



# Scheme of work

## Conflict and tension, 1894–1918

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This resource gives you one example of a scheme of work for teaching the Conflict and tension, 1894–1918 depth study topic in our new GCSE History (8145). The scheme of work covers the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War. It seeks to show how and why war broke out, and why it proved so difficult to bring the war to a conclusion. We hope the suggested activities will support your teaching of this topic. It is intended as a guide only and not as a prescriptive approach.

### **Assumed coverage**

We have designed this teaching and learning plan to cover 30 classroom lessons, each lasting one hour. It covers three revision and assessment lessons, it does not include homework learning time.

### **Assessment**

Assessment points in the learning activity column indicate possible assessment opportunities. These could be short tests of about ten minutes (exam-style questions, short factual tests, source evaluation) or longer assessments (exam-style questions).

### **Resources**

Research exercises assume students have access to a textbook(s) and/or the internet. You can supplement textbook(s) by other sources.

## Part one: The causes of the First World War

### The Alliance System

| Lesson number | Specification content   | Guidance   | Learning activity   | Resources  |
|---------------|---|--|---|--|
| 1             | <ul style="list-style-type: none"> <li>• The Triple Alliance.</li> <li>• Franco-Russian Alliance.</li> <li>• Relations between the 'Entente' powers.</li> </ul> | <p>The focus should be on Germany and how the other powers struggled to accommodate her growing strength and challenge to the status quo.</p>                                      | <p>Students use a range of sources to create a case-file overview for Germany in 1900. Include the following headings:</p> <ul style="list-style-type: none"> <li>• government</li> <li>• internal problems</li> <li>• industrial strength</li> <li>• military strength</li> <li>• naval strength</li> <li>• relations with neighbouring countries</li> <li>• fears and aspirations.</li> </ul> <p>Topics for a class discussion:</p> <ul style="list-style-type: none"> <li>• which countries would fear Germany and why?</li> <li>• how did other countries react to Germany's growing economic and military strength?</li> </ul> | <p>Range of possible sources:</p> <ul style="list-style-type: none"> <li>• cartoons</li> <li>• statistics</li> <li>• maps</li> <li>• historical accounts (contemporary and after the events)</li> <li>• timeline of events.</li> </ul> |
| 2 and 3       | <ul style="list-style-type: none"> <li>• The Triple Alliance.</li> <li>• Franco-Russian Alliance.</li> <li>• Relations between the 'Entente' powers.</li> </ul> | <p>Focus on the wider fears, tensions and rivalries which confronted the major European powers at this time.</p> <p>Students learn about the following key terms and concepts:</p> | <p>Begin lesson with contemporary cartoon such as the Punch cartoon showing a militaristic Germany trying to kick the 'Entente Cordiale'. Draw from the students what the story</p>   | <p><a href="#">Punch cartoons</a></p>  |

| Lesson number | Specification content | Guidance  | Learning activity   | Resources   |
|---------------|-----------------------|---|---|---|
|               |                       | <ul style="list-style-type: none"> <li>• nationalism</li> <li>• arms race</li> <li>• alliance</li> <li>• balance of power</li> <li>• colonies</li> <li>• empire.</li> </ul> | <p>shows us about pre-War Europe? This could be contrasted with a German cartoon showing the encirclement of Germany.</p> <p>Students to build upon Lesson 1 by looking at the wider context of European relations by 1907.</p> <p>Market place activity: in groups students prepare an information poster on either: Italy, France, Russia or Austria-Hungary. One group member mans the group's stall while other members of each group go off to find out about the other major countries of Europe and share the information with their group.</p> <p>Discussion questions for the class:</p> <ul style="list-style-type: none"> <li>• was a major European War inevitable?</li> <li>• what was the most serious underlying source of tension in Europe?</li> </ul> | <p>Students will need access to factsheets and textbooks to produce their posters. They will also need a data capture sheet for recording their findings.</p> |

