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| **Year 10: Conflict and Tension**  **Part 1: The Treaty of Versailles**  **Why are we studying this unit of work? Knowledge we need now:**  This wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Great Powers. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.  **How does this unit build on students’ prior learning?**  Most recently students have looked at the USA’s international position in the 20th century following World War One as a part of the 20th century America unit. Also, students have studied concepts of national self-determination when looking at the role of the Empire in years 8 and 9. In year 8, students have studied World War One and Two which has secured their understanding of clear concepts of the Conflict unit such as war, conflict, dictatorship. Students have also looked at the rise of Hitler in year 8 when studying Hitler’s Germany so they understand the socio-political situation in Germany leading up to and during the Second World War.  **How does this unit provide a foundation for future learning?** **Knowledge we need for later:** Students will be able to apply understanding of the peace settlement and its impact to their future sections of the unit. They will be able to apply their knowledge of the USA’s international position following the First World War to the unit on America: Opportunity and inequality and will use their contextual understanding of the Great Depression to fully explore the international implications of the Wall Street Crash.  **Summative assessment:** **4-mark question:** Source…. How do you know…. **12-mark question:** How useful is Source\_ and \_ about…? **8-mark question**: Write an account **16-mark question (+4 marks SPGST):** Was.......the main factor in the development of...? TOV Focused exam paper and mock examination.  **Literacy:**  Reading and Writing is developed through the use of SMART Reading and Writing. Literacy apps are embedded and used in lessons and ambitious vocabulary is taught through the use of FRAYER and PUSH. There are frequent opportunities to address issues with SPAG and whole school literacy foci is embedded into lessons. Opportunities to develop literacy/ oracy in lessons are highlighted in red.  **SMSC**- Students will focus on the social and moral implications of the Versailles Settlement and League of Nations (its role and its members). Students will develop an understanding of the importance of democracy when looking at the negative impacts of a dictatorship under Hitler. CIAG is referenced through the use of the Skills builder each lesson and  linked to appropriate careers e.g. political and humanitarian roles of the League of Nations.  Cross Curricular links: English- theme of conflict and character in A Monster Calls/Making a Monster- Diagonal Y7- characters including the Big Three, Mussolini Stalin., Hitler,  PE – Invasion games- Diagonal and Horizontal - key vocabulary used invasion. Also, ideas such as tactics and leadership.  Geography-People and places/global politics- Diagonal (KS3)- changing nature of Europe geographical understanding needed/global politics linked to treaties/pacts.  **DO MORE: Milestone assessment end points**   |  |  |  |  | | --- | --- | --- | --- | | **10** | Basic, relevant analysis of causes such as basic motivations of the peacemakers at the Treaty, can give examples of what each nation wanted following LAMB. Able to give some basic impact of the reactions of each nation and the consequences for Germany. Can recall at least one other Treaty. This may be presented in a number of short paragraphs or one with relevant points and examples.  Basic analysis of sources/interpretations based on content and/or provenance. And basic comparison of similarities and application of simple knowledge.  Answer is presented in a structured account that demonstrates some relevant knowledge and understanding. Answer demonstrates a basic, sustained line of reasoning which is coherent, structured, and explicitly relevant. | More detailed, relevant analysis of causes such as motivations of the peacemakers at the Treaty and why this was the case. Can evaluate some differences and issues with may cause. Can give specific examples of what each nation wanted following LAMB and specific terms with factual knowledge supporting what was introduced. Able to explain the impact of the reactions of each nation and the consequences for Germany following SEP. Can recall at least one other Treaty and compare to Treaty. Answers may follow PEE or numerous PE structures.  .  Simple analysis of sources/interpretations based on content and/or provenance. And simple comparison of similarities and application of simple knowledge.  Simple analysis of causation/consequence Answer is presented in a structured account that demonstrates some specific knowledge and understanding that is relevant to the question. Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant. | Developed and explicitly relevant, analysis of causes such as numerous, specific motivations of the peacemakers at the Treaty, and why this was the case. Can evaluate how these motivations would cause present and future political issues. Can give detailed and specific terms of the treaty following LAMB and specific terms with factual knowledge supporting what was introduced using SEP structures. Able to evaluate the impact of the reactions of each nation and the consequences for Germany following SEP in the short and longer term. Can recall factual information about other Treaties and evaluate the political instability this would cause. Answers may follow a coherent PEE structure and evaluations and judgments are evident.  Developed evaluation of sources/interpretations based on the content and provenance with application of specific factual detail. Impact of purpose / provenance considered.  Answer is presented in a structured and well-ordered manner that demonstrates a range of accurate knowledge and understanding that is relevant to the question. Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.  Starting to evaluate the impact of differences such as time, group, social and/or economic impact, supported by knowledge and understanding. |  | **Year Group** | **Basic**  **(Lower Ability End Points)** | **Clear**  **(Middle Ability End Points)** | **Detailed**  **(Higher Ability End Points)** | | --- | --- | --- | --- | | | | | | |
| Time | Non negotiables | | | Adapt to the needs of the class | |
