



Pathway
2,3,4

Year 9

Term Spring 1 and 2

Learning Intention: General Statement of Curriculum intent written in a way that is accessible to parents and TAs re: why are we teaching this?

Short summary of what the planned outcomes and benefits are to the pupils and their future development- so not about learning about Rosa Parks but explaining about equality and exploring the ideas round fair and unfair. Building empathy and understanding of others etc

Investigate the history of World War One and discover what led up to the start of one of the largest wars in history. Pupils will explore what life was like for the soldiers on the front line as well as what life was like at home for the women and children who kept Britain running. Challenge your class to discuss the significance of events within the war and how alliances between countries, power-hungry empires and the assassination of an archduke began WWI.

Key knowledge that should be learned during this SoW

All

Most

Some

Concept:

An opportunity for pupils to develop their chronological understanding of this time.

An opportunity for pupils to think about the changes in people’s lives since the Great War.

An opportunity for pupils to develop their chronological understanding.

An opportunity for pupils to think about the changes in people’s lives since WW1.

An opportunity for pupils to see the cause and consequence of this era in modern day life.

An opportunity for pupils to develop their chronological understanding.

An opportunity for pupils to think about the changes in people’s lives since the Great War.

An opportunity for pupils to see the cause and consequence of this era in modern day life.

An opportunity for pupils to think about the significance of this time.

Knowledge:

what information / facts will the

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	<p>pupils be learning</p> <p>Can children name the countries within the Central Powers alliance?</p> <p>Can children explain what trench warfare is?</p> <p>Can children name a technology that was used for the first time during WWI?</p> <p>Can children describe the roles of horses in WWI?</p> <p>Can children name a way that women or children supported the war effort from home?</p> <p>Can children identify the date of armistice day for WWI?</p> <p>Can children sort information into categories?</p>	<p>pupils be learning</p> <p>Can children name the countries within the Triple Entente?</p> <p>Can children describe what life was like for the soldiers on the Western Front?</p> <p>Can children discuss how a technology changed warfare during WWI?</p> <p>Can children name another species of animal that was used in WWI and its role in the war?</p> <p>Can children define what propaganda is and why it was used in the war?</p> <p>Can children describe what the Treaty of Versailles is?</p> <p>Are children able to present their knowledge on a topic using different mediums?</p>	<p>pupils be learning</p> <p>Can children explain who Archduke Franz Ferdinand was and his significance in the start of WWI?</p> <p>Do children understand why the battle of the Somme was significant?</p> <p>Can children justify their ideas using sources of information?</p> <p>Can children discuss the advantages and disadvantages of using animals in war?</p> <p>Are children able to name some changes that happened in Britain because of the war?</p> <p>Can children identify changes in Europe after the war ended?</p> <p>Can children justify their decisions with clear reasoning?</p>
<p>Key Skills:</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p>

	<p>Team workers – group work, peer assessment,</p> <p>Creative thinkers – students to create a series of pictures, questions etc</p>	<p>Team workers – group work, peer assessment,</p> <p>Reflective learners – students to reflect on what to include in their work</p> <p>Creative thinkers – students to create a series of pictures, questions etc</p>	<p>Team workers – group work, peer assessment,</p> <p>Reflective learners – students to reflect on what to include in their work</p> <p>Creative thinkers – students to create a series of pictures, questions etc</p> <p>Independent enquirers – students to show independence in what they include in their work</p>
Language and/or communication skills:	what 'words' will pupils learn and be able to apply	what 'words' will pupils learn and be able to apply	what 'words' will pupils learn and be able to apply
Curricular Links	Links to other learning within the subject and spiral learning links, cross curriculum links and over learning opportunities		

Cross curricular matrix: interlinked learning. What do they need to know / be taught in one subject to allow them to access learning in another?

Subject / Year	Science	Maths	PE
7			
8	Human body		

9			
10		Equations	Muscles / Skeleton
11			
12	Chemistry GCSE molarity		
13			
14			

Talking points

Implementation

Impact