

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 style="background-color: #90ee90;">DO NOW: Elizabeth Recall</p> <p style="background-color: #e0ffff;">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 style="background-color: #90ee90;">DO NOW: Medicine Recall</p> <p style="background-color: #e0ffff;">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		
17	<ul style="list-style-type: none"> Describe International treaties that did not involve the League of Nations Assess how significant they were and how much they damaged the League's reputation 	How did international agreements help the League of Nations?	<p>DO NOW: Medicine Recall</p> <p>Keywords: Foreign Minister , Kellogg-Briand</p> <p>Content:</p> <ul style="list-style-type: none"> Students investigate the terms of Locarno and the Kellogg-Briand pact and write a summary of the terms. They should then assess whether the terms were likely to improve the prospects for peace and justify their view. Students revisit their report from lesson 13 and add a paragraph reflecting on whether or not this form of diplomacy helped or hindered the League. 	<p>Exam style question</p> <p>Source B supports the Locarno Treaties. How do you know?</p>	<ul style="list-style-type: none"> Seneca Learning Revision Guide further reading (Target 6+) 	So3 C3
18	<ul style="list-style-type: none"> Outline the impact the depression had on countries like Germany and Italy Analyse the reasons this caused problems for the League of Nations 	How did international cooperation decline in the 1930's?	<p>DO NOW: Elizabeth Recall</p> <p>Keywords:</p> <p>Content:</p> <p>Students complete a timeline of the challenges the League faced. Students look at a range of statements about why the League failed and then should collate information to support these statements.</p>	<p>Teacher feedback</p> <p>Feed Forward</p>	<ul style="list-style-type: none"> Seneca Learning Revision Guide further reading (Target 6+) 	So3 C3
19	<ul style="list-style-type: none"> Explain why Japan wanted to control Manchuria 	Why did Japan desert the League of Nations?	<p>DO NOW: Medicine Recall</p> <p>Keywords:</p>	In lesson Feedback and	<ul style="list-style-type: none"> Seneca Learning 	So3 C3

	<ul style="list-style-type: none"> Outline the methods the Japanese army used to take over this area 		<p>Content:</p> <ul style="list-style-type: none"> Students collate information about this crises and annotate a map of each area. 	<p>improvement by answering</p> <p>Q1: Source A opposes the League of Nations. How do you know?</p>	<ul style="list-style-type: none"> Revision Guide further reading (Target 6+) 	
20	<ul style="list-style-type: none"> Describe the League of Nations reaction to the Manchurian Crisis Evaluate how much the Manchurian crisis damaged the League's reputation 	How did the League react To the Manchurian crisis?	<p>DO NOW: Medicine Recall</p> <p>Keywords: Mukden Incident</p> <p>Content: Card sort: students categorise the causes of the League's failure in Manchuria</p>	Optional exam Q as plenary	<ul style="list-style-type: none"> Seneca Learning Revision Guide further reading (Target 6+) 	So3 C3 Sp10
21	<ul style="list-style-type: none"> State how Mussolini invaded Abyssinia in 1935 – 36 Assess Mussolini's reasons for the invasion of Abyssinia 	Why did Italy invade Abyssinia?	<p>DO NOW: Elizabeth Recall</p> <p>Keywords: Fascist Stresa Front, Haile Selassie</p> <p>Content:</p> <ul style="list-style-type: none"> Abyssinia crises: students collate information about these crises and annotate a map of each area. 	Exam style question	<ul style="list-style-type: none"> Seneca Learning Revision Guide further reading (Target 6+) 	So3 C3 Sp10
22	<ul style="list-style-type: none"> Explain why the League of Nations failed to take 	How did the League respond to the Abyssinian crisis?	<p>DO NOW: Medicine Recall</p> <p>Keywords: Suez Canal, Hoare-Laval Pact</p>	Teacher feedback	<ul style="list-style-type: none"> Seneca Learning 	So3 C3

