

Convenio M.E.C.D/British Council

**Orientaciones pedagógicas para el desarrollo del
Currículo Integrado en el nivel de Educación
Secundaria: 4º ESO**

Ciencias Sociales / Geografía e Historia

**Guidelines for the development of the Integrated
Curriculum in Secondary Education: 4th ESO**

Social Studies / Geography and History

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Introductory note

This Integrated Geography and History Curriculum for ESO 4 is derived from the British National Curriculum and the Spanish Curriculum. The content of the entire curriculum for the second cycle of secondary is covered in the Integrated Curriculum for ESO 3 and ESO 4. The philosophy of the Spanish education system concerning these subjects is maintained while the methodology draws mainly on the British National Curriculum Key Stage 4 GCSE Framework for teaching Geography and History.

In some areas the order of teaching topics is flexible in order to allow the pupils to use English resources (books, websites etc) and to work within topic areas. The Qualifications and Curriculum Authority (QCA <http://www.qca.org.uk/>) has produced a series of guidelines for teaching Geography and History from 14 -16 in accordance with the National Curriculum. There is now a large amount of resource materials based on these schemes, including textbooks and support materials from all the major publishers, web based resources and software. Information on some of these materials can be found in the section on teaching resources.

The History IGCSE syllabus looks at some of the major international issues of the nineteenth and twentieth centuries, as well as covering the history of particular regions in more depth. The emphasis is on both historical knowledge and on the skills required for historical research. Students learn about the nature of cause and effect, continuity and change, similarity and difference and find out how to use and understand historical evidence as part of their studies. IGCSE History will stimulate any student already interested in the past, providing a basis for further study, and also encouraging a lifelong interest in the subject.

The Geography IGCSE is divided into three themes which are collectively designed to develop an understanding of both the natural and the human environment: Population and Settlement (Settlement and Urbanization are covered in 3^oESO), The Natural Environment (Part is covered in 3^oESO), Economic Development and the Use of Resources (covered in 3^o ESO).

These guidelines have been devised to provide some pupils with the possibility of not only studying the contents of the Spanish Curriculum through English. IGCSE develops and encourages vital educational skills, including oral skills, investigative skills, problem solving, team work, recall of knowledge, and initiative. Each teaching unit consists of core themes or hours, literacy links and IGCSE In Depth Studies. The course is quite extensive and in some areas the order of teaching topics is flexible in order to allow the pupils to use English resources (books, websites etc) and to work at their pace and within their possibilities and taking into account each teacher's teaching style and criteria .

In each section there are textbooks recommended for use, which in many cases compliment the lesson outlines provided. Teachers are strongly advised to read through the whole of this document before beginning to work on individual units in order to obtain a global view of the content and objectives in teaching History and Geography as part of the Integrated Curriculum

Different approaches to teaching and learning

All pupils do not learn in the same way so it is important to give them a range of different kinds of experiences to give them the opportunity to develop. The range of types of experience can be summarised as:

Examples of possible activities		
Type if experience	Used by pupils	Used in teaching
Visual	PowerPoint slides, making videos, make a poster, use colour codes for revision, mind maps, making graphs, key diagrams, topic webs, computer based learning	PowerPoint slides Posters on the walls Video Internet searches Practical demonstrations Field trips
Audio and linguistic	Audio downloads, word puzzles, write a magazine article, poems and songs, crosswords, discussion, debates, vocabulary webs, comprehension tests, library search, presentations to the class	Word walls Using music Setting library or newspaper search investigations School magazine Entering competitions
Kinaesthetic, physical	Model making, practical tasks, role-play, making flash cards, dance and drama	Hands-on practical lessons Using role-play to act out social dilemmas.
Mathematical	Organising tasks into steps, listing key points, making tables and graphs of information, making timelines, creating flow charts	Preparing quantitative practical lessons to generate data Using flow charts to sequence an activity Using Excel for dealing with data tables and graphs.

These experiences should be taken into account when preparing the scheme of work to ensure a good range of different activities.

This does not mean that there is no place for the traditional class where the teacher stands at the front and delivers a lesson. On the contrary, the teacher has an even more central role in ensuring that all the pupils are given the best opportunity possible to understand the concepts and take an active part in their own learning. Rather than lecturing to the pupils, the teacher has continually to be looking for feedback, by questioning the pupils, testing them to see if they understand and providing them with the opportunity to express their knowledge at any given time or level.

Teaching materials and resources

The course is designed so that teachers can choose which books and extra resource materials to use to best suit themselves and their pupils. As the methodology is based on both the Spanish and British Curricula, there is no single ideal text to use. However, a good deal of resource material should be British. The British education system has five years of secondary education from Year 7 to Year 11, corresponding to the Spanish system as follows:

Year 7	(Key Stage 3)	:	6° Primaria
Year 8	(Key Stage 3)	:	1° ESO
Year 9	(Key Stage 3)	:	2° ESO
Year 10	(Key Stage 4)	:	3° ESO
Year 11	(Key Stage 4)	:	4° ESO

Years 7 – 9 are known as “Key Stage 3” and are taught at secondary schools. In the integrated Curriculum some of the work for Year 7 will have been covered at primary Year 6 but the curriculum has been designed to include the most important aspects of the National Curriculum for early Key Stage 3, together with the Spanish Curriculum for 1° ESO. The knowledge, skills and understanding that pupils acquire at key stage 3 form the basis for future learning in geography through to Key Stage 4 and later to Key Stage 5 or Bachillerato in the Spanish Curriculum. The subject criteria which include common assessment objectives are designed to build on the key concepts and key processes set out in the key Stage 3 programme of study.

One of the specific objectives of the M.E.C. / British Council Project in Secondary education level is “If and when appropriate, promote the certification of studies under both educational systems.” These guidelines have been devised to provide some pupils with the possibility of not only studying the contents of the Spanish Curriculum through English but also to attain one of the most sought-after and recognised qualifications in the world. IGCSE develops and encourages vital educational skills, including oral skills, investigative skills, problem solving, team work, recall of knowledge, and initiative

Through the IGCSE Geography syllabus (<http://www.cie.org.uk/>), students develop a 'sense of place' by looking at the world around them on a local, regional and global scale. Students examine a range of natural and man-made environments, and learn about some of the processes which affected their development. They also look at the ways in which people interact with their environment, and the opportunities and challenges an environment can present, thereby gaining a deeper insight into the different communities and cultures that exist around the world.

The History IGCSE syllabus (<http://www.cie.org.uk/>) looks at some of the major international issues of the nineteenth and twentieth centuries, as well as covering the history of particular regions in more depth. The emphasis is on both historical knowledge and on the skills required for historical research. Students learn about the nature of cause and effect, continuity and change, similarity and difference and find out how to use and understand historical evidence as part of their studies. IGCSE History will stimulate any student already interested in the past, providing a basis for further study, and also encouraging a lifelong interest in the subject. Both coursework and non-coursework options are available.

The suggested schemes of work are flexible, including extension activities if time permits. Each teaching unit consists of core themes or hours, literacy links and IGCSE In Depth Studies and Case Studies. Where appropriate, a curricular link with literacy or other relevant areas has also been suggested. References to books, websites and other resources are included. The course is quite extensive and in some areas the order of teaching topics is flexible in order to allow the pupils to use English resources (books, websites etc) and to work at their pace and within their possibilities and lastly with each teacher's teaching style and criteria .

Creating resource banks

Creating resources will help teachers to provide pupils with suitable visual aids and adequate texts for classroom activities. These resources should be prepared in advance. Organised planning and coordination among teachers from different departments could save both time and work. In addition, completed resources should be adequately organised and stored for future use.

Suggestions for resource banks:

- Scan and laminate illustrations from English or Spanish textbooks, reference books, magazines etc.
- Print and laminate illustrations, graphs, photographs and simple texts from web sites. (see list)
- Compile questionnaires based on texts, illustrations, maps, graphs, artwork etc.
- Design simple posters with step-by-step explanations about how to carry out a report, investigation project, presentation etc.

Cross-curricular links and Inter-Departmental Coordination

Close coordination between different departments involved in teaching the Integrated Curriculum is essential in order to avoid too much repetition where a topic is included in, for example, both science and geography. The content covered by one subject teacher should be complemented, where appropriate, by another.

Coordination is particularly important between the English department and the others involved in the Integrated Curriculum in order to reinforce the vocabulary and language skills necessary to reach a full understanding of and participation in the topics covered in the suggested schemes of work. Where appropriate, it has been suggested that teachers coordinate for these purposes. A specific reference has also been made where reinforcement could be done in a literacy class with the English teacher (LL), or "Literacy Link."

Language for learning

In order to avoid slowing pupils' progress in History or Geography due to difficulties with reading or writing, the vocabulary may be revised or reinforced as part of a literacy lesson where appropriate. Teachers should introduce new items of vocabulary carefully, giving the pupils the opportunity to articulate them before writing.

A strong visual element should be introduced and capitalised on through the use of illustrations, diagrams, ICT etc. Specifying the vocabulary for a particular unit of work allows the pupils to refer back to this in books, charts and other visual aids as well as making good use of the glossaries provided in some of the recommended resources.

The main language for each unit of work is briefly outlined at the start of each one. These outlines are not, however, exhaustive, but rather intended to serve as a guide for teachers as to the kind of input that may be necessary when teaching these topics.

The Geography Curriculum:

The Geography Curriculum for 4° ESO is divided into three main sections as follows:

Topic One: Plate tectonics, Landforms and Landscape Processes

Topic Two: Weather and Climate

Topic Three: Population Dynamics and Migration.

Methodology

- A major aim of this Integrated Curriculum is to encourage an imaginative approach to geography teaching. Not only do our pupils need to learn facts but also, take an interest in their surroundings and in the variety of human and physical conditions on the earth.
- Pupils need to be encouraged to develop a sense of wonder at the world around them. They need to develop an informed concern about the quality of the environment and the future of the human habitat. In doing so, they will also develop a sense of responsibility for the care of the earth and its people.

The use of investigation and enquiry

As well as teaching geography as a factual subject, the skills of investigation and enquiry should also be developed. Geography offers the pupils the opportunity to:

- investigate a wide range of places and environments around the world
- investigate how places and environments are interdependent
- carry out geographical enquiry, including identifying questions and developing their own opinions
- carry out geographical enquiries, both inside and outside the classroom.
- use a range of investigative and problem-solving skills and resources, including different types of maps, atlases, ICT images etc.

Key Aspects

Pupils will learn how to:

- ask geographical questions
- analyse evidence and draw conclusions
- use appropriate geographical vocabulary
- use atlases/globes/maps

- use and complete vocabulary webs
- draw maps, plans and diagrams
- experience decision making
- use secondary evidence

Language Skills

Speaking and listening – through the activities pupils could:

- identify the main points of a task, text...
- listen for a specific purpose, note the main points and consider their relevance
- discuss and respond to initial ideas and information, carry out tasks and refine ideas.

Reading – through these activities pupils could:

- follow the sequence of actions, processes or ideas being described
- undertake independent research using knowledge of how texts, databases, etc are organized and on appropriate reading strategies

Writing – through these activities pupils could:

- group sentences into paragraphs and well developed
- introduce, develop and conclude pieces of writing appropriately
- use capital letters, full stops, question marks, exclamation marks, brackets and dashes correctly.

**The specific language and vocabulary relating to each topic is included in the “Language for learning” section in the schemes of work.

Schemes of Work

Each section has been designed as a scheme of work including the following aspects:

H: The suggested timing of the lesson, usually one or two hours.

In the same column there is also information as to the importance of the lesson:

- Core means it is an essential part of this Integrated Curriculum
- Extension means if you have time you might like to do it, but it is included to provide more practice in or give more depth to a topic.

There has been a huge amount of content to include and teachers should be aware that they will need to use their discretion when delivering the content, giving some topics more emphasis than others, as covering everything included in the detailed outline would prove extremely difficult.

Cross Curricular Links: These sections that are studied or can be reinforced in other areas of the curriculum . Teachers are encouraged to co-ordinate with link teachers early on in the course in the following areas :

LL: Literacy link

HL: History Link (The historical aspects of this material will be studied in greater depth in the History section of this course)

SL: Science (This material may be covered in Science)

AL: Art link (This material may be covered in Art)

Lesson outline: This is not a lesson plan, but there are suggestions for presenting the topics in each lesson.

Activities / Assessment Criteria: These are suggestions for pupils' activities and assessment opportunities that may arise in each lesson.

Lesson outcomes: An outline of the learning expectations for pupils from that lesson.

Resources: Suggestions for useful resources which are needed or would be useful for that lesson.

The first topic is intended to serve as an introduction and includes ready-made worksheets which may be photocopied for use in class. It demonstrates how the same lesson plan can and should be adapted for mixed ability student levels.

Earthquakes

Lower Level

Figure 1 shows some information about earthquakes

Strength of earthquake on the Richter Scale	Example	Death Toll	Description	Average number of earthquakes
0 - 1.9			Minor	700,000
2 – 2.9			Minor	300,000
3 – 3.9			Minor	40,000
4 – 4.9			Light	6,200
5 – 5.9	1960 Morocco	14,000	Moderate	800
6 – 6.9	1988 Armenia	25,000	Strong	120
7 – 7.9	1995 Japan	5,500	Major	18
8 - 8.9	1964 Alaska	131	Great	1 every 10 to 20 years

Figure 1

(a) (i) Figure 1 shows that the earthquake in Japan in 1995 measured between 7 and 7.9 on the Richter Scale. How should it be described?

Tick one. ✓ (1 mark)

Strong Major Great

(ii) What happens to the number of earthquakes per year as the strength increases?

.....
..... (1 mark)

(iii) Using Figure 1, give the location of the earthquake that caused the least loss of life.

.....(1 mark)

(iv) Using Figure1, what was the strength of the earthquake that caused the greatest loss of life?

.....(1 mark)

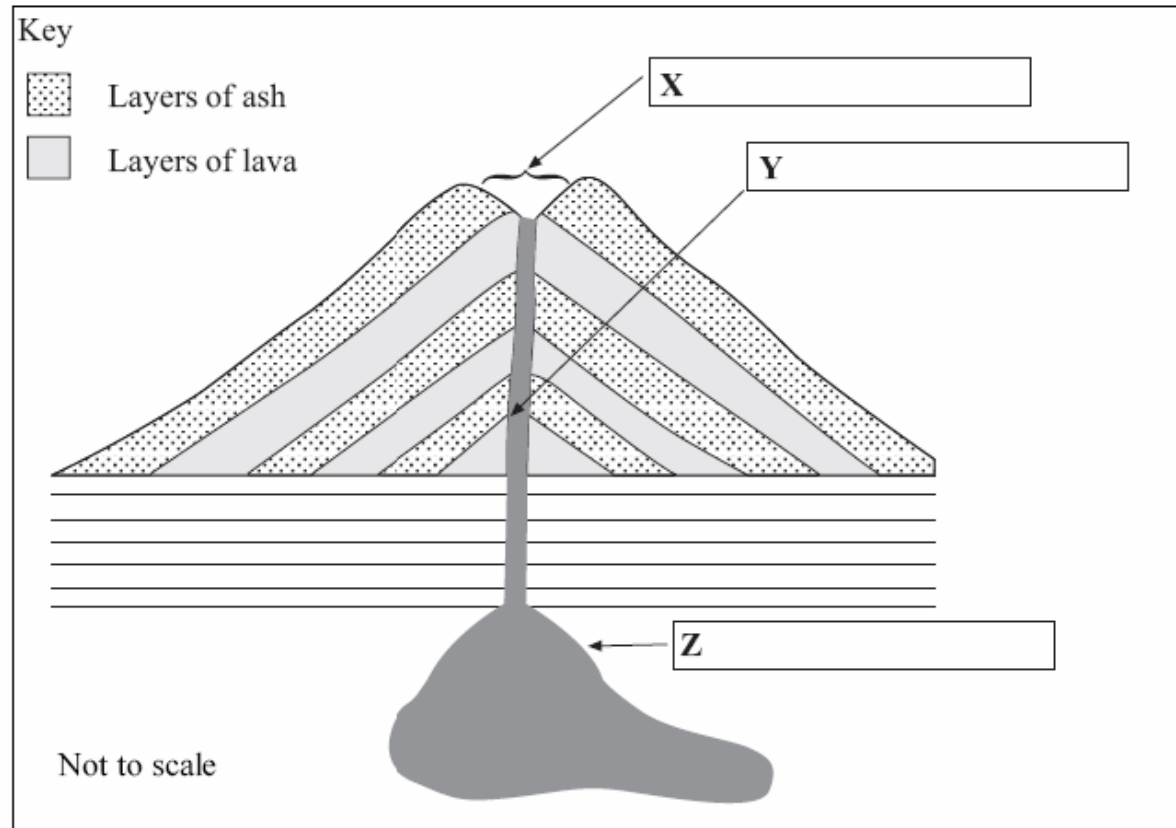
(v) Why do some earthquakes cause more deaths than others?

.....
.....
.....
.....
.....(3 marks)

(iii) Using one or more examples of a volcanic eruption, describe the effects on the environment and people.

.....
.....
.....
.....
.....
.....(4 marks)

(b) Figure 2 shows a cross section through Mount Vesuvius, a composite volcano.



(i) On Figure 5, label features X, Y and Z. (3 marks)

(ii) Tick the correct box below to show the type of plate boundary where a composite volcano is formed.

Tensional boundary

Compressional boundary
(1 mark)

(iii) Using one or more examples of a volcanic eruption, describe the effects on the environment and people.

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.....(4 marks)

Earthquakes

Higher Level

Figure 1 shows some information about earthquakes

Strength of earthquake on the Richter Scale	Example	Death Tole	Description	Average number of earthquakes
0 - 1.9			Minor	700,000
2 – 2.9			Minor	300,000
3 – 3.9			Minor	40,000
4 – 4.9			Light	6,200
5 – 5.9	1960 Morocco	14,000	Moderate	800
6 – 6..9	1988 Armenia	25,000	Strong	120
7 – 7.9	1995 Japan	5,500	Major	18
8 - 8.9	1964 Alaska	131	Great	1 every 10 to 20 years

Figure 1

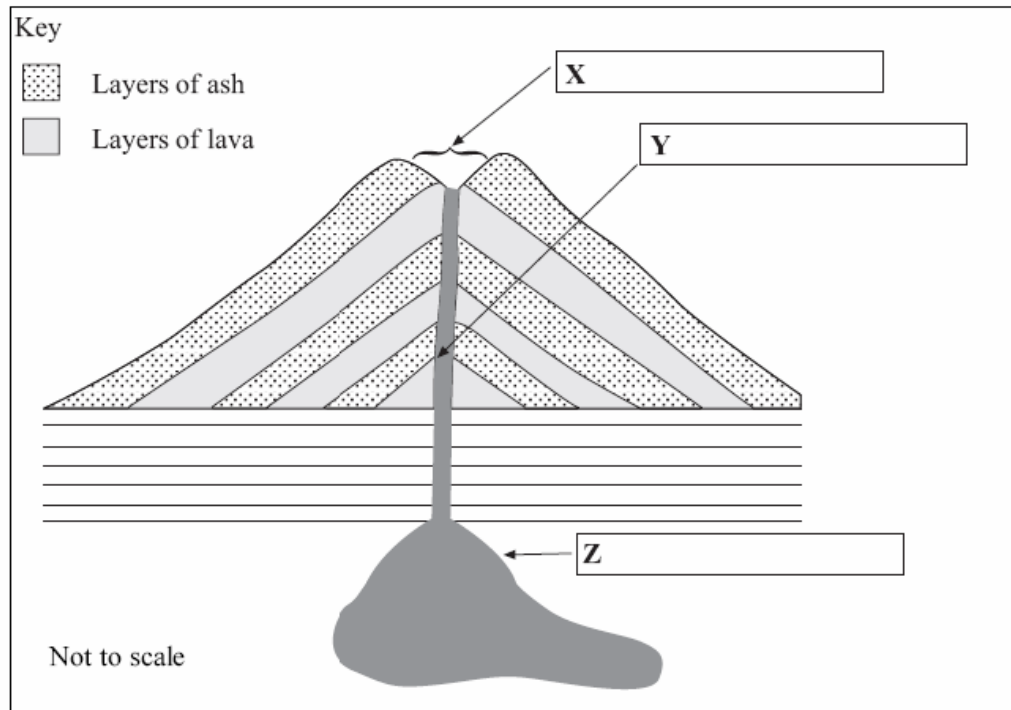
a) (i) Describe the relationship between the average number of earthquakes per year and the magnitude.

.....
.....
.....
.....(2 marks)

(ii) Using examples of earthquakes, explain why some cause more deaths than others.

.....
.....
.....
.....
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.....
.....
.....
.....
.....(6 marks)

(b) Figure 2 shows a cross section through Mount Vesuvius, a composite volcano.



(i) On Figure 2 label features X, Y and Z. (3 marks)

(ii) Using one or more examples of a volcanic eruption, describe the effects on the physical environment.

.....

.....

.....

.....

Title attention grabbing!

Authors Name

Image and caption *(the writing bit under a photo that tells what it is and its relevance to your article)*

Factual summary

Short sharp facts about the eruption for those readers with the attention span of a gnat and an inability to read a whole article!

Paragraph 1 –

When did this eruption occur?

Where did it happen? (an annotated map would be a good idea!)

Were there any warning signs that an eruption was likely to happen?

What were the primary effects of the eruption? (i.e. what actually happened - possibly with a diagram to show the 'science bit')

Paragraph 2

What are the short term secondary effects of the eruption?

Who did they affect?

How were they affected?

Paragraph 3

What are the long terms of the eruption?

Is it all bad news?

Were the effects only felt in the immediate area?

Plate Tectonics

- Try completing this without using the word box below. Only resort to it if you get really stuck!

1. The Earth's three main layers are the _____, the _____ and the _____.
2. The middle layer, the _____, is _____ rock.
3. Tectonic _____ are large slabs of rock, which make up the Earth's surface.
4. Liquid rock below the Earth's surface is called _____.
5. Liquid rock above the Earth's surface is called _____.
6. The majority of the world's major earthquakes occur in narrow _____ along _____ boundaries.
7. The _____ scale measures the strength of an earthquake.
8. Fires often occur after earthquakes because of broken _____ _____.
9. A plate with an ocean above it is called an _____ plate. These plates are young, thin and _____.
10. Plates, which contain the continents, are called _____ plates. These are old, light and thick.
11. When an oceanic plate is forced under a continental plate it is called _____.
12. Volcanoes are found along zones of _____.
13. Two plates sliding past each other = _____ margin.
14. An oceanic plate subducting a continental plate = _____ margin.
15. Two plates moving apart = _____ margin.
16. Two continental plates moving towards each other = _____ margin.

Word Box:

conservative continental subduction collision core mantle crust mantle
liquid belts lava plate pipes constructive plates Richter gas magma
destructive oceanic heavy subduction

TOPIC ONE: PLATE TECTONICS, LANDFORMS AND LANDSCAPE PROCESSES.

Most of this section also appears in the Geology/ Biology curriculum, so close coordination with the Science teacher is essential, but the Social Science teachers must emphasise the human issues, conflicts, and the effect on the environment.

Assumed knowledge and skills from previous years

1. The role of water on our planet.
2. Natural disasters are becoming more frequent and a greater number of people are under threat.
3. The rise in sea level and its effect on large areas of the planet.
4. To what extent man can change the environment.

Knowledge and understanding of plate tectonics, landforms and landscape processes.

Pupils will:

1. Understand how natural disasters cause damage and what can be done to reduce the effect.
2. Understand how land use is determined and creates conflict.
3. Know how drainage basins work as a system and form features.
4. Learn how to recognise features on maps.
5. Know how glaciation has changed the landscape and effected landuse.
6. Understand coastal processes and landuse conflicts.

Language for learning

Constructive, destructive, conservative, boundaries, epicentre, seismometer, Richter, extinct, dormant, active, composite, igneous, sedimentary, metamorphic, frost shattering, carbonic acid, swallow holes, stalactites, stalagmites, limestone pavements, kaolin, permeable, porous, springs, quarrying, aquifer, confluence, corrosion, corrosion, traction, spurs, meanders, afforestation, discharge, sustainable urban drainage systems, abrasion, Bergschrund, erratics, conservation, longshore drift, swash, backwash, spits,

Key geographical questions on the Unit:

- What is the tectonic jigsaw?
- How do tectonic hazards affect people and how do they cope?
- What are the three classes of rock?
- How do rock type and weathering cause land use conflict?
- What is the hydrological Cycle?
- What is a drainage basin and how does it work as a system?
- What are the cross profiles of a river valley and what is its long profile?
- How does a river erode, transport and deposit its load?
- What is the relationship between The Environment Agency, the Water Authorities, Drainage Basins and People?
- What is the storm hydrograph, what is it used for and why?
- What are the general differences in the effects of flooding in MEDCs and LEDCs?
- What are hard and soft engineering flood controls?
- What problems are caused by water supply and demand?
- How have ice actions changed the landscape?
- What upland features have been created by glacial erosion?
- What are the main glacial (including melt-water stream) deposits?
- What are the land uses and therefore conflicts in glaciated landscapes?
- What is wave energy and how do waves move? What are constructive and destructive waves? What is longshore drift?
- What are coastal erosion and deposition landforms?
- What are the main hard and soft engineering coastal flood and erosion control techniques?
- What are coastal uses and conflicts?

TOPIC ONE: PLATE TECTONICS, LANDFORMS AND LANDSCAPE PROCESSES.

Hours	Lesson Outline	Activities/Assessment Criteria	Lesson Outcomes	Resources
1 Core	<p>What is the tectonic jigsaw? Earth's crust is divided into plates that drift slowly on the mantle moved by convection currents. Three types of plate margin</p> <p>How do plate tectonic movements form volcanoes, earthquakes and fold mountains? Volcanoes, earthquakes and fold mountains are found at or near boundaries.</p> <p>What is the Richter Scale?</p> <p>Volcanoes are formed when material from the mantle is forced through openings in the Earth's crust. Extinct, dormant, active.</p> <p>Formation of composite volcanoes including materials ejected and an example.</p> <p>Formation of shield and dome volcanoes, lava only, shield-basic, dome-acidic and examples.</p>	<p>Draw example diagrams to show the processed at the three types of plate margins.</p> <p>Study a world map of the plates and identify the volcanic and earthquake zones, especially the Ring of Fire, the Alps, Himalayas and Andes.</p> <p>Draw a diagram of an earthquake zone and label the focus and label the focus, epicentre, and seismic waves.</p> <p>Study a table of the sizes and numbers of deaths caused by recent major earthquakes. Study the Richter Scale and possible effects.</p> <p>Study a table of major active volcanoes.</p> <p>Draw diagrams of composite shield and dome volcanoes.</p>	<p>Know that volcanoes, earthquakes and fold mountains are all formed by plate tectonics.</p> <p>Be able to identify the Ring of Fire, Alps, Himalayas and Andes on a map.</p> <p>Understand how and why earthquakes happen and damage caused depends on the magnitude and where it happens.</p> <p>Understand why different volcanoes are formed and know examples.</p>	<p>GCSE Geography (CGP)</p> <p>http://www.geography.learnontheinternet.co.uk/topics/platetec.html</p> <p>http://www.georesources.co.uk/tectonicg.htm</p> <p>http://www.ucmp.berkeley.edu/geology/tectonics.html</p> <p>http://kids.earth.nasa.gov/archive/pangaea/index.html</p> <p>http://www.geography.learnontheinternet.co.uk/topics/earthquakes.html</p> <p>http://www.geography.learnontheinternet.co.uk/topics/volcanoes.html</p>
1 Core	<p>How do tectonic hazards affect people and how do they cope? People live in earthquake and volcanic zones- Why? Hazard Prediction- volcanoes-easier,</p>	<p>List the reasons why people live in earthquake zones.</p> <p>Make notes on how volcanoes and earthquakes are predicted and how planning reduces the effect.</p>	<p>Explain why people live in hazard areas.</p> <p>Be aware of what can be done to reduce the damage/effect.</p>	<p>http://www.bbc.co.uk/schools/gcsebitesize/geography/platetectonics/</p> <p>http://www.geographyinthenews.rgs.org/news/article/?id=326</p>

	<p>earthquakes-more difficult.</p> <p>Hazard effect reduction.</p> <p>Three factors affect how serious the disaster is: rural/urban, population density, preparation. MEDCs/ LEDCs</p>	<p>Construct tables to identify the plans of MEDCs and LEDCs.</p> <p>Have a plenary where students evaluate tectonic hazard effects.</p>	<p>Know that tectonic hazards can only be coped with by good planning and government response.</p> <p>Be able to describe the differences between MEDCs and LEDCs.</p>	
1 Core	<p>What are the three classes of rock? Three types of rock according to formation..</p> <p>What is weathering? Weathering-break down of rock by physical, chemical or biological processes in situ.</p> <p>How do rock type and weathering cause land use conflict? Landscape determines land use and land uses cause conflicts.</p> <p>Landscape and land use of carboniferous limestone, granite and chalk. The pros and cons of quarrying for quarrying companies, locals, and the tourist industry.</p>	<p>Draw diagrams to explain the formation of intrusive and extrusive igneous rocks.</p> <p>Identify four types of sedimentary rock and the metamorphic rocks that come from them.</p> <p>Write an annotated paragraph using diagrams the processes involved in physical and chemical weathering and resulting formations.</p> <p>Compare and contrast how each landscape is formed and how it influences the land use.</p> <p>Construct a table to show the pros and cons of quarrying.</p>	<p>Be able to give examples of igneous rocks and know the difference between intrusive and extrusive.</p> <p>Explain the formation of sandstones, shale, clay, carboniferous limestone, chalk and coal.</p> <p>Name the source rocks for metamorphic rocks.</p> <p>Understand how each kind of weathering works and the processes involved.</p> <p>Be able to describe a granite, limestone, and chalk landscape and give the land use and an example for each.</p>	<p>http://www2.wwnorton.com/college/geo/earth/</p> <p>http://www.geography.learnontheinternet.co.uk/topics/limestone.html</p> <p>http://www.geography.learnontheinternet.co.uk/topics/nationalpks.html</p>

1 Core	<p>What is the hydrological Cycle? Evaporation, precipitation, interception, transpiration, surface run-off, channel flow, infiltration, throughflow, percolation, groundwater flow.</p> <p>What is a drainage basin and how does it work as a system? How a drainage basin works as a system. River basin features: source, tributary, confluence, mouth, and estuary.</p> <p>What are the cross profiles of a river valley and what is its long profile? How does a river erode? River valley features, channel width, discharge, energy and velocity, banks, bed, load, erosion and deposition. Three stages of a valley cross profile and three stages of a river's long profile. Erosion- corrasion (or abrasion), attrition, hydraulic action and solution (or corrosion).</p>	<p>Sketching Skills: Draw a diagram to explain the water cycle. Complete a cloze text explaining the process.</p> <p>Draw a diagram to show a drainage basin.</p> <p>Draw a systems diagram to show inputs, flows, stores and outputs of a drainage basin.</p> <p>Draw a diagram to explain river basin features. Define vocabulary related to the river basin features. Draw diagrams to show features of a river valley.</p> <p>Draw diagrams to show the valley cross-profile in the three stages.</p> <p>Draw a diagram to show the long profile of a river and then make notes to explain the four ways a river erodes.</p>	<p>Understand that the water cycle is continuous movement of water between the land, sea, and atmosphere.</p> <p>Be able to define a drainage basin and show how it works as a system and identify its important features.</p> <p>Be able to describe the cross-profile features of a valley in the three stages, the long profile of a river, and the four main erosion processes.</p>	<p>http://www.geography.learnontheinternet.co.uk/topics/river.html</p> <p>http://www.georesources.co.uk/geomorphg.htm</p>
1 Core	<p>How does a river erode, transport and deposit its load? Erosion, transportation and deposition. Erosion- headward, vertical, and lateral. Transportation- suspension, saltation, traction, solution. Deposition- four stages.</p>	<p>Sketching skills: Explain using diagrams the three river processes of erosion, transportation, and deposition. Explain with a diagram the formation of</p>	<p>Explain that in the upper reaches the load tends to be large and angular, by the lower stages the load is reduced to smaller, rounder pieces.</p>	<p>http://www.geography.learnontheinternet.co.uk/topics/river.html</p> <p>http://www.georesources.co.uk/geomorphg.htm</p>

	<p>What features are formed by rivers? River features of the upper stages, middle and lower stages.</p>	<p>interlocking spurs, waterfalls and rapids, meanders and oxbow lakes.</p> <p>Write coherent sentences to explain what each feature is.</p>	<p>Be aware of how upper stage features are formed with reference to type of rock and erosion.</p> <p>Understand the formation of middle and lower stage river features.</p>	
1 Core	<p>What is the relationship between The Environment Agency, the Water Authorities, Drainage Basins and People? Seven uses of a drainage basin: farming, water consumption and use, transport, settlement, recreation, conservation, and forestation.</p> <p>What is the storm hydrograph, what is it used for and why? Flooding- the storm hydrograph- used to predict flooding. Factors that affect the steepness of the graph- total rainfall, intensity of rain, wetness of ground, rock type, ground cover, slope angle.</p> <p>What are the general differences in the effects of flooding in MEDCs and LEDCs? Causes of a flood, other events caused by a flood, casualties, and damage for MEDC and LEDCs.</p>	<p>Make notes on the seven uses of a drainage basin.</p> <p>Compare and contrast to show the good and bad effects on river basin resources.</p> <p>Draw a storm hydrograph and explain the base flow, rising limb, falling limb, and lag time.</p> <p>Complete a table and explain how the factors affect the steepness of the graph.</p> <p>Make a list of what floods can cause damage to.</p> <p>Research an MEDC flood and identify what factors caused the flood and assess the consequences.</p> <p>Consider the effects of flooding in</p>	<p>Understand the effects rivers have on people and how they use them.</p> <p>Show an awareness of how the environmental agencies make sure water authorities are doing things safely and sustainably.</p> <p>Explain that a river is likely to flood when the graph is steep because there is a rapid discharge over a short period of time and the river system is unable to transport it away, and this can cause damage.</p> <p>Know that there are problems for MEDCs and</p>	<p>http://www.bbc.co.uk/schools/gcsebitesize/geography/riverswater/</p>