| Lesson number | Specification content   | Guidance  | Learning activity  | Resources  |
|---------------|---|---|--|--|
| 4             | The crises in Morocco and the Balkans (1908-1909) and their effects on international relations. | The emphasis should be on how the Moroccan Crises and Balkan Crises impacted upon relations between the major powers and increased the tension in Europe. The key issues in the Balkans region must also be understood by students. The further 1912–1913 conflict in the Balkans can be included to help students understand why Austria-Hungary saw Serbia as such a great threat by the July crisis of 1914. | <p>Assessment point: short factual recall test on the Alliance systems and their members.</p> <p>Students use textbook information on the crises in Morocco 1905–1906 and 1911 and then the Balkan Crises 1908 and 1912/1913 to create two causal flowcharts on a sheet of A3 paper, one above the other. In pairs, students consider what possible connections there were between the crises and the decisions that each country made.</p> <p>Discussion questions for the class:</p> <ul style="list-style-type: none"> <li>• What do you think would be the combined impact of the two sets of crises?</li> </ul> | <p>Example of a causal flowchart.</p> <p>Textbook information on each crisis point. Historical accounts of the impact of the crises (contemporary and later, for example, on Morocco Lloyd George's 'Mansion House' speech July 1911 and/or Von Molke's letter to his wife August 1911).</p> |

## Anglo-German rivalry

| Lesson number | Specification content   | Guidance  | Learning activity  | Resources  |
|---------------|---|---|--|--|
| 5 and 6       | <ul style="list-style-type: none"> <li>• Britain and the challenges to Splendid Isolation.</li> <li>• Kaiser Wilhelm's aims in foreign policy, including Weltpolitik.</li> <li>• Colonial tensions.</li> <li>• European rearmament, including the Anglo-German naval race.</li> </ul> | <p>The emphasis of these lessons is to investigate more closely why, despite pre-existing rivalries and tensions with her Entente partners, Britain saw Germany as her biggest threat and how relations between Britain and Germany became so difficult. AO3 skills should also be developed by the lesson activity.</p> <p>From the market place activity in lessons 2 and 3 students will have already seen how the major countries of Europe had been busy building up their armies through this period.</p> <p>These lessons should develop students' understanding of the following key terms and concepts:</p> <ul style="list-style-type: none"> <li>• Splendid Isolation</li> <li>• Weltpolitik</li> <li>• naval rivalry and the 'two power standard'</li> <li>• dreadnoughts.</li> </ul> | <p>Enquiry question for lessons 5 and 6: Was it inevitable that Britain and Germany would become enemies?</p> <p>Initial source evaluation exercise: students study three contemporary sources which illustrate British and German attitudes to each other; for each source students should work out its message, purpose and how useful it is (AO3).</p> <p>Students investigate sources and interpretations on the following:</p> <ul style="list-style-type: none"> <li>• Weltpolitik</li> <li>• the Tirpitz Plan and the Anglo-German naval race</li> <li>• popular attitudes towards Germany in Britain.</li> </ul> <p>Notes can be collected in a 'What, Why, Who, When' table format for the first two headings, with an 'Impact' heading for</p> | <p>Timeline of events.</p> <p>Possible range of sources for source analysis and evaluation activities:</p> <ul style="list-style-type: none"> <li>• cartoons</li> <li>• statistics</li> <li>• maps</li> <li>• historical accounts (contemporary and later).</li> </ul> |

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|               |                       |          | <p>third. Alternatively, students could build on skills learnt in the previous lesson activities to create a flow chart of Anglo-German relations. Statistics showing the respective sizes and growth of the armies of the key countries should be brought in at the end. The relatively small size of Britain's Army in comparison to the other major European powers should be drawn out to show how sensitive Britain would be to a naval challenge.</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> <li>• why was Britain so acutely concerned by Germany's naval plans?</li> <li>• was either country acting unreasonably?</li> <li>• should Britain have reacted differently?</li> <li>• what would be the wider impact to the 'mood' across Europe to this build-up of armaments and armed forces?.</li> </ul> <p>Draw out from students how the build-up and the justifications</p> |           |

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|               |                       |          | <p>given by governments for paying for it all contributed to an increasingly strong feeling that war was inevitable sooner or later.</p> <p>To develop students understanding further, you could give them a summary of the key points of Niall Ferguson's <i>'Pity of War'</i>. This revisionist argument could be a useful and provocative source to begin or assess at the end of this lesson.</p> | <p>Niall Ferguson, <i>'Pity of War'</i>, Penguin, 2009 (ISBN-13: 978-0140275230).</p> |