	<p>decisive action against Mussolini</p> <ul style="list-style-type: none"> Evaluate the collapse of the League of Nations 		<p>Content:</p> <ul style="list-style-type: none"> Card sort: students categorise the causes of the League's failure in Abyssinia and tabulate the results. 	Feed Forward	<ul style="list-style-type: none"> Revision Guide further reading (Target 6+) 	
23	<ul style="list-style-type: none"> Summarise your ideas about why The League of Nations had failed by 1939 Evaluate the most significant cause of the League's failure 	<p>Why was the League destined to fail?</p> <p>The focus should be on understanding some of the big challenges the League faced. What brought them about? How did the League and its members respond to these challenges? How did the challenges impact upon international relations?</p>	<p>DO NOW: Elizabeth Recall</p> <p>Keywords:</p> <p>Content:</p> <ul style="list-style-type: none"> Students model a plan of an essay question based on one hypothesis to explain the League's failure. 	<p>Structural weaknesses in the League of Nations when it was first set up were the main reasons it was doomed to fail (16+4)</p>	<ul style="list-style-type: none"> Seneca Learning Revision Guide further reading (Target 6+) 	So3 C3
24	End of Topic 2 Test	<p>Knowledge assessment</p> <p>Learning Reflection</p>	<p>Knowledge assessment on purple paper.</p> <p>Self-assessed and target setting</p> <p>Learning reflection for topic 2</p>	<p>Self Assessed knowledge test</p> <p>Teacher assessed summative assessment</p>	<ul style="list-style-type: none"> Seneca Learning Revision Guide further reading (Target 6+) 	So3 C3
Part Three: The Origins and Outbreak of the Second World War						
24	<ul style="list-style-type: none"> Describe Hitler's foreign Policy 	What did Hitler Want?	DO NOW: Elizabeth Recall	Teacher feedback	<ul style="list-style-type: none"> Seneca Learning 	So3 C3 Sp10

	<ul style="list-style-type: none"> • Explain why Hitler's foreign policy meant that peace was likely to collapse in the 1930's 	<p>Hitler's aims and Allied reactions</p> <p>The focus should be on setting the scene: How important were early moves by Hitler in creating tension in the 1930s? Did he intend to cause the Second World War?</p>	<p>Keywords: Foreign policy, Lebensraum, Volksdeutsche, Greater Germany, rearmament, Luftwaffe</p> <p>Content:</p> <ul style="list-style-type: none"> • Students study texts to create a timeline of Hitler's foreign policy up to 1939. Students set up a table which details Hitler's aims, what actions he took, why he took them and provide evidence of his successes and failures. In this lesson refer to events in the years 1933–1935. The table can then be updated in subsequent lessons. <p>Suggested Lesson:</p> <ul style="list-style-type: none"> • Explain what is a foreign policy and create some sentences on what Hitler wanted for Germany. They should recognise the context of Germany after the Great Depression. There is a great link to BBC Bitesize history for an overview of this unit. • Print out slide 4 and get the students to decide Hitler's 6 key aims. As this regularly comes up in the 16 marker questions, get them to create a fact-file, mnemonic on his aims so they can remember them. Also focus on the consequences of his aims which would lead to war. • The bonus slides are optional if you have time or wish to go into 2 lessons to link his aims to the 	<p>Feed Forward</p>	<ul style="list-style-type: none"> • Revision Guide further reading (Target 6+) • GCSE POD 	