	<p>LEDCs: some use floods to cover farmland with fertile alluvium and to provide water for irrigation e.g. Ganges Valley and Delta in Bangladesh.</p> <p>Worse in LEDCs because the preparation, defence and recovery are not as good.</p>	LEDCs.	LEDCs because many settlements are located near waterways. MEDCs have better facilities for flood management, warning and dealing with after effects.	
1 Core	<p>What are hard and soft engineering flood controls?</p> <p>Flood control- hard engineering, dams.</p> <p>Advantages- effective, multipurpose.</p> <p>Disadvantages- expense aesthetic appeal, lost farmland, sediment trap</p> <p>Changing river shape- increase in capacity with levees, deepening and widening, straightening the course with culverts, and building branching channels.</p> <p>Problems- channels need dredging, increased channel speed leads to increased flooding and erosion downstream, ugly and effects the natural ecosystem, if it fails it causes a huge and sudden disaster.</p> <p>Flood control soft engineering- sustainable flood control. Prediction.</p> <p>Changing land use- reduce flooding, reforestation, pasture (not arable), plants and grass (not manmade surfaces) SUDS not traditional manmade drainage systems.</p> <p>Predominantly in MEDCs because they have the money. Future? Global warming?</p>	<p>Make notes on the advantages and disadvantages of dams.</p> <p>Explain using diagrams methods of changing a river's shape to control flooding.</p> <p>Make notes on how floods can be predicted.</p> <p>Draw a table of how land use changes affect flooding.</p> <p>Write a coherent text about how soft engineering works with river processes not against them.</p>	<p>Know how hard engineering is used to control flooding.</p> <p>Understand the disadvantages of hard engineering as a method of flood control.</p> <p>Have an awareness of the research needed for flood prediction.</p> <p>Understand how land use affects runoff and therefore flooding (drainage systems).</p> <p>Understand that flood control will be more important in the future.</p>	<p>http://www.bbc.co.uk/schools/gcsebitesize/geography/riverswater/</p> <p>http://www2.wwnorton.com/college/geo/earth/</p>

1 Core	<p>What problems are caused by water supply and demand? Compare the situation in MEDCs and LEDCs / Ways to improve- Drip feeding- reduce waste, self-help schemes.</p> <p>What do river features look like on maps? Direction of flow- contours. Map evidence for upper and lower stages- width and gradient of river, angle of valley sides, features e.g. waterfalls and meanders, presence of a flood plain, and height of land.</p>	<p>Make notes on the difficulties posed by the supply and demand for water in MEDCs.</p> <p>Discuss the water supply problems for LEDCs and how they can improve the situation.</p> <p>Case study: Make notes on the advantages and disadvantages of the Aswan High Dam or the Three Gorges Dam in China as a method to solve some of Egypt's water problems.</p> <p>Look at rivers on a map and decide the direction of flow using contour evidence.</p> <p>Give evidence to decide the type of river on a map.</p>	<p>Explain how supply and demand for water causes difficulties in MEDCs and LEDCs and analyse methods used to improve the water situation.</p> <p>Be able to use map evidence to explain the direction of flow and stage of a river.</p>	<p>http://www.georesources.co.uk/environmentg.htm</p> <p>http://www.georesources.co.uk/skillsg.htm</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/geography/geogskills/</p>
1 Core	<p>How have ice actions changed the landscape? Glaciation, Ice Ages, last one ended 10,000 years ago, glaciers carved new features. Three actions formed landscape changes. Similarities between glaciers and rivers.</p> <p>What upland features have been created by glacial erosion? Corrie, tarn, arête, pyramid peak, Bergschrund crevasse, ice actions, rotational slip/flow. Old valleys were altered by glaciers: V-shape to U-shape, straightened valley, truncated</p>	<p>Observe a map showing the extent of glaciation over the British Isles.</p> <p>Make notes on the three ice actions and solid load transportation.</p> <p>Draw diagrams of cross and long profiles of rivers and glaciers.</p> <p>Construct a table to show similarities between glaciers and rivers.</p> <p>Explain using diagrams: Corrie, glacier,</p>	<p>Know that the climate was colder and that glaciers changed the landscape with three ice actions.</p> <p>Be able to compare and contrast rivers and glaciers.</p> <p>Understand how glacial erosion formed upland features and how glaciers altered river valleys.</p>	<p>http://www.nsidc.org/glaciers/questions/land.html</p> <p>http://www.geography.learnontheinternet.co.uk/topics/glaciation.html</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/geography/glaciation/</p>

	<p>spurs, hanging valleys and waterfalls, ribbon lakes.</p> <p>What are the main glacial (including melt-water stream) deposits?</p> <p>Moraines, drumlins, erratics, and ground moraines (till).</p> <p>Melt-water deposits- sorted and layered, features- outwash plains, eskers, kames, kame terraces, kettle holes.</p>	<p>tarn, arête, and pyramid peak formation with reference to ice actions.</p> <p>Draw a diagram to explain how glaciers changed river valleys.</p> <p>Draw diagrams of lateral, medial, and terminal moraine and drumlin formation.</p> <p>Describe erratics and till.</p> <p>With diagrams explain the formation of glacial melt-water deposit features.</p>	<p>Explain the formation of the features formed by glacial erosion and deposition and melt-water deposition.</p>	
1 Core	<p>What are the land uses and therefore conflicts in glaciated landscapes?</p> <p>Glaciated landscapes are used in many ways- therefore conflict.</p> <p>Glaciated highlands- HEP, tourism, and sheep farming. Glaciated lowlands can be good farming land due to till. Possible conflicts.</p> <p>What do glacial features look like on maps?</p> <p>Pyramid peaks, corries, and arêtes- tightly packed contour lines that curve away from a central point- pyramid peak. Thin hills with corries or tarns at the sides- arêtes</p>	<p>Write a informative report considering all the land uses of glaciated landscapes and balance out all the different arguments for and against each land use.</p> <p>Locate glacial features on maps and define them.</p>	<p>Understand how national park authorities try to balance out the various uses and demands without destroying the nature of the landscape.</p> <p>Be able to locate glacial features on a map.</p>	<p>http://nsidc.org/glaciers/questions/people.html</p> <p>http://www.georesources.co.uk/skillsg.htm</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/geography/geogskills/</p>
1 Core	<p>What is wave energy and how do waves move? What are constructive and destructive waves? What is longshore drift?</p> <p>Coasts- waves- energy movements through water, caused by wind, erode, transport, and deposit materials.</p>	<p>Explain, using diagrams, wave energy and movement, constructive and destructive waves, and longshore drift.</p> <p>Write a brief piece about the five ways sea erodes.</p>	<p>Be able to explain wave energy, constructive and destructive waves, longshore drift and sea erosion.</p>	<p>http://www.geography.learnontheinternet.co.uk/topics/coasts.html</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/geography/coastal/</p>

	<p>Wave energy and movement, constructive and destructive waves. Erosion- hydraulic action corrosion, attrition, corrosion, wave pounding. Longshore drift.</p> <p>What are coastal erosion and deposition landforms? Coastal erosion landforms: cliffs, headlands and bays, caves, arches, and stacks. Coastal deposition landforms, beaches, spits, tombolos, barrier beaches.</p>	<p>Explain, using diagrams, how sea erosion features are formed.</p> <p>Explain, using diagrams, how sea deposition and longshore drift features are formed.</p>	<p>Describe the stages and features of sea erosion landforms formation.</p> <p>Explain the stages and formation of sea deposition and longshore drift features.</p>	<p>http://213.121.208.4/publications/online/advisorynotes/73/73.html</p> <p>http://www.skool.ie/skool/examcentre.sc.asp?id=488</p>
1 Core	<p>What are the main hard and soft engineering coastal flood and erosion control techniques? Five main hard engineering defences, groynes, sea walls, revetments, gabions, armour blocks. Hard engineering- not sustainable, and often cause problems further along the coast. Soft engineering- beach nourishment, shoreline vegetation, dune stabilisation, managed retreat and set backs.</p> <p>What are coastal uses and conflicts? Coasts and people-erosion, flooding and coastal land cause lots of conflict. Protection- management examples. Use and conflict: residential, tourism, conservation-fragile rare habitats can easily be destroyed, best way of using public money, knock on effects, expensive and whole coastline cannot be protected.</p> <p>How will global warming effect coasts?</p>	<p>Write a brief piece (using diagrams) of practical things that can be done to protect coastlines, including both types of engineering and why they are good or bad.</p> <p>Consider the conflicts over coastal use. Write a piece from the point of view of residents, tourists and conservationists.</p> <p>Consider how local authorities look after the interests of as many people as possible, in the most economic and satisfactory way.</p> <p>Study a world map showing areas flooded by sea level rise, and then write a report on the consequences of rising sea levels.</p>	<p>Describe examples of hard and soft engineering defences, with their advantages and disadvantages, and understand the processes involved.</p> <p>Understand why coastal protection is a priority and how uses cause conflict.</p> <p>Explain how global warming could cause flooding and how MEDCs and LEDCs would cope.</p>	<p>http://213.121.208.4/publications/online/advisorynotes/73/73.html</p> <p>http://www.skool.ie/skool/examcentre.sc.asp?id=488</p> <p>http://www.geography.learnontheinternet.co.uk/topics/environment.html</p>

	<p>With sea level rise flooding would be worse in LEDCs Extensive aid would be needed.</p> <p>What do coastal features look like on maps?</p> <p>Erosion features: headlands and bays, stacks, named caves...</p> <p>Deposition features-spits-maturity shown by presence of vegetation behind it.</p>	<p>Find coastal features on maps and explain their formation.</p>	<p>Be able to give map evidence of coastal erosion and deposition features and explain their formation.</p>	<p>http://www.georesources.co.uk/skillsg.htm</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/geography/geogskills/</p>
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TOPIC TWO: WEATHER AND CLIMATE

Assumed knowledge from previous lessons:

1. The various landscape patterns.
2. Ecosystems.
3. The water cycle.
4. How the population is affected by the environment.
5. Knowledge of the role of water on our planet.
6. The Greenhouse effect: global warming.
7. The extent to which humans can change the environment.

Knowledge and understanding of weather and climate:

1. Understand that the water cycle is the continuous circling of water between the sea, atmosphere and land.
2. Explain human interaction in the water cycle.

3. Understand that weather is the condition of the atmosphere at a certain place and time.
4. Describe the different types of weather and how each is measured.
5. Understand weather forecasting and weather maps and symbols.
6. Have an understanding of the importance of weather on human activity.
7. Describe what causes rain: the three types of rainfall: relief, convection, and frontal.
8. Understand the weather caused by anticyclones and depressions.
9. Describe the formation and consequences of a hurricane on both an MEDC and LEDC.
10. Define the concept of climate.
11. Understand why climates differ; describe global climates; describe and explain the climate where they live.

Language for learning: Evaporation, transpiration, condensation, precipitation, surface flow, through flow, and groundwater flow, temperature, precipitation, air pressure, wind, clouds, temperature, precipitation, air pressure, wind, clouds, relief rainfall, frontal rainfall, and convectional rainfall, anticyclones and depressions; high and low air pressure, winds, occluded fronts, hurricane, tornado, climate, global climates: Tropical, Desert, Maritime, Mediterranean, Tropical Grassland, latitude, altitude, distance from the sea, ocean currents, and prevailing winds.

Key geographical questions on the Topic: (some may have been studied during previous years).

- What is the water cycle and what are the results of human interaction on it?
- What is weather and how is it predicted? (Weather forecasting.)
- What types of precipitation exist and how do they occur?
- Why do anticyclones bring dry weather and why do depressions result in wet weather?
- What is the difference between a hurricane and a tornado?
- What is the difference between weather and climate and what factors affect climate?

TOPIC TWO: WEATHER AND CLIMATE.

Hours	Lesson Outline	Activities/Assessment Criteria	Lesson Outcomes	Resources
1 Core	<p>What is the water cycle? Evaporation, transpiration, condensation, precipitation, surface flow, through flow, and groundwater flow.</p> <p>People and the water cycle</p>	<p>PowerPoint presentation: “The Hydrological Cycle”</p> <p>Make a diagram explaining the water cycle.</p> <ul style="list-style-type: none"> • Water cycle sequencing exercise • Hydrological cycle definitions 	<p>Understand that the water cycle is the continuous circling of water between the sea, atmosphere and land.</p> <p>Explain human interaction in the water cycle.</p>	<ul style="list-style-type: none"> • http://www.geointeractive.co.uk/contribution/ppfiles/Hydrological%20cycle.ppt <p><u>Lett’s Geography Key Stage Three Classbook.</u> (pages 44-45).</p> <ul style="list-style-type: none"> • http://www.geointeractive.co.uk/contribution/consearchbytopic.htm • http://www.geointeractive.co.uk/contribution/wordfiles/Hydrological%20Cycle%20definitions.doc
1 Core	<p>What is weather? Temperature, precipitation, air pressure, wind, clouds.</p> <p>What’s it doing outside? Weather forecasting. Meteorologists and instruments used for measuring weather. The impact of weather on people’s lives.</p>	<p>Draw and describe the different instruments used for measuring weather.</p> <ul style="list-style-type: none"> • Weather memory board worksheet. 	<p>Understand that weather is the condition of the atmosphere at a certain place and time.</p> <p>Describe the different types of weather and how each is measured.</p> <p>Understand weather forecasting and weather maps and symbols.</p>	<p><u>Lett’s Geography Key Stage Three Classbook.</u>(pages 46-47).</p> <ul style="list-style-type: none"> • http://www.geointeractive.co.uk/contribution/wordfiles/Weather%20Memory%20Board.doc

			Have an understanding of the importance of weather on human activity.	
1 Core	It's raining, it's pouring.... Relief rainfall, frontal rainfall, and convectional rainfall.	<ul style="list-style-type: none"> PowerPoint presentation "Types of Rainfall." <p>Make diagrams explaining the different types of rainfall.</p> <ul style="list-style-type: none"> Rainfall Key Words Worksheet Card sort of types of rainfall 	Describe what causes rain: the three types of rainfall.	<ul style="list-style-type: none"> http://www.geointeractive.co.uk/contribution/ppfiles/types%20of%20rain.ppt#1 <p><u>Lett's Geography Key Stage Three Classbook.</u> (Pages 48-49).</p> <p>http://www.geointeractive.co.uk/contribution/wordfiles/Rainfall%20key%20words.doc</p>
1 Core	Why do anticyclones bring dry weather and why do depressions result in wet weather? Anticyclones and depressions; high and low air pressure, winds, occluded fronts.		Understand the weather caused by anticyclones and depressions. Describe the effects of summer and winter anticyclones.	<u>Lett's Geography Key Stage Three Classbook.</u> (Pages 50-51).
1 Ext.	What is the difference between a hurricane and a tornado? Describe the differences between a hurricane and a tornado.	<ul style="list-style-type: none"> PowerPoint Exercise on hurricanes and tornados. <p>Have the students make an acrostic for the words hurricane and tornado.</p>	Describe the formation and consequences of a hurricane on both an MEDC and LEDC. Understand the difference between hurricanes and tornadoes.	<ul style="list-style-type: none"> http://www.geointeractive.co.uk/contribution/ppfiles/difference%20between%20a%20hurricane%20&%20a%20tornado.ppt#1 <p><u>Lett's Geography Key Stage Three Classbook.</u> (Pages 52-53).</p>

<p>1-2 Core</p>	<p>What is the difference between weather and climate? Global climates: Tropical, Desert, Maritime, Mediterranean, Tropical Grassland and Tundra.</p> <p>What factors affect climate? Latitude, Altitude, Distance from the sea, ocean currents, and prevailing winds.</p>	<ul style="list-style-type: none"> • PowerPoint Presentation “Factors affecting Climate” 	<p>Define the concept of climate.</p> <p>Understand why climates differ and describe global climates.</p> <p>Describe and explain the climate where you live.</p>	<ul style="list-style-type: none"> • http://www.geointeractive.co.uk/contribution/ppfiles/climate.ppt <p><u>Lett’s Geography Key Stage Three Classbook.</u> (Pages 54-59).</p>
<p>1 EXT.</p>	<p>What is biodiversity and why is it threatened?</p>	<ul style="list-style-type: none"> • Animals and adaptation to climates worksheet 	<p>Understand the importance of biodiversity, the dangers it faces and what can be done to protect it.</p>	<ul style="list-style-type: none"> • http://www.geointeractive.co.uk/contribution/wordfiles/animals%20&%20adaptation%20to%20climate.doc • http://www.bbc.co.uk/schools/gcsebitesize/geography/ecosystems/ecosystemsresourcesrev5.shtml <p><u>Lett’s Geography Key Stage Three Classbook.</u> (Pages 74-75).</p>

TOPIC THREE: POPULATION DYNAMICS AND MIGRATION.

Assumed knowledge and skills from previous years

1. The historical causes and key events of urbanisation and the increase of population in cities.
2. Ability to extract information from primary and secondary sources.
3. Ability to interpret different opinions from the past
4. Chronological understanding of events.
5. Use of map skills and timelines.
6. Vocabulary skills to generate new definitions and understand new geographical concepts

Knowledge and understanding of Population Dynamics.

Pupils will:

Understand the need for census taking.

Appreciate the importance of statistics for planning the future.

Interpret statistics.

Be able to use vocabulary related to population.

Analyse data to understand how physical geography affects human geography.

Understand the difference between population distribution and population density.

Understand how population growth is caused by the interaction of birth and death rates.

Explain the historical evolution of the world's population and reasons for the population explosion.

Understand how to interpret a demographic transition model.

Explain how a country can use a demographic transition model can be used to predict future needs of a country.

Understand why people in LEDCs have large families.

Be aware that there can be a need to control or stimulate the population growth.

Understand the importance of dependency ratios for the government.

Know how to interpret a population pyramid.

Explain migration in terms of push and pull factors.

Know that LEDCs and MEDCs are undergoing different types of migrations.

Language for learning

Census, population, population density, population distribution, area, densely populated, sparsely populated, age, sex, ethnic groups, religious beliefs, occupations, birth rate, death rate, natural increase, natural decrease, population growth, population explosion, replacement level, demographic transition model, population control, labour, old age, infant mortality, contraception, China's one-child policy, dependency ratio, economically active population, population structure, life expectancy, population pyramid, mortality, migration, internal migration, external migration, push factors, pull factors, permanent migration, forced migration, temporary migration, international migration, immigration, emigration, urbanization, counter-urbanization, refugees.

Key geographical questions on the Unit

- What is population and how do we count it?
- How is the population distributed?
- What is population density? (Densely populated areas, sparsely populated areas)
- Using a choropleth (shaded) map.
- Explaining Population Distribution.
- How birth and death rates affect the population.
- How is the world population growing?
- What is the population explosion?
- How to interpret a demographic transition model.
- How can we control the population?
- What is a dependency ratio?
- How can we use population pyramids to interpret the population structure?
- What is migration and what types of migration exist?
- Are refugees an increasing problem?
- What are push and pull factors?
- Topic Three: Population Dynamics and Migration.

Hours	Lesson Outline	Activities/Assessment Criteria	Lesson Outcomes	Resources
1 Core	<p>What is a census? Statistics, Population, population density, dense and sparse population.</p>	<p>Introduce the students to statistics by taking a class census. Have students make a list of the questions they think should be asked for a census, and have them give opinions as to why taking a census is important.</p>	<p>Understand the need for census taking.</p> <p>Appreciate the importance of statistics for planning the future.</p> <p>Interpret statistics.</p>	<p>http://www.scalloway.org.uk/popu1.htm</p>
1 Core	<p>How is the population distributed? How people are spread out unevenly. Areas with high population include Western Europe, India, and China.</p> <p>How can we use a choropleth (dot) or shaded map to examine population density and distribution? Describe population density, densely and sparsely populated areas.</p> <p>What are some of the reasons that can be used to explain population distribution? Positive and negative factors. (Relief, climate, vegetation, soils, resources, access, economy).</p>	<ul style="list-style-type: none"> Population definitions starter game: Power Point. <p>Give the students a list of factors (relief, climate, vegetation, soils, resources, access, and economy) and have them make a chart explaining positive and negative things that affect population distribution.</p> <ul style="list-style-type: none"> Population density and Distribution Power Point. (You may want to adapt this power point presentation). 	<p>Be able to use vocabulary related to population.</p> <p>Analyse data to understand how physical geography affects human geography.</p> <p>Understand the difference between population distribution and population density.</p>	<ul style="list-style-type: none"> http://www.geointeractive.co.uk/contribution/ppfiles/Popualtiondefinitionsstarter.ppt http://www.scalloway.org.uk/popu3.htm http://www.geointeractive.co.uk/contribution/ppfiles/Population%20distribution%20and%20density.ppt#1

1 Core	<p>What are the causes of population growth? Birth rates and death rates, natural increase and natural decrease)</p> <p>What is the evolution of population growth in history? The population explosion.</p>	<ul style="list-style-type: none"> • Factors affecting death rates worksheet. • Factors affecting birth rates worksheet. • Population explosion worksheet • Interactive webpage exercise on population explosion. (highly recommended) 	<p>Understand how population growth is caused by the interaction of birth and death rates.</p> <p>Explain the historical evolution of the world's population and reasons for the population explosion.</p>	<ul style="list-style-type: none"> • http://www.geointeractive.co.uk/contribution/wordfiles/Factors%20affecting%20Death%20rates.doc • http://www.geointeractive.co.uk/contribution/wordfiles/Factors%20affecting%20Birth%20Rates.doc • http://www.geointeractive.co.uk/contribution/wordfiles/world%20population%20change.doc • http://www.geointeractive.co.uk/contribution/wordfiles/Population%20Explosion%20Worksheet.doc • http://www-popexpo.ined.fr/english.html
1 Core	<p>What is a demographic transition model? The four stages of population change. The fifth stage of MEDCs, where death rates exceed birth rates and populations are falling.</p>	<ul style="list-style-type: none"> • PowerPoint on the demographic transition model. <p>Explain how a demographic transition model shows how changes in birth rates and death rates have affected global population growth.</p> <p>Have students write down the characteristics of each stage of the demographic transition model and explain the population growth in each stage.</p>	<p>Understand how to interpret a demographic transition model.</p> <p>Explain how a country can use a demographic transition model can be used to predict future needs of a country.</p>	<ul style="list-style-type: none"> • http://www.geointeractive.co.uk/contribution/ppfiles/Demographic%20Transition%20Model.ppt <p>http://www.scalloway.org.uk/popu8.htm</p>

1 Core	<p>Should we control the size of the population? Government intervention in population control and promotion: Case study: China's one child policy. The need for pro-birth measures in developed countries.</p>	<ul style="list-style-type: none"> PowerPoint Presentation: China's one child policy. <p>Complete a table which demonstrates the pro-birth policies in E.U. countries. Compare and contrast pro-birth policies to immigration policies.</p>	<p>Understand why people in LEDCs have large families.</p> <p>Be aware that there can be a need to control or stimulate the population growth.</p>	<ul style="list-style-type: none"> http://www.geointeractive.co.uk/contribution/ppfiles/China%20One%20Child%20Policy.ppt http://www.scalloway.org.uk/popu12.htm
1 Core	<p>What is a dependency ratio? The young and the old in a population are supported financially by the economically active. The problems high dependency ratios cause in MEDCs and LEDCs.</p>	<ul style="list-style-type: none"> Interpreting Population Pyramids PowerPoint. Have the students do the activity at the end of the presentation to practice making and interpreting the pyramids. 	<p>Understand the importance of dependency ratios for the government.</p> <p>Know how to interpret a population pyramid.</p>	<ul style="list-style-type: none"> http://www.geointeractive.co.uk/contribution/ppfiles/population%20pyramids.ppt http://www.scalloway.org.uk/popu13.htm
1Core	<p>Why do people move about? Types of migration. Immigration and Emigration, Internal, Permanent, voluntary, international, temporary, and forced.</p>	<ul style="list-style-type: none"> Use the "UN" poster web link and do the starter exercises to have children think about migration. <p>Explain how migration can be classified into different categories. Tell the students to make a list of the types of migration and to give examples for each. Have them discuss whether their families have migrated in the past or present.</p>	<p>Explain migration in terms of push and pull factors.</p> <p>Know that LEDCs and MEDCs are undergoing different types of migrations.</p>	<ul style="list-style-type: none"> http://www.geointeractive.co.uk/contribution/wordfiles/Refugee%20starter.doc
1-2 Ext. / LL	<p>"We ran because we had to." Why are people forced to move? Refugees. Case Study: Rwanda.</p>	<p>Have students investigate how in 1994 tension between ethnic groups caused over 2 million people to flee Rwanda.</p>	<p>Understand how war and political tension can force people to "run for their lives".</p>	<p>http://www.unhcr.org/cgi-bin/texis/vtx/template?page=home&src=static/teaching-tools/tchhist/12-14lp.htm</p>

BANDS OF ATTAINMENT

Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The Integrated Curriculum programme of study sets out what most pupils should be taught. However, teachers should teach knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later stages so that individual pupils can make progress and show what they can achieve.

The bands of attainment described below are for ESO 4.

Band 1 30% pupils will not have made so much progress and will have reached or may be struggling at this level.

Band 2 60% pupils will have reached this level

Band 3 10% pupils will have progressed further and will have reached at least this level

Band 1

Pupils recall basic information about places and themes, at more than one scale, and show an elementary level of knowledge of location and geographical terminology. Pupils understand some simple geographical ideas from in a particular context. They understand some simple physical and human processes and recognise that they contribute to the development of geographical patterns and the geographical characteristics of places and environments. They understand some simple interrelationships between people and the environment, and the idea of sustainable development. They show some awareness of the values and attitudes of people involved in geographical issues and in decision-making about the use and management of environments. Pupils undertake geographical investigation, collecting and recording geographical evidence from primary and secondary sources, drawing simple maps and diagrams, communicating information and outcomes by brief statements, and recognising some of the limitations of the evidence.

Band 2

Pupils recall accurately information about places, environments and themes, across all scales, as required by the specification, and show detailed knowledge of location and geographical terminology. Pupils understand thoroughly geographical ideas from the specification content in a variety of physical and human contexts. They understand a range of physical and human processes and their contribution to the development of geographical patterns, the geographical characteristics of particular places and environments, and their interdependence. They understand interrelationships between people and the environment and appreciate that considerations of sustainable development affect the planning and management of environments and resources. They understand the effects of values and attitudes of those involved in geographical issues and in decision making about the use and management of environments. Pupils undertake geographical investigation, identifying questions or issues, suggesting appropriate sequence of enquiry, collecting appropriate evidence from a variety of primary and secondary sources, using a range of appropriate techniques, reaching a plausible conclusions, communicating outcomes, and appreciating some of the limitations of evidence and conclusions.

Band 3

Pupils recall accurately detailed information about places, environments and themes, across all scales, as required by the specification, and show detailed knowledge of location and geographical terminology. Pupils understand thoroughly geographical ideas from the specification content, and apply their understanding to analyses of unfamiliar contexts. They understand thoroughly the way in which a wide range of physical and human processes interact to influence the development of geographical patterns, the geographical characteristics of particular places and environments, and their interdependence. They understand complex interrelationships between people and the environment, and how considerations of sustainable development affect the planning and management of environments and resources. They evaluate the significance and effects of values and attitudes of those involved in geographical issues and in decision-making about the use and management of the environments. Pupils undertake geographical investigation identifying relevant questions, implementing effective sequence of investigation, collecting a range of appropriate evidence from a variety of primary and secondary sources, using effectively relevant skills and techniques, drawing selectively on geographical ideas to interpret evidence, reaching substantiated conclusions, communicating clearly and effectively outcomes and critically evaluating the validity and limitations of evidence and conclusions.

WEBSITES FOR KEY STAGE 4 GEOGRAPHY

General Websites:

<http://www.geointeractive.co.uk/contribution/consearchbytopic.htm>

This is a teacher activity bank with great resources for all types of KS3 and KS4.

<http://www.georesources.co.uk>

This is a site which contains useful links to other sites but with a comment on how useful it might be to your studies. It is a very easy site to use. Follow the GCSE link to a list of topics. Select the topic you are studying to find additional information or case study material. This is an English based site and the case studies are often from the UK but it does contain many worldwide examples.

<http://www.geography.learnontheinternet.co.uk>

This is more like an on-line Geography textbook. Many of the IGCSE topics are included under the GCSE Geotopics section. The information is presented in an easy to read style with plenty of photographs and diagrams to help you understand. The 'Activities' section contains some useful quiz questions in different styles to help you learn the information. There is also a revision section as a summary and a few additional links to other websites

<http://www.globaleye.org.uk>

Link to Revision Checklist: Population and Settlement and Economic development and the use of resources

This is the website for the magazine 'globaleye' written for students by Worldaware. There are three sections for each issue aimed at students aged 11-15. The first is a specific country, the second is on a theme and the third 'on camera' which is an interesting set of linked images.

<http://www.bbc.co.uk/schools/gcsebitesize/geography/>

An excellent site for both students and teachers

http://www.s-cool.co.uk/topic_index.asp?subject_id=20&d=0

Revision notes, good simple explanations.

<http://www.bbc.co.uk/schools/gcsebitesize/audio/geography/index.shtml>

You can download the MP3 files or listen to the Real Audio file

<http://www.geographypages.co.uk/>

A very interesting general site packed with information

<http://www.lookatnorway.org.uk/student.html>

It offers resources about Norway in PDF files

<http://www.channel4learning.net/sites/planet/menu.html>

Pl@net.com was a Channel 4 Schools series for the new millennium. The series addresses the question: How can we make the world a more sustainable and fairer place for all its people? It presents case studies from the UK and the wider world, which highlight the scale and impact of the problems.

<http://www.bennett.karoo.net/gcse/gcse.html>

Simple structure and well organised, ideal for students.

http://www.face-online.org.uk/index.php?option=com_content&task=blogcategory&id=147&Itemid=679

Welsh Site ideas and activities on farming and the countryside

<http://www.juicygeography.co.uk/index.htm>

General website about key stage 3 and 4 Geography interesting resources to download mysteries, PPTS, and lesson plans.

<http://www.lookatnorway.org.uk/student.html>

It offers resources about Norway in PDF files

<http://www.games4geog.com/>

Interesting site with a lot of games on geography topics

<http://www.cambridgestudents.org.uk/subjectpages/geography/igcsegeography/>

Gcse exam website links and ideas for students

http://mywonderfulworld.org/about_mww.html

National Geographic site about making global connections, people and cultures, economics and politics. There is a special section for teenagers

http://www.nelsonthornes.com/secondary/geography/new_wider_world/igcse.htm#aqaa

A publisher's site supporting IGCSE

<http://www.sln.org.uk/geography/>

Lots of resources for teachers

School Geography Departments with resources for Key Stage Four

<http://www.geog4u.com/index.html>

Excellent school website with lots of links and activities

<http://c83.e2bn.net/digitalbrain/web/subjects/2.%20secondary/ks4geo/?verb=view>

Excellent site with a lot of links, good for both teachers and students.

<http://www.hewett.norfolk.sch.uk/CURRIC/NEWGEOG/Index.htm>

A school website with a lot of ideas and activities

<http://www.hulltrinity.net/curriculum/geography/index.htm>

A school website which has games on most of the topics in the curriculum

<http://www.redruth.cornwall.sch.uk/content/departments/geography/workbook/contents.htm>

All you need to know about key stage 4 geography. Excellent resources, complete units and questions.

<http://ramblewell.blogspot.com/2007/05/revision-guides-year-11.html>

Geography blog with resources for key stage 4 PPTS to download

http://www.geographyalltheway.com/igcse_geography.htm

This is probably one of the best websites there is lots of information worksheets, PowerPoints to download; for example, there is an interesting section about Canary Islands Migration

<http://www.ndhs.org.uk/>

A school site which has a lot of resources and ideas for key stage 4 (Year 10 and 11) Go to the Search and look under Geography and Environmental studies

<http://www.stacey.peak-media.co.uk/Year10/Year10index.htm>

Another school site with lots of resources. The links page has lots more interesting websites.

http://www.endon.staffs.sch.uk/depts/geography/Webpages/key_stage_4.htm

This site covers the Key Stage 4 curriculum

<http://www.scalloway.org.uk/>

Scottish school site with good notes and revision questions to download in pdf files

<http://saalem.k12.va.us/staff/flester/classnotes/index.html>

An American site mainly connected to Physical Geography

Geographic Games and video clips on line

<http://www.heavygames.com/3rdworldfarmer/showgame.asp>

Farming and development

<http://www.stopdisastersgame.org/>

Interactive game on disasters

<http://www.games4geog.com/>

A collection of interactive geography games on various KS3 and KS4 topics

<http://www.excellentdevelopment.com/film.php>

Excellent site for development and global climate change, Video clips to download.

BOOKS FOR KEY STAGE 3 AND 4 GEOGRAPHY

TEXTBOOKS:

“New Key Geography for GCSE”

(Nelson Thornes- David Vaugh and Tony Bushell)

Letts Educational Key Stage 3 Geography Classbook

ISBN: 1-84085-420-0

(Revision)

Letts Ley Stage 3 Revise KS3 Geography.
ISBN: 1-84315-273-8

BBC Active GCSE Geography Bitesize Revision Guide
ISBN 978-1-4066-1379-7

Collins' Instant Revision: GCSE Geography
ISBN 0-00-717262-1

Collins Instant Facts Geography. A-Z of essential facts and definitions.
ISBN 0-00-720554-6

Collins Exam Practice GCSE Geography
ISBN 0-00-719-493-5

Lett's GCSE Geography Exam Secrets
ISBN 1-84315-597-4

THE HISTORY CURRICULUM

The History Curriculum is divided into six main sections as follows:

- Topic One: Political and Social Changes in Nineteenth Century Europe.
- Topic Two: The World at the Start of the Twentieth Century.
Russia 1905-1941. IGCSE In Depth Study.
- Topic Three: World War I.
- Topic Four: The Inter-War Period.
- Topic Five: Restoration and Republic in Spain: 1875 to 1936
- Topic Six: The Spanish Civil War: 1936-1939
- Topic Seven: World War II.
- Topic Eight: A World Divided: The Cold War and Decolonisation.
- Topic Nine: Modern History after 1973 and Vanguard Artists.
- Topic Ten: Francoism: The Rise of a Dictator.
- Topic Eleven: Democratic Spain after 1976.