## Outbreak of war

| Lesson number | Specification content  | Guidance  | Learning activity  | Resources   |
|---------------|--|---|--|---|
| 7 and 8       | <ul style="list-style-type: none"> <li>• Slav nationalism and relations between Serbia and Austria-Hungary.</li> <li>• The assassination of Archduke Franz Ferdinand in Sarajevo and its consequences.</li> <li>• The July Crisis.</li> <li>• The Schlieffen Plan and Belgium.</li> <li>• Reasons for the outbreak of hostilities and the escalating war.</li> </ul> | <p>The focus of these lessons is why the Archduke's assassination led to war and whether events had spiralled outside the ability of Europe's leaders to control them.</p> <p>Students should develop their understanding of the following key terms and concepts:</p> <ul style="list-style-type: none"> <li>• nationalism</li> <li>• mobilisation.</li> </ul> | <p>Enquiry question: why would the assassination of Archduke Franz Ferdinand spark a World War?</p> <p>Lesson could begin with a Lloyd George (or similar) memoir extract on his initial reaction to the assassination.</p> <p>Students should be reminded of their prior learning on the Balkan crises and the key problems of the region. Students are then given a jumbled up breakdown of events following the Archdukes assassination to Britain's declaration of war on Germany. They work in pairs to order the events.</p> <p>Students collect evidence for a debate on the following arguments:</p> <ul style="list-style-type: none"> <li>• Germany seized the opportunity of the assassination to deal with her enemies.</li> </ul> | <p>David Lloyd George, <i>War Memoirs, vol. 1</i>, London, Nicolson and Watson, 1933.</p> <p>Worksheet for sequencing exercise.</p> |

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|---------------|-----------------------|----------|---|--|
|               |                       |          | <ul style="list-style-type: none"> <li>The assassination led to a chain of events which was outside the ability of the leaders of Europe's control.</li> </ul> <p>Students are given a variety of sources as evidence and combine this with their own knowledge to build a case for each argument.</p> <p>Pin the arguments to opposite walls of the classroom and get students to line up at the wall which they believe most fits the evidence. Students take it in turns to persuade students across to their side of the classroom. Finally students return to the enquiry question and write an extended answer.</p> <p>To develop students further, they consider to what extent the governments and leaders could control events and whether war was inevitable. They could consider the following factors:</p> <ul style="list-style-type: none"> <li>the French President and Prime Minister literally at sea</li> </ul> | <p>Summarised arguments of opposing historians such as James Joll, Fritz Fischer and Berghahn could be useful for extending more able students. These could sit alongside the more accessible accounts from the contemporary statesmen for example, Prince von Bulow's account of his conversation with Bethmann-Hollweg in August 1914.</p> |

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|---------------|-----------------------|----------|--|-----------|
|               |                       |          | <p>and out of communication for much of the crucial July period</p> <ul style="list-style-type: none"> <li>• inflexible mobilisation timetables meaning that if a country halted mobilisation, it would be impossible to resume quickly if the halt proved a mistake</li> <li>• the military men anxious not to allow their opposite numbers to steal a march on them and urging a decision from their governments</li> <li>• the German leaders could not be seen to back down again after the humiliation of Morocco</li> <li>• internal political difficulties within each country meant that a patriotic war could help the ruling classes re-assert their control and unite their peoples.</li> </ul> |           |

## Review and assessment

| Lesson number | Specification content                                  | Guidance   | Learning activity   | Resources |
|---------------|--|--|---|-----------|
| 9             | Review of Part one: The causes of the First World War. | This is an opportunity to discuss how to approach exam style questions with your students. | Students do exam style questions based on the content of part one of the unit.<br><br>Students review each other's answers and discuss. |           |