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			<p>Treaty of Versailles / events leading up to war</p> <ul style="list-style-type: none"> Use the GCSE question for exam practice – with a focus on the provenance of the source. <p>Differentiation: How far were Hitler's aims and actions linked to the Treaty of Versailles?</p>			
25	<ul style="list-style-type: none"> Summarise how Britain, France, The USSR and USA reacted to Hitler Analyse why little action was taken against Hitler by these countries 	<p>How did other countries react to Hitler's foreign policy?</p> <p>Hitler's aims and Allied reactions</p> <p>The focus should be on setting the scene: How important were early moves by Hitler in creating tension in the 1930s? Did he intend to cause the Second World War?</p>	<p>DO NOW: Medicine Recall</p> <p>Keywords: Appeasement, pacifist, capitalist</p> <p>Suggested Content:</p> <ul style="list-style-type: none"> Recap on Hitler's aims and discuss why politicians did not think Hitler wanted war Read through each countries position on dealing with Hitler and their own countries problems. You may wish to get the students to use two colours for each: Dealing with Hitler / Dealing with own problems Choice of task: Creating flashcards, the balloon debate or Answering a GCSE question (either option could also be set for homework) 	<p>Exam style question</p> <p>Study Source B. Source B is critical of Hitler's foreign policy aims. How do you know? Explain your answer using source B and your contextual knowledge</p>	<ul style="list-style-type: none"> Seneca Learning Revision Guide further reading (Target 6+) 	<p>So3 C3 Sp10</p>
26	<ul style="list-style-type: none"> Explain how Hitler broke the terms of the Treaty of Versailles between 1933-5 	<p>How did Hitler break the terms of the treaty and get away with it?</p>	<p>DO NOW: Elizabeth Recall</p> <p>Keywords: plebiscite, coup, Volksdeutsche</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 why no one tried to stop Hitler 		<ol style="list-style-type: none"> Content: Set out the aims of the lesson in slide 2. The GCSE question at the end can be timed in class (running into a second lesson) or completed for homework Print out slides 4-8 or 9-13 to use as a handout for the roadmap task or stick around the classroom if you opt for task 1 and the table The creative task of creating a road map is enjoyed by many students but it is more time consuming - be prepared to possibly complete this over 2 lessons 		<p>reading (Target 6+)</p>	
27	<ul style="list-style-type: none"> Outline why and how Hitler remilitarised the Rhineland Explain the motives behind the reaction from other countries 	<p>Why was the Rhineland so important to Hitler?</p> <p>German rearmament, including conscription</p>	<p>DO NOW: Medicine Recall</p> <p>Keywords: Remilitarisation</p> <p>Content:</p> <ol style="list-style-type: none"> Create a spider diagram and use the video to fill in. Use slide 4 to fill in the gaps Fill in the caption competition to understand how the German army was greeted with flowers and enthusiasm in the Rhineland Could Hitler have been stopped? This is to get the students to think why other countries did nothing to stop him (previous lesson showed how countries were more 	<p>Q2</p> <p>Look at Source E. How useful is this source for explaining the significance of the Rhineland (8)</p>	<ul style="list-style-type: none"> Seneca Learning Revision Guide further reading (Target 6+) 	<p>So3 C3</p>