Assumed knowledge from 3^oESO

1. Show awareness of the social, cultural, religious and ethnic diversity of societies.
2. Analyse in simple ways how the past influences present day events.
3. Use dates and vocabulary relating to the passing of time: *ancient, modern, BC, AD, century, decade...*
4. Place events, people and changes into correct periods of time
5. Find out about events, people and changes from both primary and secondary sources of information: printed sources, cd-rooms, internet, museums...

Methodology

- A major aim of the Integrated Curriculum is to develop an imaginative approach to teaching History. Not only do our pupils need to learn historical facts but also show their understanding by making connections between events and changes in the different periods and areas studied.
- Pupils need to be encouraged to evaluate and use sources of information to analyse the past and explain how it can be represented and interpreted in different ways.
- Using a variety of textbooks selectively in the classroom is advisable if we are to have some help in terms of maps graphs and a selection of texts adapted into the student' s working language. Due to the fact that some books are difficult to find, there will be a reference section in the appendix at the end of this document with books and web pages of interest

Knowledge, skills and understanding

Throughout the year pupils should develop the following skills:

Chronological understanding

- Pupils should be taught to recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods and the passing of time.

Knowledge and understanding of events, people and changes in the past

Pupils should be taught:

- To describe and analyse the relationships between the characteristic features of the periods and societies studied including the experiences and range of ideas, beliefs and attitudes of people in the past.
- To describe the social, cultural and religious and ethnic diversity of the societies studied, in Spain, in Britain and the wider world .
- To analyse and explain the reasons for, and the results of, the historical events, situations and changes in the periods studied.
- To identify trends, both within and across different periods between local, Spanish , British, European and World history
- To consider the significance of the main events, people and changes studied.

Historical interpretation

Pupils should be taught:

- How and why historical events, people, situations and changes have been interpreted in different ways.
- To evaluate different interpretations.

Historical enquiry

Pupils should be taught:

- To identify, select and use a range of appropriate sources of information: oral accounts, documents, printed sources, media, artefacts, photographs, pictures, music, museums, buildings and sites, and ITC based sources as a basis for independent historical enquiries.
- To evaluate the sources used and select and record information relevant to the enquiry and reach conclusions.

Organisation and communication

Pupils should be taught:

- To recall, prioritise and select historical information.
- To select and use, with increasing accuracy, chronological conventions and historical vocabulary appropriate to the periods studied to organize historical information.
- To communicate their knowledge and understanding of history, using a range of techniques, including spoken language, structure narratives, substantiated explanations and the use of ICT

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to every topic (see specific details in lessons plans).

Speaking and listening – through the activities pupils could:

- Identify the main points of a task, text...
- Listen for a specific purpose, note the main points and consider their relevance

- Discuss and respond to initial ideas and information, carry out tasks and refine ideas.

Reading – through these activities pupils could:

- Follow the sequence of actions, processes or ideas being described
- Undertake independent research using knowledge of how texts, databases, etc are organized and on appropriate reading strategies

Writing – through these activities pupils could:

- Group sentences into paragraphs and well developed
- Introduce, develop and conclude pieces of writing appropriately
- Use capital letters, full stops, question marks, exclamation marks, brackets and dashes correctly.

Schemes of Work

Each section has been designed as a scheme of work including the following aspects:

H: The suggested timing of the lesson, usually one or two hours.

In the same column there is also information as to the importance of the lesson:

- Core means it is an essential part of this Integrated Curriculum
- Extension means if you have time you might like to do it, but it is included to provide more practice in or give more depth to a topic.

LL: Literacy link

GL: Geography Link (The historical aspects of this material will be studied in greater depth in the Geography section of this course)

SL: Science (This material may be covered in Science)

AL: Art link (This material may be covered in Art)

Lesson outline: This is not a lesson plan, but there are suggestions for presenting the topics in each lesson.

Activities / Assessment Criteria: These are suggestions for pupils' activities and assessment opportunities that may arise in each lesson.

Lesson outcomes: An outline of the learning expectations for pupils from that lesson.

Resources: Suggestions for useful resources which are needed or would be useful for that lesson.

The first topic is intended to serve as an introduction and includes ready-made worksheets which may be photocopied for use in class.

Key Events in the Napoleonic Era (1799-1815)

Use the following websites to help you

<http://www.channel4.com/history/microsites/N/napoleon/timeline.html>

http://www.napoleon.org/en/essential_napoleon/dates/index.asp

Arrange each of the following events in the correct chronological order by placing numbers 1 to 15 in the blanks provided.

- _____ A. Napoleon invades Russia with 600,000 men.
- _____ B. Napoleon escapes from Elba and rules France until he is defeated at the Battle of Waterloo.
- _____ C. Napoleon crowns himself emperor.
- _____ D. Britain defeats the French and Spanish fleet at the Battle of Trafalgar.
- _____ E. Russia, Prussia, Austria and Britain form the Quadruple Alliance to defeat France.
- _____ F. Napoleon overthrows the Directory.
- _____ G. The Grand Empire is at its height.
- _____ H. Napoleon implements the Continental System.
- _____ I. Napoleon abdicates and is exiled to Elba.
- _____ J. France defeats Austria and acquires Italian and German territories in the Treaty of Luneville.
- _____ K. Napoleon is exiled to St. Helena.
- _____ L. Napoleon signs the Concordat with the pope.
- _____ M. Napoleon divorces Josephine and marries Marie-Louise, daughter of Austrian Emperor.
- _____ N. Napoleon defeats Austrian and Russian forces at the Battle of Austerlitz.
- _____ O. The Congress of Vienna convened.

The Great Powers of the Nineteenth Century

NATIONALISM – “the most influential idea of the nineteenth century”

Directions: Fill in the appropriate information in the table below:

Country:	Effects of Nationalism and Political Developments: (with explanation)	Liberal or Conservative? (with explanation)
ITALY		
GERMANY		
FRANCE		
GREAT BRITAIN		
RUSSIA		
AUSTRIA – HUNGARY		
SPAIN		

Working with Primary Sources from 19th century Europe



Source: *The Way We Saw It ...*, Highsmith, Inc., 1998

Base your answers to questions and on the drawing below and on your own knowledge of history.

This drawing illustrates conditions that contributed primarily to the beginning of the

- (1) Protestant Reformation
- (2) French Revolution
- (3) Napoleonic Wars
- (4) European Renaissance

Which conclusion can be drawn from this drawing?

- (1) One group paid heavy taxes that supported the other two groups.
- (2) Hard work, prayer, and a good example allowed for a stable government in France.
- (3) Peasants and professionals in this society were gaining political and economic power.
- (4) French society emphasized the importance of natural law and social equality.

Read the following extract taken from the novel *Hard Times* by Charles Dickens

“It was a town of red brick, or of brick that would have been red if the smoke and ashes had allowed it; but as matters stood it was a town of unnatural red and black like the painted face of a savage. It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever, and never got uncoiled. It had a black canal in it, and a river that ran purple with ill smelling dye. . . .”

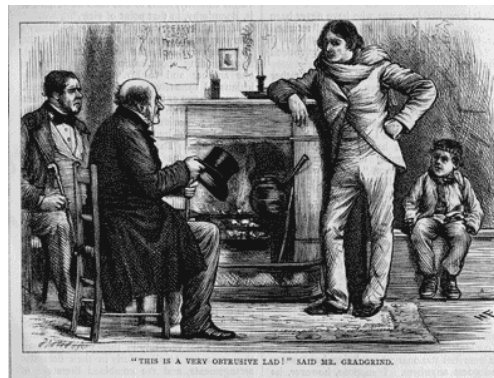
— Charles Dickens, *Hard Times*

The author of this passage is describing conditions caused by the

- (1) Commercial Revolution
- (2) French Revolution
- (3) Industrial Revolution
- (4) Scientific Revolution

Which problem is the subject of this passage?

- (1) economic inequality
- (2) urban pollution
- (3) lack of child labour laws
- (4) poor transportation systems



This is an excerpt from William Cooper's testimony before the Sadler Committee in 1832.

Sadler: When did you first begin to work in mills?

Cooper: When I was ten years of age.

Sadler: What were your usual hours of working?

Cooper: We began at five in the morning and stopped at nine in the night.

Sadler: What time did you have for meals?

Cooper: We had just one period of forty minutes in the sixteen hours. That was at noon.

Sadler: What means were taken to keep you awake and attentive?

Cooper: At times we were frequently strapped.

Sadler: When your hours were so long, did you have any time to attend a day school?

Cooper: We had no time to go to day school.



This is an excerpt from the testimony of Joseph Hebergam to the Sadler Committee.

Sadler: Do you know of any other children who died at the R Mill?

Hebergam: There were about a dozen died during the two years and a half that I was there. At the L Mill where I worked last, a boy was caught in a machine and had both his thigh bones broke and from his knee to his hip . . . His sister, who ran to pull him off, had both her arms broke and her head bruised. The boy died. I do not know if the girl is dead, but she was not expected to live.

Sadler: Did the accident occur because the shaft was not covered?

Hebergam: Yes.

To what extent are the conditions described in this testimony a result of the economic system in place in 1832?

British Factory Legislation

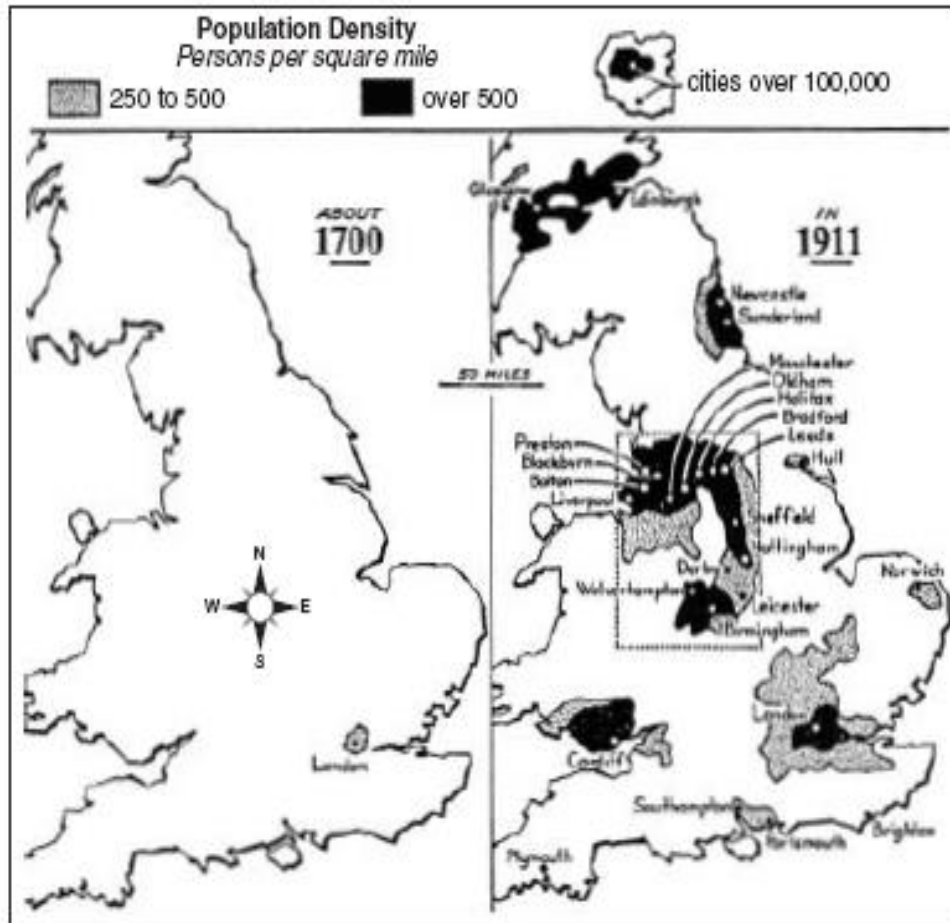
1833 Parliament passed a Factory Act, which forbade nearly all textile mills from employing children under eleven years, and prohibited children between eleven and thirteen from working more than forty-eight hours a week, or nine in a single day. It also prohibited youths between the ages of thirteen and eighteen from working more than sixty-nine hours a week, or twelve in a single day. These work periods were to include an hour and a half for meals. Children under thirteen were required to have two hours of schooling per day.

1847 The Ten Hours Act limited the workday to ten hours for women and children who worked in factories.

1880 The first Employers' Liability Act granted compensation to workers for on-the job injuries not their own fault.

Identify *two* actions taken by the government to change economic policy

Study the map on population density in Britain and then answer the questions below.



1. What is the best title for these maps of Great Britain?

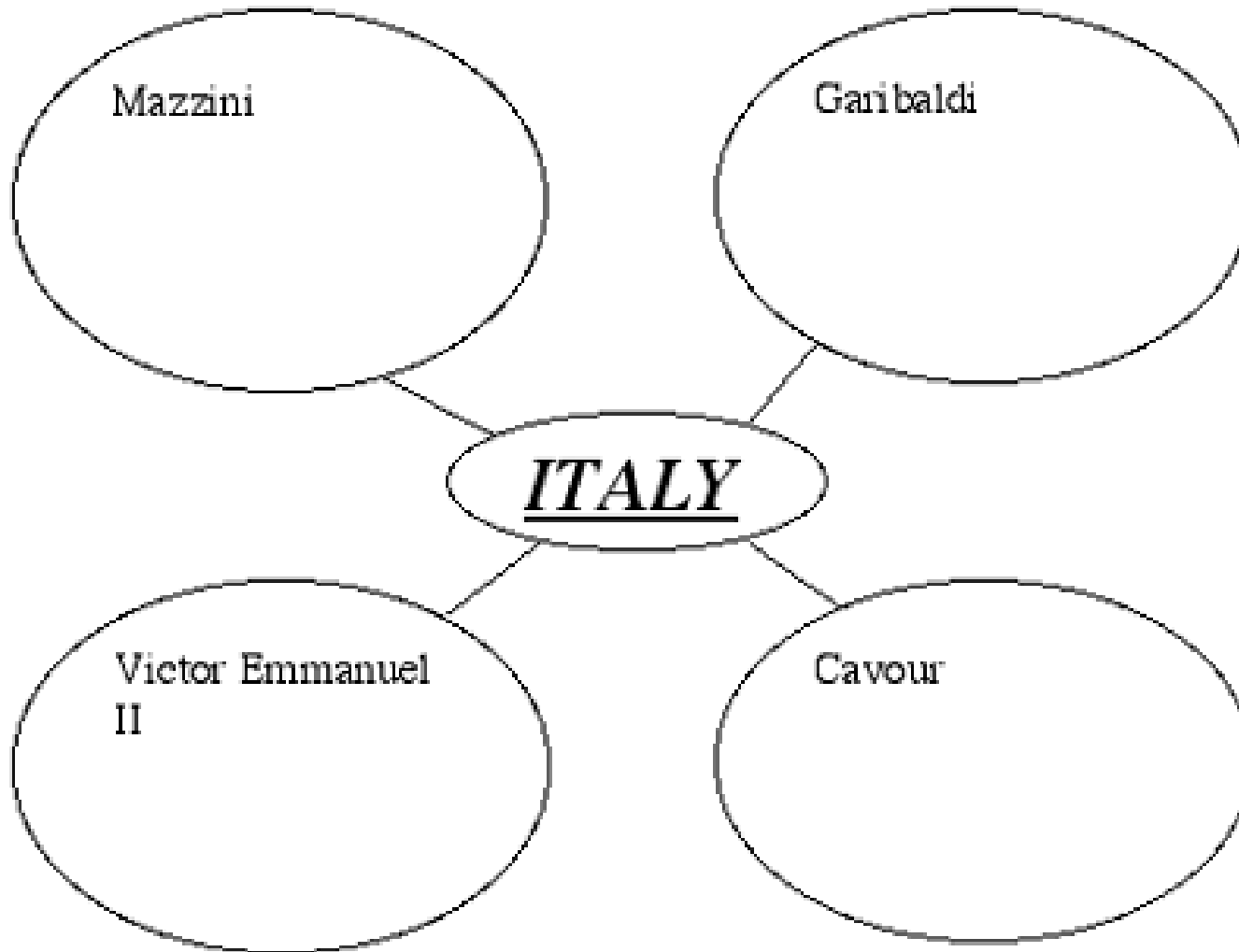
- (1) Declining Urbanization in England
- (2) England During the Scientific Revolution
- (3) Impact of the Industrial Revolution on England
- (4) Growth of the City of London

2. Which statement can be made based on a review of these maps?

- (1) England had only one major city in 1911.
- (2) By 1911, few English cities had more than 100,000 inhabitants.
- (3) Most of England's population was located near the southern coast in 1911.
- (4) By 1911, England's major urban population was centred northwest of London.

3. Explain in your own words the influence of the Industrial revolution and the changes in population density in Britain.

Who played the most important role in unifying Italy?



- In the unification of Italy, many people had major roles. Complete this concept map dealing with the men who made a united Italy possible in the late nineteenth century.
- Then write an answer to the question above. Remember to write an introduction and a good conclusion

Using your notes and maps complete the following chart on the outcomes of the Congress of Vienna
Which countries received the most? Why?

Outcome of the Congress of Vienna	
Austria	
Prussia	
Russia	
Britain	
France	
Netherlands	
Sweden	
Spain	
The Papacy	
Hanover	
Switzerland	
Kingdom of Sardinia	
Denmark	

Outcome of the Congress of Vienna	
Austria	Germanic confederation formed from 39 states which was placed under Austrian rule. Austria also gained territory it had lost. It gained territory in Germany and Italy (Lombardy, Parma, Modena, Tuscany and Venice), Polish province of Galacia, Tirol, Salzburg
Prussia	Gained two fifths of Saxony, parts of Westphalia and the Rhine Province, Thorn, Pomerania, Polish province of Posen
Russia	Gained Finland and most of Poland
Britain	Gained Malta, Cape Colony, South Africa and other colonies. Gained control of the seas
France	Lost all of the territory conquered by Napoleon
Netherlands	House of Orange was given Austrian Netherlands and Dutch Republic to make the Netherlands
Sweden	Gained Norway
Spain	Gained Parma
The Papacy	The papal states were restored
Hanover	Was enlarged and became part of the German Confederation under Austria
Switzerland	Guaranteed its neutrality for its independence
Kingdom of Sardinia	Was restored and given Piedmont, Nice, Savoy and Genoa
Denmark	Gained Lauenburg
	N.B. This table does not give a complete picture of the changes made to Europe at the Congress of Vienna. There were many other minor changes made which have not been noted.

What other questions do I need to ask?

What doesn't this evidence tell me?

What guesses can I make? What can I infer?

What does this source tell me?

At what age did you work in the mills?

I was nearly 8 years old

What were your hours of working?

From 5.30 in the morning till 8 at night.

How often did you were you allowed to go to the toilet? *Three times a day*

Could you hold your urine all that time?

No. We were forced to let it go

Did you wet your clothes constantly?

Every noon and every night?

Did you ever hear of that hurting anybody? *Yes, there was a boy died.*

Did he go home ill with attempting to suppress his urine?

Yes, after he had been home a bit he died.

Were you beaten at your work?

If we looked off our work or spoke to one another we were beaten.

What time of day was it you were most beaten? *In the morning.*

And when you were sleepy? *Yes*

What effect did it produce?

When we went home at night and went to bed we spit up blood.

TOPIC ONE: POLITICAL AND SOCIAL CHANGES IN NINETEENTH CENTURY EUROPE.

Due to the timing of this unit it is recommended that a quick revision of the French and Industrial Revolution; if these topics were not seen in ESO3 it would be advisable to see these units from the ESO 3 Curriculum.

Assumed knowledge and skills from previous years

7. The causes and key events of the French Revolution and its influence on Europe
8. The changes and scale of the Industrial Revolution in different parts of Europe
9. Ability to extract information from primary and secondary sources
10. Ability to interpret different opinions from the past
11. Chronological understanding of events
12. Use of map skills and timelines
13. Vocabulary skills to generate new definitions and understand new historical concepts

Knowledge and understanding of the Political and Social changes in Nineteenth Century Europe

Pupils will:

- Describe the goals of the leaders of the Congress of Vienna and how the balance of power was reset.
- Define and describe socialism, liberalism, and nationalism.
- Explain why revolutionaries triumphed briefly in 1848 only to fail almost completely.
- Explain how and why nationalism became an almost universal faith in Europe.
- Describe the unifications of both Germany and Italian terms of cause, process, and result.
- Recognise the principal changes in 19th century society, the emergence of a middle class
- Understand the main consequences of having a literate population
- Develop an understanding of the birth, growth of workers movements and trade unions.
- Discuss the role of Marxism and socialist parties in the age of nationalism.
- Explain how more progressive states responded to the needs of the working classes and their motivations for doing so.

Language for learning

Constitutional monarchy, absolute monarchy, democracy, Nationalism, Centralization of Authority, Epidemic, strikes, Chartists, allies, blackleg picketing, Imperialism, Liberalism, Nationalism, Crimean War, Concert of Europe, populism, North German Confederation, Bundesrat, Young Italian Society, constitutional monarchy, buffer, utilitarianism, reactionary, absolutism, franchise, disestablished universal male suffrage, Reichsrat, German Confederation, Romantic, Republicanism, bourgeois, Transformismo Italia, irredenta, Zollverein, Carbonari, Reichstag, Franco-Prussian War, Anarchism.

Key historical questions on the Unit

- How and why Napoleon was finally defeated?
- What was the Congress of Vienna?
- Why didn't the absolute monarchies succeed?
- How were Italy and Germany united?
- What happened in the second half of 19th century?
- How did the Industrial Revolution cause social changes in society?
- What was society like in the 19th century?
- Where did the workers movements arise? Why?

TOPIC ONE: POLITICAL AND SOCIAL CHANGES IN NINETEENTH CENTURY EUROPE.

Hours	Lesson Outline	Activities/Assessment Criteria	Lesson Outcomes	Resources
1 Core	<p>How and why was Napoleon finally defeated?</p> <p>Revise the main events of the French Revolution and the Napoleonic Era</p> <p>What were the main consequences of the French Revolution?</p> <p>How and why was Napoleon finally defeated?</p>	<p>Brainstorm the French Revolution and Napoleon.</p> <p>Put the main events of the French Revolution and the Napoleonic Era on a timeline using worksheet and timelines.</p>	<p>Select and organise the essential information on the French Revolution and the Rise and Fall of Napoleon.</p>	<p>http://www.mrdowling.com/705-napoleon.html</p> <p>http://thecaveonline.com/APEH/frevacom.html</p> <p>The accomplishments of the French Revolution</p> <p>http://www.schoolhistory.co.uk/year8links/frenchrevolution/changes.pdf</p>

1 /2 Core	<p>What was the Congress of Vienna?</p> <p>Using suitable timelines, texts and illustrations describe the two important agreements that were reached.</p> <p>How did the map of Europe change?</p> <p>What countries increased their power after Napoleon's defeat? Why?</p> <p>What alliances were formed? What were their main objectives?</p> <ul style="list-style-type: none"> • Reduce the size of France to its frontiers before the Revolutionary War of 1792 • Ensure that France could never again pose a threat to the rest of Europe, especially to the east. • Reward those countries that had been "anti-Napoleon" and punish those that had been "pro-Napoleon" 	<p>Discuss how all of the royal families from around Europe devised ways to keep revolutions like that in France from happening elsewhere.</p> <p>Using a blank map of Europe explain the main outcomes of the Congress of Vienna. Analyse which countries gained territories and why.</p> <p>Alliance system – teacher explanation and pupil note-taking.</p> <p>Produce a diagram of allies.</p>	<p>Evaluate the Congress of Vienna, if its goals were realistic, if it met the problems facing Europe at that time.</p> <p>Show an awareness of the actions taken by conservative powers to prevent the spread of Liberalism and Nationalism.</p> <p>Summarise the main movements of nineteenth-century Conservatism and what they feared about Liberalism and</p>	<p>http://www.saburchill.com/history/chapters/empires/0030.html Excellent texts on Europe after Napoleon</p> <p>http://www.pittsford.monroe.edu/pittsfordmendon/socstud/mdonner/maps/1848a.htm Maps</p> <p>http://www.salem.k12.va.us/shs/habeeb/metternichbackonline.pdf Summary of Congress of Vienna</p> <p>http://www.saburchill.com/history/chapters/empires/0034f.html The alliance system</p> <p>http://www.pvhs.chico.k12.ca.us/~bsilva/projects/concert/default.htm Good clear notes on concert of Europe</p>
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			Nationalism.	
1 / 2 Core	<p>Why didn't the absolute monarchies succeed?</p> <p>The decisions taken were taken by Napoleon's principal adversaries, the "big four: Britain, Prussia, Austria and Russia.</p> <p>Explain how the Congress did seriously attempt to protect Europe from war, which it did for almost fifty years.</p> <p>Investigate the two major failings of the Congress of Vienna: Nationalism and a defence of Liberalism</p> <p>Describe where the revolutions of 1820 and thirty started and the causes. Riego in Spain against the absolute monarch Fernando VII Portugal and the intervention of Britain Greek revolt against the Ottoman Turks</p> <p>Investigate the 1830 revolutions in France and the rest of Europe the reasons why they except in Belgium.</p> <p>Observe and analyse the causes of the Revolutions of 1848 and what similarities and differences with the previous revolutions.</p> <p>Explain the legacy did 1848 Revolution</p>	<p>Starter activity on what nationalism means in our world today</p> <p>Using a world map name the most important conflicts in the World and in Europe</p> <p>Using a blank map teacher's explanation, map out where the revolutions started and how far they spread, on a chart explain what action people took and what social classes participated,</p> <p>Discuss and define the ideas of nationalism and liberalism</p> <p>Complete a chart showing the origins of the revolutions of 1848.</p> <p>Use sources and maps to compare and contrast the relationship between the revolutions and Nationalism and Liberalism.</p> <p>Write an essay about the causes and results of these revolutions and the legacy they</p>	<p>Describe the events of 1848 in two of the following countries: France, Austria, or Prussia.</p> <p>Understand the nature and scope of the revolutions of 1848.</p> <p>Have an awareness of the general outline of the causes and stages of the revolutions.</p> <p>Analyze the role of different social classes and different political constituencies (liberals, conservatives, and radicals) in the revolutions.</p>	<p>http://www.north.ecasd.k12.wi.us/Departments/SocialStudies/mlahn/WS/SpringSem/Unit5/2007/April%2016%20Nationalism%20Quotes.pdf Nationalism Quotes http://www.bv229.k12.ks.us/bvhs_kl_opfenstein/WW_notes/lecture%20notes/lib%20nat%20cons.pdf Notes on Conservatism liberalism and nationalism http://www2.sunysuffolk.edu/westn/revolution1848.html Summary of the 1848 revolution http://en.wikipedia.org/wiki/Mid-nineteenth_century_Spain Text on 19th Spain , teacher's reference http://www.salem.k12.va.us/shs/habeeb/spreadofrevolutionsworksheet.pdf Worksheet http://www.flowofhistory.com/units/eme/16/FC108 Teacher's reference on the revolutions http://www.loyno.edu/~seduffy/1848.html Summary notes of 1848</p>

	produce in 19 th century Europe.	left.		
2 Core	<p>How were Italy and Germany united?</p> <p>Brainstorm previous knowledge and ask ideas on Germany and Italy in the 21st century.</p> <p>Using sources and maps and suitable texts Explain the influences of Nationalism in Italy and Germany.</p> <p>Using suitable timelines texts describe the origins and spread of a new political ideology and the creation of two central states out of a collection of independent states and fragments of an empire.</p> <p>Cavour's ability to unite Italy.</p> <p>The role of Bismarck and Prussia in building a strong nation which would influence Europe in the 20th century.</p> <p>Analyse the importance of the unifications of Italy and Germany, how Germany became a strong nation, while Italy remained weak.</p> <p>Explain the influence of Prussia and</p>	<p>Complete a chart with 10 ideas</p> <p>Examine what Italy and Germany were like before the Revolution.</p> <p>Complete a table of the changes in these to countries in the nineteenth century.</p> <p>Describe the main events of both unifications in chronological order.</p> <p>Complete graphic organizer dealing with the men who made a united Italy possible in the late nineteenth century. Cavour, Garibaldi Mazzini and Victor Emmanuel II.</p> <p>Answer questions on primary sources of this period.</p> <p>Complete a cloze text on the Crimean War and how Cavour improved relations with Britain and France.</p> <p>Complete a chart with a timeline of the</p>	<p>Show an understanding of the main reasons for Unification.</p> <p>Compare and contrast the change nationalism made in Italy and Germany. Produce a coherent and well organised text.</p> <p>Compare the roles of Cavour and Bismarck in the unification of their respective countries.</p> <p>Show an</p>	<p>http://www2.sunysuffolk.edu/westn/nationalism.html Summary notes of nationalism and unification</p> <p>http://www.beyondbooks.com/eur12/2.asp Teaching unit on Nationalism and Unification</p> <p>http://asweb.artsci.uc.edu/german/172/germany1871.JPG Map of Germany</p> <p>http://library.thinkquest.org/TQ0312582/unification.html#phase2 Notes on the events of Italian Unification</p> <p>http://www2.wwnorton.com/college/history/ralph/resource/unifital.htm Italy</p> <p>http://www.bv229.k12.ks.us/bvhs_klopfenstein/WW_notes/graphic%20organizers/ch.%2010/GO10.pdf Events of German Unification</p> <p>http://www.phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&wcprefix=nbp&wcsuffix=2211 Audio summary of Germany</p>

	<p>Bismarck in uniting the German states into a German empire</p> <p>Describe three key events each from the unification of Italy and Germany.</p> <p>Explain the similarities and differences of Italian and German Unification.</p>	<p>main events of German unification.</p> <p>Write an argumentative essay on the role Bismarck played in uniting the German states into a German Empire.</p>	<p>understanding of the main reasons for the unification.</p> <p>Compare and contrast Metternich and Bismarck as two key historical figures</p>	<p>unification</p> <p>http://www.bv229.k12.ks.us/bvhs_klopfenstein/WW_notes/review%20notes/ppt10.pdf</p> <p>Notes on Nationalism triumphs in Europe.</p>
1 Core	<p>What happened in the second half of 19th century?</p> <p>Using illustrations maps and texts explain where the authoritarian political systems existed in Europe, how and why the federal system was developed in Germany.</p> <p>Describe the main events which occurred in Spain in the last half of the 19th century</p> <p>Explain how Liberalism influenced the growth of more democratic political systems of Britain and France.</p>	<p>Write notes on the balance of power in Europe and the effect of Nationalism Liberalism on each area</p> <p>Describe the political changes in Britain and the only major power not to experience revolution?</p>	<p>Show an understanding of the main political events in Spain and Britain.</p> <p>Select and organise the essential information.</p>	<p>http://www.historyman.co.uk/unification/index.html</p> <p>Sources for German Unification</p> <p>http://www2.sunysuffolk.edu/westn/powerbalance.html</p> <p>Balance of power in Europe</p> <p>http://www.historyonthenet.com/Lessons/worksheets/ww1.htm</p> <p>European Alliances in the 19th century</p> <p>http://www.bbc.co.uk/history/british/empire_seapower/revolution_01.shtml</p>
1 Core LL	<p>How did the industrial revolution cause social changes in society?</p> <p>Using suitable sources identify and explain</p> <ul style="list-style-type: none"> The reasons why the population increased The causes of the decrease in the 	<p>Complete a concept map of the causes in social changes.</p>	<p>Make inferences and deductions about 19th century society in Spain and Britain from</p>	<p>http://www.igshistoryonline.co.uk/Resources/Year%208%20Resources.htm#industrial PTT what life was like in the 18th century?</p> <p>http://www.loyno.edu/~seduffy/indr</p>

	<p>mortality rate.</p> <ul style="list-style-type: none"> • The main population trends in this period. • Urban and Rural rates. • The principal changes in urbanisation of the cities. 	<p>Explain the differences and similarities of Spanish society and British society.</p>	<p>illustrations and appropriate texts or video material.</p>	<p>ev.html Summary of Industrial Revolution http://www.bbc.co.uk/history/trail/victorian_britain/?site=history_victorianlj_sour Lots of information with sources about the changes in society http://www.walksonthewildeside.co.uk/Lesson2/Lesson2.htm Population change http://www.redruth.cornwall.sch.uk/content/departments/history/britain.htm Worksheet on changes.</p>
1 Core	<p>What was society like in the 19th century? Discuss how the ideas “isms” had made 19th century society have legal equal rights but be at the same time society remained totally unequal</p> <p>Using primary sources, illustrations..... Explain how a universal system of education developed in Europe but concentrating on Spain and Britain.</p> <p>Discuss the reasons why the press began to have more influence in society: a literate population, cheaper mass production of newspapers</p> <p>Using illustrations and cartoons primary sources explain the influence that the press had</p>	<p>Class discussion on the differences which existed in 19th century compared with present day society.</p> <p>Working conditions, role of women, living conditions.</p> <p>Planning of essay. Use spider diagram of the changes in 19th society. Sort these into paragraphs in answer to the question. This can be done as notes or as a ‘card sort’ or a combination of these.</p>	<p>Select and organise the essential information.</p> <p>Show an understanding of the main changes in 19th century society</p> <p>Understand the ways in which</p>	<p>http://www.channel4.com/history/microsites/H/history/guide19/part06.html General Information on the Victorian Era Go to the section Class and Customs</p> <p>http://www.bbc.co.uk/history/british/victorians/speed_01.shtml How society changed.</p> <p>http://www.bbc.co.uk/history/trail/victorian_britain/social_conditions/victorian_urban_planning_01.shtml Social conditions in the cities</p> <p>http://www.schoolshistory.org.uk/IndustrialRevolution/lifeduringindustrialrevolution.htm Texts for students on social</p>