## Part two: The First World War: stalemate

### The Schlieffen Plan

| Lesson number | Specification content   | Guidance  | Learning activity  | Resources  |
|---------------|---|---|--|--|
| 10 and 11     | The reasons for the plan, its failure, including the Battle of the Marne and its contribution to the stalemate. | <p>Students need to understand the reasons for the Schlieffen Plan and understand why the plan failed. They should learn about how it contributed to the stalemate.</p> <p>Students should develop their understanding of the following key terms and concepts:</p> <ul style="list-style-type: none"> <li>• neutrality</li> <li>• mobilisation</li> <li>• artillery</li> <li>• shell fire</li> <li>• machine guns</li> <li>• stalemate</li> <li>• trenches</li> <li>• the Western Front.</li> </ul> <p>Students can also develop their understanding of what happened on the Eastern Front in the first year of the war and how it affected the Western Front.</p> | <p>Students take on the role of one of the Kaiser's generals in late November 1914 and write a report outlining why they think the Schlieffen Plan failed. Students should consider the following aspects in their report:</p> <ul style="list-style-type: none"> <li>• how the Plan was supposed to work</li> <li>• what happened- from initial progress to the Battle of the Marne</li> <li>• what happened- from the Marne to Stalemate at Ypres</li> <li>• the current situation and outlook</li> <li>• evaluation- key reasons why the plan failed.</li> </ul> <p>Students can discuss their evaluations in pairs and weigh up which factor was most important in the plan's failure.</p> <p>Students examine a simple timeline for the first year of the</p> | <p>Students will need access to textbooks, contemporary sources and historical interpretations.</p> <p>Textbook information relating</p> |

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|               |                       |          | <p>war on the Eastern Front, they add to the timeline what they know has happened so far on the Western Front.</p> <p>As a class, students discuss how events on each front affected the other</p> <p>Students then set up a table comparing similarities and differences between the two fronts.</p> | <p>to events on the Eastern Front.</p> <p>Map of the Western and Eastern Fronts in 1915.</p> |

## The Western Front

| Lesson number | Specification content   | Guidance   | Learning activity  | Resources   |
|---------------|---|--|--|---|
| 12, 13 and 14 | <p>Military tactics and technology, including trench warfare.</p> | <p>The focus of these lessons will be to consolidate understanding of the trenches and attempts to use new technology and tactics to break the stalemate on the Western Front.</p> <p>Students need to develop their understanding of the following key terms and concepts:</p> <ul style="list-style-type: none"> <li>• front line</li> <li>• communication</li> <li>• reserve trenches</li> <li>• supply lines</li> <li>• the make-up of the infantry, including the section, platoon, company and battalion.</li> </ul> | <p>Assessment point: short factual recall test on the stalemate.</p> <p>Enquiry question: how much did technology and tactics change during the war?</p> <p>Students label diagrams and aerial photographs to show the main features of an established trench system on the Western Front.</p> <p>Students prepare a spider diagram on the factors which enabled trench warfare on the Western Front. For example, factors could include:</p> <ul style="list-style-type: none"> <li>• machine gun</li> <li>• artillery</li> <li>• barbed wire</li> <li>• tinned food and supply lines</li> <li>• knowledge of germs and disinfectant</li> <li>• home-fronts mobilised.</li> </ul> | <p>Information capture sheet required.</p> <p>Blank diagrams and aerial photographs of trenches and trench systems.</p> <p>A range of textbook information on trench warfare and its components. Along with access to internet sources for collecting information on new technology and its impact.</p> |

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|  |  | <p>For the research activity, students will need to be aware of the following key features:</p> <ul style="list-style-type: none"> <li>• field guns</li> <li>• heavy artillery</li> <li>• counter-battery</li> <li>• rolling barrage</li> <li>• offensive and defensive mining</li> <li>• reconnaissance.</li> </ul> | <p>Enquiry question: how were new technologies and tactics used to try to break the stalemate?</p> <p>Students in groups are given one of the following key features to research and present back in power point form to the other groups:</p> <ul style="list-style-type: none"> <li>• gas</li> <li>• aircraft</li> <li>• tanks</li> <li>• underground warfare</li> <li>• development of artillery and its use.</li> </ul> <p>As part of their research students need to consider the following aspects of their designated key feature:</p> <ul style="list-style-type: none"> <li>• description</li> <li>• initial use</li> <li>• how countered/limitations</li> <li>• how it developed.</li> </ul> | <p>A range of textbook and source information on new technologies and tactics.</p> |
|--|--|--|--|--|