| Key Idea | Content | Key Vocabulary | Suggested approaches to learning and resources – Concentration to stay the same for each class. | Suggested Feedback |
| 2 | What were the aims of the Big Three? | Know more: Who were the peacemakers? What did they want from the Treaty of Versailles?  Do more: Analysing the content and provenance of source material- 4 marker  Go further: Problem solving by analysing complex problems by using logical reasons-who wants what and why? | Can review: Treaty | Connect: Unit introduction and give knowledge organisers  Content: Intro-End of WWI  Frayer review-Treaty  Close reading and summarise- What they want and why?  Checkpoint: Quiz- self assess  Concentration: 4 Mark source-COP modelling used  Consolidation: Who wants what quiz-questioning  **CC-English Y7- characters including the Big Three, Mussolini Stalin., Hitler,**  **Challenge:**  **Support:** | Instant feedback from quiz  Self-assess quiz  Self-assess-source question using WAGOLL  Self-assess-who wants what quiz |
| 1 | Why was there so many disagreements? | Know more:  What problems did they face at Versailles?  Why was there so many disagreements between the Big Three?  How did the 14-point plan lead to disagreements?  Do more: Analysis of cause and consequence-write an account  Go further: Problem solving by analysing complex problems by using logical reasons-who would disagree and why? | PUSH: Disarmament  REVIEW KS3: Treaty (previous) Independence. | Connect: Retrieval quiz- substantive and disciplinary knowledge  Content: Why was there so many disagreements  Armistice, Prior agreements, Conflicts of interest-including 14 points, Time, Changing Europe comprehension questions  Challenge: Summarise why did Clemenceau and Lloyd George not agree to many of Wilsons Fourteen points?  Checkpoint: Self-assess- key words to check recording of specific factual detail  Concentration: Who would disagree and why?- challenge who the most and link to SEP  Consolidation: Annotate model WWW/EBI based on criteria  **Challenge:**  **Support:** | Instant feedback from connect on whiteboards-self assess in books to address misconceptions  Self-assess  WWW/EBI Model-instant feedback |
| 2 | What were the terms of the Treaty of Versailles? | Know more: What were the terms of the Treaty? How far the terms please the big three? Which would Germany hate the most?  Do more: Developing explanation with a sustained line of reasoning about the terms of the Treaty  Go further: Using team work when supporting and motivating others through questioning | PUSH: Diktat  Review previous | Connect: Retrieval quiz- substantive and disciplinary knowledge  Content: Map- what can we infer? –prediction  Diktat- push  Reading and Sort-Land, Arms, Money, Blame. Who might like/dislike each term? Summarise why do you think Germans hated Article 231 the most? -Link to Diktat  Checkpoint: Whiteboard hinge questions  Concentration: Extended- ‘Territorial losses were the worst punishment faced by Germany in the Treaty of Versailles’ How far do you agree- introduce 16-mark question  I do, we do, you do  Consolidation: Statement- potential consequences prediction  **CC-Geography-People and places/global politics- Diagonal (KS3)- changing nature of Europe geographical understanding needed/global politics linked to treaties/pacts.**  **Challenge:**  **Support:** | Instant feedback from connect on whiteboards-self assess in books to address misconceptions  Instant feedback from hinge question to address misconceptions    Whole class feedback |
| 1 | How satisfied were the Allies with the Treaty? | Know more: Who liked and disliked each term?  How did the Treaty lead to differing reactions?  Do more: Developing understanding of content through source analysis  Go further: Speaking adaptively changing content depending on response of listeners during think,pair,share | As above | Connect: Whole class feedback on 16 marker- using wagoll  Content: Terms review- discussion  Story,source,scholarship- Close read the information (story)-summarise each paragraph into one/two bullet points.  Summarise what you learn from source A,B and C-  Does it suggest each nation liked/disliked the treaty?  Predict how this may lead to further problems.  Checkpoint: Think,pair,share  Concentration: Key questions to answer- Who was most/least satisfied and why?  How did the reactions of the leader differ to the general public?  How might this lead to tension/problems?  Consolidation:**How accurate is Margaret Macmillan's interpretation of the Treaty of Versailles impact?**  **Challenge:**  **Support:** | Instant feedback from connect on whiteboards-self assess in books to address misconceptions  Class discussion instant feedback during think, pair share- public/leader |
| 1 | How did the Treaty impact Germany? | Know more: What was the situation in Germany following the war?  What impact did the Treaty have on Germany?  Do more: Analysis of content and provenance of source material-12 mark utility  Go further: Aiming high when creating plans to improve from self-assessment |  | Connect: Retrieval quiz- substantive and disciplinary knowledge  Content: Source-Think, Pair, Share  Reading- Social, Economic, Political impact – make links  Was the reaction justified –class discussion  Checkpoint: Whiteboard hinge questions  Concentration: I do, you do- part of 12-mark source against the treaty of Versailles  Acid test- self assess  Consolidation: Improve from model  **Challenge:**  **Support:** | Instant feedback from connect on whiteboards-self assess in books to address misconceptions  Peer feedback through Think, Pair, Share discussion  Instant feedback from hinge question to address misconceptions  Self-assess source question |
| 1 | What happened to Germany’s allies? | Know more: What happened to Germany’s allies? How successful were the treaties?  Do more: Developing understanding of the consequences of other treaties on Germany’s allies  Go further: Working as a team during group work-supporting and motivating others | Review: Allies/Treaty | Connect: Retrieval quiz- substantive and disciplinary knowledge  Content: Discussion ‘Should Germany’s allies be punished as harshly as she was?’  Group work- Read and identify land, arms, money blame summarise in a table Self-assess  Checkpoint: Group discussion  Concentration: Comprehension questions-self assess  Consolidation: Exit ticket-questioning  **Challenge:**  **Support:** | Instant feedback from connect on whiteboards-self assess in books to address misconceptions  Self-assess table  Instant feedback from debate  Feedback from exit ticket |