			<p>concerned by unemployment and the harshness of the Treaty) Only show answers depending on ability of group</p> <p>4. The True and False quiz and text mapping are for reinforcing the learning</p> <p>Differentiation: Students research a profile of Neville Chamberlain.</p>			
28	<ul style="list-style-type: none"> Identify who Hitler wanted alliances with Explain how these alliances strengthened Hitler's position 	Which countries supported Hitler?	<p>DO NOW: Elizabeth Recall</p> <p>Keywords: Pact</p> <p>Suggested Content:</p> <ol style="list-style-type: none"> Start by reading through the countries of the world who could be a potential ally to Germany and list those who were likely/unlikely to ally with Germany Read through each countries position on dealing with Hitler and their own countries problems. You may wish to get the students to use two colours for each: Dealing with Hitler / Dealing with own problems Choice of task: Creating flashcards, the balloon debate or Answering a GCSE question (either option could also be set for homework) 	<p>Teacher feedback</p> <p>Feed Forward</p>	<ul style="list-style-type: none"> Seneca Learning Revision Guide further reading (Target 6+) GCSE POD 	<p>So3 C3 Sp10</p>

<p>29/30</p>	<ul style="list-style-type: none"> Describe the reasons why Austria was important to Hitler Explain how Hitler achieved Anschluss Describe how different people reacted to Anschluss Assess how far Anschluss allowed Hitler to achieve his foreign policy 	<p>How did Hitler manage to achieve Anschluss and how did people react?</p>	<p>DO NOW: Medicine Recall</p> <p>Keywords: Fuhrer, anti-semitic , Hitler youth</p> <p>Suggested content:</p> <ol style="list-style-type: none"> Recap what Hitler has done so far to break the terms of the treated. What would you have done about this as Britain/France? Card sort of how Hitler took over Austria Read through each country's reaction What was the impact on each of the different counties? 	<p>Exam style question</p> <p>Q3 Write an account of how Hitler's attempts to unite Germany with Austria contributed to international tension between 193 and 1938</p>	<ul style="list-style-type: none"> Seneca Learning Revision Guide further reading (Target 6+) GCSE POD 	<p>So3 C3 Sp10</p>
<p>31</p>	<ul style="list-style-type: none"> Explain what Hitler's demands were Analyse why Hitler wanted to take the Sudetenland 	<p>What was the Sudeten Crisis?</p>	<p>DO NOW: Medicine Recall</p> <p>Keywords: Chamberlain, Appeasement, Czechoslovakia</p> <p>Suggested Content:</p> <ol style="list-style-type: none"> Give the option of allowing the students to guess why Hitler wanted the Sudetenland. Use the map and the country's geography in Europe as a clue Introduce the concept of appeasement and reinforce it with the video Colour code the reasons for / against appeasement 	<p>Feed Forward task</p> <p>Exam style question</p> <p>Study Sources A and B. How useful are sources A and B to a historian studying the reasons Hitler invaded Czechoslovakia</p>	<ul style="list-style-type: none"> Seneca Learning Revision Guide further reading (Target 6+) GCSE POD 	<p>So3 C3 Sp10</p>

			<ol style="list-style-type: none"> 4. The quiz is a good way to focus all students and get participation. You can even use whiteboard to hold up answers. 5. I have used this chronological exercise as students find the events so difficult to understand and remember. The best way is to cut up the squares and arrange on the table. Alternatively print out slide 13 and complete the battery coding task (great for discussions on how sneaky Hitler was). 6. Use the video clip to reinforce the learning 7. The questions help guide the students through the 5 minute clip 			
32	<ul style="list-style-type: none"> • Explain what was decided at the Munich conference • Assess why the invasion of Czechoslovakia was significant 	<p>Why was Chamberlain so hopeful of “Peace in our time”?</p>	<p>DO NOW: Elizabeth Recall</p> <p>Keywords: Munich Conference, Czechoslovakia</p> <p>Suggested Content:</p> <ol style="list-style-type: none"> 1. Look at the demands that Hitler has made 2. Make a fact file on the Munich conference 3. Look at why some historian think the conference was key to the outbreak of war and others disagree. Why was Chamberlain so happy? 	<p>Teacher feedback</p> <p>Feed Forward</p>	<ul style="list-style-type: none"> • Seneca Learning • Revision Guide further reading (Target 6+) • GCSE POD 	<p>So3 C3 Sp10</p>

			4. Explain: Why was the invasion of Czechoslovakia so important?			
33	<ul style="list-style-type: none"> Recall the events that led to the outbreak of the second world war 	Why did Britain and France allow a policy of appeasement?	<p>DO NOW: Medicine Recall</p> <p>Keywords: Appeasing</p> <p>Content:</p> <ol style="list-style-type: none"> Study a timeline of Hitler's actions from 1933 to 1938 Add Britain and France's response to Hitler's actions on to your timeline Colour code the timeline to which events on the timeline enabled Hitler to meet his foreign policy aims <p>Differentiation: Students to research reactions in the local and national press following Chamberlain's return from Munich.</p>	<p>Exam style question</p> <p>Source A supports the policy of appeasement. How do you know? Explain your answer using Source A and your contextual knowledge</p>	<ul style="list-style-type: none"> Seneca Learning Revision Guide further reading (Target 6+) GCSE POD 	So3 C3 Sp10
34	<ul style="list-style-type: none"> Analyse the arguments for and against appeasement Evaluate by making a critical judgement about how effective this policy was 	Was appeasement the worst idea ever?	<p>DO NOW: Elizabeth Recall</p> <p>Keywords: Satirical</p> <p>Suggested Content:</p> <ol style="list-style-type: none"> This lesson can focus on the use of sources. Divide the sources up into those arguments in favour of appeasement and those against. How do you know they support/oppose (exam link Q1) 	<p>Teacher feedback</p> <p>Feed Forward</p>	<ul style="list-style-type: none"> Seneca Learning Revision Guide further reading (Target 6+) GCSE POD 	So3 C3 Sp10