	<p>on society , the begins of our mass media world.</p> <p>Using suitable sources, texts and photographs analyze the beginnings of “modern society” New types of hobbies, sports, holidays....,</p> <p>Identify and explain which group increased its influence and what group emerged in an industrialised Europe.</p> <p>Analyse with the use of texts and sources graphs and maps the differences which existed between the lives of country workers in different parts of Europe.</p>	<p>Summarising and note-taking on the beginnings of “modern” society.</p> <p>Write a brief summary of how the middle class influenced 19th century society.</p> <p>Compare and contrast the situation of illegal immigrants.</p> <p>Write a persuasive essay to peasants convincing them that city life is not what it appears to be. “All that glitters is not gold” (LL).</p>	<p>Spanish and British society changed during the 1800s, and the impact of those changes.</p> <p>Demonstrate knowledge of the complexities of Spanish and British society in the period.</p> <p>Make inferences and deductions about from illustrations and appropriate texts or video material.</p> <p>Produce a coherent and well organised text.</p>	<p>conditions.</p> <p>http://www.redruth.cornwall.sch.uk/content/departments/History/britain.htm Population increase and changes in society workheets http://www.boondocksnet.com/cartoons/ History of political cartoons http://witcombe.sbc.edu/ARTHLinks5.html 19th century art http://www.vam.ac.uk/school_stdnts/schools_teach/teachers_resources/victorian/genre/index.html Social life from pictures Five pictures with activities http://www.learningcurve.gov.uk/victorianbritain/pdf/happy.pdf Excellent resources in PDF or on line http://www.bbc.co.uk/history/british/victorians/middle_classes_01.shtml Growth of middle class in Britain http://www.let.leidenuniv.nl/history/migration/chapter3.html Teacher’s reference page on migration http://www.victorianweb.org/history/sochistov.html</p>
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				<p>Reference site http://www.igshistoryonline.co.uk/Resources/Year%208%20Resources.htm#industrial Lots of resources on the social changes in 19th century PPT worksheets</p>
1 Core	<p>Where did the workers movements arise? Why? Using illustrations sources and texts explain about discontent of the workers trades unions strikes.</p> <p>The first workers movements in Spain and Britain.</p> <p>Outline the main demands of the trade unions and investigate on how successful they were in obtaining more rights</p> <p>Research (internet or text based) the life of Karl Marx and the ideals and characteristics of Marxism.</p>	<p>Brainstorm previous knowledge about discontent of the workers trade unions strikes.</p> <p>Ask and answer questions related to the demands of the workers movements.</p> <p>Compare and contrast the situation of workers in the 19th century and present day</p> <p>Write a short biography of Karl Marx</p>	<p>Infer and extract information from relevant sources on the topic.</p> <p>Make informed and valid inferences about the reasons why Marxism and Anarchism grew.</p>	<p>http://www.historylearningsite.co.uk/chartism.htm The Chartist Movement http://libcom.org/history/1868-1936-anarchism-in-spain A reference history of workers movement in Spain</p> <p>http://www.tgwu.org.uk/Templates/Internal.asp?NodeID=89570 The birth of trade unions in Britain</p> <p>http://en.wikipedia.org/wiki/Trade_union#19th_Century_Unionism Teacher's reference site</p> <p>http://www.crf-usa.org/bria/bria19_2a.htm</p>

	<p>Explain the principal differences between Marxism and Anarchism.</p>	<p>Compare and contrast Marxism and Anarchism with a Venn diagram.</p> <p>Write a summary of the conclusions.</p>	<p>Select and structure a series of biographical data</p> <p>Produce a coherent and well organised text.</p> <p>Evaluate and assess the success of these two idealisms in 21st century.</p>	<p>Notes on Karl Marx</p> <p>http://en.wikipedia.org/wiki/Anarchism_in_Spain#Beginning</p> <p>Teacher's reference page</p> <p>http://www.spartacus.schoolnet.co.uk/SPanarchists.htm</p> <p>Outline of the movement in Spain</p>
<p>1 Ext: LL</p>	<p>Why were children allowed to work in terrible conditions?</p> <p>Research (internet or texts based) the social effects of the Industrial Revolution.</p> <p>Using suitable sources, texts and photographs analyze the terrible fate of working class children.</p>	<p>Class debate on child labour from the point of view of different sectors of society.</p> <p>Investigate the impact of industrialisation on a newly urban society.</p> <p>Create PowerPoint presentations on the use of Child Labour. This could be written in the persuasive genre - a campaign against child workers.</p>	<p>Provide good reasons and information to support their ideas on a debate.</p> <p>Demonstrate knowledge that of how the situation of child labour improved during 19th century but still exists.</p>	<p>http://www.redruth.cornwall.sch.uk/content/departments/History/britain.htm</p> <p>Excellent resources on child slavery</p> <p>http://www.guhsd.net/mcdowell/wq/ir/</p> <p>Web quest on industrial revolution</p> <p>http://nhs.needham.k12.ma.us/cur/Baker_00/2002_p7/ak_p7/childlabor.html#wages</p> <p>Information on child labour.</p> <p>http://www.igshistoryonline.co.uk/Resources/Year%208%20Resources.h</p>

			Produce competent presentations, clearly focussing on the historical material under discussion.	tm#industrial Lots of resources on the social changes in 19 th century PPT worksheets
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Core

Ext: (Extension)

LL-Literacy Link

IGCSE (International GCSE Extension Exercises)

**TOPIC TWO: THE WORLD AT THE START OF THE 20th CENTURY.
RUSSIA 1905-1941 (IGSCE In Depth Study)**

Assumed knowledge and skills from previous years

- 1) Ability to identify the basic features of the Modern World.
- 2) Have a knowledge of the political and social changes in Europe in the 19th century.
- 3) Be aware of the cultural changes in Europe and America as a result of the development in society, technology and culture.
- 4) Map and vocabulary skills applied to historical knowledge.
- 5) An interest in historical events which are related to our present world.

Knowledge and understanding of the historical period between the start of the century and 1914 (World War I).

Students will learn to :

- Identify new sources of energy.
- Reflect on the use of electricity.
- Understand the concept of Nationalism.
- Identify the new Industrial Powers.
- Recognise important characters from the pre-war I period.
- Compare and contrast the Past and the Present by studying a Universal Exhibition.

Language for Learning

Through the activities in this unit students will be able to understand, use and spell correctly the following words:

Electricity, oil, raw materials, coal, steel, cotton, manufactured goods, commercial ties, workshop, Queen Victoria, the British Empire, Mapping, Arab revolt, plots.

Key historical questions on the Unit

What do we know by the Second Industrial Revolution?

Which countries became the new industrial powers?

What do we refer to as colonialism?

Which were the colonial powers at the start of the century?

Why is Queen Victoria so important in British History?

Who was Lawrence of Arabia?

What is a Universal Exhibition?

**TOPIC TWO: THE WORLD AT THE START OF THE 20th CENTURY.
RUSSIA 1905-1941 (IGSCE In depth Study)**

Hours	Lesson Outline	Activities/Assessment Criteria	Lesson Outcomes	Resources
1 Core	<p>What do we mean by the Second Industrial Revolution?</p> <p>Explain the new source of energy: <u>oil</u>.</p> <p>Discuss the use of new engines. Cars, aeroplanes and new industries: petro – chemicals.</p> <p>Reflect on the wide spread use of electricity.</p> <p>Which countries became the new industrial powers?</p> <p>Identify the new industrial powers: Germany, the United States and Japan.</p>	<p>Watch a short extract of the film “Titanic” to illustrate technological advance.</p> <p>Draw a spider graph with the uses of oil.</p> <p>Draw a chart with the uses of electricity at home today and what was used before .</p> <p>(LL) Short biography on Thomas Edison.</p> <p>Draw a map highlighting the new industrial powers and their production.</p>	<p>Appreciate the new technological development</p> <p>Understand the importance of oil and electricity in the 20th Century progress.</p> <p>Appreciate the industrial development of new powers: Germany, The USA and Japan.</p> <p>Be aware of the political and economical significance of colonial powers.</p>	<p>http://gaslight.mtroyal.ca/titnchx1.htm</p> <p>http://www.schoolhistory.co.uk/games/walk/walk_titanic.html</p> <p>http://www.bydesign.com/fossilfuels/links/html/electricity.html</p>
1 Core	<p>What do we refer to as colonialism?</p> <p>Explain the reasons for colonialism/imperialism: industrial development economic, political and ideological motives.</p>	<p>Brainstorm students for reasons for the rise of Colonialism.</p> <p>Draw a mind map with the achievements of colonialism.</p> <p>Enter a Victorian shop and investigate the origin of the products.(Written comprehension source)</p>	<p>Study the reasons for colonial expansion and understand the consequences it had for the world.</p> <p>Understand how colonialism affected everyday life.</p>	<p>http://www.britishempire.co.uk/students/students.htm</p> <p>http://www.britishempire.co.uk/science/transport/transport.htm</p> <p>CGP-KS3”History” page 92.</p>

	<p>Which were the colonial powers at the start of the century?</p> <p>Locate the main colonial powers: Great Britain, Belgium, Germany, and France.</p> <p>Define the different kinds of colonies: colonies, protectorates and spheres of influence.</p> <p>Discuss the colonial social structure.</p>	<p>Using a map locate the different European powers and the areas they colonized. Join the main powers to their colonies.</p> <p>Write definitions for different types of colonies</p>	<p>Identify the colonial background of various countries.</p> <p>Visualize and understand life in the different colonies.</p>	<p>http://en.wikipedia.org/wiki/Colonialism</p> <p>http://www.schoolhistory.co.uk/gcselinks/wars/firstwwlinks/worksheets/alliances_pupilmap.pdf</p>
1 Core LL	<p>Why is Queen Victoria so important in British History?</p> <p>Understand the full extent of the British Empire.</p> <p>Who was <u>Lawrence of Arabia</u>?</p> <p>Evaluate and discuss the role of Lawrence. of Arabia in the Arab World.</p>	<p>Define the exact dates of the Empire and draw a timeline of Victoria’s reign.</p> <p>Ask children to research on the appalling social conditions.</p> <p>Write a short biography of Lawrence of Arabia.</p> <p>Use extracts of the film “Lawrence of Arabia” to illustrate his life.</p> <p>Use photographs from “Google” to know what L of Arabia looked like.</p>	<p>Understand why Queen Victoria is such an important figure in European History.</p> <p>Learn about the life of a 20th Century adventurer and statesman.</p>	<p>http://en.wikipedia.org/wiki/Victorian_era</p> <p>http://www.victorianweb.org/history/sochistov.html</p> <p>http://www.victorians.org.uk/</p> <p>http://images.google.es/images?hl=es&q=lawrence%20of%20arabia&btnG=B%3%BA%20quedat&ie=UTF-8&oe=UTF-8&um=1&sa=N&tab=wi</p>

1 Ext.	What is a Universal Exhibition?	What was / is a Universal Exhibition? Investigate the role of the Universal Exhibitions in the promotion of new technology. Compare different Universal Exhibition: London/Sevilla/ Zaragoza.	Relate the Past, Present and Future. Link the past and the present. Realise we live in a changing world.	http://www.hberlioz.com/London/BL1851Exhibition.html http://www.terra.es/personal/aranburo/
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IGCSE (International GCSE Extension Exercises) In Depth Study: Russia 1905 to 1941

KEY QUESTIONS:

What was life like under the Tsar

Why did the Tsarist regime collapse in 1917?

How did the Bolsheviks gain power, and how did they consolidate their rule?

What problems did Lenin face?

How did Stalin gain and hold on to power?

Hours	Lesson Outline	Activities/Assessment Criteria	Lesson Outcomes	Resources
1 Core	<p>To introduce the theme with the Beatles song "Revolution" Revolution comes from the root word of evolution.</p> <p>What was life like under the Tsar?</p> <p>What was Russia like? Who lived there Introduce size, Climate, Communications, Ethnic and Religious diversity.</p> <p>Using suitable texts investigate the biography of Nicholas II Character, refusal to accept reform, defeat in the Russo - Japanese War</p>	<p>Brainstorm-What do you know about Russia? Explain the meaning of revolution and give examples.</p> <p>Using a copy of the words, write questions that they would like to have answered on the Russian Revolution, and discuss the song.</p> <p>Group Work 'Treasureless' Treasure Hunt done as an internet activity (see Annex) Fall of the Tsar</p> <p>Using a spider diagram give the main causes of the Tsar's failure</p> <p>Write a well organised and structured essay</p>	<p>Refresh in their concept of revolution.</p> <p>Have a deeper understanding of the Russian Revolution as a complex historical process.</p> <p>Understand the impact of the Revolution on Russian Society and Politics.</p>	<p>http://www.delta.ro/beatles/lyrics/prevoluti.html Lyrics and music Revolution Beatles</p> <p>http://www.old-picture.com/russia-index-001.htm Photos of Russian life</p> <p>http://www.rpfuller.com/gcse/history/7.html Vocabulary for Russian History</p> <p>http://www.bv229.k12.k.s.us/bvhs_klopfenstein/WW_notes/graphic%20organizers/ch.%2010/1905%20revolution.pdf Graphic organiser 1905</p>

				http://www.johndclare.net/Russ3_Culpin.htm Notes on the long and short causes of the Russian revolution http://www.historyman.co.uk/Russia/index..htm 1 Russia before 1914
2 Core	<p>Why did the Tsarist regime collapse in 1917? Using sources and maps and suitable texts Explain in events of 1905 in chronological order How did the Tsar survive the 1905 revolution?</p> <ul style="list-style-type: none"> • Bloody Sunday • Revolt • October Manifesto • Dumas <p>How far was the Tsar weakened by the First World War?</p> <ul style="list-style-type: none"> • The failure of Russia in WW1 • Influence of Rasputin on the court <p>Why was the revolution of March 1917 successful?</p> <ul style="list-style-type: none"> • Middle class revolution 	<p>Describe how stable the government 1906-1914 was and explain the policies of Stalin.</p> <p>Summarise impact on industry, agriculture, finance and transport.</p> <p>Discuss the social problems which emerged the situations in cities, and disillusionment.</p> <p>Investigate and write a biography of</p>	<p>Make inferences and deductions about early 20th century society</p> <p>Evaluate the impact on industry, agriculture, finance and transport.</p> <p>Understand depth of impact of war in all parts of Soviet society.</p>	http://www.schoolhistory.co.uk/gcse/links/indept/russia/russia_worksheets.shtml PPT and worksheets http://www.fbuch.com/posters.htm http://www.schoolhistory.co.uk/gcse/links/indept/russia/russia_worksheets.shtml Bolshevik Rule and the Challenges Civil war text and worksheets http://www.patana.ac.th/

	<ul style="list-style-type: none"> Provisional government Return of Lenin and other exiles 	Rasputin and how important he was? Interview with Tsarina about Rasputin. (LL)	Have the ability to research an original historical topic using primary sources.	linklearn/launchpad.asp?id=3561 PPT war and revolution 1914- 17
2 Core	<p>How did the Bolsheviks gain power, and how did they consolidate their rule? How effectively did the Provisional Government rule Russia in 1917?</p> <p>Why were the Bolsheviks able to seize power in November 1917?</p> <p>Why did the Bolsheviks win the Civil War?</p> <p>Was their victory due to the strengths of the Bolsheviks or the weakness of the provisional government?</p> <p>What problems did Lenin face? Discuss the 3 main problems facing Lenin War extend power and economic ruin</p> <p>How far was the New Economic Policy a success?</p>	<p>Analysis of all the factors and causes of the Revolution.</p> <p>Complete a time line and then explain the most important events of 1917.</p> <p>Research the lives of Lenin and Trotsky Write a comparison of both political leaders.</p> <p>Complete a chart explaining the strengths and weaknesses of the Bolsheviks. Go to web link on the to research</p> <p>Write the conclusions in an essay.</p> <p>Quiz on what the policy of War Communism and its failure.</p>	<p>Understand the importance of the historical events of 1917.</p> <p>Select and structure a series of biographical data.</p> <p>Produce a coherent and well organised text.</p> <p>Understand the importance of NEP for Party Unity and the</p>	<p>http://www.johndclare.net/Russ4.htm Excellent resource summary and primary sources</p> <p>http://web.hcps.org/~richard_smart/activities_files/RussianRevPSO.swf Game on the russain revolution http://www.johndclare.net/Russ_Lenin&Trotsky.htm</p> <p>http://www.johndclare.net/Russ5.htm</p> <p>http://www.igshistoryonline.co.uk/Resources/GCSE%20Resources.htm Excellent resources teachers and pupils</p>

	<p>Increased production figures , reintroduced the idea of “capitalism”</p>	<p>Define NEP and the changes it brought.</p> <ul style="list-style-type: none"> • Go to web link NEP ppt and complete a table. 	<p>development of Russia.-</p>	<p>http://web.hcps.org/~richard_smart/ Quiz on the Russian revolution</p> <ul style="list-style-type: none"> • http://www.igshistoryonline.co.uk/Resources/GCSE%20Resources.htm NEP ppt http://www.johndclare.net/Russ1.htm Lots of information http://www.schoolhistory.co.uk/gcelinks/indept/russia/russia_worksheets.shtml
2 Core	<p>How did Stalin gain and hold on to power? Why did Stalin, and not Trotsky, emerge as Lenin’s successor?</p> <p>Using sources and maps and suitable texts Investigate why Stalin emerged as Lenin’s successor</p> <p>Explain the main aims of Stalin and how they were different from Lenin’s.</p> <p>Why did Stalin launch the ‘Purges’?</p>	<p>Brainstorm Stalin and his role in the world.</p> <p>PPT How did Stalin come to power? Write brief notes on Stalin’s rise to power.</p> <p>Compare and contrast Lenin and Stalin and their influence in Russian history. Video clips of the Tsar Lenin and Stalin</p>	<p>Improved analytic and communication (oral and written) skills.</p> <p>Select and structure a series of biographical data Produce a coherent and well organised text.</p> <p>Summarise the main events of the reign of</p>	<p>http://www.igshistoryonline.co.uk/Resources/GCSE%20Resources.htm#russia</p> <p>http://www.channel4.com/history/microsites/H/history/guide20/index.html</p> <p>http://www.bv229.k12.k</p>

	<p>Rule of terror His rivals were killed Kamenev Zinoviev Trotsky Investigate the number of the central committee members purged, the methods used and life in the labour camps What methods did Stalin use to control the Soviet Union?</p> <p>Censorship and propaganda Secret police NKVD OGPU to ensure there was no dissidents</p> <p>How complete was Stalin's control over the Soviet Union by 1941?</p>	<p>Write a summary of purges.</p> <p>Describe the affect of the purges at all levels of society.</p> <p>Write a dairy entry of a day in a labour camp.</p> <p>Write a newspaper report explaining how Stalin built the Soviet Union into a totalitarian state. State the main elements of a totalitarian state. Give specific examples. (LLI)</p>	<p>terror.</p> <p>Understand the Great Terror compare it with the authoritarian system of the tsars. An awareness of the major historical debates in relation to Russian Revolution and a totalitarian state.</p>	<p>s.us/bvhs_klopfenstein/ http://www.thecorner.org/hist/total/s-russia.htm#great-purge</p> <p>http://www.osa.ceu.hu/gulag/b.htm Labour camps on line museum</p> <p>http://sitesofconscience.org/eng/gulag.htm Labour camp: What life was like?</p> <p>http://www.spartacus.schoolnet.co.uk/RussiaSU.htm Lots of information and sources on purges secret police and Gulags...although</p>
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				rather difficult for pupils.
1 Core	<p>What was the impact of Stalin's economic policies?</p> <p>Why did Stalin introduce the Five-Year Plans? Define Gosplan and the five year plans The targets of the five year plans had to be met or workers punished.</p> <p>Using texts illustrations and graphs describe the aims of each five year plan</p> <ul style="list-style-type: none"> To find new sources of raw material To increase the production of investment goods To produce consumer goods <p>The results of the three five year plans</p>	<p>Evaluate some of the propaganda posters on the five year plans</p> <p>Complete a table on each on the 5 year industrial plans</p> <p>Summarise in their own words the aims, successes and failures of each plan.</p> <p>Complete a timeline of Collectivisation</p> <p>Outline the organisation and</p>	<p>Draw conclusions on the success of the five year plans and collectivisation.</p> <p>Evaluate the successes and failures of Stalin's policies.</p> <p>Have ability to research an original historical topic using primary sources</p> <p>Have an awareness of the general outline of the</p>	<p>http://www.ww2poster.co.uk/posters/soviet.htm</p> <p>http://www.johndclare.net/Russ11.htm</p> <p>5 year plans Excellent resources</p> <p>http://www.schoolhistory.co.uk/revision/russia.shtml#games</p> <p>Interactive games on revision of theme</p> <p>http://www.igshistoryonline.co.uk/Resources/CSE%20Resources.htm</p> <p>Collectivisation primary sources</p> <p>http://www.johndclare.net/Russ10.htm</p>

	<p>Why did Stalin introduce collectivisation?</p> <p>The Kolkhoz Collectivisation: organisation, disadvantages and consequences</p> <p>-Using primary sources, illustrations: Explain how successful Stalin's economic changes were, and how these changes affected the population.</p>	<p>disadvantages and consequences of the Kolkhoz</p> <p>"Feed back on the topic Listen to "Back in the U.S.S.R." by the Beatles while the pupils summarise their</p>	<p>causes and stages of the history of Russia in the early 20th century</p>	<p>http://www.igshistoryonline.co.uk/Resources/GCSE%20Resources.htm PPT on five year plan and collectivisation</p> <p>http://www.learningcurve.gov.uk/heroesvillains/g4/cs1/g4cs1s1.htm Stalin and the industrialisation</p> <p>http://www.historygcse.org/ Two worksheets on Stalin, Big brother is watching you</p> <p>http://www.bv229.k12.ky.us/bvhs_klopfenstein/WW_notes/graphic%20organizers/ch.%2015/life%20in%20a%20totalitarian%20state.pdf Life in a totalitarian state.</p> <p>http://www.delta.ro/beatles/lyrics/pbackinth.html Audio "Back in the U.S.S.R."</p>
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Core

Ext: (Extension)

LL-Literacy Link

IGCSE (International GCSE Extension Exercises)

‘Treasureless’ Treasure Hunt

Fall of the Tsar

Work in teams. Answer as many of these questions as quickly as you can in the time given. You may write on this slip of paper.

1. How big was the Russian Empire?
2. Name 3 different ethnic groups living within this empire.
3. What percentage of the land of Russia was owned by the aristocracy?
4. How big was the peasant class?
5. What type of government existed under the Tsar?
6. Why was the bureaucratic system so inefficient?
7. Who was the Russian Finance Minister (1892-1903)?
8. Which chief minister introduced controversial land reforms?
9. Name 2 military disasters for the Tsar
10. Why was Tsar Nicholas II such a poor leader?

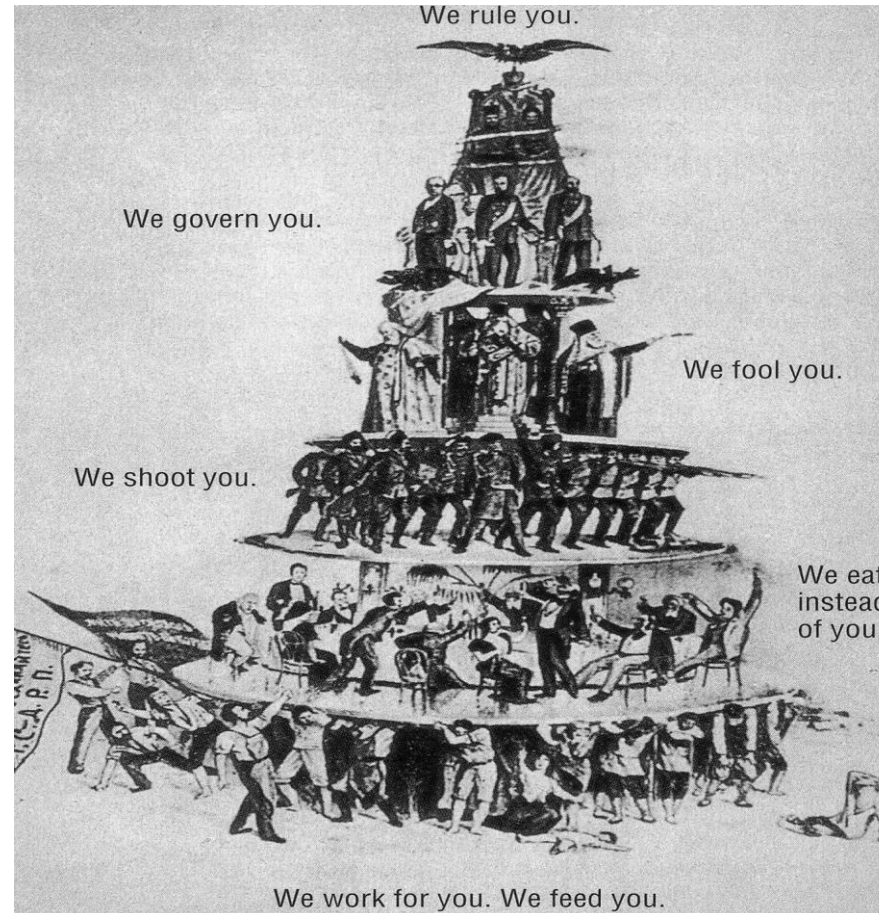
Answers:

1. How big was the Russian Empire? 6,400km(E-W) by 3,000 km (N-S)
2. Name 3 different ethnic groups living within this empire. Moscovites, Caucasians, Chechens, Asians, Turks, nomadic Muslims
3. What percentage of the land of Russia was owned by the aristocracy? 25%
4. How big was the peasant class? 77%
5. What type of government existed under the Tsar? Autocracy
6. Why was the bureaucratic system so inefficient? Inconsistent; open to bribery; unwieldy
7. Who was the Russian Finance Minister (1892-1903)? Sergei Witte
8. Which chief minister introduced controversial land reforms? Stolypin
9. Name 2 military disasters for the Tsar Russo-Japanese War (1904); WWI (1914-17)
10. Why was Tsar Nicholas II such a poor leader?

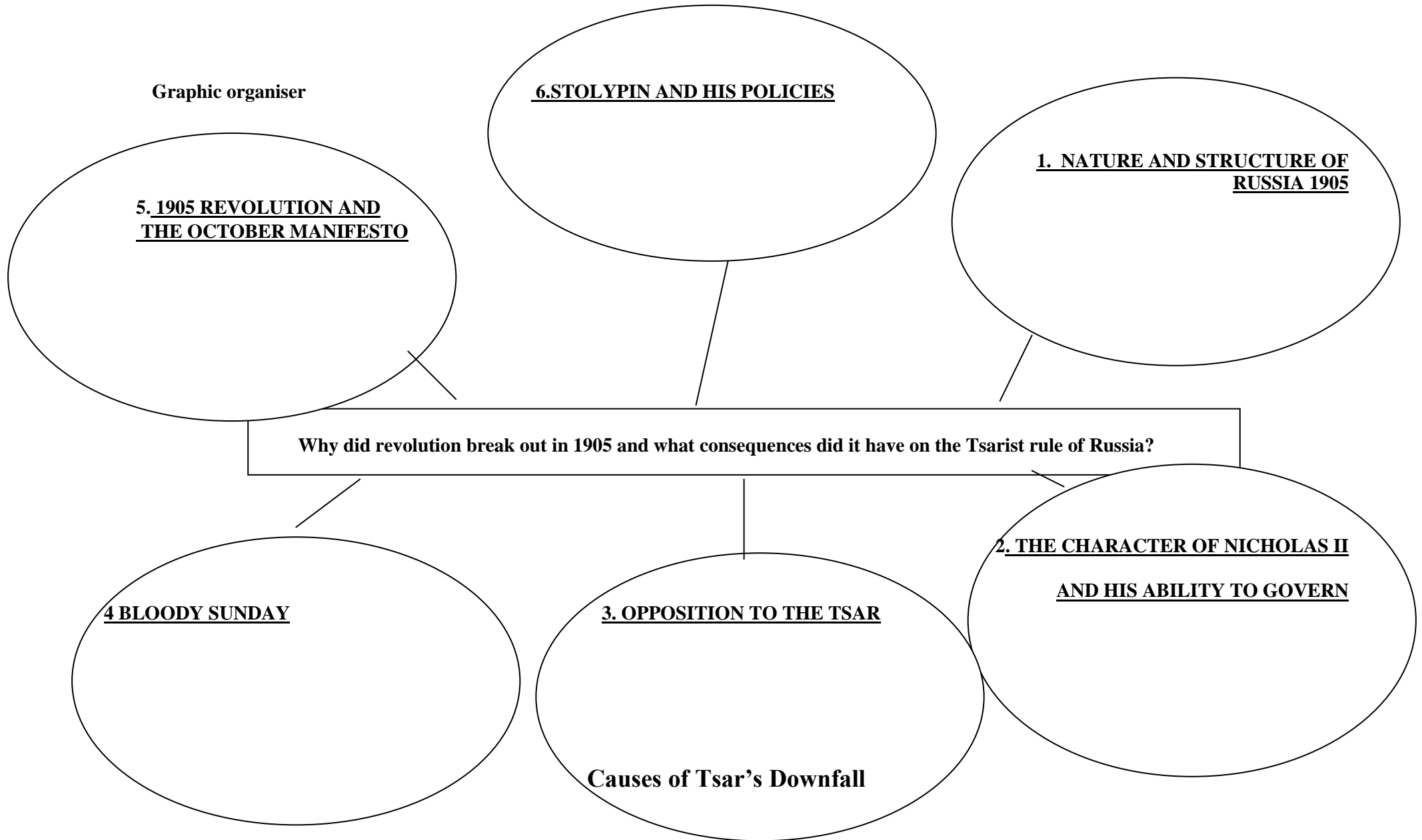
Russian Revolution Primary sources

Study the cartoon below, and then answer the questions that follow each question.

- What can I see? What is happening?
- What guesses can I make?
- What else do I need to know?



Graphic organiser



The Causes of the Russian Revolution

Geography	Class, religion & Ethnicity	Living & working conditions	System of govt.	Tsar Nicholas II	Economic policies	War	Opposition
<p>Vast empire (6,400 km E-W, 3000 km N-S); climate – parts frozen half year</p> <p>Communications poor – quickest route, Trans-Siberian, took 1 week</p>	<p>Muscovites, Caucasians, Chechens, Asians, Turks, nomadic Muslims</p> <p>Demands for independence, e.g. Finns & Poles (1905)</p> <p>Russification – clothing, education, language, customs</p> <p>Hierarchical society: nobility (1% of pop owned 25% of land); burgeoning middle-class; peasants (77%)</p> <p>Russian Orthodox Church: supported Tsarist regime; starets held in high opinion (Rasputin)</p>	<p>Urban workers: expanding group; high level of literacy; low wages; poor housing</p> <p>Agricultural labourers: overcrowding; inefficient farming methods led to famine; tied to lands they farmed</p> <p>Industrial boom: 1906-14; workers didn't reap benefits, e.g. wages didn't rise much above 1903 levels</p> <p>Harsh winters & poor harvests, e.g. 1916/17 winter led to 300% inflation, food queues & famine</p>	<p>Autocracy: Tsar divinely-appointed; imperial council unaccountable to a parliament</p> <p>Bureaucracy: huge & inefficient; no consistency across regions; corruption</p> <p>Okhrana: secret police routed out political protestors</p> <p>Opposition: People's Will planned assassination of Alexander II; Social Democrats (following ideas of Karl Marx); Liberals (wanted constitutional reform)</p> <p>Soviets: emerged in 1905, esp. St Petersburg (Lenin a member)</p> <p>Duma: set up following October Manifesto; powers limited, e.g. couldn't make laws, control finance and mins. resp. to Tsar</p>	<p>Ill-prepared for office: indecisive; lack of organisational skills; traditional views; devoted to family; anti-Semitic</p> <p>Advisers: dependent on unpopular aristocrats & dependent on Rasputin</p>	<p>Sergei Witte: Finance Minister (1892-1903); taxed peasants & urban workers to raise capital to pay for industrial investment; 102 international slump</p> <p>Stolypin: chief minister; introduced land reforms; encouraged kulaks to become more efficient farmers</p>	<p>Russo-Japanese War (1904): strain on resources; political embarrassment of defeat; Bloody Sunday (1905)</p> <p>WWI: disillusionment with conduct of war; heavy Russian casualties; strain on economy & disruption of supplies; Tsar left govt. to Tsarina & Rasputin; rejection of 'Progressive bloc' calling for constitutional monarchy</p>	<p>Soviets</p> <p>Bloody Sunday</p> <p>Political parties, e.g. Social Democrats</p>

The Cost, Successes and Failures of the collectivisation or industrialisation

Some of these statements are about **successes**, some are about **failures** and some are about the **costs** of collectivisation or industrialisation.

1. **The USSR could defend itself in World War 2.**
2. **Millions of kulaks died.**
3. **Many useful public works were built.**
4. **Peasants who became factory workers didn't know how to use new equipment.**
5. **The countryside was 75% collectivised.**
6. **The USSR became the second most powerful nation in the world.**
7. **There was famine in 1932-33.**
8. **Millions of political prisoners went to labour camps.**
9. **The output of heavy industry rose.**
10. **There were very few consumer goods for people to buy.**
11. **Agricultural output initially decreased.**
12. **People worked under strict discipline.**

Identify which are costs, which are failures and which are successes. Sort the statements into the correct columns on the recording sheet below. Are there any more points that you can add to the ones we've listed? Add at least 3.

Which policy do you think was more successful: collectivisation or industrialisation?

Industrialisation	Collectivisation
Costs	Costs
Successes	Successes
Failures	Failures

TOPIC THREE: WORLD WAR I

Assumed knowledge from previous years

- 1) Understanding of the new sources of energy.
- 2) Capable of locating the new colonial powers and their extension on a map .
- 3) Recognising important characters from the colonial period.
- 4) Appreciating the significance of a Universal Exhibition.

Knowledge and understanding of Europe's pattern before World War I.

