



Unit 1: Revision

		I can evaluate the historical significance of a person/event by challenging previously established ideas on the significance of a person/event	
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Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	What can I learn from the mock exam?	<p>E/F List three ways in which you could improve your mark in the exam, focusing on describe Qs</p> <p>C/D Understand what is needed to get 60% in the unit 1 exam, focusing on source Qs</p> <p>B+ Understand what is needed to get 90% in the unit 1 exam, focusing on either/ or essay Qs and the</p>	<p>Return mock exam papers and display grade boundaries. Pupils fill in the first 3 boxes on their exam feedback grid: What grade did you get? How do you feel about this? General feedback.</p> <p>Display Exam board quote on the need for good English. Peer assessment: read your partner's work, annotate technical errors and fill in the SPG box of the feedback grid: Feedback on spelling, punctuation and grammar, inc. any words to learn.</p>	<ul style="list-style-type: none"> • <u>Ppt</u> • <u>Exam feedback grid</u> <p><u>Solve/ crumple/ toss materials:</u> plain paper in 4 colours; various exam Qs x4; bin</p>	<p>Main: Teacher presentation on the 6 questions in the exam. Students add relevant feedback to the bottom 6 boxes of their feedback grids</p> <p>Solve/ crumple/ toss - recapping the describe and source Qs from the exam, plus other similar Qs.</p> <p>Mixed ability teams - based on exam grades. All students take it in turns to collect a question, simpler describe Qs for less able. Less able will benefit from watching and listening to more mature answers. Medium ability will focus on exam technique. Higher ability to lead on what is expected to gain full marks.</p>	<p>Pick one question from the exam and rewrite your answer using the feedback from today. Bring to next week's lesson.</p>	<p>Scores from Solve/ crumple/ toss. Who has the most points? Revisit KQ - what have you learnt from doing this exam?</p>



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2	Can I link the key events in the Unit 1 course?	<p>E/F State when key events occurred and explain in simple terms what happened</p> <p>C/D Discuss the cause and effect of key events</p> <p>B+ Evaluate the links between key events</p>	<p>Teams of 4 or 5: reassemble the pieces of the cause and effect grid. The first team to get all the pieces in the correct places wins. Discuss the links between the individual incidents, emphasising the inter-connectedness of key events in this period. Explain that making links will be a key part of today's lesson</p> <p>Check Week 1 HW.</p>	<ul style="list-style-type: none"> • <u>Ppt</u> • <u>Cause and effect grid</u> • <u>Timeline materials:</u> sugar paper; coloured pens; glue <p><u>Individual questions</u></p>	<p>Main: Look at page 7 of the specification - stress how the Unit 1 exam content can be divided into 6 questions.</p> <p>In groups, complete your section of the class timeline</p> <ul style="list-style-type: none"> • Why were there two armed camps in Europe in 1914? • Why did war break out in 1914? • How did the Treaty of Versailles establish peace? • Why did the League of Nations fail in its aim to keep peace? • How did Hitler challenge and exploit the Treaty of Versailles 1933-March 1938? • Why did Chamberlain's policy of appeasement fail to prevent the outbreak of war in 1939? <p>Mixed ability teams - based on exam grades. Within each team. roles are assigned based on ability: B/A/A* - group leader, making links C/D - adding detail, identifying key points, understanding the links made by most able students E/F - making visual items, positioning information on the timeline, listening to higher order discussion</p> <p>Mini plenary - answer your individual Q. If you don't know the answer, find someone who does.</p> <p>Exam practice - 4 mark questions</p> <ul style="list-style-type: none"> • Explain how the Moroccan Crises strengthened the alliance system in Europe. • Describe the role played by Serbia in the assassination of Archduke Franz Ferdinand. • Explain why the territorial (land) terms of the Treaty of Versailles were unpopular in Germany. • Explain how the Manchurian Crisis affected events in Europe. • Describe the consequences of German rearmament in the 1930s. • Describe the reasons behind Chamberlain's policy of appeasement. <p>Peer assessment - mark, SPG, www, ebi</p>	<p>Find 6 images that sum up the period you did on today's timeline. Bring to next lesson.</p>	<p>Look at the completed timeline. Students use mobile phones to take pictures (describe this as an alternative method of producing cue cards)</p>
