



### Knowledge and Skills Check List (For students to R.A.G. rate)

**Red - emerging**= I know some factual details about this topic, but without my book, this would be very challenging to recall and apply in my assessment.

**Amber – developing** = I am quite confident that I know about some of the factual details, but I would still need to use my book to double check statistics and wider knowledge to apply in my assessment.

**Green – secure** = I am confident and secure about this. I don't need to refer to any notes. The grasp of the knowledge is excellent as I can refer to factual details with ease and apply these in my assessment.

Topic / Enquiry	Key knowledge and factual details about:	Key historical skills	R.A.G Rating Check List		
			R	A	G
<b>Is Corrigan correct to claim the “Lions led by Donkeys” thesis is “poppycock”?</b>	1. How did three cousins lead the world to war?	<ul style="list-style-type: none"> <li>Explain the MAIN causes of WW1.</li> <li>Link each cause to a specific historical event.</li> <li>Rank the four causal factors in order of significance.</li> </ul>			
	2. What were the long term causes of the First World War?	<ul style="list-style-type: none"> <li>Define a long term historical cause.</li> <li>Identify the alliance system in play.</li> <li>Explain how the system of alliances was a long-term cause of WW1.</li> </ul>			
	3. What triggered the chain reaction that led to WWI?	<ul style="list-style-type: none"> <li>Identify the key figures and events during the assassination of Franz Ferdinand.</li> <li>understand the chain reaction that followed pulling Europe into war.</li> <li>to write a narrative account of the beginning of WWI.</li> </ul>			
	4. How was WWI fought on the Western Front?	<ul style="list-style-type: none"> <li>Explain the ‘race to the sea’ theory.</li> <li>A deep knowledge of Trench Warfare.</li> <li>Explain why this war killed so many more people than previous</li> </ul>			
	5. The Somme: Were the British ‘lions’ led by ‘donkeys’?	<ul style="list-style-type: none"> <li><b>Describe the</b> wider context of the Battle of the Somme and identify the key events of the first day.</li> </ul>			



		<ul style="list-style-type: none"> <li>• <b>Know</b> the key evidence which is used by some historians to support the claim that the British Army were 'Lions led by Donkeys'.</li> <li>• Evaluate the strength of that argument</li> </ul>			
	6. What does Gordon Corrigan have to say about the legacy of WWI?	<ul style="list-style-type: none"> <li>• <b>Comprehend</b> what Corrigan's argument is about the actions of British officers such as Field Marshall Haig in WWI.</li> <li>• <b>Understand</b> a wide range of evidence that is used by Corrigan to justify his view that a lot of the criticisms of British officers in WWI are 'poppycock'.</li> <li>• <b>Decide</b> whether or not you agree with Corrigan that the 'mud and blood' interpretation of WWI is 'poppy cock'.</li> </ul>			
	7. How did WWI impact on womens' lives in Britain?	<ul style="list-style-type: none"> <li>• Compare and contrast different women's experiences during WW1.</li> <li>• Evaluate the extent to which the role of women changed during WW1.</li> </ul>			
	8. What made WWI a truly global war?	<ul style="list-style-type: none"> <li>• Explain why WWI was a global conflict in terms of its geographical locations.</li> <li>• Explain why WWI was a global conflict in terms of its participants.</li> <li>• <b>Assess</b> why WWI's global nature isn't always popularly remembered.</li> </ul>			
	9. What did Europe look like at the end of WW1?	<ul style="list-style-type: none"> <li>• Recap on what the different features/terms of the Treaty of Versailles were.</li> <li>• Analyse how the Treaty of Versailles was significant.</li> </ul>			



		<ul style="list-style-type: none"> <li>Create a paragraph which addresses why the Treaty was significant and for whom.</li> </ul>			
	<p><b>Self-improvement knowledge target:</b></p> <p><b>Highlight</b> two of the key knowledge and factual details in the above column that you seek to improve your understanding and application of.</p> <p>Choose <b>one method</b> from below to help you improve your grasp of the knowledge and factual details:</p> <p>A. Create flash cards with support of your parent(s) or carer(s).</p> <p>B. Watch an audio-visual resource that your teacher has recommended for revision and make detailed notes.</p> <p>C. Discuss this with your teacher during a lesson and ask for clarification.</p> <p>Please showcase this work in your exercise books before your assessment.</p>	<p><b>Self-improvement historical skills target:</b></p> <p><b>Highlight</b> two of the key historical skills in the above column that you seek to improve ready for your assessment.</p> <p>Choose <b>one method</b> from below to help you improve your grasp and application of the key historical skills identified:</p> <p>A. Complete a practice assessment question.</p> <p>B. Go back and review the skills from the relevant lesson and complete the task again to show progress.</p> <p>C. Discuss this with your teacher during a lesson and ask for clarification.</p> <p>Please showcase this work in your exercise books before your assessment.</p>			