Pupils will learn about

- The reasons for the outbreak of World War One.
- The concept of Nationalism.
- The meaning of Trench War.
- The use of new weapons.
- The importance of the Treaty of Versailles.
- The importance and failure of the League of Nations.
- The increasing rights of women.
- Cubism

Language for Learning

Through the activities in this unit students will be able to understand, use, and spell the following words correctly:

Sarajevo, The Schlieffen Plan, mobilisation, declaration of war, surrender, key events, trench war, machine guns, land mines, barbed wire, gas masks, to break through, lines, submarine warfare, civilian, passenger liner, u-boats, loans, battleships, offensive, blockade, war of attrition, defence, advance, victorious powers, Treaty of Versailles, League of Nations.

Key Historical Questions on the Topic

What do we mean by Nationalism?

Why did the World War I break out in 1914?

What happened during the First World War (1914 – 1918)?

How did the 2nd Industrial Revolution affect the First World War?

Why did the First World War come to an end?

Which were the aims of the Paris Peace Conference?

What was the League of Nations?

Who were the Suffragettes?

Which were the new artistic trends of this period?

TOPIC THREE : WORLD WAR I

Hours	Lesson Outline	Activities/Assessment Criteria	Lesson Outcomes	Resources
1 Core	<p>Why did the First World War break out in 1914?</p> <p>Analyse how the powers formed hostile alliances.</p> <p>Discuss the concept of nationalism and how it affected the political situation in Europe.</p> <p>Describe how Germany was a growing powerful state . The Schlieffen Plan.</p> <p>Describe the events in Sarajevo on the 28th of June 1914: the murder of Austria's heir to the throne Archduke Franz Ferdinand.</p>	<p>Draw a timeline of the alliances between the five rival powers.</p> <p>Multiple choice questions on the 1st World War.</p> <p>Draw a spider graph: What were the aims and why did the plan fail?</p> <p>Watch an extract of a real film on the assassination of Archduke Franz Ferdinand</p>	<p>Recognise the map of Europe at the start of the century.</p> <p>Understand the concept of nationalism</p> <p>Recognise the spark that started the war in 1914.</p>	<p>GCSE History(CGP)</p> <p>Key Stage 3 Classbook (Letts Educational)pp182.</p> <p>http://www.schoolhistory.co.uk/lessons/wwi_revision/knowledgequestions.htm</p> <p>http://www.schoolhistory.co.uk/lessons/wwi_revision/wwirevision_outbreak.htm</p> <p>http://www.historylearningsite.co.uk/sarajevo.htm</p>

1 Core	<p>What happened during the First World War? (1914 – 1918) .</p> <p>Describe the meaning of <u>trench war</u>. The battles of Somme and Verdun.</p> <p>Study the new alliances. Identify the new battlefields: Africa , Arabia Jerusalem and the Pacific.</p> <p>How did the 2nd Industrial Revolution affect the First World War?</p> <p>Explain the new kinds of warfare: at sea and in the air.</p> <p>Discuss the modern weapons: planes, tanks and submarines.</p>	<p>Watch a film extract of soldiers digging a trench.</p> <p>Use the source: a mother’s poem. Answer the questions.</p> <p>Draw a map to locate the new battlefields.</p> <p>Draw a diagram: an idea organizer on how different the war was from previous wars.</p> <p>Study pictures of new military weapons.</p>	<p>Locate the battle scenarios .</p> <p>Try and understand the life of a 1st World War soldier.</p> <p>Visualise the geographical extent of the “Great War”.</p> <p>Study the new warfare techniques and their effects on the outcome of the war: strong navy, submarines, planes and tanks.</p>	<p>http://www.learningcurve.gov.uk/greatwar/g3/cs4/g3cs4s1.htm</p> <p>http://www.learningcurve.gov.uk/greatwar/g1/cs1/default.htm</p> <p>Key Stage 3..Lett’s.pp 184-187</p> <p>http://www.schoolhistory.co.uk/lessons/wwi_revision/wwirevision_technology.htm</p> <p>http://www.learningcurve.gov.uk/greatwar/g3/cs4/g3cs4s7a.htm</p> <p>“Key Stage Three” (Lett’s History)pp 188</p>
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1 Core	<p>Why did the First World War come to an end?</p> <p>Explain the reason and the outcome of the USA joining the war : America’s ships under attack, American loans to Europe in danger, Mexico supporting Germany , the fight for democracy.</p>	<p>Draw a think diagram on the reasons and effect of USA joining the War.</p> <p>Revise by looking at an interactive book the development of the war.</p>	<p>Reconstruct the reasons for the end of the war : American support to the allies, mutinies, food shortages and revolution in Germany.</p> <p>Chronological awareness of main events of the timeline of the War.</p>	<p>Lett’s GCSE Visual revision Success.pp8.</p> <p>http://www.schoolhistory.co.uk/lessons/wwi_revision/wwirevision_usainvolvement.htm</p> <p>http://historyonthenet.com/WW1/picture_gallery.htm</p>
1 Core	<p>Which were the aims of the Paris Peace Conference?</p> <p>Analyse who was responsible for drawing up the Paris Peace Conference.</p> <p>Identify which counties were defeated. Locate on a map the new countries created in Europe.</p> <p>Discuss the consequences of <u>Treaty of Versailles</u> . a severe punishment for Germany.</p> <p>Give out a leaflet with the military terms, reparations and territorial losses which Germany had to endure.</p>	<p>Fill in a crossword related to the end of the war.</p> <p>Observe the photographs and identify the leaders of the three main countries.</p> <p>Diagram showing the effects of the War in Germany.</p> <p>Play an interactive game “Fling the teacher the plank” related to the Peace treaties.</p> <p>By studying a map observe the losses and reparations of the Treaty of Versailles.</p>	<p>Explain the meaning of “the war to end all wars”.</p> <p>Identify the winning countries.</p> <p>Identify the defeated countries.</p> <p>Synthesise an asses the relevance of the Treaty of Versailles. Germany’s losses.</p> <p>Visualise the new map of Europe.</p>	<p>http://historyonthenet.com/WW1/endwarcrossword.htm</p> <p>http://historyonthenet.com/WW1/versailles.htm</p> <p>http://www.schoolhistory.co.uk/lessons/wwi_revision/germany1918.shtml</p> <p>http://www.activehistory.co.uk/fling/quizzes/gcse_peacetreaties/quiz.htm</p> <p>Letts GCSE Success .pp11</p>

1 Core	<p>What was the League of Nations?</p> <p>Using different written sources identify the aims of the League of Nations and who wrote the terms.</p> <p>Discuss whether the League of Nations was a success or a failure : Germany’s power limited , victorious powers compensated , German resentment.</p>	<p>Draw a chart showing the organization of the League of Nations.</p> <p>Draw a diagram with two columns showing the success and failure of The League.</p>	<p>Define the aims of the League of Nations.</p> <p>Evaluate the work of The League of Nations: settlement of European disputes was a failure; USA’S unfulfilled promise...</p>	<p>http://en.wikipedia.org/wiki/League_of_Nations</p> <p>LETT’S GCSE Success –revision guide.pp13.</p>
1 Core LL	<p>The Suffragettes.</p>	<p>Read a text on the Suffragette movement.</p> <p>Comprehension exercise on the life of E.Pankhurst.</p>	<p>Understand the change in women’s role: the right to decide. The right to vote.</p>	<p>http://www.learningcurve.gov.uk/politics/g9/</p> <p>http://www.spartacus.schoolnet.co.uk/WpankhurstE.htm</p>
1 Ext.	<p>Which were the new artistic trends of this period?</p> <p>With the help of illustrations identify various artistic styles.</p> <p>Post Impressionism, Cubism, Picasso, Gauguin and Braque.</p>	<p>Read about the life story of Paul Klee and his involvement in the War.</p> <p>Identify his most significant paintings.</p>	<p>Identify the new artistic trends at the start of the century..</p>	<p>http://www.spartacus.schoolnet.co.uk/ARTklee.htm</p> <p>http://images.google.es/images?hl=es&q=paul%20klee&btnG=B%C3%BAsqueda&ie=UTF-8&oe=UTF-8&um=1&sa=N&tab=wi</p>

	Study examples of Rationalistic Architecture.	Study the source given to find out about Cubism.	http://www.bbc.co.uk/cbbc/art/howto/cubism/index.shtml
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TOPIC FOUR : THE INTER-WAR PERIOD

Assumed knowledge and skills from previous years

- 1) Understanding of the “2nd Industrial Revolution”: new machinery and new weapons.
- 2) Understanding the concept of Nationalism.
- 3) Discuss reasons for alliances between countries
- 4) Awareness of the new rights of women.
- 5) Identify Post Impressionism and Cubism.

Knowledge and understanding of the effects the Inter War period.

Students will learn to :

- Understand the results of The Treaty of Versailles.
- Identify the meaning of the expression “The Great Depression”.
- Describe the “Happy Twenties”
- Identify the new rising powers of the 30’s.
- Know the work of the Weimar Republic.
- Understand the meaning of life under the Nazi Regime.
- Appreciate the significance of “The Holocaust”.

Language for learning

Through the activities in this unit students will be able to understand, use and spell the following word correctly:

Defeat, humiliation, reparations, disarmament, land loss, League of Nations, minorities, boom, inflation, imports, Wall Street Crash, domino effect, Communism, Fascism, the “Führer”, the “Mein Kampf”, the “Reichstag Fire”.

Key Historical questions on the Topic

What was happening in Europe and the USA during the 20's?
What were international relations like during the inter-war period?
What was The Great Depression?
Why did totalitarian governments rise to power during this period?
Who were Franco and Mussolini?
Was the Weimar Republic doomed from the start?
Why did the Nazis have little success before 1930?
How much opposition was there to the Nazi Regime?
What did the Nazis offer the German population?
Did Nazi Germany believe they were a super-race?
What is the Holocaust? What was it like to live in Nazi Germany?
How did Artistic Expression develop during the Inter-War period?
What do we mean by Expressionism?

TOPIC FOUR: THE INTERWAR PERIOD

Hours	Lesson Outline	Activities/Assessment Criteria	Lesson Outcomes	Resources
1 Core	<p>What was happening in Europe and the USA during the 20's?</p> <p>Define the exact period of the Inter-War period.</p> <p>Referring back to the previous topics , discuss the social improvements of this period: Implementation of Democracy Better working conditions. Increase in political options.</p>	<p>Use a jumbled timeline to work out the period to be studied.</p> <p>By using a source from the 1920's draw an inference map which proves the social progress of the period.</p>	<p>Define a period of prosperity for many countries in Europe and America.</p> <p>Relate peace to better social conditions.</p> <p>Be aware of new commercial links. USA became dominant/many countries had debts.</p>	<p>http://www.historylearningsite.co.uk/weicons.htm</p> <p>GCSE Success –Letts Pp55</p> <p>http://www.learnhistory.org.uk/germany/</p>
1 Core	<p>What were the international relationships like during the Inter - War period?</p> <p>Remind students of Germany's defeated position and the high cost compensations.</p> <p>Locate on a map the new European pattern.</p> <p>Discuss the meaning of "The Happy/Roaring 20's".</p> <p>Explain the implications of the New York Crash in 1929.</p> <p>Define the meaning of "The New Deal".</p>	<p>Remind students on the board of the price of defeat.</p> <p><u>Study a map of</u> the period to revise the political situation.</p> <p><u>Study pictures</u> on the site. Draw an inference map and check with the information given in the text.</p> <p><u>Table:</u> success and failure of the New Deal. Short multiple choice test.</p>	<p>Understand the difficult price Germany was expected to pay.</p> <p>Remember Europe's pattern during this period.</p> <p>Understand the USA's boom and its consequent crash." The Wall Street Crash".</p> <p>Examine the effects of the " Great Depression" and the "New Deal".</p>	<p>http://www.learnhistory.org.uk/germany/</p> <p>GCSE History-CGP,pp 159</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/usa/walldepressionrev3.shtml</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/usa/successorfailurev2.shtml</p>

1 Core	<p>Why did totalitarian governments rise to power during this period?</p> <p>List the reasons which resulted in dictatorship: need for strong governments, fear of communism, failure of disarmament..</p> <p>Explain how unemployment and depression can cause unrest.</p> <p>Locate the countries where dictatorial governments appeared: Spain, Italy, Greece, and Portugal.</p>	<p>Draw two lists: a) results of the Depression, b) political consequences.</p> <p>List the causes of depression.</p> <p>Give students a written definition of the word “Fascism” and its origin. List of Fascist European countries Reflect on the use it is given today.</p>	<p>Relate depression to discontent.</p> <p>Understand the reasons for growing unrest in Europe.</p> <p>Identify the new European dictatorships and relate them to our present political situation.</p>	<p>GCSE History (CGP) pp 70,76, 77.</p> <p>http://www.counterpunch.org/leupp1003.html</p> <p>http://www.historylearningsite.co.uk/life_in_fascist_italy.htm</p> <p>Picture of the “Guernica”</p>
1Core LL	<p>Who were Franco and Mussolini?</p> <p>Contrast and compare their characters.</p>	<p>Research on Franco and Mussolini.</p> <p>Write two short biographies comparing the two characters.</p>	<p>Learn about two dictators that have greatly influenced Spanish History.</p>	<p>http://www.historylearningsite.co.uk/life_in_fascist_italy.htm</p>

1 Core IGCS	<p>Was the Weimar Republic doomed from the start? Define the Weimar Republic.</p> <p>Discuss to what extent the Republic recovered after 1923.</p> <p>Summarise the achievements of the Weimar period: end to hyperinflation, loans from the USA.</p>	<p>Read a text about the Weimar Republic. Select the points in favour of democracy and progress. List of main events during the Republic.</p> <p>Hangman: Use web link</p>	<p>Define the Weimar Republic and understand it was a very difficult period for Germany.</p> <p>Learn of the success of the republic during this period.</p> <p>Know who G. Stressman was.</p>	<p>http://www.historylearning-site.co.uk/weicons.htm</p> <p>http://images.google.es/images?q=Weimar+Republic&ndsp=20&svnum=10&um=1&hl=es&start=60&sa=N</p> <p>http://www.schoolhistory.co.uk/games/fling/weimargerm/any/index.shtml</p> <p>http://www.johndclare.net/Weimar_revision.htm</p>
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1 Core IGCSE	<p>Why did the Nazis have little success before 1930?</p> <p>Examine the early years of the Nazi Party: their ideas and their methods: The Mein Kampf.</p> <p>How much opposition was there to the Nazi regime?</p> <p>Discuss how effectively the Nazis dealt with their political opponents: The Reichstag Fire.</p>	<p>See copies of the Mein Kampf on Google.</p> <p><u>Brainstorm</u> children: why would you /wouldn't you vote for the Nazi Party?</p> <p>Study live pictures of the Reichstag Fire.</p>	<p>Reflect on the effectiveness of violent methods to achieve power.</p> <p>Identify the negative aspects of the Nazis; violent, anti-semitic.....</p> <p>Point out how an unpredicted event can cause turmoil.</p>	<p>http://images.google.es/images?q=Mein+kampf&ndsp=20&svnum=10&um=1&hl=es&start=100&sa=N</p> <p>GCSE Histoy (CGP) pp 107-111</p> <p>Warm up Questions and Sources C and D.p111.Exam Questions.</p> <p>http://images.google.es/images?q=Reichstag+Fire&ndsp=20&svnum=10&um=1&hl=es&start=40&sa=N</p>
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<p>1 Core</p>	<p>What did the Nazis offer the German population?</p> <p>Discuss their proposals: jobs, loans, strong leadership, someone to blame.</p> <p>How did Hitler take power?</p> <p>Study the March 1933 election results to explain how this event could come about.</p>	<p>Read a very clear document with the many proposals Hitler made to the Germans.</p> <p>Draw a diagram with the main events that helped Hitler gain power.</p> <p>Study the results of the elections to understand how the Nazi's won.</p> <p>Use different real sources that show how Hitler won the people over.</p>	<p>Understand why many Germans were glad to vote for Hitler: he offered a solution for all.</p> <p>Analyze how a democratic election allowed a dictator to rise to power.</p> <p>Realise how cleverly political meetings were organized.</p>	<p>Source A(pp111-CGB History) http://www.schoolhistory.co.uk/gcse/links/indepth/germany/resources/hitlerpromises.pdf</p> <p>http://www.schoolhistory.co.uk/year9links/hitler_sheets.shtml</p> <p>http://www.schoolhistory.co.uk/year9links/riseofhitler/Hitlerscontrol.pdf</p> <p>“The result of the 1933 election in Germany” Lett’s GCSE Success pp56.</p> <p>http://www.historystuff.co.uk/index2.html</p>
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1 LL IGCS	<p>Did Nazi Germany believe they were a super-race?</p> <p>Reflect on the Nazi's idea of <u>inferior races</u>: Jews, blacks, gypsies, homosexuals and Slavic people.</p> <p>Analyse the effects of the "<u>Kristallnacht</u>" in 1938. Hindenburg's death.</p> <p>Evaluate to what extent the German population was aware of the cruelty used by their government</p>	<p><u>Reading</u>: Ann Frank's Diary.</p> <p><u>Reading</u>: Grapes of Wrath</p> <p>Use a <u>timeline</u> showing the main attacks on the Jews in the 1930's.</p> <p><u>Draw an idea diagram</u> on how the Nazis gradually eliminated the Jews.</p>	<p>Learn about Hitler's ideas on a "super race and an "inferior race". The Mein Kampf ("implementation of euthanasia for the unfit").</p> <p>Study a sadly famous event "The Crystal Night " and how it affected th Jews.</p> <p>Examine and discuss how an educated society can sometimes turn a blind eye to unfair policies.</p>	<p>http://www.historywiz.com/racialhygiene.htm</p> <p>http://www.learnhistory.org.uk/germany/</p> <p>http://www.schoolhistory.co.uk/lessons/germany/jews.html</p>
1 Core	<p>What is the <u>Holocaust</u>?</p> <p>With the help of real images, reflect on the significance of the "Final Solution" in 1942. Auschwitz, Treblinka....</p> <p>Analyse the reaction of the Jewish people to the persecution.</p> <p>Using facts establish the numbers of mass murders committed.</p>	<p>Power point on the Holocaust.</p> <p>Study web on the Holocaust (some images may be shocking).</p>	<p>Learn about the methods used to massacre the Jews: ghettos and concentration camps.</p> <p>To try and understand why so many Jews stayed in Germany.</p> <p>To establish the full extent of Nazi crimes.</p>	<p>http://www.schoolhistory.co.uk/gcse/links/indepth/germany/germany_worksheets.shtml</p> <p>http://www.historywiz.com/holocaust-mm.htm</p> <p>http://www.historywiz.com/camp.htm</p>

1 IGCS	The Nazi regime: what was it like to live in		Reflect on the	
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	<p>Nazi Germany?</p> <p>Investigate how young people reacted to the Nazi regime. <u>The Hitler Youths.</u></p> <p>Examine the Nazi policies towards women and the family.</p> <p>Discuss whether many people benefited from the Nazi rule: work and leisure, decrease in unemployment.</p> <p>Study how culture and mass media were used by the Nazi regime to control the German population.</p> <p>Explain how the coming of War changed life in Germany. The Four Year Plan.</p>	<p>Read a real definition of a “young German”. <u>Discuss.</u></p> <p><u>Complete an idea diagram</u> on the role of women under the Nazis: marriage, work, education breeding programs..</p> <p>List the social improvements that did exist for some Germans.</p> <p>Analyze how mass media was used to indoctrinate the people.</p> <p>Reading comprehension on propaganda during the Nazi period.</p> <p>Complete an idea diagram on the economy during this period.</p>	<p>indoctrination methods used on children.</p> <p>Discuss the role of women in Nazi Germany: equality but different roles.</p> <p>Look at some social improvements: less unemployment and leisure organizations.</p> <p>Study how propaganda can influence people’s ideas.</p> <p>Know about the Four Year Plan.</p>	<p>http://www.historylearningsite.co.uk/hitler_youth.htm</p> <p>http://www.schoolhistory.co.uk/lessons/germany/women.html</p> <p>GCSE Success-History,pp60&61</p> <p>http://www.historywiz.com/antiseptic.htm</p> <p>http://www.schoolhistory.co.uk/lessons/germany/propaganda.html</p> <p>http://www.schoolhistory.co.uk/lessons/germany/economy.html</p>
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1 Core	<p>How did Artistic Expression develop during the Inter-War period?</p> <p>Discuss the influence of poster propaganda to spread political ideas: Communist and Nazi posters.</p> <p>With the help of illustrations observe the new changes in architecture: new materials, new concepts. “The Bauhaus” movement.</p> <p>Locate and discuss why Paris and New York became artistic centre points.</p>	<p>Study various posters of the period and discuss whether they meet their purpose.</p> <p>Research and production of a poster showing the different trends.</p> <p>Research and diagram on the different cultural institutions that appeared: Guggenheim Museum New York.</p>	<p>Understand the usefulness of political propaganda.</p> <p>Identify new designs.</p>	<p>http://www.library.northwestern.edu/otcgi/digilib/llscgi60.exe?QUERY=jpeg&REGION=M8561Z&db=2&SIZE=10&SORTBY=M653</p> <p>http://www.calvin.edu/academic/cas/gpa/posters2.htm</p> <p>http://www.internationalposter.com/ru-text.cfm</p> <p>http://en.wikipedia.org/wiki/Bauhaus</p> <p>http://architecture.about.com/od/skyscrapers/ig/World-s-Tallest-Buildings/Empire-State-Building.htm</p>
1 Core Art	<p>What do we mean by Expressionism?</p> <p>Name and identify the most important artists : Kirchner and Klee.</p> <p>Why did the concept of Art change so much?</p> <p>Discuss abstract painting: Piet Mondrian, Vassily Kandinsky. <i>De Stijl</i> magazine.</p>	<p>Web quest on Abstract Expressionism.</p>	<p>Identify and learn about the work of a few famous artists. Kirchner, Klee, Mondrian and Kandinsky.</p> <p>Learn how artists used magazines to inform the public of their new styles.</p>	<p>http://www.georgetown.edu/faculty/hiltona/sem30s.htm</p> <p>http://www.guggenheim.org/history.html</p> <p>http://www.huntfor.com/arthistory/C20th/expressionism.htm</p> <p>http://www.huntfor.com/arthistory/C20th/destijl.htm</p> <p>http://oak.cats.ohiou.edu/~cl203888/mondrian1.html</p>

		Web quest on P. Mondrian		
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TOPIC FIVE: RESTORATION AND REPUBLIC IN SPAIN 1875 TO

Assumed knowledge and skills from previous years:

- 1/ Some basic knowledge of political systems, society and economy.
- 2/ Knowledge of the previous Spanish Monarchs.
- 3/ Use of maps, chronology bars and graphs to visualize change in history.
- 4/ Ability to analyse causation in history.
- 5/ Ability to analyse change in history.
- 6/ Cooperative skills to handle a Project Work.

Knowledge and understanding of the Restoration and the Second Republic

Students will learn to:

- Describe the social, political and economic situation of Spain between 1875 and 1936.
- Distinguish the different political systems in that period in Spain.
- Understand the crisis of the Monarchy of Alfonso XIII.
- Identify the features that connect Spanish politics to fascism.
- Distinguish the different governments of the Second Republic.
- Develop skills and knowledge related to texts, maps, graphs, images and works of art.

·Consolidate chronology skills.

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell the following words correctly:

Abdication, *pronunciamiento*, moderate, liberal, liberalism, absolutist, democrat, anarchist, regent, parliamentary monarchy, *cacique*, *caciquismo*, *cesante*, *turnismo*, Restoration, dictator, dictatorship, CEDA, PSOE, Popular Front, strike, miner’s revolt, dark biennium, military uprising.

KEY QUESTIONS:

What was the Restoration?

Why did the parliamentary monarchy fail?

What were the basic problems of Spain?

How did Economy affect politics and vice versa?

What was “The Disaster”?

Why was there a crisis of governability?

What was the disaster of Annual?

What is a *pronunciamiento*?

Why did the Monarchy collapse?

What was the Second Republic?

What reforms were undertaken?

Why did the Republic fail?

This lesson is presented in two different ways. Either as project work or with a more academical type of planning.

Hours	Lesson Outline	Activities/Assessment Criteria	Lesson Outcomes	Resources
1 Core	<p>What was the Restoration? Return of the Bourbon Monarchy under Alfonso XII.</p> <p>What were its most important features?</p>	<p>Brainstorm: Define the term <i>parliamentary monarchy</i> and the historical term Restoration.</p> <p>Define terms like <i>turnismo</i>, <i>cesante</i>, <i>caciquismo</i> and Regenerationism.</p>	<p>Consolidate political concepts.</p> <p>Understand specific features of Spanish liberalism.</p>	<p>http://concise.britannica.com/ebc/article-9361475/constitutional-monarchy</p> <p>“Spain: a History” Ed. Raymond Carr Chapter 8</p>

	<p>Why did the parliamentary monarchy fail? Political instability.</p> <p>What two different political systems were there in Spain between 1875 and 1936? The Monarchy and the Republic.</p>	<p>Reading an appropriate text analyse the reasons why the Restoration failed. Obtaining a general overview of the period preceding the Second Republic.</p> <p>Create an outline table or timeline of the Monarchy and the Second Republic including the names of the Monarchs, the Presidents of the Republic and the most important dates.</p>	<p>Understanding causes of political failure.</p> <p>General understanding of the evolution of the political system between 1875 and 1936.</p>	<p>http://libro.uca.edu/payne2/payne24.htm http://www.britannica.com/eb/article-9005678/Alfonso-XIII</p> <p>http://rulers.org/ruls3.html http://en.wikipedia.org/wiki/Spain_under_the_Restoration http://en.wikipedia.org/wiki/Second_Spanish_Republic</p>
1 Core	<p>What were the basic problems of Spain?</p> <p>What was the population of Spain like?</p> <p>What was the Agrarian problem?</p> <p>What was industry like?</p> <p>How did economy affect politics and vice versa?</p> <ul style="list-style-type: none"> • What was “The Disaster”? • What new political parties appeared? • Was there a spiritual crisis? 	<p>Analyse the facts related to the growth of Spanish population around 1900’s.</p> <p>Analyse landownership and the main features and problems of the Spanish agricultural system.</p> <p>Create or analyse a map showing where industries were settled and what the industrial sectors were.</p> <p>Write a short summary of the problems analysed and explain why a modernization in all sectors was necessary.</p>	<p>Describe the features that define this period in Spain.</p> <p>Awareness and understanding of the complex political, social and economic</p>	<p>“Historia de España” Pierre Vilar Chapter IV</p> <p>http://libro.uca.edu/payne2/payne24.htm</p> <p>http://www.humboldt.edu/~jcb10/spanwar.shtml#anchor345057#anchor345057</p>

	<ul style="list-style-type: none"> • What was the <i>Institución Libre de Enseñanza</i>? • What great writers were there? 		situation of Spain before the Second Republic.	http://www.nypl.org/research/chss/epo/s/panexhib/page_2.html
1 Core	<p>Why was there a crisis of governability? Alfonso XIII and political crisis.</p> <p>What was the disaster of Annual? The colonial situation of Spanish Morocco.</p> <p>What is a <i>pronunciamiento</i>? How many were there between 1874 and 1936? Who was Primo de Rivera?</p> <p>Why did the Monarchy collapse?</p>	<p>Read the letter written by the King and published by the newspaper ABC. Study this primary source. Analyse different data like the fact that there were <i>thirty two governments between 1902 and 1923</i>. Create a timeline or a graph to highlight this situation.</p> <p>Write a newspaper article about the Disaster of Annual.</p> <p>Create a table showing the different <i>pronunciamientos</i> and their consequences. e.g. Pronunciamiento de Sagunto 1874; General Martinez Campos; Restoration of the Bourbon dynasty. Analyse the problems solved by the dictatorship and the new problem which appeared.</p>	<p>Awareness of the difficulty of governing a country on the verge of the collapse of liberalism.</p> <p>Understand the role of Spain after the 1898 crisis and the importance of the control over Morocco.</p> <p>Understand how politics were transformed by the intervention of the military forces.</p>	<p>http://www.fuenterrebollo.com/faqs-numismatica/alfonso13-abc.html “Spain: a History” Ed. Raymond Carr Chapter 8 http://www.fuenterrebollo.com/faqs-numismatica/alfonso13-gobiernos.html</p> <p>http://www.onwar.com/aced/data/romeo/rif1919.htm</p> <p>http://www.photius.com/countries/spain/national_security/spain_national_security_historical_role_of_t~110.html definition of pronunciamiento.</p> <p>http://www.britannica.com/eb/article-70442/Spain</p> <p>http://libro.uca.edu/payne2/payne24.htm</p>

	Exile of Alfonso XIII.	Analyse the figure of <i>Alfonso XIII</i> and his failure in solving the crisis of the parliamentary monarchy. Create a diagram showing his weak points.	Understand causation and political crises in this period.	http://platea.pntic.mec.es/~anilo/abuelos/marco1.htm
1 Core	<p>What was the Second Republic? What happened in April 1931?</p> <p>What was the first government like? What reforms were undertaken? What happened in <i>Casas Viejas</i>?</p> <p>Why was the second government called the dark biennium? What happened in October 1934? The policy and the nature of the second government and the different forces that were behind the political scene.</p> <p>Why did the Republic fail? Governments unable to reach a consensus. Poverty. Social unrest.</p>	<p>Analyse images about the proclamation of the Second Republic. Define this new system of government and give reasons for its success in the municipal elections of April 1931.</p> <p>Create a timeline showing the different governments in Spain between 1931 and 1936/39. Create a table showing the different reforms that were put into action, their expected results and how they evolved.</p> <p>Explain the causes and the consequences of the conflict in Asturias.</p> <p>Write a well organised essay about the failures of the Second Republic.</p>	<p>Be aware of the changing political situation.</p> <p>Awareness of the political actions taken to modernize Spain.</p> <p>Evaluate the new tendency of the government and how it changed the previous reforms.</p> <p>Evaluate the conflicting forces that made it impossible for Spain to reach a consensus in all the</p>	<p>http://guerracivil.sotmar.net/pagina2.htm</p> <p>http://www.historiasiglo20.org/HE/13.htm</p> <p>http://platea.pntic.mec.es/~anilo/abuelos/marco2.htm</p> <p>http://libro.uca.edu/payne2/payne25.htm</p> <p>“The Spanish Republic and The Civil War (1931-1939) Gabriel Jackson</p> <p>http://www.answers.com/topic/second-spanish-republic</p>

	Military status.		important reforms.	
5/6 Optional to Core	<p>PROJECT WORK OPTION</p> <p>Dossier of Spain circa 1930:</p> <ul style="list-style-type: none"> ·Political stability ·Economy: Spain's wealth ·Population matters ·Need of modernization: Agriculture and Industry ·Industrial competitors. 	<p>Project Work</p> <p>Teacher represents an American businessperson interested in moving her/his firm into Spain.</p> <p>Students represent an American Market Research company. They must investigate the viability of such an enterprise.</p> <p>Students must create and present their dossier and PowerPoint to the teacher/ businessperson Providing information about basic aspects that could affect the company's development.</p> <p>The final tasks are the document (DOSSIER) and a CLASS PRESENTATION about Spain in 1930.</p>	Awareness and understanding of the complex political, social and economic situation of Spain at the beginning of the twentieth century.	<p><u>In this process both the school library and the computers' room are advisable.</u></p> <p><u>The web pages, textbooks and reference books are the same as in the following lessons.</u></p>

TOPIC SIX: THE SPANISH CIVIL WAR 1936-1939

Assumed knowledge and skills from previous years:

- 1/ Ability to understand real texts.
- 2/ Ability to analyse and describe historical images.
- 3/ Understanding of Spanish social and political situation before 1930.
- 4/ Ability to analyse documents and sources with opposing points of view.
- 5/ Use of maps, chronology bars and graphs to visualize change in history.
- 6/ Ability to analyse and assess works of art.

Knowledge and understanding of the Restoration and the Second Republic

Students will learn to:

- Develop skills and knowledge related to texts, maps, graphs, images and works of art.
- Know the causes that led to a Civil War.
- Distinguish the two contending sides.
- Know the international response to the War.
- Describe the evolution of the conflict and its most important battles.

- Explain the victory of Franco and the causes and consequences of this victory.
- Become aware of the need to enhance dialogue to solve conflicts.
- Become aware of the disastrous outcome of a Modern War.

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell the following words correctly:

Civil War, total war, military uprising, coup d'état, CNT, POUM, AIT, International Brigades, Garibaldi, Corpo Truppe Volontarie, Legion Condor, Abraham Lincoln, rebels, reds, nationalist, crusade, militia, Bolshevik, Nazi, fascist, union, ammunition, tanks, Soviet Union, Non-Intervention Committee .

KEY QUESTIONS:

What was the Spanish Civil War?

What happened during the first hours? Why did the rebels fail?

What were the causes and aims of the military uprising?

What does the term “the two Spains” refer to?

What did other nations do? What was the International Brigade?

Who helped the Spanish soldiers?

What were the most important battles?

Why did the Nationalists win?

What were the weaknesses and the strengths of both contenders?

What happened to people on both fronts?