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|---------------|-----------------------|----------|---|-----------|
|               |                       |          | <p>Another group should do a comparative presentation on how the make-up and equipment of an infantry platoon changed significantly by 1918. If you have a large class, another contrasting presentation on the use of the use of horses, dogs and pigeons could also be assigned.</p> <p>Class discussion: why didn't changes in technology and tactics on the Western Front prove decisive in ending the stalemate?</p> |           |

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|---------------|---|---|--|---|
| 15            | <ul style="list-style-type: none"> <li>• War of attrition.</li> <li>• Key battles, Verdun, the reasons for, the events and significance of Verdun.</li> </ul> | <p>The emphasis of this lesson is on the concept of attrition and how Verdun plan was a departure from previous strategy of attaining a breakthrough.</p> <p>At the end of the lesson you can explore with your students the impact Verdun had on the timing and nature of Anglo-French Offensive on the Somme.</p> | <p>Enquiry question: how did Falkenhayn try to 'bleed France white'?</p> <p>Begin lesson with the introduction to Falkenhayn's Plan for the Offensive at Verdun. Ask the students to consider the following aspects:</p> <ul style="list-style-type: none"> <li>• how would the plan work?</li> <li>• how does it differ from what one would expect?</li> <li>• what could go wrong for the attacking side?</li> </ul> <p>Source exercise: introduce contemporary cartoons of the Battle of Verdun – what do the sources suggest about what happened at Verdun and the nature of the fighting?</p> <p>Drawing on a range of sources, students construct a report about the battle: Falkenhayn's plan, what happened and what were its effects?</p> | <p>Quote can be found on the <a href="#">History Learning Site</a></p> <p><a href="#">Falkenhayn's Plan</a></p> <p>Textbook information on Verdun.</p> <p>For video resources Holmes <i>'Holding the Front'</i>, BBC documentary series, and the film <i>'Paths of Glory'</i> has useful battle scenes.</p> |

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| 16 and 17     | <ul style="list-style-type: none"> <li>Key battles, the Somme, the reasons for, the events and significance of the Somme.</li> </ul> | <p>The focus of this lesson looks at the reasons for and events of the battle to enable students to reflect on its significance. Students must consider whether it came close to meeting any of Haig's aims and secondly what had been achieved by the battle? Students need to move away from the disastrous first day and see the battle in its wider context.</p> <p>This topic also provides an excellent opportunity to develop AO3 skills and work on source evaluation and analysis.</p> | <p>Enquiry question: 'How far was the Somme a victory for the British army?'</p> <p>Students complete an overview table on the Battle of Somme. The table should contain: Haig's aims; the battle plan; what happened over the course of the battle and why no decisive breakthrough had been achieved.</p> <p>Students then look at a more focused range of sources and interpretations which relate to the outcome of the Somme and use them to create a balance sheet of the overall success or failure for the British Army.</p> <p>Students can follow up the balance sheet with a more detailed comparison of past and current historians' evaluations of success and failure of the Battle of the Somme: why have our interpretations changed?</p> <p>Assessment Point: students to finish the enquiry with an exam style question on how useful two</p> | <p>Data capture table required.</p> <p>General textbook information on the course of the Somme.</p> <p>A variety of contemporary and later historical interpretations on the outcome of the Somme.</p> |

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|---------------|--|---|--|---|
|               |  |   | contemporary sources are to an historian assessing the success of the Somme.   |   |
| 18 and 19     | Key battles - Passchendaele, the reasons for, the events and significance of the battle. | <p>The focus of this lesson is for students to understand Haig's reasons for mounting the Passchendaele Offensive and why despite new tactics no major breakthrough had occurred.</p> <p>You can also provide an overview of the British attacks at Vimy Ridge, Messines Ridge, and Cambrai to illustrate some of the lessons learnt after the Somme.</p> <p>Students should be able to develop the understanding of the term: bite and hold.</p> | <p>Enquiry question: what had been achieved by the Battle of Passchendaele?</p> <p>Students study textbook descriptions of what happened at Vimy Ridge, Messines Ridge and Cambrai to answer how the tactics used differed from those used at the Somme.</p> <p>Students then move to the enquiry question and set up a table which addresses the following aspects:</p> <ul style="list-style-type: none"> <li>• Haig's reasons for launching the Offensive</li> <li>• successes</li> <li>• reasons why no breakthrough was achieved despite new tactics.</li> </ul> <p>Assessment point: students answer exam style agree/disagree question on whether the British army had learnt any lessons from the Somme Offensive.</p> | General textbook information relating to the Battle of Passchendaele and other battles in the lesson activity. Students may also need access to the internet. |