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3	Can I use visual images to help me remember?	<p>E/F Identify key words, find images to match and put them in chronological order</p> <p>C/D ink a series of images with a commentary</p> <p>B+ Create an electronic collage that is accompanied by an apt commentary</p>	<p>Write down any feedback that you received at Parents' Evening</p> <p>Complete subject knowledge audit</p>	<ul style="list-style-type: none"> • <u>Ppt</u> • <u>Subject knowledge audit</u> • <u>LON commentary</u> 	<p>Main: Look at sample slide (Treaty of Versailles) - which part of the course is it illustrating? Can you identify the individual images?</p> <p>Go through commentary, matching each section to the relevant images on the PowerPoint. BLP: discuss how this might be useful as a revision tool</p> <p>Individual work</p> <ol style="list-style-type: none"> 1. Pick a topic (one that you rated amber in your audit) 2. Make a list of the key words 3. Find an image for each key word 4. Create PowerPoint slide 5. Write commentary <p>Personal choice of topic (based on audit and teacher advice) By quality of response - see learning outcomes</p> <p>Mini plenary - Show your slide to a partner - get their feedback and act upon it</p> <p>Create and answer your own (describe) exam question</p>	<p>Revise for an end of unit test on Hitler's foreign policy and the origins of WW2.</p>	<p>Peer marking of exam practice Q - mark out of 4, www, ebi, SPG</p>
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4	How can I sharpen up my subject knowledge?	<p>E/F Learn a new revision technique - 5Ws</p> <p>C/D Formulate ideas on what makes a good lesson</p> <p>B+ Take a lead in planning their own lesson</p>	<p>Introduce six key topics to revise for today's test:</p> <ul style="list-style-type: none"> • The non-aggression pact with Poland • The Anglo-German Naval Agreement • The remilitarisation of the Rhineland • Britain's view of Hitler • Hitler's aims in foreign policy • Chamberlain's policy of appeasement <p>In groups, make notes on your topic using the 5Ws:</p> <ol style="list-style-type: none"> 1. What happened? 2. When did it happen? 3. Who was involved? 4. Why did it happen? 5. What were the consequences? <p>Feedback</p>	<ul style="list-style-type: none"> • <u>Ppt</u> • Test paper (June 2011 Q7-9) <p><u>Sample closed ex.</u></p>	<p>Main: Test (June 2011 exam Q7-9) - 35 mins</p> <p>Introduce the top 7 topics from the subject knowledge audit, explain that we are going to revise them as a class over the next couple of weeks.</p> <p>Teacher modelling: membership of the League of Nations:</p> <ul style="list-style-type: none"> ▪ Look at world map - which countries joined the League? Which ones didn't (the odd ones out) ▪ Mini whiteboard quiz ▪ W/C closed ex: What were the consequences of Japan, Italy and Germany leaving the League? Could the League of Nations have stopped Hitler? <p>Explain that each group will be planning and delivering a mini lesson on one of the remaining 6 topics</p> <p>Discuss what makes a good lesson? What elements should we include in our mini lesson?</p> <p>Time for each group to begin their planning More able will lead their groups, less able will take in key points by listening to their peers.</p>	<p>Prepare your mini lesson</p> <ul style="list-style-type: none"> ▪ Be prepared to deliver it next week ▪ You will need to have a back-up plan if the technology isn't working OR if a member of your group is absent ▪ You will need to arrange photocopying before the lesson 	<p>What has your group achieved? What do you need to do next?</p>
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5	How can I make my revision more active?	<p>E/F: Revise the key topics identified in the subject knowledge audit</p> <p>C/D: Deliver mini revision lessons to the rest of the class</p> <p>B+: How can I make my revision more active?</p> <p>Lead mini revision lessons</p>	Recap success criteria for mini lessons	<ul style="list-style-type: none"> • <u>Ppt</u> • <u>Source Q on Bosnian Crisis</u> 	<p>First 2 groups deliver their mini lessons More able will lead groups and will differentiate work for the rest of the class</p> <p>Exam practice: source question on the 1908 Bosnian Crisis</p>	<p>Make notes on the consequences of the following:</p> <ul style="list-style-type: none"> • The Moroccan Crises (1905/6 and 1911) • The Bosnian Crisis (1908/9) • The Manchurian Crisis (1931) • The Abyssinian Crisis (1934-36) 	Peer assessment of exam practice
6	How can I make my revision more active?	<p>E/F: Revise the key topics identified in the subject knowledge audit</p> <p>C/D: Deliver mini revision lessons to the rest of the class</p> <p>B+: How can I make my revision more active?</p> <p>Lead mini revision lessons</p>	Recap success criteria for mini lessons	<ul style="list-style-type: none"> • <u>Ppt</u> • <u>Consequences grid</u> • <u>Sample answer to either/ or Q</u> • <u>Mark scheme for either/ or Q</u> 	<p>Main: Next 2 groups deliver their mini lessons More able will lead groups and will differentiate work for the rest of the class Peer assess using www ebi</p> <p>Go over HW - complete worksheet on consequences of Manchurian and Abyssinian Crises</p> <p>Annotate and grade sample answers (bottom of level 3 and top of level 4)</p> <p>Exam practice: Which was the most responsible for the failure of the League of Nations:</p> <ul style="list-style-type: none"> • The Manchurian Crisis • The Abyssinian Crisis 	<p>Make notes on what might have happened if...:</p> <ul style="list-style-type: none"> ▪ The USA had joined the League of Nations ▪ The League had taken swift and effective action when Japan invaded Manchuria ▪ France had mobilised troops when Hitler remilitarised the Rhineland 	Self-assessment of exam practice