Hours	Lesson Outline	Activities/Assessment Criteria	Lesson Outcomes	Resources
1 Core	<p>What was the Spanish Civil War? Using Picasso's Guernica as a primary source.</p> <p>Where is Guernica? Does the city of Guernica have any symbolic value for the Basques?</p> <p>What historical event is represented in the painting? German and national bombing of Guernica.</p>	<p>Collect and show pictures of Picasso's Guernica.</p> <p>Locate the city of Guernica in an outline map and provide reasons for its having been bombed.</p> <p>Observe and describe the painting; give some explanations to the symbolism in the painting.</p> <p>Explain the purpose and assess the importance of this painting.</p>	<p>Evaluation of the whole process of war.</p> <p>Empathise with the people who suffered the first bombing of a city in history.</p> <p>Draw conclusions from an artistic source.</p>	<p>http://web.org.uk/picasso/guernica.html</p> <p>http://www.pbs.org/treasuresoftheworld/nav/guernica_nav/main_guerfrm.html</p> <p>http://lacucaracha.info/scw/diary/1937/may/pavillon/index.htm</p>

2 Core	<p>What happened during the first hours of the coup d'état? Why did the rebels fail? Franco expected to take complete control. Resistance in Barcelona and Madrid.</p> <p>What were the causes and aims of the military uprising? Reasons and aims of Franco's coup.</p> <p>What does the term "the two Spains" refer to? "Reds" and "Nationalists": What did they believe in? Social and economic composition of both.</p>	<p>Read an article from the Guardian. On a map of Spain show the first movements of the rebels and the territory they occupied; then show how the government retaliated.</p> <p>Read web pages. Complete a spider graph showing the causes of the uprising.</p> <p>On a table show the different words used to refer to the two contenders e.g. Reds vs. Nationalists; Government vs. Rebels; the Crusade, etc.</p> <p>Draw a template showing the social groups, the aims of each of the two contenders and their most important leaders.</p>	<p>Understand the tension generated in Spain on 18th July, 1936.</p> <p>Understand causation in a conflict.</p> <p>Evaluation of the different positions taken at the outbreak of the conflict.</p>	<p>http://www.guardian.co.uk/fromthearchive/story/0,,1822726,00.html</p> <p>http://platea.pntic.mec.es/~anilo/abuelos/marco3.htm</p> <p>http://www.geocities.com/Athens/Olympus/1560/work01.htm#carozza3</p> <p>http://www.spartacus.schoolnet.co.uk/Spain-Civil-War.htm</p> <p>http://www.fsmitha.com/h2/ch19sp.htm</p>
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1 Core	<p>What did other nations do? What was the International Brigade? International aid and interests.</p> <p>How did Mussolini and Hitler help the rebels? Who sold petrol to the rebels? Outside help received by the Nationalists. Texaco Corporation.</p> <p>How did Mexico help the government? And the Soviet Union? Military and financial aid.</p>	<p>Read a letter from those sent home by the soldiers who came to help. Focus on the context and the different scenes described to their families.</p> <p>Create a diagram or table showing how some countries helped both sides even though there was an agreement called “The Non-Intervention Committee”.</p>	<p>Empathy with people from our recent past.</p> <p>Draw conclusions from historical events.</p> <p>Assess the importance of international help.</p>	<p>http://www.english.uiuc.edu/maps/scw/letters.htm</p> <p>http://www.alba-valb.org/</p> <p>“Land and Freedom” film by Ken Loach</p> <p>Series of documentaries by Granada Television “La Guerra Civil Española” “La Guerra de los idealistas”</p> <p>http://www.agor.org.uk/cwm/learning_paths/spanish_1.asp</p>
1 Core LL	<p>Who helped the Spanish soldiers? International aid. Soldiers and Troops. International feelings about the conflict.</p>	<p>Research web pages about the biographies of people who fought in the International Brigade or any of the Troops helping the Rebels. Write a short biography focusing on the ideals and the way these people saw the war at a later moment.</p>	<p>Empathy with people from our recent past.</p>	<p>http://www.english.uiuc.edu/maps/scw/letters.htm</p> <p>http://www.alba-valb.org/</p> <p>http://www.agor.org.uk/cwm/learning_paths/spanish_1.asp</p> <p>“Land and Freedom” film by Ken Loach</p> <p>Series of documentaries by Granada Television “La Guerra Civil Española” “La Guerra de los idealistas”</p>

1 Core	<p>What was the course of the war? The different stages of the war. Franco's attempts to control Madrid.</p> <p>Which were the most important battles? Guadalajara, Brunete, Jarama and Ebro.</p>	<p>Examine some pictures of the civil war and brainstorm ideas of how a <i>pronunciamiento</i> changed into a Civil War and then into Total War involving all the population.</p> <p>On several maps of Spain show the different stages of the war and how Franco's troops tried to reach Madrid. The isolation of some important cities: Bilbao, Barcelona and Madrid.</p> <p>Create a table or a chronological chart with the most important battles; their location, their outcome and the parties involved.</p>	<p>Empathy with the people living that period.</p> <p>Understand the course of the war and the military objectives of both contenders.</p>	<p>http://www.english.uiuc.edu/maps/scw/phoessay.htm</p> <p>http://lacucaracha.info/scw/diary/index.htm</p> <p>http://www.users.dircon.co.uk/~warden/scw/scwevent.htm</p> <p>http://www.spartacus.schoolnet.co.uk/Spanish-Civil-War.htm</p>
1 Core	<p>Why did the Nationalists win? What were the weaknesses and the strengths of both contenders? Military superiority of the Nationalists.</p> <p>What happened to people on both fronts? Victory, exile and repression.</p> <p>What was the most atrocious aspect of this war? Total War involves all the population.</p>	<p>Read relevant sources and examine the factors leading to the victory of the Nationalists.</p> <p>Read the relevant sources and write an essay about exile, repression and the new governing forces of the country.</p> <p>Match the figures to what they represent (Death toll and other victims). Gabriel Jackson provides figures related to deaths</p>	<p>Understand the result of the victory.</p> <p>Understand the outcome of the war in terms of population movements and political repression.</p> <p>Empathy with those</p>	<p>http://platea.pntic.mec.es/~anilo/abuelos/marco8.htm</p>

	Death toll, victims, exile and destruction	and victims in the Civil War. Write a short essay about “the fact, event or image that the students found most atrocious, giving a reason why”.	people who suffered the war.	Gabriel Jackson last chapters Appendix D
1 to several hours LL	Did any famous writer experience the Civil War? E. Hemingway, G. Orwell, etc.	Reading an article or novel related to the experiences of some famous writers in Spain.	Empathy with the writer. Experience a live and personal point of view of the events.	“For Whom the Bells Toll” E. Hemingway. A film is also available. “Homage to Catalonia” G. Orwell

TOPIC SEVEN: THE SECOND WORLD WAR

Assumed knowledge and skills from previous years:

- 1) Understanding the results of the Treaty of Paris.
- 2) Knowledge of life in Germany under the Nazi regime.
- 3) Identification of leading powers in the 30’s.
- 4) Use of texts, images, internet, etc to gather and organise information.
- 5) Be aware of the Holocaust and its effects on the European population.

Knowledge and understanding of the Second World War

Students will learn to:

- Identify the events that set off the war.
- Understand the meaning of “Appeasement”.

- Locate the development of the war on a map.
- Identify all the powers involved in the war.
- Recognise the effort made by the Allies to defeat Germany.
- Research on significant figures from the Second World War: Winston Churchill.
- Discover how Britain lived during the War.

Language for Learning

Through the activities in this unit pupils will be able to understand, use and spell the following words correctly: “Lebensraum”, ”Appeasement”, rearmament, diplomacy, campaigns, Blitzkrieg, supplies, retreat, severe weather, the desert war, Afrika corps, launch an attack, loose a battle, U-boats, Pearl Harbour, the Normandy landings, surrender, morale boosting, industrial production.

Hours	Lesson Outline	Activities/Assessment Criteria	Lesson Outcomes	Resources
1 Core	<p>Which were the causes of the Second World War?</p> <p>Revise The Paris Peace Treaty.</p> <p>Explain on a map and understand Hitler’s foreign policy “<u>Lebensraum</u>”.</p> <p>Discuss the steps Germany took toward war.</p>	<p>Draw a list of the major causes for the 2nd WW.</p> <p>Quiz on the causes of the War.</p> <p>Revision brain storm on the Paris Peace Treaty.</p> <p>Study a map which shows Hitler’s foreign policy.</p>	<p>Revise the Paris Treaty and appreciate the difficult situation Germany was in.</p> <p>Know the meaning of Hitler’s “Lebensraum”.</p> <p>Awareness of the steps Germany took between 1934 and 1939.</p>	<p>Lett’s GCSE Success Modern History pp14.</p> <p>http://www.historyonthenet.com/WW2/causesquiz.htm</p>

<p>1 Core</p>	<p><u>What do we know as The Policy of Appeasement?</u></p> <p>Use a few examples to explain Allied reaction: Anglo-German Naval agreement. Austria becomes part of Germany.</p> <p>Why were the Germans so successful in the campaigns of 1939 and 1940?</p> <p>Discuss the new weapons and the German Blitzkrieg.</p> <p>Point out the Allied division and their defensiveness.</p>	<p>On the map study the cases of The Rhineland, Austria and Czechoslovakia. Draw a flow map to indicate the excuses given.</p> <p>Read the declaration of war on Germany.</p> <p>Recognise the importance of new deadly weapons and their effect on invading Poland. Observe pictures of planes and their role in the war.</p> <p>Crossword on the first military actions.</p>	<p>Understand and assess the Policy of Appeasement.</p> <p>Be aware of what British people felt at that moment.</p> <p>Become familiar with war sites.</p>	<p>Lett's History Classbook Key Stage 3 pp202</p> <p>http://www.bbc.net.uk/history/british/britain_wtwo/ff1_declaration_war.shtml</p> <p>http://www.spartacus.schoolnet.co.uk/GERluftwaffe.htm</p> <p>http://www.historyonthenet.com/WW2/successfailurecrossword.htm</p>
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1 Core	<p>When did the tide change? How did the Allies stop the German advance?</p> <p>Locate and explain the consequences of operation Barbarossa. <u>Stalingrad</u>.</p> <p>Discuss how the USSR survived.</p> <p>Using maps and live image, understand the location and meaning of Desert War: <u>El Alamein</u>.</p>	<p>Study real documents and pictures of the period. Analyze the location, uniforms, building. Reflect on the extent of the destruction.</p> <p>Research into the deception methods used by the British in the Desert War.</p>	<p>Understand and evaluate the significance of the USSR in the war.</p> <p>Be aware of the hardships endured by the civil population.</p> <p>Visualize the geographical extent of the war.</p>	<p>http://users.pandora.be/stalingrad/</p> <p>http://homepages.maxnet.co.nz/bphp/print/frames.html</p>
1 Core	<p>Why did Japan launch an attack on <u>Pearl Harbour</u>?</p> <p>Examine the reasons for the attack and study its implications: war in the Pacific <u>Midway</u>, <u>Hiroshima</u> and <u>Nagasaki</u>.</p> <p>What do we mean by <u>the Normandy Landings</u>?</p> <p>Through real recordings visualize and explain <u>D-Day</u>: the massive significance of this operation.</p>	<p>Extracts of the film “Pearl Harbour”.</p> <p>By observing the pictures on line follow a time line of the major battles.</p> <p>Multiple choice on the previous page.</p> <p>Watch an extract of the film “D Day”. Answer comprehension questions. List the reasons why the Normandy landings were so successful.</p>	<p>Understand the implications of the nuclear bombs on Japan: end of the war and future International relationships.</p> <p>Value the sacrifice of thousands of men fighting for freedom.</p>	<p>http://www.historyonthenet.com/WW2/german_success_failure.htm</p> <p>GCSE Success pp 19</p> <p>http://images.google.es/images?hl=es&q=normandy+landings&btnG=B% C3% BAsqueda+de+i m% C3% A1genes&gbv=2</p>

1 Core	<p>Why was Germany defeated by The Allies?</p> <p>List and understand the reasons for the defeat:</p> <p>Too many fronts to defend. Heavy losses in Russia and Africa. America's support to the Allies. Allied bombing of Germany. Failure to defeat Britain in 1940. Resistance to the Nazis.</p>	<p>Crossword on basic vocabulary of the 2nd WW.</p> <p>Use an interactive picture book to travel through the war.</p>	<p>Understand the various reasons why Germany lost the War: Eastern Front, Support to Mussolini Failure to invade Britain Heavy bombing of Germany.</p>	<p>http://www.schoolhistory.co.uk/quizzes/wordsearch/wwii_wordsearch.html</p> <p>http://www.historyonthenet.com/WW2/picture_gallery.htm</p>
1 Core LL	<p>Who was Winston Churchill?</p> <p>Study Churchill's contribution to the outcome of the war and Britain's survival.</p>	<p>Research into the life and significance of Winston Churchill.</p>	<p>Have knowledge of a leading figure of European History.</p>	<p>http://cwr.iwm.org.uk/server.php?show=nav.00f</p> <p>http://www.historywiz.com/galleries/worldwar2images.htm</p>

<p>1 Ext.</p>	<p>How did Britain survive the War?</p> <p>Identify the ways Britain stood up to War : Blackouts , <u>the Blitz</u>.</p> <p>Conscription and the role of women.. Entertainment.</p> <p>The will to fight back.</p>	<p>Study different ways of survival ,the organization needed to survive the Blitz bombings.</p> <p>Use sources to study how schoolchildren lived during the War.</p> <p>List the reasons why the Normandy landings were so successful.</p> <p>Use sources showing weekly rationing and new recipes.</p> <p>Worksheet concerning real rationing documents.</p> <p>Reflect on the meaning of family separation and how significant railway</p>	<p>Be aware of the way Britain had to fight back.</p> <p>Compare and contrast schools today and during the War.</p> <p>Understand the concept of rationing.</p> <p>Appreciate how family life changed during the war.</p>	<p>http://www.learningcurve.gov.uk/homefront/boombing/blitz/default.htm</p> <p>http://images.google.es/images?svnum=10&hl=es&gbv=2&q=the+blitz&btnG=B%C3%BAscueda+de+im%C3%A1genes</p> <p>http://www.learningcurve.gov.uk/homefront/life/rationing/source1.htm</p> <p>“”The Home Front” by brenda Williams Heineman Library</p> <p>“Britain and the Great War”.Hodder and</p>
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HISTORY TOPIC EIGHT: A WORLD DIVIDED.

Assumed knowledge from previous years:

1. Understanding of social and political organisation.
2. The use of map skills to recognise differences in continents and countries throughout history.
3. Use of various sources to gather and classify information about a period.
4. Organising information into a coherent text or presentation form.

Knowledge and understanding of the Cold War.

- **The causes of the Cold War 1945-1949:** The Yalta and Potsdam Conferences.
- The problems facing the victorious countries at the end of the war.
- The Policies of the USSR in Europe 1945-1949.
- **Rivalry in Europe 1945-1949.**
- The Cold War.
- The policies of the USSR in Eastern Europe, Yugoslavia, Greece.
- Cominform.
- **The USA 1945-1949**
 - The Truman Doctrine 1947.
 - The Marshall Plan.
- The Berlin blockade and airlift 1948-1949.
 - Causes of the blockade.
 - Blockade and airlift.
 - The consequences of the Berlin Crisis.
- The policies of the USA and the USSR 1945-1949.
- The different views about who was responsible for the Cold War.

- **Tension and Détente 1950-1981**
- The Korean War 1950-1953.
 - The Causes of the Korean War.
 - The Main Events of the War.
 - The Results of the War.
- The Berlin Wall 1961
 - Berlin: a Cause of Tension.
 - Reasons why the Russians built the Berlin Wall.
- The Cuban Missile Crisis 1962.
 - Long and short term causes of the crisis.
 - The main events of the crisis.
 - The results of the crisis.
- The Vietnam War.
 - Reasons why America got involved in Vietnam.
 - Why America lost the war.
- Attempts at Détente 1953-1981.
 - Why both sides wanted détente.
 - Details of the arms race.
 - How détente continued in the 1970s and 1980s.
 - The reasons détente came to an end in the 1980s.

Language for learning:

The Cold War, The United Nations, The Iron Curtain, The Truman Doctrine, Containment, The National Security Act of 1947, The Marshall Plan, The Yalta Conference, The Berlin Airlift, NATO, The Warsaw Pact, Communist Revolution in China, Inchon Landing, The Korean War, Peaceful Co-existence, Nikita Khrushchev, Sputnik 1, The Eisenhower Doctrine, Fidel Castro, The Bay of Pigs Invasion, The Berlin Wall, The Cuban Missile Crisis.

Key historical questions in this unit.

- What was agreed, and not agreed, at Yalta and Potsdam?
- What is meant by the term “Cold War”?
- What happened in the Berlin blockade and airlift?
- Who was to Blame for the Cold War?
- What were the Policies of the USSR and the USA 1945-1949?
- Why was there so much tension between the Communist and Capitalist Countries?
- What was the Cuban Missile Crisis 1962?
- What was the Bay of Pigs Invasion?
- Why did America lose the war in Vietnam?
- What is decolonisation?

History Topic Eight: A World Divided

Hours	Lesson Outline	Activities/Assessment Criteria	Lesson Outcomes	Resources
1 Core	<p>What was the Yalta Conference (February 1945)? The problems faced by the World at the end of WWII. What was agreed: Germany would be demilitarised, war criminals punished, the country would be divided; Russia would join the war against Japan, Eastern European countries would hold free elections for new governments and the United Nations was created. What was not agreed: Stalin's demand for Polish land.</p> <p>What happened in the Potsdam Conference (July-August 1945)? How had the situation changed without Churchill? Disagreements at Potsdam. Agreements at Potsdam.</p>	<p>Make a table showing how the situation of the allies changed from the Yalta conference in February 1945 to the Potsdam Conference in July-August 1945.</p> <p>Describe the leaders of "the Big Three: Stalin, Churchill, and Roosevelt. What did they think of each other and what did they want for their countries?</p>	<p>Understand the problems facing the victorious countries at the end of WWII.</p> <p>Distinguish what was agreed and not agreed at Yalta and Potsdam</p> <p>Have an awareness of the policies of the USSR in Europe from 1945-1949.</p>	<p>http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/ideologicalifferencesrev1.shtml</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/yaltaandpotdamrev1.shtml</p> <p><u>Lett's Revise GCSE History (Pages 81-82).</u></p>

2 Core	<p>What was the Cold War?</p> <p>What were the Policies of the USSR and the USA 1945-1949? Yugoslavia. Greece. Cominform. The Truman Doctrine. The Marshall Plan.</p> <p>What was the Berlin blockade and airlift? The struggle over Berlin. The Blockade. The consequences of the Berlin Crisis. Who was to blame for the Cold War?</p>	<ul style="list-style-type: none"> • Reading “What was the Cold War?” Compare the systems of the United States and the Soviet Union during the Cold War. • PowerPoint Presentation: “The Cold War”. • Reading: “Berlin”. 	<p>Explain what is meant by the term “Cold War”.</p> <p>Understand the policies of the USA and the USSR 1945-1949.</p> <p>Be aware of the different views about who was responsible for the Cold War.</p> <p>Understand what happened in the Berlin blockade and airlift.</p>	<ul style="list-style-type: none"> • http://www.historylearningsite.co.uk/what%20was%20the%20cold%20war.htm <p>Lett’s History Classbook Key Stage 3 (Pages 222-227)</p> <ul style="list-style-type: none"> • http://www.virtualclassroom.net/tvc/oldwar/ppframe.htm • http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/ • http://www.historylearningsite.co.uk/berlin.htm
1 Core	<p>Why was there so much tension between the Communist and Capitalist Countries?</p> <p>The Korean War 1950-1953. The Causes of the Korean War. The Main Events of the War. The Results of the War.</p>	<ul style="list-style-type: none"> • Make a comparison chart of all the players in the Korean War and their gains and losses. 	<p>Understand the causes of the Korean War.</p> <p>Explain the events of the war.</p> <p>Describe the results of the war.</p>	<ul style="list-style-type: none"> • http://www.historylearningsite.co.uk/korea.htm • http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/

1 Core	<p>Why the Russians built the Berlin Wall? The Berlin Wall 1961; Berlin: a Cause of Tension.</p>	<ul style="list-style-type: none"> • Reading: “The Berlin Wall”. <p>From the Soviet point of view, write an essay on the building of the Berlin Wall.</p>	<p>Understand why Berlin was a cause of tension between East and West.</p> <p>Give reasons why the Russians built the Berlin Wall.</p>	<ul style="list-style-type: none"> • http://www.historylearningsite.co.uk/berlinwall.htm • http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/ <p>Lett’s History Classbook Key Stage 3 (Pages 228-229)</p>
1 Core	<p>The Cuban Missile Crisis 1962</p> <p>What was the Bay of Pigs Invasion? Long and short term causes of the crisis. The main events of the crisis. The results of the crisis.</p>	<ul style="list-style-type: none"> • Reading: “The Cuban Missile Crisis”. <p>List the five possible choices Kennedy had to consider to handle the missile crisis and decide what you would have done.</p>	<p>Have knowledge of the long and short-term causes of the crisis.</p> <p>Describe the main events of the Crisis.</p> <p>Understand the results of the crisis.</p>	<ul style="list-style-type: none"> • http://www.historylearningsite.co.uk/cuba.htm <p>Lett’s History Classbook Key Stage 3 (Pages 228-229)</p>
1 Core	<p>The Vietnam War Reasons why America got involved in Vietnam. Why America lost the War.</p>	<p>Study the tactics used by the Vietcong and by the Americans. Then study the opposition to the war in America and write an essay about why the United States lost the Vietnam War.</p>	<p>Explain why America got involved in Vietnam.</p> <p>Understand why America lost the War.</p>	<p>http://www.historylearningsite.co.uk/vietnam.htm</p> <p><u>Lett’s Revise GCSE History</u> (Pages 94-95).</p>

1 Core	<p>Attempts at Détente 1953-1981 Why both sides wanted détente Details of the arms race How détente continued in the 1970s and 1980s Why did détente come to an end in the 1980s?</p>	<ul style="list-style-type: none"> • Reading: “Détente” <p>Explain how Khrushchev’s statement summed up détente or co-existence: “We may argue, we may disagree with each other. The main thing is to argue without resort to arms in order to prove that one is right.”</p> <p>List the examples of relations between Russia and America improving and examples of them getting worse.</p>	<p>Define the term détente.</p> <p>Explain why both sides wanted détente.</p> <p>Give details about the arms race.</p> <p>Understand how détente continued in the 1970s and 1980s.</p> <p>Discuss the reasons détente came to and end in the 1980s.</p>	<ul style="list-style-type: none"> • http://www.historylearningsite.co.uk/detente.htm <p><u>Lett’s Revise GCSE History</u> (Pages 96-97).</p>
2 Core	<p>What is decolonisation? The fall of the European Empires. The formation of the British Commonwealth compared to Spanish decolonisation.</p>	<p>Write an essay about the good and bad points of colonisation and the consequences of decolonisation.</p> <p>Complete a map showing how the major European Empires gave the colonies their freedom after 1945.</p> <p>(LL) Research and write a simple report on the creation of Commonwealth and the implications it has today (economic, political, immigration, culture and education, and sport).</p>	<p>Understand why the age of European empire came to an end.</p> <p>Explain how the transfer of power sometimes leads to violence.</p> <p>Describe the consequences of the end of the empires.</p>	<p>http://www.britannia.com/history/euro/4/2_2.html</p> <p>http://users.erols.com/mwhite28/3d-world.htm (Map: dumping the colonies)</p> <p>http://www.pinkmonkey.com/studyguides/subjects/euro_his/chap6/e0606301.htm</p> <p>Lett’s History Classbook Key Stage 3 (Pages 228-229)</p> <p><u>Cambridge Modern World History Combined Edition.</u> (Pages 92-93.)</p>

TOPIC NINE: MODERN HISTORY AFTER 1973 AND VANGUARD ARTISTS

Assumed knowledge and skills from previous units:

1. Understanding of social and political organisation.
2. The use of map skills to recognise differences in continents and countries throughout history.
3. Use of various sources to gather and classify information about a period.
4. Organising information into a coherent text or presentation form.
5. The causes of the Cold War.

Knowledge and understanding of Modern History after 1973 and Vanguard Artists:

Pupils will:

- 1 Understand the significance of levels of inflation and unemployment and how they effect economic growth.
- 2 Know how development was hindered in the third world.
- 3 Understand the causes and consequences of the Arab/Israeli conflicts.
- 4 Be aware of the sequence of events that lead to the fall of the Soviet regimes in Eastern Europe.
- 5 Consider how international relations changed in the new world order.
- 6 Understand the reasons for conflicts and tensions.
- 7 Consider the main trends in art in the post war period.

Language for Learning

OPEC, GNP, crude oil, inflation, recession, unemployment, neutral alliance, neo-colonialism, repression, corruption, raw materials, Yom Kippur, Gorbachev, perestroika, glasnost, Yeltsin, privatisation, bloc, Lech Walensa, Reagan, Bush, Saddam Hussein, Afghanistan, Al Qaeda, Taliban, informalism, hyperrealism

Key Questions:

- When and why did the period of western economic growth end?
- What were the social, economic and political causes of the crisis?
- What were the consequences in the west? What measures were taken?
- What have been the causes and consequences of the Arab-Israeli wars?
- What was neocolonialism?
- How were the trade relationships between the new independent states and the richer countries unequal?
- What were Gorbachev's reforms: Perestroika and Glasnost?
- How did the Eastern bloc countries change?

- How many Republics was the USSR broken into, and where were the main conflicts and incidents?
- How would you define the new international situation after the fall of the Communist regimes?
- Why did the US army intervene in Afghanistan and again in Iraq in 2003, and what international support did they receive?
- What have been the main art trends in the Post War period?
- Who have been the most relevant artists, sculptors and architects, and what are the characteristics of their work?

Hours	Lesson Outline	Activities/Assessment Criteria	Lesson Outcomes	Resources
2 Core	<p>The Oil Crisis LINK Geography 3rd ESO Sustainable Energy Resources. When and why did the period of western economic growth end? What were the social, economic and political causes of the crisis? What were the consequences in the west and what measures were taken? Explain that the period of strong economic growth in the industrialised world ended in 73-74 due to many complex reasons, including high salaries, increased production costs, lower profits, and market difficulties due to competition (industrialised world) and poverty (third world).</p>	<p>Extract information from a variety of sources, books, news footage etc.</p> <p>Describe the changes in the price of crude oil using graphs.</p> <p>Consider the changes in GDP, unemployment levels and prices of the industrial countries.</p> <p>View images of the energy crisis.</p>	<p>Understand why the 30 year period of stability of economic growth ended.</p> <p>Know how the price of crude oil affected the production costs and therefore, price.</p> <p>Understand the significance of levels of inflation and unemployment for economic growth.</p> <p>Know the implications of</p>	<p>http://www.ccds.charlotte.nc.us/History/MidEast/04/horton/horton.htm</p> <p>http://homepage.mec.com/dov_rosenberg/opec_lesson_plan.html</p> <p>http://en.wikipedia.org/wiki/1973_oil_crisis</p> <p>http://www.wtrg.com/prices.htm</p>

	<p>Connect the increase in production prices to the increase in oil prices.</p> <p>Consider the changes in industrial production in the industrial and third world.</p> <p>Show how the Socialist and Social Democratic governments tried to control inflation and unemployment, and how the subsequent Right wing governments followed the American liberal model.</p> <p>Briefly examine the worsening of international tensions from 1973-USA retreated from Vietnam to 1983 the launch of Star Wars (Reagan).</p>		<p>an energy shortage.</p>	
1 Core	<p>Third World Tension LINK Geography 3rd ESO Trade aid and Development. How were the trade relationships between the new independent states and the richer countries unequal?</p> <p>Explain how the nineteenth century colonies that achieved independence by negotiation or military means were faced with political, social and economic problems. Series of principles agreed at Bandung Conference 1955, and neutral alliance.</p> <p>Consider neo-colonialism and how prices for third world exports, dependence on loans and</p>	<p>Make a table to show the effects of neo-colonialism on various African and Asian countries.</p> <p>Examine the principles established at the Bandung Conference.</p> <p>Define neutral alliance.</p> <p>Locate military dictatorships of the period on maps.</p> <p>Give examples of neutral alliance- Cuba, Yugoslavia.</p>	<p>Know the political, social and economic problems that emerged in the new states.</p> <p>Explain how the rich countries controlled the prices of raw materials and how development was hindered.</p> <p>Understand the term Neo-Colonialism.</p>	<p>http://en.wikipedia.org/wiki/Neocolonialism</p> <p>http://en.wikipedia.org/wiki/Asian-African_Conference</p> <p>http://www.spunk.org/texts/pubs/lr/sp001716/bandung.html</p> <p>http://yaleglobal.yale.edu/display.article?id=5521</p>

	<p>investment and imports of industrial products and technology led to a lack of development.</p> <p>Outline reasons for tensions like, ethnic and territorial disputes, the rise of dictatorships, repression and corruption and crimes against human rights.</p>			
1 Ext.	<p>Palestinian Israeli Conflict</p> <p>What have been the causes and consequences of the Arab/Israeli wars?</p> <p>The Near East is a permanent focus of tension. Israel has the support of the USA, and defending the Palestinians has become a standard issue for many of the Arab states.</p> <p>Consider why the state was created to host the Jewish communities.</p> <p>Discuss why the USA supports Israel and why the West Bank's water resources are so important to Israel.</p>	<p>Notice the differences between the UN plan and the situation in 1949, and locate the areas conquered or seized by Israel since 49.</p> <p>Debate political solutions for the problem.</p> <p>Study information and maps of the wars 48-49, 56, 67, 73-74 and 82.</p>	<p>Understand causes and consequences of these wars.</p> <p>Analyse the USA's support for Israel to the bigger political picture.</p> <p>Reflect on the OPEC oil price rise as a response to the Yom Kippur war.</p>	<p>http://www.schoolhistory.co.uk/gcse/links/britishworld/arabisraeli.html</p> <p>http://www.dean.usma.edu/history/web03/atlas/arab%20israeli/arab%20israeli%20wars%20index.htm</p> <p>http://www.infoplease.com/ce6/history/A0804479.html</p> <p>http://en.wikipedia.org/wiki/1948_Arab_Israeli_War</p> <p>http://en.wikipedia.org/wiki/Arab-Israeli_conflict</p> <p>http://en.wikipedia.org/wiki/Israeli-Palestinian_conflict</p> <p>http://www.historyguy.com/arab_israeli_wars.html</p>

2 Core	<p>Eastern Bloc and USSR break up</p> <p>What were Gorbachev's reforms perestroika and glasnost? How did Eastern Bloc countries change? How many republics was the USSR broken into and where were the main conflicts and incidents?</p> <p>Gorbachev took control in 85 of USSR with a deep social and military crisis: stagnant and technologically backward economy, relatively low quality of life and low prestige among the countries under its influence.</p> <p>Discuss the reforms: Perestroika and Glasnost and the change in foreign policy.</p> <p>Consider how the Communist regimes in the Eastern bloc countries ended.</p> <p>Connect the wave of nationalism developing in USSR to Yeltsin's dissolving of the Communist party and USSR's break up into fifteen Republics.</p> <p>Some consequences were: conflicts between nationalists and ethnic groups, economic crisis resulting from privatization causing an increase in poverty for most of the population.</p>	<p>Take notes on the reforms and explain what they were.</p> <p>Study maps showing the fragmentation of the USSR and Eastern bloc countries and identify where change came with conflict.</p> <p>Analyse a table showing the foreign debt of the Eastern European countries.</p> <p>Comment on film extracts of the fall of the Berlin wall.</p>	<p>Understand why the reforms were introduced.</p> <p>Know how the Communist regime fell in Poland and how the others followed.</p> <p>Know that the USSR was split into fifteen republics and where the main conflicts were.</p> <p>Identify the inherited problems.</p>	<p>http://news.bbc.co.uk/1/hi/english/static/in_depth/europe/2001/collapse_of_ussr/timelines/default.stm</p> <p>http://users.erols.com/mwhite28/ussrfall.htm</p> <p>http://www.schoolhistory.co.uk/gcse/links/modern/coldwar_collapse.html</p> <p>http://www.international.ucla.edu/euro/teachers/article.asp?parentid=23602</p> <p>http://www.guardian.co.uk/comment/story/0,,1970752,00.html</p> <p>http://www.cbc.ca/world/story/2005/04/25/putin-soviet050425.html</p> <p>http://en.wikipedia.org/wiki/Revolutions_of_1989</p>
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2 Core	<p>New World Order</p> <p>How would you define the new international situation after the fall of the communist regimes? Why did the USA army intervene in Afghanistan and again in Iraq in '03, and what international support did they receive? Recount Gorbachev and Reagan's meetings in 85, 86 and 87 and the elimination of medium and short range nuclear missiles. 91 Bush and Gorbachev met, end of Cold War, start of New World Order with Yugoslav and Gulf War conflicts.</p> <p>USA saw their role as the world's police and intervene militarily in the New World Order.</p> <p>90, UN Security Council gave a resolution of military intervention by an international coalition to remove Saddam Hussein from Kuwait. An embargo was put on Iraqi oil and the UN supervised a disarmament plan.</p> <p>September 11, 2001 USA responded with an attack on the radical Islamic Taliban regime with support from other international and Arab powers. New government formed.</p> <p>March 03 another USA invasion of Iraq due to failure to comply with UN resolution to disarm and involvement with terrorist organizations, without the support of the UN Security Council.</p>	<p>Extract information and take notes from various sources about the process of the end of the Cold War.</p> <p>Write a brief piece on how the USA intervened militarily where they saw their interests as vulnerable.</p> <p>Compare and contrast the Vietnam and Iraq '03 wars..</p> <p>Study photos/accounts of September 11, Madrid and London attacks and consider the changes to national security.</p> <p>Consider if the world is now a more dangerous place, with the threat of nuclear war, but with more localised conflicts and terrorism.</p> <p>Will another superpower emerge in the future?</p>	<p>Understand how international relations changed after the break up of the Communist bloc.</p> <p>Know the events that led up to the USA's invasions of Afghanistan and Iraq 2003, and what international support they received.</p> <p>Be aware of how national security has changed as a result of terrorism and how it affects foreign policy.</p>	<p>http://www.ssrc.org/sept11/essays/teaching_resource/tr_world_order.htm</p> <p>http://en.wikipedia.org/wiki/New_world_order</p> <p>http://www.pbs.org/wgbh/globalconnections/mideast/questions/uspolicy</p> <p>http://school.discovery.com/lessonplans/programs/reaganlegacy-starwars/</p> <p>http://www.cloudnet.com/~edrbsass/edhist.htm#coldwar</p>
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<p>1 Ext./ LL</p>	<p>Conflicts and Tensions Reasons for conflict:</p> <ol style="list-style-type: none"> 1. Poverty due to unequal distribution of wealth. 2. Ethnic rivalry. 3. Religious fundamentalism. 4. Territorial expansion. 5. Dictator regimes. <p>Consider examples from Eastern Europe-Yugoslavia and USSR- ethnic cleansing by the Bosnian Serbs and conflicts in the Caucasus.</p> <p>Africa has seen the most violence and the emergence of consequences like: mercenaries, child soldiers and refugees, and why was there no intervention in Rwanda?</p> <p>Islamic fundamentalism and how it is opposed to the process of globalization (political) by the USA as it is against traditional Islamic values, e.g. Iran 79, Taliban regime and intrinsic groups e.g. Egypt, Algeria, Palestine and Lebanon.</p>	<p>Split class into groups to concentrate on one of the reasons.</p> <p>Each group could consider some of the reasons.</p> <p>Discuss terrorism as a weapon against western interests.</p> <p>Consider the historical background for terrorism.</p>	<p>Link the five reasons to the examples of Yugoslavia, USSR, African countries and Islamic fundamentalism.</p>	<p>http://www.cloudnet.com/~edrbsass/edhist.htm#coldwar</p> <p>http://www.worldstatesmen.org/WARS.html</p> <p>http://archive.peacemagazine.org/v13n3p20.htm</p> <p>BBC website for Northern Ireland and The Basque Country.</p>
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1 Core	<p>Vanguard Artists What have been the main art trends in the post war period? Who have been the most relevant artists, sculptors and architects, and what are the characteristics of their work? Since 45 there has been a break from the orthodox tradition with a mixture of various influences.</p> <p>Consider the main trends in painting- Abstraction and Informalism e.g. Tàpies and Manolo Mallao, Kinetic art, Pop art e.g. Andy Warhol, Conceptual art, Hyperrealism e.g. Antonio López, Neo Expressionism e.g. Miguel Barceló.</p> <p>Consider the main trends in Sculpture- Expressionist e.g. Julio González, Cubists e.g. Henry Moore and Alexander Calder.</p> <p>Consider the main trends in Architecture- Functionalist and Rationalists e.g. Le Corbusier, Mies van der Rohe and Frank Lloyd Wright.</p> <p>Consider the economic development in art markets, galleries, fairs and general interest.</p>	<p>Extract information about a work of art about Spain in the second half of the twentieth century or by a Spanish artist. Write a brief piece placing the work in its historical context with reference to trends and the most representative characteristics.</p> <p>Make a table explaining the differences between the art trends.</p> <p>Virtual visit to modern art galleries.</p>	<p>Describe the characteristics of the various art trends.</p> <p>Identify the new trends in Sculpture and Architecture in the second half of the twentieth century.</p>	<p>http://witcombe.sbc.edu/ARTH20thcentury.html</p> <p>Google images: Le Corbusier J. de Avalos Michael Graves Jackson Pollock Tom Wesselman Julian Schnabel Etc.</p> <p>Guggenheim museum, MOMA New York.</p>
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TOPIC TEN: FRANCOISM: THE RISE OF A DICTATOR.

