Autumn 1 – Year 9 History PLC World War One



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.

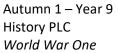
Amber – developing = I am quite confident that I know about some of the factual details, but I would still need to use my book to double check statistics and wider knowledge to apply in my assessment.

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		
Is Corrigan correct to claim the "Lions led by Donkeys" thesis is "poppycock"?	1.How did three cousins lead the world to war?	 Explain the MAIN causes of WW1. Link each cause to a specific historical event. Rank the four causal factors in order of significance. 	R	A	G
	2.What were the long term causes of the First World War?	 Define a long term historical cause. Identify the alliance system in play. Explain how the system of alliances was a long-term cause of WW1. 			
	3. What triggered the chain reaction that led to WWI?	 Identify the key figures and events during the assassination of Franz Ferdinand. understand the chain reaction that followed pulling Europe into war. to write a narrative account of the beginning of WWI. 			
	4. How was WWI fought on the Western Front?	 Explain the 'race to the sea' theory. A deep knowledge of Trench Warfare. Explain why this war killed so many more people than previous 			
	5. The Somme: Were the British 'lions' led by 'donkeys'?	Describe the wider context of the Battle of the Somme and identify the key events of the first day.			



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		 Know the key evidence which is used by some historians to support the claim that the British Army were 'Lions led by Donkeys'. Evaluate the strength of that argument
	6.What does Gordon Corrigan have to say about the legacy of WWI?	 Comprehend what Corrigan's argument is about the actions of British officers such as Field Marshall Haig in WWI. Understand 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'.
		Decide whether or not you agree with Corrigan that the 'mud and blood' interpretation of WWI is 'poppy cock'.
	7.How did WWI impact on womens' lives in Britain?	 Compare and contrast different women's experiences during WW1. Evaluate the extent to which the role of women changed during WW1.
	8.What made WWI a truly global war?	 Explain why WWI was a global conflict in terms of its geographical locations. Explain why WWI was a global conflict in terms of its participants. Assess why WWI's global nature isn't always popularly remembered.
	9. What did Europe look like at the end of WW1?	 Recap on what the different features/terms of the Treaty of Versailles were. Analyse how the Treaty of Versailles was significant.





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		 Create a paragraph which addresses why the Treaty was 		
		significant and for whom.		
	Self-improvement knowledge target:	Self-improvement historical skills	<u> </u>	
		target:		
	Highlight two of the key knowledge and			
	factual details in the above column that	Highlight two of the key historical skills		
	you seek to improve your understanding	in the above column that you seek to		
	and application of.	improve ready for your assessment.		
	Choose one method from below to help	Choose one method from below to help		
	you improve your grasp of the	you improve your grasp and application		
	knowledge and factual details:	of the key historical skills identified:		
	A. Create flash cards with support of	A. Complete a practice assessment		
	your parent(s) or carer(s).	question.		
	B. Watch an audio-visual resource that	B. Go back and review the skills from the		
	your teacher has recommended for	relevant lesson and complete the task		
	revision and make detailed notes.	again to show progress.		
		C. Discuss this with your teacher during		
	a lesson and ask for clarification.	a lesson and ask for clarification.		
	Please showcase this work in your	Please showcase this work in your		
	·	exercise books before your assessment.		
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