## The wider war

| Lesson number | Specification content  | Guidance   | Learning activity   | Resources  |
|---------------|--|--|---|--|
| 20            | <ul style="list-style-type: none"> <li>The war on other fronts.</li> <li>Gallipoli and its failure.</li> </ul> | <p>Students should understand that war was taking place on other fronts, for example, on the Russian Front.</p> <p>The main focus of the lesson is an enquiry into Gallipoli; the aims, the plan and the reasons for its failure. The activity provides a useful opportunity for working on AO3 skills.</p> <p>Students should develop their understanding of the following key terms and concepts:</p> <ul style="list-style-type: none"> <li>Dardanelles</li> <li>Ottoman Empire</li> <li>ANZACs.</li> </ul> | <p>Enquiry question: what was achieved by Gallipoli?</p> <p>Lesson opens with a map of Europe and the Middle East in 1915 which includes the alliances and the Western and Eastern Front. Raise students' awareness that war was taking place on many fronts. Get the students to consider why would an allied attack on Turkey be so attractive to the allies in 1915? Ask the students to consider these issues:</p> <ul style="list-style-type: none"> <li>with stalemate on the Western Front could this be a place to gain a breakthrough?</li> <li>by knocking out Turkey, could this approach open up many ways to help Russia and even to attack Austria-Hungary?</li> </ul> <p>Give your students an outline of the initial plan. Ask the students in pairs to investigate two</p> | <p>Textbook and a variety of contemporary accounts of the Dardanelles Offensive.</p> <p>A map of Europe and the Middle East in 1915.</p> <p>A range of sources and textbooks on Gallipoli.</p> |

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|---------------|--|--|---|--|
|               |  |  | <p>questions:</p> <ul style="list-style-type: none"> <li>• why was the Gallipoli campaign a failure?</li> <li>• why were the casualties so great?</li> </ul> <p>Taking one question each they should examine a number of contemporary sources on the Offensive. They must decide whether each source is useful for answering their question and what reasons it gives them. The pairs finally come together to write a balanced answer to the two questions.</p> <p>Classroom discussion:</p> <ul style="list-style-type: none"> <li>• what was the most important reason why Gallipoli was such a failure?</li> <li>• did the allies achieve any success from the Dardanelles campaign?</li> </ul> | <p>Contemporary sources could include: photographs, statements, news articles, diary extracts, cartoons etc.</p> |
| 21            | <p>The events and significance of the war at sea, including Jutland.</p> | <p>The focus of this lesson should be on the British attempt to blockade Germany and the attempt made by the German Navy to break the blockade. Students should understand that Germany's failure to</p> | <p>Enquiry question: Which side actually won the Battle of Jutland?</p> <p>In pairs, students use a range of sources and interpretations of</p>   | <p>Access to information about the war at sea.</p> <p>A range of sources and</p>                                 |

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|                  |   | <p>break the blockade could/would prove highly significant in the war's outcome.</p>   | <p>the battle to write two separate and opposing headlines and reports for a German and British newspaper.</p> <p>Classroom discussion: why could both sides claim victory?</p> <p>Ask the students to write a narrative account style answer about why both sides claimed victory at Jutland.</p>   | <p>interpretations.</p>  |
| <p>22 and 23</p> | <ul style="list-style-type: none"> <li>• The U-boat campaign and convoys.</li> <li>• The reasons why the USA joined the war.</li> </ul> | <p>The emphasis of this lesson should be on students using and developing AO3 skills to assess the successes and failures of the German U-boat campaign.</p> <p>The second part of this investigation should end with a look at why the USA finally entered the war and the role of the U-boat campaign within this.</p> | <p>Enquiry question: how successful was the German U-boat campaign?</p> <p>Show your students contrasting sources on contemporary German, British and American reactions to the sinking of the Lusitania leading to a short discussion question: what were the potential benefits and drawbacks to the Germans of engaging in unrestricted U-Boat warfare?</p> <p>To answer the discussion question student could review information about the following</p> | <p>General textbook information on the U-boat campaign.</p> <p>A range of sources relating the U-Boat campaign and sinking of the Lusitania.</p> |

