



## MAGHULL HIGH SCHOOL – CURRICULUM MAP

Unit: Does the First World War deserve its terrible reputation?	Lesson 12	Lesson 13	Lesson 14	Lesson 15					
Lesson topic question	<b>Title:</b> What was life like on the Home Front in the First World War- (part 1- DORA)	<b>Title:</b> What was life like on the Home Front in the First World War (part 2 Women and the War)	<b>Title:</b> What was life like on the Home Front in the First World War (part 3-the first blitz)	<b>Title:</b> How does the western front create employment today?					
Knowledge & Skills development	Continuity and Change		Causes and Consequences		Source Interpretation		History in the local context		
	<i>Students should be able to explain what changes were beginning to as a result of the First World War e.g Female employment and opportunities</i>		<i>Students should be able to explain why the war impacted on society and what that led to e.g food shortages and rationing</i>		<ul style="list-style-type: none"><li>Use of primary sources on working conditions in the war</li><li>Use of primary sources on the first blitz</li></ul>		<i>Lesson 5-images of recruitment in Liverpool and reference to Pals Battalions</i> <i>Lesson 8-Case Study of a Liverpool soldier who was racially abused</i> <i>Lesson 9-Sources from Liverpool war veterans and statistics from Liverpool Kings Regiment on the Somme</i>		
Assessment / Feedback Opportunities	<b>Formative Assessment</b>  <i>Range of self and peer assessment (see full scheme)</i>								
Key Vocabulary	Blitz    Conscription    Conscientious    Defence of the Realm Act    Franchise    Home Front    Nationalism Rationing    Suffrage    Western Front								
Literacy/Reading opportunities	<ul style="list-style-type: none"><li>Textbook- ‘Technology, War and Identities’</li><li>Department reading materials</li><li>Source-based activities</li><li>Recommended texts to students- ‘Warhorse’ and ‘Private Peaceful’</li></ul>								
Cross Curricular Themes	<ul style="list-style-type: none"><li>War poetry (Preparation for English in Year 9)</li><li>Financial Literacy (PSHE) Opportunity to discuss career planning and planning for a retirement (when teaching about the Old Age Pensions Act)</li></ul>								
Personal Development (including British Values, RSE, Citizenship)	<ul style="list-style-type: none"><li>The role of the Welfare State and how society protects communities</li><li>The impact of enfranchisement and democracy on social reform.</li><li>Debate on nationhood and military service</li></ul>								
Career Opportunities	<ul style="list-style-type: none"><li>Recognition of how career opportunities for women have changed dramatically in the last 100 years</li><li>Career lesson on employment opportunities/links with the First World War</li></ul>								

Unit: How well did Britain recover from the First World War?	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Lesson topic question	<b>Title:</b> Why were women granted the vote in 1918?	<b>Title:</b> Did Britain become a 'land fit for heroes'?	<b>Title:</b> Why did the Anglo-Irish war break out?	<b>Title:</b> How did Ireland become divided?	<b>Title:</b> Why did demand for independence grow in India in the 1920s?	<b>Title:</b> How did the Great Depression affect the people of Britain?	<b>Title:</b> How did the Great Depression impact on Merseyside?
Knowledge & Skills development	<b>Continuity and Change</b>  <i>The main aim is for students to understand how big an impact the First World War had on British society. The aim is to show explicit understanding of what did and did not change in Britain in the 1920s and 1930s.</i>		<b>Causes and Consequences</b>  <i>Students should be able to explain why women were granted the vote in March 1918 and why the Anglo-Irish war broke out (multi-causal).</i>		<b>Source Interpretation</b>  <i>Students should be able to use a range of primary and secondary sources to be able to describe life in Britain in the inter-war period.</i>		<b>History in the local context</b>  <ul style="list-style-type: none"> <li>Use of photographs of Liverpool in the 1920s and 1930s</li> <li>Focus on the specific issues caused by the Great Depression in Liverpool</li> </ul>
	<b>Assessment / Feedback Opportunities</b> <i>Formative Assessment</i> Range of self and peer assessment (see full scheme)					<b>Summative Assessment</b> Knowledge and Understanding test on First World War and aftermath	
Key Vocabulary	Black and Tans   Civil War   Depression   Guerrilla Warfare   Irish Republican Army   Reprisals   Suffrage   Unemployment						
Literacy/Reading opportunities	<ul style="list-style-type: none"> <li>Textbook- 'Technology, War and Identities'</li> <li>Source-based activities</li> <li>Departmental reading materials</li> </ul>						
Cross Curricular Themes	<ul style="list-style-type: none"> <li>Geography of the United Kingdom</li> <li>Religious Studies- Is Religious Dangerous (Year 9)</li> </ul>						
Personal Development (including British Values, RSE, Citizenship)	<ul style="list-style-type: none"> <li>Impact of female suffrage</li> <li>Discussion on the legitimacy of the IRA and the Irish government prior to and during the Anglo-Irish war.</li> </ul>						
Career Opportunities	<ul style="list-style-type: none"> <li>Recognition of how career opportunities for women have changed dramatically in the last 100 years</li> </ul>						