Assumed knowledge and skills from previous years:

- 1/ Knowledge of contemporary dictatorships and democracies.
- 2/ Ability to analyse data and documents.
- 3/ Ability to understand development and change in history.
- 4/ Knowledge of political systems.

Knowledge and understanding of the Restoration and the Second Republic

Students will learn to:

- Explain the victory of Franco and the causes and consequences of this victory.
- Understand the features and the support to Francoism.
- Explain the development of the Economy of Spain between 1940 and 1979.
- Interpret different sources: photographs, texts, maps and graphs.
- Become aware of the need to use democratic procedures to solve complex situations.

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell the following words correctly:

Francoist, Francoism, fascism, totalitarianism, repression, exclusion, Caudillo, Spanish Falange, Annual, Alhucemas, Foreign Legion, lieutenant, colonel, captain, guerrilla resistance, unconditional surrender, Hendaya, Axis, autarky, technocrat, de facto regent, National Movement, Blue Division.

KEY QUESTIONS:

What was Francoism?

How did Franco rise to power?

Who were his supporters?

Who opposed him?

What was the *desarrollismo*?

What was life in Spain like?

What happened to those who had supported the Republic?

Was Spain a liberal country?

Why did the regime fall into a crisis?
How did Spanish politics develop from Autarky to modernization?
Was there any domestic opposition?
Who are ETA?
Who was Franco's successor?

Hours	Lesson Outline	Activities/Assessment Criteria	Lesson Outcomes	Resources
2 Core	<p>What was Francoism? Totalitarianism. Dictatorship.</p> <p>How did he rise to power? Events in Franco's life.</p> <p>Who were his supporters? The Church. The Army. Landowners.</p> <p>Who opposed him? Within his own party. Exiled politicians.</p>	<p>Comparison of the dictators that came to power before the Second World War. Analyse some photos, portraits and speeches from Franco. (See Topic Four).</p> <p>Match or order a series of events in Franco's life: e.g. <i>Minister of War, the youngest general in Europe.</i></p> <p>Analyse the social, political, religious and international support that Franco had.</p> <p>Compare Franco's supporters to the opposition he had inside and outside the country.</p>	<p>Understand the difficulty of defining Franco's regime.</p> <p>Contextualize Franco's rise to power.</p> <p>Identify the main supporters and opponents of Franco's regime.</p>	<p>http://en.wikipedia.org/wiki/Francoism http://assembly.coe.int/Main.asp?link=/Documents/WorkingDocs/Doc05/EDOC10737.htm www.terra.es/personal/waffen31/franco.htm (speech and images) http://countrystudies.us/spain/22.htm http://www.jewishvirtuallibrary.org/jsource/biography/Franco.html</p> <p>http://countrystudies.us/spain/23.htm http://www.planetpapers.com/Assets/6501.php</p>

1 Core	<p>What was the <i>desarrollismo</i>? Spain's economic development. <i>Economic boom.</i></p> <p>What was life in Spain like? Hunger, Food shortage. Migration to cities. New standards of living.</p> <p>What happened to those who had supported the Republic? Repression and exclusion.</p> <p>Was Spain a liberal country? Economic modernization and social repression.</p>	<p>Analyse and create a timeline about Spanish economic situation. Create a graph about economic growth.</p> <p>Analyse repression and exclusion as a social phenomenon in Francoist Spain. Show in a graph the number of deaths connected to repression.</p> <p>Compare both contradictory ideas: economic modernization and social repression.</p>	<p>Understand the main economic characteristics of Spanish evolution.</p> <p>Identify the main features of social exclusion and empathise with those who suffered it.</p> <p>Understand the situation of Spain during the regime.</p>	<p>http://countrystudies.us/spain/23.htm http://libro.uca.edu/payne2/payne28.htm</p> <p>http://platea.pntic.mec.es/~anilo/abuelos/marco8.htm</p>
1 Core	<p>Why did the regime fall into a crisis? How did Spanish politics develop from Autarky to modernization? Foreign pressure. U.S. involvement.</p> <p>Was there any domestic opposition? 1968 Student revolts.</p>	<p>Analyse foreign pressure and the role of the US in the changing politics of Spain.</p> <p>Match some dates and some violent events and provide the repressive measures that followed this social opposition.</p>	<p>Describe the transformation of Francoist policy.</p> <p>Understand a dynamic society under the oppressive regime and the historical roots of a terrorist group.</p>	<p>http://countrystudies.us/spain/24.htm</p> <p>http://assembly.coe.int/Main.asp?link=/Documents/WorkingDocs/Doc05/EDOC10737.htm</p>

	<p>When did ETA appear? What were their ideas? Anti-francoist. Basque independence.</p> <p>Who was Franco's successor? Prince Juan Carlos 1969-1975</p>	<p>Put into context and analyse a photograph of the terrorist attack against Carrero Blanco.</p> <p>Describe the situation of the then Prince of Spain when Franco died.</p>	<p>Understand opposition from within.</p>	<p>http://news.bbc.co.uk/1/hi/world/europe/3500728.stm</p> <p>http://www.jewishvirtuallibrary.org/jsource/biography/Franco.html</p>
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TOPIC ELEVEN: DEMOCRATIC SPAIN AFTER 1976.

Assumed knowledge and skills from previous years:

- 1/ Knowledge of Western democracies.
- 2/ Understanding of the situation of Spain during the dictatorship.
- 3/ Some basic knowledge of the present political system of Spain.
- 4/ Ability to use different sources to analyse the recent past.

Knowledge and understanding of the Restoration and the Second Republic

Students will learn to:

- Describe the transition to democracy in Spain.
- Be aware of the evolution of Spain from 1976.
- Assess the importance of the Constitution of 1978.
- Develop skills to the interpreting different sources for the study of history.
- Promote respect, dialogue and tolerance as elements to everyday life.
- Become aware of the need to resort to democratic values to solve complex situations.

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell the following words correctly:

Constitution, transition, crown, bicameral parliament, universal suffrage, consensus, pact, autonomous government, resignation, amnesty, plot, UCD, PCE, AP, CCOO, CEOE, dissolve, coalition, liberalisation, demonstration, EEC, EU, UN, NATO, Maastricht.

KEY QUESTIONS:

- What was the Transition?
- What was the role of king Juan Carlos I?
- Why was Adolfo Suarez elected as President?
- What significant reforms were enacted by Suarez?
- What were the *Pactos de la Moncloa*?
- The Constitution of 1978.
- Why did the coup of 1981 fail?

- When did the Transition end?
- How old is Spanish democracy?
- Why was the Socialist government successful?
- Why did the Socialist governments come to an end?
- How did corruption affect the government and the population?
- In which way was Basque terrorism a threat during the Socialist government?
- Why was the PP government successful?
- In which way was Basque terrorism a threat during the PP government?
- How did September 11 influence politics in Spain?

Hours	Lesson Outline	Activities/Assessment Criteria	Lesson Outcomes	Resources
1 Core	<p>What was the Transition? Developing a democratic government.</p> <p>Why was the Transition so remarkable? Spain recovers international attention.</p> <p>What was the role of king Juan Carlos I? The King as Franco's successor. The King <i>as a pilot</i> of Democracy.</p> <p>Why was Adolfo Suarez elected as President? Suarez had a good knowledge of the old regime and developed democratic reforms.</p>	<p>Analyse a photograph of the Coronation of King Juan Carlos I and a photograph of the coup d'état of 1981.</p> <p>Define and describe in general terms the democratization of Spain from within the dictatorship.</p> <p>Describe the king's situation and the steps he took towards the restoration of his dynasty and the democratization of Spain.</p> <p>Read a text and provide an account of the king's successes.</p> <p>Create a diagram showing what was essential for a successful President in this particular period.</p>	<p>General understanding of the king's role in the Transition to democracy.</p> <p>Identify a crucial point in Spanish contemporary history.</p> <p>Define the role of the king in the Transition to democracy.</p> <p>Provide reasons for the election of a candidate that belonged to the old regime.</p>	<p>http://mysite.orange.co.uk/voicesoftransiti on photograph of coronation and the coup d'état of 1981</p> <p>http://countrystudies.us/spain/25.htm</p> <p><i>Time</i> magazine issue: November 13, 2006 page 64</p> <p><i>Clío Revista de Historia</i> Año 4 número 44 Junio 2005</p>

1 Core	<p>What significant reforms were enacted by Suarez? Law for Political Reform. Legalization of PCE.</p> <p>What were the Pactos de la Moncloa? Political consensus.</p> <p>What were the most important problems that Suarez faced as a President? 1973 economic crisis. Basque terrorism. army subversion.</p>	<p>Match different measures, laws, etc and their outcome: e.g. <i>Law for Political Reform – creation of a bicameral parliament; established universal suffrage</i>. Analyse the Law for Political Reform.</p> <p>Use a table to match different economic problems and the consensus reached with the new parties.</p> <p>Create a flowchart showing the steps taken towards democracy, indicating the political measures, the agreements with other parties and the problems that the country had.</p>	<p>Identify the political changes needed for a democracy to take place.</p> <p>Identify the main characteristics of the economic situation of Spain.</p> <p>Understand the complex situation and evaluate the success of the first years of the Transition.</p>	<p>http://www.historiasiglo20.org/HE/13.htm text Law for Political Reform(Spanish) http://countrystudies.us/spain/25.htm</p> <p>http://en.wikipedia.org/wiki/Spanish_transition_to_democracy</p> <p>http://mysite.orange.co.uk/voicesoftransition</p>
1 Core	<p>The Constitution of 1978</p> <p>How was the Constitution different from previous ones?</p> <p>How is the State organized?</p>	<p>Read some of the articles from 1978's Constitution and from previous Spanish constitutions.</p> <p>Provide some characteristics of the Constitution of 1978. Underline the main differences from previous constitutions.</p> <p>Create a map of Spanish Autonomies and their dates of legalization.</p>	<p>Awareness of the importance of the Constitution and of previous attempts.</p> <p>Understand the relevance of this document and the fact that it was created by several leading politicians from different ideologies.</p> <p>Understand the pluralistic nature of Spain.</p>	<p>http://en.wikipedia.org/wiki/Category:Constitutions_of_Spain</p> <p>http://www.constitucion.es/index.html</p>

1 Core	<p>Why did Suarez resign? Mysterious resignation.</p> <p>Why did the coup of 1981 fail? King's role on February 23</p> <p>What was the significance of the results of 1982's election? The first Socialist victory after 40 years.</p>	<p>Brainstorm on the resignation of Suarez. This activity allows mystery; his reasons were even unknown to the Monarchs.</p> <p>Create a photo story with images of February 23, 1981. Interview some relatives and friends and create a document with their opinions.</p> <p>Compare the structure of the parliament in the previous elections and the one of 1982.</p>	<p>Be aware of the reasons influencing the decisions of politicians.</p> <p>Understand significance of the failure of the coup d'état in the consolidation of democracy.</p> <p>Evaluate the results and the fact that a Socialist government was elected.</p>	<p>http://countrystudies.us/spain/26.htm</p> <p>http://countrystudies.us/spain/27.htm</p>
1 Core	<p>When did the Transition end? How old is Spanish democracy? 1982's election results.</p> <p>Why was the Socialist government successful? International implication of Spain: EEC. NATO.</p> <p>Why did the Socialist governments come to an end? How did corruption affect the government and the population? Corruption. Loss of confidence in Socialists.</p> <p>In which way was Basque terrorism a threat? Terrorist attacks.</p>	<p>Brainstorm some ideas and then provide a date for the ending of this process.</p> <p>Create a table with the most important facts of the period, paying special attention to the new role of Spain in international affairs. The EU, NATO, etc.</p> <p>Orally discuss the previous table with the cases of corruption of the 1990's.</p> <p>Create a dossier or table showing the continuation of ETA in this period. Study any attempt to stop terrorism.</p>	<p>Describe the situation of Spain around the 1980's.</p> <p>Understand the new international situation of Spain.</p> <p>Describe the fall of the Socialist government and how these events influenced politics and everyday life.</p> <p>Evaluate the terrorist problem in Spain.</p>	<p>http://www.staff.brad.ac.uk/sardouin/chronology.html#Socialist%20years</p> <p>http://users.erols.com/mwhite28/govt2000.htm</p> <p>http://www.vqronline.org/articles/1996/suimer/gies-spain-today/</p> <p>http://news.bbc.co.uk/1/hi/world/europe/3500728.stm</p>

1 Core	<p>Why was the PP government successful? Economic stability.</p> <p>In which way was Basque terrorism an important threat? Terrorist attacks.</p> <p>How did September 11 influence politics in Spain? Support to US policy against Al Qaeda.</p>	<p>Collect graphs and data showing the most important economic measures of the PP government. Spain a full member of the EU.</p> <p>Continue the dossier of Basque terrorism. Study some of the most important killings. Study attempts to stop terrorism.</p> <p>Provide documents showing the position of the Spanish government after the terrorist attack on the World Trade Center.</p>	<p>Describe the economic situation of Spain.</p> <p>Evaluate the terrorist problem in Spain.</p> <p>Evaluate the terrorist problem worldwide and the new position of Spain in global affairs.</p>	<p>http://en.wikipedia.org/wiki/Jos%C3%A9_Mar%C3%ADaz_Aznar</p> <p>http://news.bbc.co.uk/1/hi/world/europe/3500728.stm</p> <p>http://en.wikipedia.org/wiki/September_11,_2001_attacks</p>
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Note: 2007 is the thirtieth anniversary of the first general elections after the Civil War. As there will probably be lots of articles and images of the celebration it could be a good idea to gather information. This could be used to create displays, an album, an article written by students or an interview to a person who lived through that period.

HISTORY BANDS OF ATTAINMENT

Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The Integrated Curriculum programme of study sets out what most pupils should be taught. However, teachers should teach knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later stages so that individual pupils can make progress and show what they can achieve.

The bands of attainment described below are for ESO 4.

Band 1 30% pupils will not have made so much progress and will have reached or may be struggling at this level.

Band 2 60% pupils will have reached this level

Band 3 10% pupils will have progressed further and will have reached at least this level

Band 1

Pupils develop their understanding of chronology by dividing the past into different periods. They are capable of using most time words and time conventions correctly. They use some names, dates and specialist historical terms accurately. They can demonstrate some factual knowledge of the history of Spain, Britain and Europe. Their work, however, lacks structure and contains rather superficial detail. They list a few reasons why an event happened, but provide little explanation of them. They have a simple understanding of past human experiences largely based on a perception of how they, the pupil, would have felt in those circumstances. They can tell the difference between a fact and an opinion. They can identify clearly different interpretations of people or events in the past. Pupils use mainly one or two sources of information to produce a factual account of limited detail, which is beyond simple observations.

Band 2

Pupils use more names, dates and specialist historical terms accurately. Their work is more structured and contains greater detail. They explain the causes of an event more clearly. They can rank them in order of importance and justify their choice and can categorise causes into types (e.g. short-term, long-term, political, economic etc.) They show factual knowledge and understanding of most of the important aspects of the history of Spain, Britain, Europe and the World. They show an increasing awareness that people in the past thought differently to how we do today. Pupils show some understanding of past attitudes and experiences within the context of the period. They have a better understanding of why there are different interpretations of the past and show awareness of the variety of opinions and attitudes in the past and avoid generalisations. They consider how the selection and use of evidence can influence an interpretation. They use both primary and secondary sources to produce a reasonably detailed and structured factual account. Primary evidence will mainly be used as a further source of factual detail, rather than deductions being made from it about attitudes and opinions etc.

Band 3

Pupils show they can make links in their work between other relevant events, features and aspects of Spanish, British and European history. They show increasing independence in their research and their conclusions. They show increasing independence in their research and their conclusions. They display a detailed understanding of the wider context of the period. They use all the correct historical terms accurately and confidently. They write detailed, well-structured accounts, narratives, descriptions and explanations. They evaluate different interpretations of the causes of an event and reach their own conclusion supported by relevant evidence. Pupils show a deep understanding of why people in the past acted as they did and held their beliefs. They begin to recognise that people and events have been interpreted differently over time, by different individuals, groups and societies. They are beginning to understand why this is so. They make links between other events and time periods they have studied. They use relevant terms and concepts confidently and securely. They can identify subtle differences in interpretations of the past and explain them cogently. Students demonstrate some independence in following lines of enquiry. Their work is very detailed and extensively uses and evaluates primary evidence.

GENERAL WEBSITES

http://www.pinkmonkey.com/studyguides/subjects/euro_his/contents.asp

Summary notes for 19TH century Europe maps and some illustrations

<http://www.sparknotes.com/history/#european>

Summary notes from an American site more suitable for teacher.

http://www.historylearningsite.co.uk/great_britain_1700_to_1900.htm

General site on 19th century British history

http://en.wikipedia.org/wiki/Mid-nineteenth_century_Spain

Teacher's reference site

The Congress of Vienna

<http://www.salem.k12.va.us/shs/habeeb/frenchrevolutionnotes.html>

Notes on revolutions

<http://www.historyonthenet.com/Lessons/worksheets/ww1.htm>

The congress of Vienna and European alliances

<http://www.flowofhistory.com/units/eme/16/FC108>

General history site

German and Italian Revolutions

<http://www.salem.k12.va.us/shs/habeeb/unificationnotes.html>

http://www.tenafly.k12.nj.us/~mgold/new_page_1.htm

PPT on German Unification

<http://regentsprep.org/Regents/global/themes/nationalism/unification.cfm>

Excellent notes on the unification of Germany and Italy Nationalism

<http://www.historyplace.com/speeches/garibaldi.htm>

Giuseppe Garibaldi speech

Social changes in the 19th century

<http://www.learningcurve.gov.uk/victorianbritain>

Excellent site with a lot of information, sources and activities

<http://www.igshistoryonline.co.uk/Resources/Year%208%20Resources.htm#industrial>

Lots of resources on Industrial Revolution

<http://www.learningcurve.gov.uk/victorianbritain/caring/default.htm>

Excellent resources about social life in the Victorian times

<http://www.redruth.cornwall.sch.uk/content/departments/History/britain.htm>

Child Slavery in the 19th century

<http://www.walksonthewildeside.co.uk/Lessons.html>

Excellent site on the changes in society

Spanish History websites for Students:

<http://platea.pntic.mec.es/~anilo/abuelos/indiceG.htm>

In Spanish. Probably one of the best sites on the internet about the Civil War. Aurelio Mena Hornero in the 1990s involved his students in a project to interview their grandparents about the civil war. The result is a series of chapters full of the voices and real experiences of people who lived during the civil war.

<http://www.spartacus.schoolnet.co.uk/Spanish-Civil-War.htm>

This is a website for teachers and students; it is rather full of articles: History of the Civil War, biographies both Spanish and international and enough links for any project it also has student activities and a quiz.

<http://concise.britannica.com/ebc/article-9361475/constitutional-monarchy>

<http://www.britannica.com/eb/article-9005678/Alfonso-XIII>

A short source but useful for classroom and for students' homework use.

<http://countrystudies.us/spain/22.htm>

<http://countrystudies.us/spain/23.htm>

<http://countrystudies.us/spain/24.htm>

<http://countrystudies.us/spain/25.htm>

<http://countrystudies.us/spain/26.htm>

<http://countrystudies.us/spain/27.htm>

Eric Solsten and Sandra W. Meditz, editors. *Spain: A Country Study*. Washington: GPO for the Library of Congress, 1988.

This website is mainly a written resource with the essential information about Spanish History, Government, etc. Quick to read and excellent to get a general overview in a short period of time.

http://en.wikipedia.org/wiki/Spain_under_the_Restoration

http://en.wikipedia.org/wiki/Second_Spanish_Republic

<http://en.wikipedia.org/wiki/Francoism>

http://en.wikipedia.org/wiki/Category:Constitutions_of_Spain

http://en.wikipedia.org/wiki/Jos%C3%A9_Mar%C3%ADa_Aznar

http://en.wikipedia.org/wiki/September_11,_2001_attacks

Wikipedia is a rather complete and extensive source, however it must be stated that its credibility depends on the topic and the authors. New articles are welcome and they ask for some kind of control, however some data could be wrong such was the case for Aznar's government, page that was under revision; it is clearly stated when a page needs some kind of revision.

<http://guerracivil.sotmar.net/pagina2.htm>

In Spanish, this is a history website with information about Spain during the Second Republic, the Civil War and the Franco's regime. In the Republic section there are three tables showing the number of representatives per party during the three governments in the Republic, they could be used as a primary source or even to make students create a graph of the importance of the leading political parties.

<http://lacucaracha.info/scw/diary/1936/august/index.htm>

Extensive and attractive English webpage about the Spanish Civil War year by year. It is full of information and visual documents. Highly recommendable for students and classroom use.

<http://mysite.orange.co.uk/voicesoftransition>

"Voices of the Transition: a Political History of Spain 1975-1982" is a website created by Declan McGeough in 2006. It is attractive, brief and full of good images. As the title shows it gives an account of the political changes between the death of Franco the rise of the Socialists. It has two biographies, that of King Juan Carlos and that of Suarez. A good source for students and for teachers too.

<http://news.bbc.co.uk/1/hi/world/europe/3500728.stm>

This is a short article for both teacher and student's use. Brief but good enough for a basic knowledge of ETA.

<http://users.erols.com/mwhite28/govt2000.htm>

Website that defines the different types of governments, it has colourful world maps showing the situation in different decades; graphs, etc. Easy to grasp at one sight e.g. Monarchies in the previous century and in the 19th century is a good example.

<http://rulers.org/index.html>

Just a list of the rulers, useful for creating any sort of graph about the governments that Spain had in the first third of the 20th century.

<http://web.org.uk/picasso/guernica.html>

A site devoted to the authentication of Picasso's works. It has three sections about Picasso's Guernica and its symbolism.

http://www.agor.org.uk/cwm/learning_paths/spanish_1.asp

A website about the Welsh Miners who fought in Spain; it includes a lesson plan. Brief but effective and attractive. Good for Project Work, Homework or even for classroom use.

<http://www.alba-valb.org/>

This is the page created for the remembrance of the Abraham Lincoln Brigade *Founded in 1979 by the veterans of the Abraham Lincoln Brigade, ALBA is an educational humanitarian organization devoted to the preservation and dissemination of the history of the North American role in the Spanish Civil War (1936-1939) and its aftermath.* It is a good page for Project work it includes materials for classroom use.

<http://www.constitucion.es/index.html>

In Spanish. This Spanish page devoted to the constitution of 1978 has lots of different sections with information not only about the present constitution but also of previous documents. There is also a humour section and some guidelines for the use of the document in the Primary, Secondary and Bachillerato levels.

<http://www.english.uiuc.edu/maps/scw/letters.htm>

<http://www.english.uiuc.edu/maps/scw/photessay.htm>

These pages belong to a website called Modern American Poetry. The first page is a selection of letters sent home by soldiers who came to fight in the Spanish Civil War, a good sort of primary sources to work on empathy. The second page is a photoessay including images by Robert Capa and also newspaper pages of the period. Excellent to provide ideas and very attractive.

<http://www.fsmitha.com/h2/ch19sp.htm>

An article by Frank E. Smitha, probably a historian, this is a short essay about Spain in the years preceding 1934. He tries to give a balanced approach when analysing the brutalities preceding the civil war. It moves a bit too fast when talking about the war years. Maybe good for teachers or as reading assignments.

<http://www.geocities.com/Athens/Olympus/1560/work01.htm#carozza3>

"The Causes of the Spanish Civil War," by David Carozza. A quite passionate article about the fierce division of Spanish politics before and during the Civil War. Good example of essay writing though maybe a bit too long.

<http://www.guardian.co.uk/fromthearchive/story/0,,1822726,00.html>

This is the piece of news published on Monday July 20, 1936 in The Guardian. A valuable primary source on the net. Maybe a bit too demanding for students.

<http://www.historiasiglo20.org/HE/13.htm>

In Spanish, good for students and teachers alike, students may like the activities, though they might find them difficult. This website is a complete overview of Spanish history. It can be used with all the topics in Spanish History in this curriculum, from the Restoration to the Transition. With links, computer activities and texts, it has also clickable images that can be zoomed because of their small size.

<http://www.humboldt.edu/~jcb10/spanwar.shtml#anchor345057#anchor345057>

This page is an interesting article about the effect of the press on the Disaster of 98, the first time the yellow press intervened in a war. There are some interesting images that could be used in the classroom.

<http://www.jewishvirtuallibrary.org/jsource/biography/Franco.html>

A biography of Franco published by the Jewish Virtual Library but taken from wikipedia, a bit too long but probably good for any project or extra information required in the classroom. The photograph at the beginning shows an image of Franco in an old fashion uniform.

<http://www.english.uiuc.edu/maps/scw/photessay.htm>

http://www.nypl.org/research/chss/epo/spanexhib/page_2.html

From an Exhibition called A War in Perspective. This a thorough article about the Disaster of 98 created by the New York Public library, there is a lot of information and images belonging to an exhibition, among which there are real documents.

<http://www.onwar.com/aced/data/romeo/rif1919.htm>

This page though uncomfortable for its having flashy ads, has important information. This is a project called the Armed Conflict Data Base; in this particular case it was used to find information about the war in Rif around 1919.

http://www.pbs.org/treasuresoftheworld/a_nav/guernica_nav/gnav_level_1/1acivil_war_guerfrm.html

Treasures of the World is a website about masterpieces like Guernica. This webpage is well documented and contains lots of images. It provides a full account of the events that inspired the Guernica. It gives a long explanation about symbolism in the painting.

http://www.photius.com/countries/spain/national_security/spain_national_security_historical_role_of_t~110.html

The information regarding Spain on this page is re-published from The Library of Congress Country Studies and the CIA World Factbook. In this particular page there is a very good definition of *pronunciamento*/military uprising.

<http://www.planetpapers.com/Assets/6501.php>

A historical essay stating why opposition to Franco's regime was ineffective. The author explains that the opposing parties were worn out by the long effort of an unequal war; that harsh repression was applied to those who tried to combat the regime. It is an interesting piece of writing in terms of what could be expected from students at the end of the year. It is a good example of an essay, though it is arguable whether the international powers were opposing the regime.

<http://www.staff.brad.ac.uk/sardouin/chronology.html#Socialist%20years>

It is a chronology chart of Spanish events from 1933 to 1996 and part of the government by Aznar.

<http://www.terra.es/personal/waffen31/franco.htm>

This is a really interesting page with excellent sources, the voice of Franco describing his regime as totalitarianism. This document along with excellent images provide a good set of primary sources for classroom use. The painting of Franco as a crusader is excellent.

<http://www.users.dircon.co.uk/~warden/scw/scwevent.htm>

This is a chronological account of the Civil War with maps of Spain as the conflict went on. A good way to organise the information. Good for the students.

<http://www.vqronline.org/articles/1996/summer/gies-spain-today/>

"Spain Today: Is the Party over?" published in 1996 by David T. Gies in the Virginia Quaterly online Review This easy published in 1996 by David T. Gies is a document about the late years of the Socialist party in power, it has a deep analysis and it goes back to the transition to analyse the ending years of the Gonzalez government. Short and easy to read.

Spanish History websites for Teachers:

<http://assembly.coe.int/Main.asp?link=/Documents/WorkingDocs/Doc05/EDOC10737.htm>

Teacher's reference. This is Document 10737 of 4 November 2005. It is a report whose title gives a summary of its content "Need for international condemnation of the Franco regime" It is a recommendation draft The document starts *There is an ongoing public debate on the crimes committed during the Franco dictatorship in Spain and the full account of human rights abuses from that period has not yet been completed. Whilst recommending a number of measures aimed at speeding up the process, the Parliamentary Assembly stresses that the violation of human rights is never an internal matter of any single country and the Council of Europe is well placed for a serious discussion on the subject at the international level. Furthermore, it calls on the Committee of Ministers to adopt an official declaration for the international condemnation of the Franco regime and to mark 18 July 2006 as the official day of condemnation of the Franco regime.* The report is an account of the repressive aspects of Francoism.

<http://libro.uca.edu/payne2/payne24.htm>

<http://libro.uca.edu/payne2/payne25.htm>

<http://libro.uca.edu/payne2/payne28.htm>

It looks like a book and the language is a bit demanding. In fact it is Volume 2 of a History of both Spain and Portugal. Very good for teacher preparation, it has interesting and useful tables to create graphs. The Conclusion of the Chapter on The Restoration period could be used as a good summary for the students or to create a cloze text. Wikipedia says **Stanley George Payne** is a historian of modern Spain and European Fascism at the University of Wisconsin--Madison. Known for being a conservative stalwart in the politics of the UW-Madison History department. Retired from full time teaching in 2004. In the 60s, his books were edited in Spanish by "Ruedo Ibérico", an illegal editing company at the time, as his work was censored by Franco. His position regarding the Spanish Civil War has been that of shedding light on the conflict's origin and addressing its related myths.

Reference Books

REFERENCE BOOKS FOR SPANISH HISTORY:

El Siglo XX: diez episodios decisivos García de Cortazar, Fernando (dir.)

Alianza Editorial, Madrid, 1999 Number H 4180 ISBN 84-206-3542-1

This book depicts the twentieth century from ten important moments. There are two articles about Spanish history: Chapter number 4 by Ángel Viñas *La Guerra Civil Española* and chapter 9 by Charles T. Powell *1975-1979 La transición política española (o cuando España volvió a ser noticia)*. Both articles are about twenty pages long, but are mainly interesting for teachers.

Historia de España Vilar, Pierre

Crítica, Barcelona, 2004 ISBN 84-7423-949-4

This is a short and passionate history of Spain. It starts in the Muslim period and stops in 1978 during the Transition; this latter period is only referred briefly. It is easily found in bookshops and could be part of a school library. Pierre Vilar (1906-2003) lived in Spain where he made his thesis about Catalonia; he wrote about the History of Spain and had a Marxist approach to history.

Spain: A History Carr, Raymond

Oxford University Press, 2000 ISBN 0-19-820619-4

This is a short history of Spain. Each chapter was written by a different historian, it is short, easy to read and easily got by Oxford University Press in Spain. It is a good sourcebook for library use, beautifully edited.

The New Spaniards Hooper, John

Penguin books, Harmondsworth (Middlesex), 1995 ISBN0-14-013191-4

This book deals with the history of Spain from Franco's dictatorship, it analysis different aspects even some everyday issues like Education, Housing, the Role of Women in Spanish society or even the peripheral nationalities: Basques, Catalanian and Galicians. It is easy to read and quite interesting both for teachers and able students.

The Spanish Civil War: A Very Short Introduction Graham, Helen

Oxford University Press, 2005 ISBN 0-19-280377-8

A good and recent book about the war. It belongs to a series of books that try to create short and comprehensive works about essential topics from Philosophy to History. Not an easy book if it is to be used by students.

The Spanish Republic and the Civil War (1931-1939) Jackson, Gabriel

Princeton University Press, 1965

La República Española y la Guerra Civil (1931-1939)

Editorial Crítica, Barcelona, 1979 ISBN 84-7530-947-X

A bit dated but humane and well written, it is written from a liberal perspective. It has an excellent account of the events in Asturias and some good portraits of the politicians of the Republic. Appendix D is proposed for an activity on figures of victims of the Civil War.

APPENDIX ASSESSMENT

This issue has already been tackled in several documents. To get a clear idea on how to assess pupils' performance, the reading of the following sections may prove useful:

Guidelines for the Development of the Integrated Curriculum: Primary Stage. Pages 174-176.

Guidelines for the Development of the Integrated Curriculum: 1 ESO English.

Guidelines for the Development of the Integrated Curriculum: 1 ESO Science.