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|---------------|-----------------------|----------|--|---|
|               |                       |          | <p>aspects:</p> <ul style="list-style-type: none"> <li>• British tonnage lost</li> <li>• food supply in Britain and rationing measures</li> <li>• Admiralty reports</li> <li>• countermeasures to submarines</li> <li>• timeline of submarines sunk</li> <li>• American newspaper headlines</li> <li>• American government warnings to Germany.</li> </ul> <p>Give students an explanation of how the USA finally declared war in Germany in April 1917. Ask your students to list the reasons why they think the USA didn't enter the war before February 1917.</p> <p>Ask your class whether they think the U-boat campaign was sufficient to bring the USA into the war?</p> <p>Show them an extract of the Zimmerman telegram. What was the American reaction to this telegraph? Who do they think supplied the telegraph to the</p> | <p><a href="#">A copy of the Zimmerman telegram</a></p> |

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|               |                       |          | <p>American government? Was it the British intelligence services?</p> <p>Assessment Point: students answer an exam style agree/disagree question on the importance of the war at sea for both sides.</p> |           |

### Part three: Ending the war

#### Changes in the Allied Forces

| Lesson number | Specification content   | Guidance  | Learning activity   | Resources   |
|---------------|---|---|---|---|
| 24 and 25     | <ul style="list-style-type: none"><li>• Consequences of the Bolshevik Revolution and the withdrawal of Russia on Germany strategy.</li><li>• The reasons for and impact of the entry of the USA into the war.</li></ul> | <p>These lessons have two purposes.</p> <p>Firstly students assess the impact of Russia leaving and the USA joining the war. Secondly, students look at the connected decision which Ludendorff made to gamble Germany's last manpower reserves on a massive Offensive in 1918.</p> | <p>Enquiry question: why did Ludendorff gamble all in March 1918?</p> <p>Ask your students to brainstorm two questions with appropriate stimulus maps and statistics on the board:</p> <ul style="list-style-type: none"><li>• how would Russia coming to a peace agreement with Germany affect the war?</li><li>• how would the entry of the USA on the side of Allies impact upon the war?</li></ul> <p>Give your students a card-sort exercise relating to the position of Germany at the end of December 1917. Use the headings below to sort the cards into strengths, weaknesses, opportunities and threats (SWOT).</p> | <p>A selection of accounts (both contemporary and later) of the Allied advance during The Hundred Days.</p> |

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|---------------|-----------------------|----------|---|-----------|
|               |                       |          | <p>Possible headings:</p> <ul style="list-style-type: none"> <li>• Russian withdrawal</li> <li>• Germany's allies on the point of collapse</li> <li>• U-Boat campaign failing to deliver a knock-out blow to Britain</li> <li>• development of new German 'Storm-trooper' tactics</li> <li>• USA's entry into the war</li> <li>• the British blockade's serious impact on the German home front</li> <li>• troops switching from the Eastern to the Western Front</li> <li>• Britain's failed Passchendaele Offensive has reduced the morale of her army.</li> </ul> <p>Research activity: in groups ask your students to take on the role of Intelligence Officers and research further each factor in their SWOT analysis. They make notes and decide whether they would advise Ludendorff to either:</p> <ul style="list-style-type: none"> <li>• use soldiers from the</li> </ul> |           |

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|---------------|-----------------------|----------|--|-----------|
|               |                       |          | <p>Eastern Front to re-enforce defences in the West and hold out for a favourable peace deal.</p> <ul style="list-style-type: none"> <li>• Employ all lessons learnt and gamble all on a last ditch Offensive before the US Army is ready to join in.</li> </ul> <p>Class discussion: how sensible was Ludendorff's eventual decision to gamble all on the Spring Offensive?</p> <p>Assessment Point: students answer a 'write an account' style question (AO1 &amp; AO2) on the impact of Russia's exit and America's entry into the war in 1917.</p> |           |

