determination – issues which will be revisited when studying Wilson's attitude to the peace and, later, the causes of the Second World War.</p>	<p>DO NOW: Elizabeth Recall</p> <p>Keywords: USSR</p> <p>Content:</p> <ul style="list-style-type: none"> • Source exercise: students look at a range of sources relating to Allied and German attitudes about the fairness of the treaty. Students group the sources for and against, and record the results. Students compare the sources for their utility based on content, purpose and knowledge. In groups, students discuss how sensible the treaty was and then present a report to the whole class. Using the question from the group discussion, students consider the qualities required of conclusions and judgements. They attempt to write a judgement and peer assess. 		<ul style="list-style-type: none"> • Seneca Learning • Revision Guide further reading (Target 6+) 	<p>So3 C3 Sp10</p>
<p>10</p>	<ul style="list-style-type: none"> • Analyse how satisfied the Big Three would have been with the final Treaty • Evaluate which of the Big here would have been the most satisfied 	<p>To what extent did he Big Three achieve their aims?</p>	<p>DO NOW: Medicine Recall</p> <p>Keywords: naval supremacy, economist</p> <p>Content:</p> <ul style="list-style-type: none"> • Source exercise: students look at a range of sources relating to Allied and German attitudes about the fairness of the treaty. Students group the sources for and against, and record the results. Students compare the 	<p>Exam Question:</p> <p>Q4. Clemenceau was the least satisfied of the Big Three by the treaty of Versailles.</p>	<ul style="list-style-type: none"> • Seneca Learning • Revision Guide further reading (Target 6+) 	<p>So3 C3</p>

			sources for their utility based on content, purpose and knowledge. In groups, students discuss how sensible the treaty was and then present a report to the whole class. Using the question from the group discussion, students consider the qualities required of conclusions and judgements. They attempt to write a judgement and peer assess.	How far do you agree with his statement? Explain your answer		
11	End of Topic One Assessment	Knowledge assessment Learning Reflection	Knowledge assessment on purple paper. Self-assessed and target setting Learning reflection for topic 1	Self Assessed knowledge test Teacher assessed end of unit test	<ul style="list-style-type: none"> Seneca Learning Revision Guide further reading (Target 6+) 	So3 C3
Part two: The League of Nations and international peace						
12	<ul style="list-style-type: none"> Describe the aims of the League of Nations Explain how the League attempted to prevent more wars Analyse the Strengths and weaknesses of the League 	<p>Why was the League of Nations Created?</p> <p>While considering how and why the League was set up, the emphasis should be on its strengths and weaknesses, thereby judging its viability as a peace keeping organisation in the 1920s.</p>	<p>DO NOW: Medicine Recall</p> <p>Keywords: Council, Locarno Treaty, Fountainebleau, Memorandum, collective security, Permanent Court of International Justice, Covenant, Migration, moral condemnation, economic sanctions</p> <p>Suggested content:</p> <ul style="list-style-type: none"> Students research a timeline of the work of the League in the 1920s – they might include disputes and examples of the humanitarian contributions made by its agencies. 	<p>Teacher feedback</p> <p>Feed Forward</p>	<ul style="list-style-type: none"> Seneca Learning Revision Guide further reading (Target 6+) 	So3 C3

			<p>Differentiation: Class debate: what characteristics should a peace keeping organisation have? Did the League of Nations meet these requirements in its covenant, formation and organisation?</p>			
13	<ul style="list-style-type: none"> Explain the structure and organisation of the League of Nations Analyse the strengths and weaknesses of the League's structure and organisation 	How was the League of Nations Structured?	<p>DO NOW: Elizabeth Recall</p> <p>Keywords: Assembly, unanimous, veto, secretariat, civil service, International Labour Organisation, slavery, refugee</p> <p>Content:</p> <ul style="list-style-type: none"> Students prepare a spider diagram of the League's organisations and agencies. 	Q4 The organisation and structure of the League meant it was always going to fail (16+4)	<ul style="list-style-type: none"> Seneca Learning Revision Guide further reading (Target 6+) 	So3 C3
14	<ul style="list-style-type: none"> Outline how the League's commissions tried to improve people's lives Assess how successful these commissions were 	Did the League of Nations help people?	<p>DO NOW: Medicine Recall</p> <p>Keywords: , International Labour Organisation, slavery, refugee</p> <p>Content:</p> <ul style="list-style-type: none"> Write a letter explaining which commission was most successful and why 	<p>Teacher feedback</p> <p>Feed Forward</p>	<ul style="list-style-type: none"> Seneca Learning Revision Guide further reading (Target 6+) 	So3 C3
15+16	<ul style="list-style-type: none"> Examine the political problems that the League tackled in the 1920s Evaluate how successful the League was in dealing with international 	How successful was the League in the 1920'S	<p>DO NOW: Elizabeth Recall</p> <p>Keywords: plebiscite, dictator, depression, humanitarian</p> <p>Content:</p> <ul style="list-style-type: none"> Students look at a range of sources and interpretations which relate to the League's peace keeping activities in the 1920s and use them to assess successes and failures of the League. 	<p>Self Assessment</p> <p>The League of Nations failed more often than it succeeded in the 1920's. How far do</p>	<ul style="list-style-type: none"> Seneca Learning Revision Guide further reading (Target 6+) 	So3 C3

	disputes in the 1920's			you agree 16+4 Pg37 txt bk		
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