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7	How can I get full marks on the source question?	<p>E/F: Identify message and tone</p> <p>C/D: Make detailed comments on message, tone and typicality</p> <p>B+: Make detailed comments on message, tone and typicality AND give an evaluative judgement</p>	Recap success criteria for mini lessons	<ul style="list-style-type: none"> • <u>Ppt</u> • <u>Student handout</u> • <u>Sources A-F</u> • <u>Table for comparing sources x2</u> • <u>Past source Qs</u> • <u>Mark scheme for source Q</u> 	<p>Main: Last 2 groups deliver their mini lessons More able will lead groups and will differentiate work for the rest of the class Peer assess using www ebi</p> <p>Look at Sources A-F, make notes on</p> <ul style="list-style-type: none"> ▪ Message ▪ Tone ▪ Typicality <p>Simplified table and fewer sources for less able</p> <p>Teacher modelling - how to answer a source question</p> <p>Exam practice (June 2010): Source E gives one of Lloyd George's aims for the peace treaty at the end of the First World War. Do you agree that this was Lloyd George's main aim at the Paris Peace Conference in 1919?</p>	Answer Source question C. Email to me before the weekend.	Self-assessment of exam practice
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8	Am I ready for the exam?	<p>E/F: Understand the types of question that will feature in the exam and will develop ideas about how to prepare for it</p> <p>C/D: Make a personalised revision plan, will understand how to comment on tone, typicality and meaning in the source Q and will understand how to structure the either/ or Q</p> <p>B+: Make a personalised revision plan and appreciate what is meant by balance in the either/ or Q</p>	<p>Feedback on end of unit test (Hitler's FP and origins of WW2)</p> <ul style="list-style-type: none"> ▪ Clarify which crises can be attributed to appeasement ▪ Timing ▪ Individual targets 	<ul style="list-style-type: none"> • <u>Ppt</u> • <u>Student revision pack</u> • <u>cont'd</u> • <u>cont'd 2</u> • Sources A-D (on paper only) 	<p>Brainstorm - what are the key points for the describe Q? Exam practice: 8 mins to revise one of the following Qs; 5 mins to answer; 7 mins to peer assess and feedback</p> <ul style="list-style-type: none"> ▪ Q1 Describe the aims of the Schlieffen Plan and explain why it failed. ▪ Q2 Describe the successes of the League of Nations. ▪ Q3 Describe the Anschluss. <p>Source Brainstorm - what are the key points for the source Q? Study 4 sources and make notes on date, tone, meaning and typicality. Whole class feedback Less able study 3 sources (A, B and D) and complete a simplified table Teacher modelling: what does it mean to use facts to back up your answer? Exam practice: 10 mins to answer one of the following Qs</p> <ul style="list-style-type: none"> ▪ Q4 Study Source A. How well does this sum up the First Moroccan Crisis? ▪ Q5 Source B gives a view of the Treaty of Versailles. Do you agree with the cartoonist's view that the Treaty made a war in 1940 inevitable?? ▪ Q5 Source D gives a view of the Munich Agreement. Do you agree that Chamberlain had achieved a great victory at Munich? <p>Self assess against mark scheme</p> <p>Either/ Or Remind pupils of their individual targets from the test - check who has a target relating to the either/ or Q (most have been advised to improve structure [L3] or to work on balance [L4]) Recap structure for answering this Q, stressing the need to keep the first 3 paragraphs brief. Teacher modelling: What is meant by balance? How do you relate one bullet point to another Exam practice: 8 mins to jot down ideas on one of the following Qs; 20 mins to answer; 10 mins to peer assess and feedback</p> <p>Q7 Which was more responsible for the outbreak of WW1? <ul style="list-style-type: none"> ▪ Kaiser Wilhelm's desire for an empire? ▪ The Slav people's desire for independence? </p> <p>Q8 Which was more responsible for the failure of the League? <ul style="list-style-type: none"> ▪ The harsh treatment of Germany in the Treaty of Versailles? ▪ The absence of the USA from the League? </p> <p>Q9 Which was the more responsible for the outbreak of WW2? <ul style="list-style-type: none"> ▪ German rearmament in the 1930s? ▪ The invasion of Poland? </p> <p>By success criteria E/F - describe both bullet points C/D - follow 6 paragraph structure and answer the Q B+ - write a balanced answer</p>	<p>Set HW (= prepare for the unit 1 exam) - talk class through the question grid on the last page of their packs. Discuss how they are going to revise. Pupils formulate a revision plan.</p>	<p>What areas of the exam do you need to focus on? How will this impact on your revision plan?</p>
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