The development of geographical and historical knowledge, skills and understanding are the areas to be assessed. Therefore, language acquisition is not a key aspect to assess. Language acquisition will only be taken into account in relation with the development of geographical and historical contents and skills.

Finally, it is important to stress that pupils should be assessed in a variety of ways. These should include:

Type of Assessment	Examples of activities which can be assessed	Suggested proportion of the final grade
Continuous assessment of coursework and homework.	Work sheets, questions from the textbook, class activities, poster work, annotated diagrams, projects...	30%
Practical assessment	Planning, observations, tables, graphs, conclusions, maps, timelines...	30%
Topic tests	Test after each major topic, quizzes, oral questions...	30%
Attitude	State of notebook, care over work, enthusiasm in class, group work collaboration, doing homework on time...	10%

The main function of the Topic Test is to ascertain whether pupils are progressing satisfactorily. The final mark for the year should be a reflection of this progress. It is important that the record of progress is continued from year to year.

HOW TO CARRY OUT INVESTIGATION PROJECTS

Investigation projects are a comprehensive activity for English and Geography-History teachers: reading and writing, listening and speaking targets are tackled as well as Geography-History knowledge, skills and understanding.

Geography and History teachers should suggest, design, orientate, control and assess investigation projects with their pupils. But once again, this activity should be perfectly co-ordinated with the English teacher.

In order to get a wider idea on how to get the most of reference books, reading the following documents may prove to be useful:

Guidelines for the Development of the Integrated Curriculum: Primary Stage. Working with information texts. Pages 181- 185

Guidelines for the Development of the Integrated Curriculum: 1 ESO English.

Reading and Writing targets. Text level work. Non-fiction.

Listening and Speaking targets.

Group dialogue and interaction targets.

The following steps are suggested to carry out successful investigation projects:

1. Before starting

Elicit previous knowledge on the topic to be investigated. *What do we already know about...?*

Suggest questions about the topic. Elicit questions from pupils by asking *What if...? How...? When...? Why...? Who...? What do we want to find out about...?*

Make a clear list of questions or sub-topics to be investigated.

Ask pupils where they could find information about that topic. *What information can we collect on...?*

Provide pupils with useful resources on the topic including texts, pictures, maps, web sites...

Group pupils and ask them to distribute different tasks within every group.

Make sure they all understand the final goal of the project and the importance of group work (it is a good idea to specify how the project is going to be assessed, including investigation, cooperation and final presentation)

Give clear instructions about time, resources and future presentation.

2. While investigating

Be available to sort out any question in any group.

Constantly check that every student is developing the accorded task.

Suggest ideas about:

- where to find specific information

- how to interpret different data, *What does your data mean?*
- draw conclusions, *What conclusions can you draw?, How can you present your conclusions?*

3. Final presentation

Create a listening and respectful atmosphere in class.

Ask the audience to take notes about the main ideas in every project . This could be done by giving pupils a simple questionnaire to be completed by listening to different presentations. These presentations could take different forms:

A talk

A mock television interview

A role play

A poster and its explanation

A demonstration of a Geographical process

An experiment...

Encourage pupils to speak or read clearly, to illustrate their investigation using appropriate language, pictures, maps and to specify final conclusions.

Value every group work, their final result and the whole investigation process.

Check questionnaires with the whole class to make sure they all wrote down similar conclusions.

When possible, display their project work on walls to provide a sense of achievement.

HOW TO ORGANISE A DEBATE

Debates are wonderful activities to:

Use geographical or historical knowledge, skills and understanding

Develop speaking, listening and interactive skills.

Promote good reasoning, arguing and develop attitudes.

Therefore they are excellent activities for both subjects : Geography-History and English. However debates are also very complex activities and they should only be suggested on the second or third term.

To organise a successful debate the following steps should be taking into account:

Suggest a motivating topic related to the unit studied. In order to do this, teachers must know their pupils well, their interests, hobbies, worries, etc.

Divide the class in two or more groups that will stand for opposites ideas on the topic.

Organise an investigation project so pupils get figures, facts and reasons to support their ideas.

Make sure they understand the aim and rules of the debate and how it is going to be assessed.

Check with the English teacher if pupils are familiar with the language normally used when debating.

Set the class in the best way to promote pupils interaction.

Start the debate and:

Encourage children to participate.

Make sure they take turns and keep a respectful attitude

Use their findings from their investigations

After the debate, value their work, participation and attitude.

What are Web quests?

Web quests have a fancy name that is catchy but beneath the name there is something simple that we can all understand. Simply put, Web quests are a really good lesson plan or curriculum unit that utilize resources from the Internet. Developing creative lessons and introducing ICT in the curriculum is an essential part of teaching. Web quests are just a little more complicated than a traditional lesson or unit plan. Web quests try to get pupils thinking at a higher level by asking them an essential question, providing opportunities to explore further, and then getting the pupils to apply their knowledge with a hands-on activity.

Essential Question:

At the centre of every web quest is an open-ended question. The question creates a clear purpose for the web quest, inspires students to access their prior knowledge, and creates a level of motivation which encourages the pupils to explore further.

Stay on Task:

Are pupils at the beginning of stage three capable of thinking at a higher level where they not only research but also apply their new knowledge? The task section of a Web quest provides a "scaffolding" to lead students through the kind of thinking process that more expert learners use. "Scaffolding" means building up the project with a series of smaller sections so students can work on specific sub-tasks that will lead them through the difficult steps of researching and then applying their knowledge.

Great Resources:

In a Web quest the teacher creates links to other Internet sites. These online resources come in a variety of forms (web sites, online journals, virtual tours, message boards, and e-mail). These sites provide quality, current information. Excitement is created with stimulating graphics and interactive features. By utilizing a variety of Internet resources, a web quest provides information for all students- no matter their learning style or level. Besides, web quests provide easy access to offline resources such as Children's literature, CD-ROM's, magazines, field trips, guest speakers, etc. A bibliography to provide offline resources can also be provided

Note: Web quest Resources provide easy access to quality information. This allows pupils to dedicate more time to interpreting and analysing rather than simply gathering information.

Hands-On Activity:

The focus of a web quest is to get students to apply their knowledge to solve authentic problems constructively. The climax or final activity of a Web quest provides the guidelines for this higher level thinking. The culminating activity can range from creating a role play, e-mailing an expert in the field, hands-on (offline) activity.

Authentic Assessment:

When using a web quest, students are asked to think at a higher level. It is important teachers effectively evaluate students' hard work. Many Web quests provide activities to define clearly how a student's work will be assessed and also provide an opportunity for students and teachers to reflect on their learning.

<http://school.discovery.com/schrockguide/webquest/wqsl1.html>

Kathy Shrock has developed a 16-slide PowerPoint presentation based on the information found at Mr. Dodge's site. (Also available as a PDF file.) For clarification and further explanation of a web quest.

Some web quest sites which could be used to cover the content areas of both Geography and History

http://www.windarooss.qld.edu.au/WebQuests/Volcano_Webquest/welcome.htm

A web quest on volcanoes that comes with a welcome, an introduction, tasks, resources, an assessment and teacher resources.

http://www.windarooss.qld.edu.au/WebQuests/Rainforest_Webquest/welcome.htm

A web quest on rainforests that comes with a welcome, an introduction, tasks, resources, an assessment and teacher resources.

<http://www.yorkville.k12.il.us/webquests/webqmandle/webqsmandle.htm>

Travelling through the decades of the 1950's, 1960's and 1970's with Forrest Gump

<http://library.thinkquest.org/C0120164/>

The Holocaust Reparation Story

The following table comes from an American web quest site called Tramline it could prove to be an excellent resource site for both teachers and pupils especially for the content of the curriculum.

Virtual Field Trip Geography related field trips	URL	Why Visit Here?
Antarctica	http://www.tramline.com/sci/antarctic/	Explore the wonders of the coldest place on Earth. Learn about the native species, research efforts, and geography.
Deserts	http://www.tramline.com/sci/desert/	Students will be introduced to deserts in a number of environments, including Africa, North and South America, and Australia.
Hurricanes	http://www.tramline.com/sci/hurricane/	Learn about one of the most extraordinary and destructive storms.
Natural Wonders	http://www.tramline.com/sci/natwon/	This field trip visits some of the fascinating natural wonders of this world.
Oceans	http://www.tramline.com/sci/oceank/	Students will be taken to various Web sites where they can research various types of information about oceans.
Rainforest	http://www.tramline.com/sci/rainforest/	This field trip takes a look at what a rainforest is and why it is an important ecosystem, the animals and peoples of the rainforest, what types of rainforests there are, and provides some ideas that students can do to actively participate in protecting the rainforests.
Temperate Forest Biome	http://www.tramline.com/sci/forest/	This adventure will teach pupils about the defining characteristics of a temperate forest biome. They will learn how and why deciduous trees change through the cycle of the seasons, and become familiar with the interdependence between people and the forest.
Tornadoes	http://www.tramline.com/sci/tornado/	Pupils will learn about the conditions that allow tornadoes to form, where these windstorms occur, how they're measured, myths about tornadoes, and how to prepare.
Volcanoes	http://www.tramline.com/sci/volcano/	How are volcanoes formed? How can they create islands? What kind of destruction can they cause? How do volcanoes affect our environment? Where in the earth can you find active volcanoes? Are there volcanoes on other planets? What are the different types of volcanoes?

Key Questions for raising levels	<i>Band 3 lower range</i>	<i>Higher Level</i>
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<p>Use questions like these to help students improve their geographical and historical skills</p> <p>Band 1: Knowledge and recall</p> <p>Who, What, Where, Why, Which, How, How much, How many Describe or define. Recall, select list, find Tell me, show me, point out Name label Remember, memorise</p> <p>Band 2: Comprehension, translating interpreting, Organisation and selection of facts Retell describe.. in your own words What does this mean Summarise in a sentence Give an synonym of that expression Give an example of Which part is not correct Choose the statements, which correspond to the period of time or geographical feature. Outline, summarise, match, translate, identify Indicate locate classify Explain what happened, what causes, Read the graph / table Compare and Contrast Sequence the facts The main idea is...</p>	<p>Application Using their knowledge of Geography and History in situations that are new or unfamiliar. How could you use Demonstrate how Show how Apply, construct, identify What would happen if ... How can we apply this knowledge to another region What questions would you ask in an interview</p> <p>Band 3 upper range</p> <p>Analysis Breaking down into parts, relating to the whole Distinguish the key events , causes Compare and contrast the diagrams, chart. Separate outline differentiate, Give reasons for What assumptions can you make What is a fact or an opinion What is the relationship between ... Predict what could happen if</p>	<p>Synthesis Creating something new How could you improve ... Suggest a solution to ... Think of an original way to Using your knowledge predict Create, compose, develop Give a solution to the following How else would you</p> <p><i>Exceptional</i> Judging according to a set of criteria and stating why Appraise , judge Which is the best way to , evaluate verify, Find the errors, criticise Are there any inconsistencies,</p>
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Some Key Terms Used In Examination Questions

<p>Account for Explain the process or reason for something being the way it is.</p>	<p>Discuss Explore the subject by looking at its advantages and disadvantages (i.e. for and against). Attempt to come to some sort of judgement.</p>
<p>Analyse Explore the main ideas of the subject, show they are important and how they are related.</p>	<p>Distinguish Explain the difference.</p>
<p>Calculate Find out using mathematics.</p>	<p>Enumerate Make a list of the points under discussion.</p>
<p>Comment on Discuss the subject, explain it and give an opinion on it.</p>	<p>Estimate Guess the amount or value.</p>
<p>Compare Show the similarities (but you can also point out the differences).</p>	<p>Explain Describe, giving reasons and causes.</p>
<p>Complete Finish off.</p>	<p>Express Put the ideas into words.</p>
<p>Conclude Decide after reasoning something out.</p>	<p>Evaluate Give an opinion by exploring the good and bad points. Attempt to support your argument with expert opinion.</p>
<p>Concise Short and brief.</p>	<p>Factors The fact or circumstances that contribute to a result.</p>
<p>Contrast Show the differences ~ compare and contrast questions are very common, they want you to say how something is similar and how it may be different .</p>	<p>Give an account of Describe.</p>
<p>Criticise Analyse and then make a judgement or give an opinion. You could show both the good and bad points. You could refer to an expert's opinion .</p>	<p>Give reasons for Use words like <i>because</i> in your answer as you will be explaining how or why something is that way.</p>
<p>Define Give the meaning. This should be short.</p>	<p>Identify Recognise, prove something as being certain.</p>
<p>Describe Give a detailed account.</p>	<p><i>Illustrate</i> Show by explaining and giving examples.</p>

<p>Differentiate Explore and explain the difference.</p>	<p><i>Indicate</i> Point out, make something known.</p>
<p><i>Interpret</i> Explain the meaning by using examples and opinions.</p>	<p><i>Relate</i> Show the connection between things.</p>
<p><i>Justify</i> Give a good reason for offering an opinion.</p>	<p>State Write briefly the main points.</p>
<p><i>List</i> An item-by-item record of relevant images. This would be in note form</p>	<p><i>Summarise</i> Give the main points of an idea or argument. Leave out unnecessary details</p>
<p>Outline Concentrate on the main bits of the topic or item. Ignore the minor detail.</p>	<p><i>Trace</i> Show how something has developed from beginning to end.</p>
<p><i>Prove</i> Give real evidence, not opinion, which proves an argument and shows it to be true.</p>	

Geography and Literacy

Geography provides opportunities to enhance the writing, reading and oral skills of students through lessons and assessments. Most of the opportunities for literacy enhancement are through practice, but there are selective areas where the techniques of literacy can be studied alongside and through the study of Geography. The six main types or genres of non-fiction writing, which Geographers can and do use to improve standards, are:

Type or Genre	Details
Recount (narrative)	Retelling events such as a field trip or in role as an eyewitness of an event.
Report (describe)	Description of places such as of a desert landscape or a city in an LEDC.
Explanation	Why things happen the way they do and why things happen where they do such as the formation of a landform, the causes of a natural hazard, the reasons for the location of an industry.
Procedure (method)	How something is done in a series of sequenced steps such as how to use weather equipment or how to apply a geographical statistical test.
Persuasion	Promote a particular point of view or argument with the intention of persuading others such as a letter to the council on why a new road should or shouldn't be built or a letter to a company asking them to reduce their impact on the environment.
Discussion	Present arguments and information from differing viewpoints such as why development is taking place in rainforest environments or the debate about the facts of global warming.

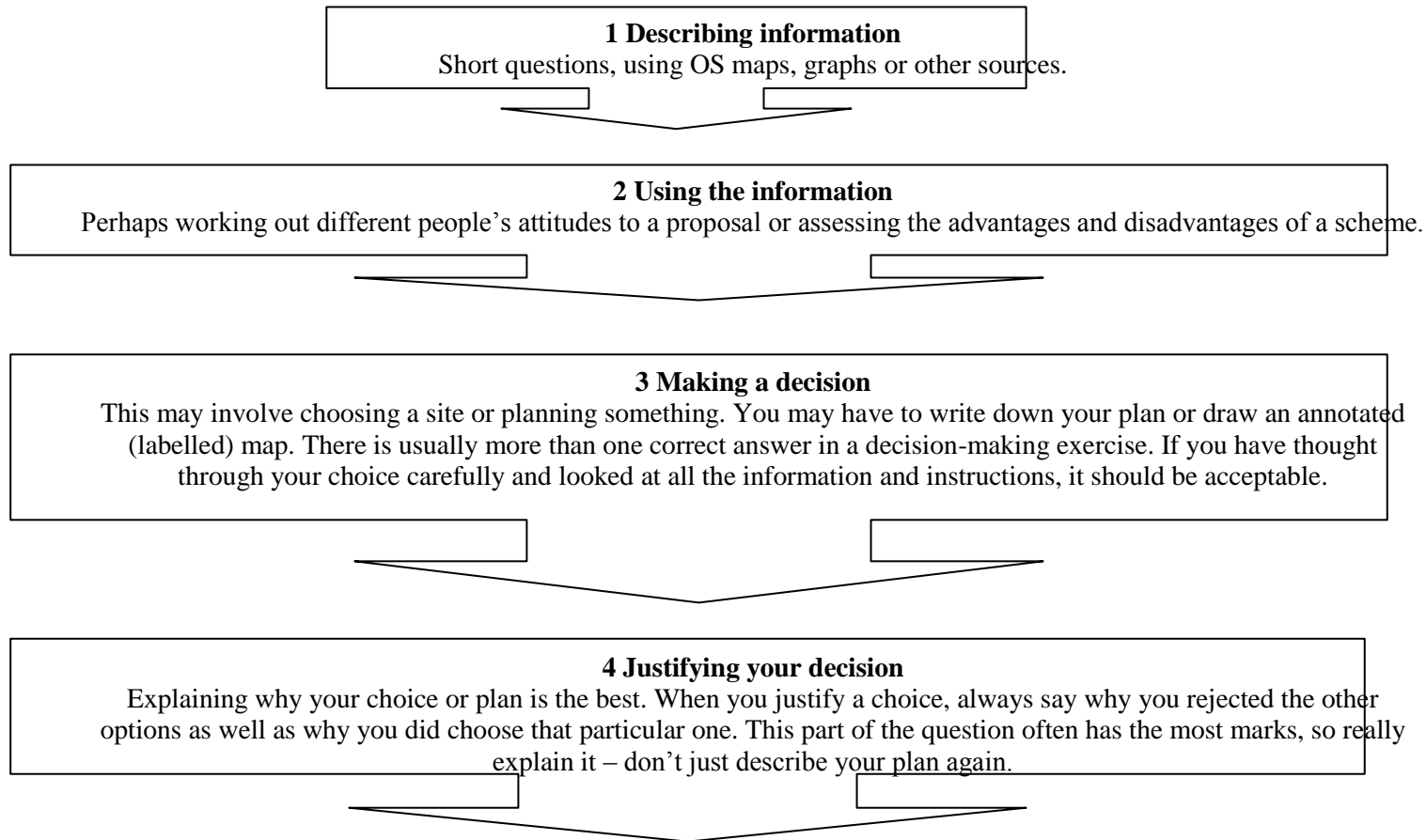
Literacy opportunity	Type of writing
Newspaper front page, examining the causes and effects of an earthquake or volcano.	Recount Report Explanation
Structured enquiry: shopping hierarchy	Explanation Procedure
Structured enquiry: microclimate	Explanation Procedure
Why are countries poor – essay style	Report Explanation
Decision-making exercise: The location of a high-tech industrial development	Discussion Persuasion
Travel writing exercise – virtual holiday to Brazil	Recount Report Explanation Discussion Persuasion
Structured River Investigation	Report explanation Procedure
Structured Enquiry – Regional differences in Spain	Report Explanation Discussion
Ecosystems investigation – poster work	Report Explanation

How can I improve my progress and marks in Geography?

Band 1	Band 2	Band 3
<p>You are able to remember basic information about places at a local scale e.g. tourism in the Picos de Europa and at a global scale e.g. the effects of global warming.</p> <p>You know some basic geographical keywords.</p> <p>You understand some simple geographical ideas e.g. why tourism is important to the economy.</p> <p>You understand some simple processes of physical and human geography and you know that these processes have an impact on places e.g. tourism in Spain grew rapidly and led to lots of problems for local people and the local environment.</p> <p>You know that people and the environment are linked and affect each other</p> <p>You understand what sustainable development means (looking after the needs of people today without affecting people in the future).</p> <p>You are aware that different groups of people have different opinions and attitudes about the best way to use and manage different environments</p>	<p>You are able to remember a range of information about places at a local scale e.g. tourism in the Picos de Europa, and at a global scale e.g. the effects of global warming.</p> <p>You know a range of geographical keywords and use them when talking or writing.</p> <p>You understand a range of geographical ideas e.g. why tourism is important to the economy.</p> <p>You understand a variety of processes in physical and human geography and know that these have an impact on places e.g. tourism in Spain grew rapidly and led to lots of problems for local people and the local environment.</p> <p>You know that people and places are interdependent and that change in one place has an effect on other places.</p> <p>You understand what sustainable development means (looking after the needs of people today without affecting people in the future) and you know that it has an effect on the management of places and environments.</p> <p>You are aware that different groups of people have different opinions and attitudes about the best way to use and manage different environments and these opinions can affect decisions.</p>	<p>You can remember detailed information about places at a local scale e.g. tourism in the Picos de Europa and at a global scale e.g. the effects of global warming.</p> <p>You use a detailed geographical vocabulary when talking or writing.</p> <p>You thoroughly understand a range of geographical ideas e.g. why tourism is important to the economy, and apply (use) these ideas to unfamiliar places e.g. suggest why other places may not benefit from tourism.</p> <p>You clearly understand a wide range of processes in physical and human geography and you know that these processes have an impact on the way places develop, change and interact.</p> <p>You know that people and places are interdependent and that this can be complicated and lead to conflict and change.</p> <p>You understand what sustainable development means and know it has an effect on the management of environments.</p> <p>You can evaluate the importance of different opinions and attitudes about the best way to manage different environments, know that these have an effect on decision-makers.</p>

Decision-making exercises

In decision-making questions the order of the questions usually follows the decision-making process below:

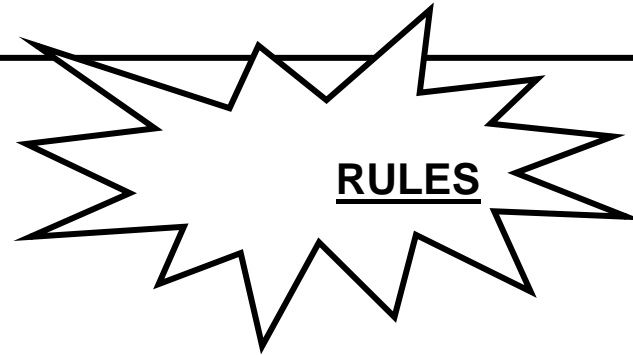


- **If the questions follow this pattern, try to answer them in order as you may need information that you look at in one question to answer the next one.**
- **If you can, refer to similar real life examples that you have studied – but only if they are relevant**

Choosing your History Project

Your project must have:

A <i>front cover</i> .	
A <i>contents page</i> .	
A <i>statement</i> from you explaining why you have chosen the topic.	
<i>Descriptions</i> of some of the key events, places, people and things to do with the topic.	
An <i>illustrated timeline</i> covering the period of time.	
Explanations of how issues to do with your topic have <i>stayed the same</i> over that period.	
Explanations of how issues to do with your topic have <i>changed</i> over that period.	
Pictures and original writing explaining the <i>roles</i> of important <i>people</i> in your topic.	
How your topic has been <i>represented</i> in film, books, music, TV and popular culture.	
<i>Why</i> your topic is important and relevant to the world today.	
At least one graph or chart using <i>numerical</i> data.	
One piece of <i>original</i> drawing, either on paper or using ICT.	
A picture gallery of <i>images</i> from the web, all labelled in detail.	
A <i>bibliography</i> of all the websites, books and other <i>sources</i> of information you have used.	
Explanation of which sources were the most <i>useful</i> for your work.	
A <i>conclusion</i> , drawing it all together.	



No copying and pasting text from other sources. This is a crime, called plagiarism, and is EASILY spotted by your teachers.

Present your work neatly – check for spelling, grammar and punctuation. Remember names and places begin with CAPITAL letters!

Be creative – can you use multimedia, such as video clips, audio clips or animations?
Can you employ technical/artistic skills like model-making or artwork?
What about poetry, song, drama or creative writing?

What ICT skills will you use? Think about going beyond the PowerPoint Presentation – maybe make a website, electronic movie or podcast.

Above all – get into it and enjoy it!

How to plan and write an essay

1. Start with an introduction:

This should explain any historical terms used in the question. e.g The causes of the Spanish Civil War, Cold War, détente etc and outline the main point or points of your answer; **then**

2. Write the main body of your answer with a series of linked paragraphs developing your introduction.

- Make sure they are in logical order. For example, if you are referring to long and short term causes, start with the long term causes first and finish with the most recent cause last.
- If you are writing about long and short term effects, then start with the short-term effects first.
- If you are writing about how far a particular policy (e.g. The Russian Revolution) was successful, do one side first and then the other.
- The key point is the paragraphs must be set out in a logical order, not jumbled up

3. Use appropriate connectives to link these paragraphs together

- In addition
- Furthermore
- This is supported by

Or contrasting points with

- However
- On the other hand
- In contrast'.

4. Note down the key points of each paragraph in the correct sequence, so that they link together - this will often be chronological.

5. Finish with a conclusion which makes clear your view of the question.

In 'causes', 'effects', and 'how successful' type questions, it's a good idea to put forward what you think is **the most important cause, effect, or success/failure and why**. Start this paragraph with a word or phrase like 'Overall', 'In conclusion', 'Finally'.

Writing Frame - Why /how successful /what causes / what effects ___?

There are contrasting views about this issue.

There is some evidence to suggest that...

but other evidence suggests that...

One piece of evidence that suggests that...

Along the same lines, it also seems that...

Furthermore...

However, it is also necessary to consider...

It is also possible that...

It can also be seen that...

Taking all these points into consideration it would seem that...

I therefore conclude that...

Pictures

When answering questions on cartoons or other pictures remember the following things about

1. People in the cartoon should be named
2. Items in the cartoon should be identified
3. Captions must be explained
4. Things in the background are also important
5. Underlying attitude of the author should also be made clear
6. Remember what you have learnt about this topic and try to use it in order to explain the meaning
7. Exactly what the actors are doing is important in understanding the cartoon.

Working with Sources

This guide identifies five kinds of source evaluation questions:

1. - **Comprehension.**
2. - **Comprehension in context.**
3. - **Usefulness of sources.**
4. - **Source comparison.**
5. - **Interpretation.**

Each of these will be covered in turn but there will also be key points of general advice appearing in these notes which will be in capital letters. The most important piece of general advice is:



ALWAYS READ THE QUESTION CAREFULLY AND MAKE SURE THAT YOUR ANSWER IS ANSWERING THE QUESTION SET.

1. Comprehension.

- These are usually the early questions. They are meant to be easy. They carry the lowest marks.
- You have to answer what the source shows about a situation.
- The source could be of any number of types.
- Write down everything you can find.
- Keep your mind on the question.
- Look beyond the obvious to what you can **infer** from the source.



**INFER = TO WORK SOMETHING OUT FROM WHAT YOU HAVE READ OR SEEN.
****SQUEEZE THE EVIDENCE FOR MEANING.******

There is no such thing as a completely useless source. You can find out a lot from a biased source

2. Source comprehension in context.

- This means understanding what a source tells us about a topic and linking it with knowledge you already have which is also relevant to the question.
- Use this source and your own knowledge to explain

REMEMBER – Keep the question in mind when you are evaluating the source and answering the question.



PROPAGANDA = INFORMATION WHICH GIVES A ONE VIEW OF EVENTS EITHER BY CAREFUL SELECTION, EXAGGERATION OR DELIBERATE UNTRUTHS WHICH IS DESIGNED TO GENERATE SUPPORT FOR ONE SIDE IN A CONFLICT, OR QUARREL. THERE IS NO SUCH THING AS A COMPLETELY RELIABLE SOURCE.

3. Usefulness of sources.

Some sources might be more useful than others; they are useful or not useful depending on what you wish to find out from them, that is depending on the question being asked of them.

- When judging the usefulness of a source ask questions like:
- Where does the source come from?
- Who created it?
- Why was it created?
- Is it reliable in what it says about?
- Even if it is biased what does it still reveal that is relevant to the question?

Start of with what it can be used for - then discuss the problems of using the source.



RELIABLE = CAN BE TRUSTED OR MADE USE OF AT FACE VALUE .

REMEMBER – Just because a source is unreliable, this does not make it totally USELESS.

If you want to discuss the bias of a source then what reveals its bias?

- its content?
- its attribution? (provenance)
- your knowledge of the period?



ATTRIBUTION / PROVENANCE = THE CIRCUMSTANCES IN WHICH A SOURCE WAS PRODUCED

REMEMBER - Inaccurate or unreliable sources do not mean USELESS SOURCES

REMEMBER - Usefulness can only be judged with reference to the question being asked.

4. Source Comparison.

This kind of question requires all the same skills, comprehension, inference, reliability, usefulness, limits to usefulness, but comparing one source with others. Your answer must be a comparison.



COMPARE = LOOK FOR SIMILARITIES AND DIFFERENCES IN WHAT DIFFERENT SOURCES OFFER TO ANSWER A QUESTION.

REMEMBER - Make sure you answer the question with a properly balanced answer.

5. Interpretation.

This requires you to assess how valid judgements about the past are.



INTERPRETATION = AN ATTEMPT TO DESCRIBE / EXPLAIN / MAKE A JUDGEMENT ABOUT THE PAST.

These are the higher mark questions - You must use both the sources and your **knowledge** to answer the question. Try to fix in your mind the judgement or interpretation that you are assessing the validity or truthfulness of by:

- **Reading the sources carefully**
- **Reading the question carefully**
- **Making your answer well structured with an**
 - opening paragraph
 - supporting the judgement or evaluation
 - arguing against the judgement
 - making your conclusion well balanced about how valid the judgement in the question is
- **Make your first and last lines focus on the question.**

Sources of Information

2 types of sources = p_____ & s_____

P_____ =

S_____ =

Be careful of b_____!

B_____ =

Decide which type of source each of the following is:

_____ Photograph

_____ Diary Entry

_____ Friend's story

_____ Encyclopaedia

_____ Biography

_____ Autobiography

_____ Newspaper

_____ Song about person

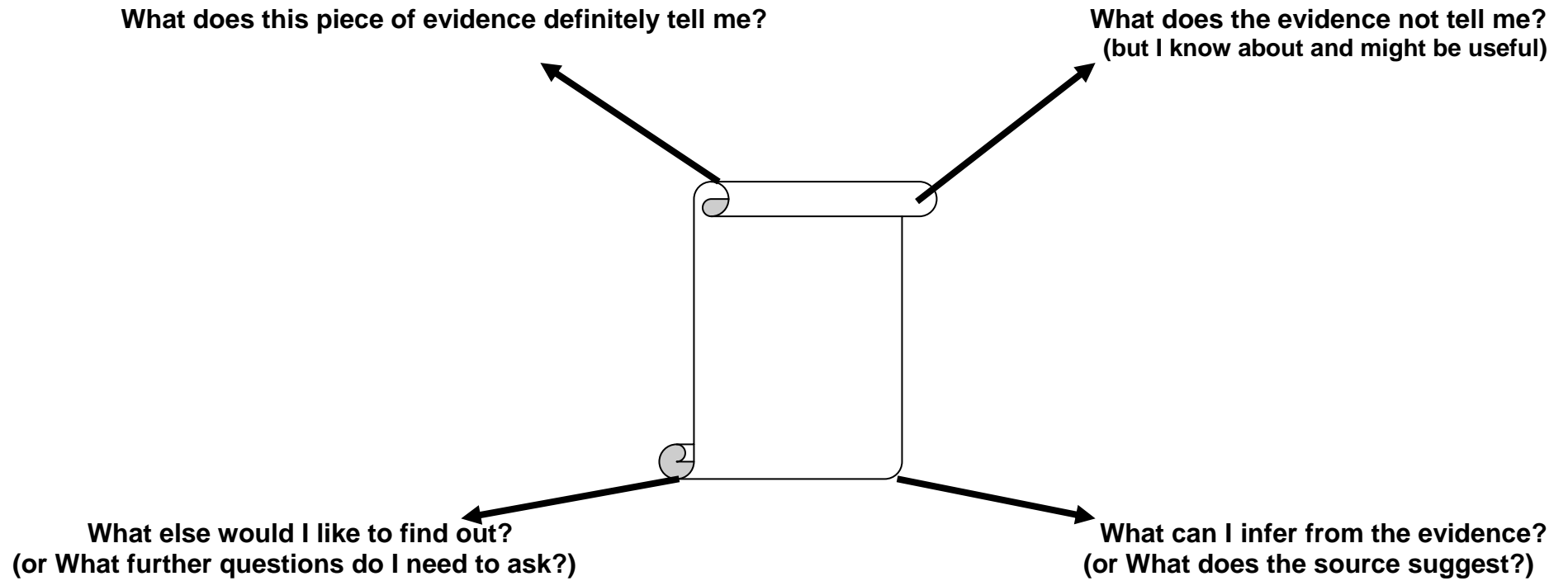
_____ Letter

_____ Textbook

How much b_____ would each have?

Reflection: Why should one be careful of bias?

Source analysis sheet



Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one) X: Newspaper Map Advertisement Letter Telegram Patent

Press Release Census Report Memorandum Report Other

2. UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more) X: Interesting Letterhead Notations

3. DATE(S) OF DOCUMENT: "RECEIVED" stamp Typed Seals Handwritten Other

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

POSITION (TITLE):

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in Spain, Britain or Europe at the time it was written.

E. Write a question to the author that is left unanswered by the document.

Artefact Analysis Worksheet

TYPE OF ARTIFACT

1. Describe the material from which it was made: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, plastic, other material.

SPECIAL QUALITIES OF THE ARTIFACT

2. Describe how it looks and feels: shape, colour, texture, size, weight, and movable parts, anything printed, stamped or written on it.

3. USES OF THE ARTIFACT

A. What might it have been used for?

B. Who might have used it?

C. Where might it have been used?

D. When might it have been used?

4. WHAT DOES THE ARTIFACT TELL US?

A. What does it tell us about technology of the time in which it was made and used?

B. What does it tell us about the life and times of the people who made it and used it?

C. Can you name a similar item today?

5. DRAW A SKETCH, LOOK FOR A PHOTOGRAPH, OF THE ARTIFACT LISTED IN 4C

Cartoon Analysis Worksheet

Level 1 All cartoons Visuals	Words
1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title. 2 Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. 3 Record any important dates or numbers that appear in the cartoon.
Level 2 Visuals	Words
2. Which of the objects on your list are symbols? 3. What do you think each symbol means?	4 Which words or phrases in the cartoon appear to be the most significant? Why do you think so? . 5. List adjectives that describe the emotions portrayed in the cartoon.
Level 3	

Describe the action taking place in the cartoon.

Explain how the words in the cartoon clarify the symbols.

Explain the message of the cartoon.

What special interest groups would agree/disagree with the cartoon's message? Why?