## Military developments in 1918 and their contribution to Germany's defeat

| Lesson number | Specification content   | Guidance   | Learning activity   | Resources   |
|---------------|---|--|---|---|
| 26            | <ul style="list-style-type: none"> <li>The evolution of tactics and technology.</li> <li>Ludendorff and the German Spring Offensive.</li> </ul> | <p>The emphasis of this lesson is on the new tactics used during the Spring Offensive. Student should consider why they failed and why this presaged Germany's defeat.</p>   | <p>Students to prepare a report for the Kaiser from Ludendorff on why the Spring Offensive has failed and what is likely to happen next. In their report, students should include:</p> <ul style="list-style-type: none"> <li>an outline of the Plan (including new tactics)</li> <li>initial successes</li> <li>allied responses</li> <li>reasons for failure</li> <li>prognosis for Germany's war effort.</li> </ul>  | <p>General textbook accounts of the Spring Offensive in 1918.</p>   |
| 27            | <p>The Allied advance during The Hundred Days.</p>  | <p>The emphasis of this lesson is on how changes in the wider circumstances (for example: the exhaustion, quality and provisioning of the German Army) combined with changes in tactics and technology (such as the effective use of tanks and aircraft in large numbers) allowed the Allies to break the stalemate and finally advance.</p> | <p>Enquiry question: how was the stalemate finally broken by the Allies?</p> <p>Students draw up a table. Down the first column they list as many reasons as they can about why a stalemate developed on the Western Front from October 1914. Next they read accounts of the Allied advances from August 8<sup>th</sup> and the beginning of The Hundred Days. In the next column they draw from the accounts, reasons why the stalemate was broken. Ask them</p> | <p>A selection of accounts (both contemporary and later) of the Allied advance during The Hundred Days.</p> |

| Lesson number | Specification content | Guidance | Learning activity   | Resources |
|---------------|-----------------------|----------|---|-----------|
|               |                       |          | <p>to consider what had changed by 1918 and how new wider circumstances combined with new tactics and technology had finally broken the stalemate.</p> <p>Discussion question: why are the victories and advances of The Hundred Days rarely remembered in the books and popular memory of the First World War?</p> |           |

## Germany surrenders

| Lesson number | Specification content  | Guidance  | Learning activity   | Resources  |
|---------------|--|---|---|--|
| 29            | <ul style="list-style-type: none"> <li>• Impact of the blockade.</li> <li>• Abdication of the Kaiser.</li> <li>• Armistice.</li> </ul> | <p>The focus of this lesson is on the inter-connection between events on the Western Front and on Germany's home front.</p> <p>Students should develop their understanding of these key terms and concepts:</p> <ul style="list-style-type: none"> <li>• abdication</li> <li>• revolution</li> <li>• communism</li> <li>• desertion</li> <li>• mutiny</li> <li>• democracy</li> <li>• armistice.</li> </ul> | <p>Enquiry Question: why did Germany seek an armistice in 1918?</p> <p>In pairs, students draw two comparative and descriptive timelines for events on the Western Front and events in Germany from March to November 11<sup>th</sup> 1918. The timelines should show where the two impacted upon the other.</p> <p>Discussion questions: was the German Army stabbed in the back?<br/>why could people later claim that the German Army had not been beaten?</p> | <p>General textbook resources on the last year of the war and accounts of the collapse on Germany's home front.</p>  |
| 30            | <p>The contribution of Haig and Foch to Germany's defeat.</p>  | <p>The focus of this lesson is to evaluate the contribution of the two allied Commanders in Chief towards Germany's eventual defeat.</p>  | <p>Students brainstorm what makes a good Commander in Chief. As a class, they select three key attributes.</p> <p>Role play exercise: Haig and Foch enter the court of history where their contributions to Germany's defeat are evaluated. Divide the class into four teams, one for the defence</p>   | <p>A selection of historian's evaluations of Haig and Foch's wartime record and contributions to Allied victory.</p> <p>Teacher prepared information capture table for summarising cases for and against each general.</p> <p>Historical interpretations</p> |

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|---------------|-----------------------|----------|---|--|
|               |                       |          | <p>and prosecution of each. Students evaluate Haig and Foch's successes and failures, using a selection of interpretations as evidence. Each student gives Haig and Foch a score out of ten for their contribution (ten being '<i>hugely significant</i>' and one being '<i>more liability than help</i>'). Each group reports their findings to the class.</p> | <p>about Haig and Foch's military performance.</p> |