			<ol style="list-style-type: none"> 2. Create a poster in favour of appeasement 3. How useful is your poster to a historian studying appeasement during the 1930s? 			
35	<ul style="list-style-type: none"> • Explain what the Nazi Soviet pact was • Analyse why Hitler and Stalin signed an agreement when they had previously been enemies 	<p>What would cause enemies to come together?: The Nazi Soviet Pact</p>	<p>DO NOW: Medicine Recall</p> <p>Keywords: Nazi-Soviet Pact</p> <p>Suggested Content:</p> <ol style="list-style-type: none"> 1. The lesson needs to focus on why both Germany and the USSR wanted to invade Poland 2. Outline what the pact was but why Stalin never really trusted Hitler. Colour-code what Hitler/Stalin would achieve from the pact 3. Analyse sources that demonstrate this complex agreement showing how superficial it was believed to be 4. Use “strange bedfellows by Bert Thomas” on line of textbook page 78– who are the strange bed fellows? Why does the gorilla have a knife? What is the overall meaning of the cartoon? 5. Overall why did the pact make war more likely? 	<p>Teacher feedback</p> <p>Feed Forward</p>	<ul style="list-style-type: none"> • Seneca Learning • Revision Guide further reading (Target 6+) • GCSE POD 	<p>So3 C3 Sp10</p>

<p>36</p>	<ul style="list-style-type: none"> • Outline the events that led to the outbreak of WW2 • Explain sources using your own knowledge 	<p>The Invasion of Poland and declaration of war</p>	<p>DO NOW: Elizabeth Recall</p> <p>Keywords: Warsaw, Schleswig-Holstein, Danzig</p> <p>Suggested Content:</p> <ol style="list-style-type: none"> 1. Watch a news clip of the invasion of Poland 2. Draw a cartoon storyboard of the invasion of Poland 3. Debate whether there was anything else Chamberlain could have done to prevent war <p>Differentiation: Enquiry question: Should Neville Chamberlain deserve to be blamed for his policy of Appeasement? Students select two sources which look at who/what was responsible for the outbreak of war in 1939 and prepare a PowerPoint which explains what happened in September 1939.</p>	<p>Q1</p> <p>Source A opposes the Nazi Soviet Pact. How do you know?</p> <p>Revision guide p. 55</p>	<ul style="list-style-type: none"> • Seneca Learning • Revision Guide further reading (Target 6+) • GCSE POD 	<p>So3 C3 Sp10</p>
<p>37</p>	<ul style="list-style-type: none"> • Summarise the causes of the Second World War • Explain links between these causes • Analyse which cause was the most significant 	<p>Why did the Second World War break out?</p>	<p>DO NOW: Medicine Recall</p> <p>Keywords: A range from across the whole course could be done as a spelling test</p> <p>Content:</p> <ol style="list-style-type: none"> 1. Set the scene and context of how and why Hitler invaded Poland on 1st September 1939, playing the 	<p>Optional Exam style question</p> <p>Chamberlain was the individual who was most responsible for the outbreak of</p>	<ul style="list-style-type: none"> • Seneca Learning • Revision Guide further reading (Target 6+) • GCSE POD 	<p>So3 C3 Sp10</p>

			<p>audio of Chamberlain's declaration of war</p> <ol style="list-style-type: none"> 2. A fun exercise of using twitter to create a # chat between Hitler and Chamberlain now reeling from his failed foreign policy pursuit of appeasement 3. A great activity to use to explain the main reasons for the causes of World War II. The answers are on slide 7. 4. The final part of the lesson is to help with some GCSE questions to prepare them for a final assessment. Use the help provided if needed on some of the slides 5. We now set a timed assessment of 50 minutes on the whole of the course to assess how the students have done. Assessments examples are found on the AQA History GCSE website 	<p>the second world war. How far do you agree with this statement? Explain your answer</p>		
38	End of Topic 3 Assessment	<p>Knowledge assessment</p> <p>Learning Reflection</p>	<p>Knowledge assessment on purple paper.</p> <p>Self-assessed and target setting</p> <p>Learning reflection for topic 3</p>	<p>Feedback from exam question</p> <p>Self Assessed knowledge test</p>	<ul style="list-style-type: none"> • Seneca Learning • Revision Guide further reading (Target 6+) 	So3 C3