

<b>Subject: KS4 History Course/Year group: 9</b>	<b>Key Topic 1: The British sector of the Western Front, 1914–18: surgery and treatment</b>	
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Overview: [The context of the British sector of Western Front and the theatre of war](#), [Conditions requiring medical treatment on the Western Front](#), [Recovery and treatment of the wounded](#), [Developments in surgery and medicine, including: new techniques](#), [The historical context of medicine in the early twentieth century](#);

History Concepts and Processes	Powerful Knowledge expectations/Assessment Objectives	Cross-curricular and interdisciplinary links
<p><b>1 Concepts</b></p> <p>AF1 Knowledge and Understanding</p>   <p><b>AO1 Thinking historically</b></p> <ol style="list-style-type: none"> <li>1 Chronological understanding,</li> <li>2 Cultural, ethnic and religious diversity,</li> <li>3 Knowledge and Understanding of events and developments</li> </ol> <p>AF2 Causation and Change</p>   <p><b>AO2 Exploring concepts</b></p> <ol style="list-style-type: none"> <li>3 Causation and consequence,</li> <li>4 Change and continuity</li> </ol> <p><b>2 Processes</b></p> <p>AF3 Enquiry</p>   <p><b>AO3 Historical Enquiry</b></p> <ol style="list-style-type: none"> <li>5 Using evidence and Historical enquiry,</li> </ol> <p>AF4 Interpretation and Significance</p>   <p><b>AO4 Exploring interpretations</b></p> <ol style="list-style-type: none"> <li>6 Significance,</li> <li>7 Interpretation.</li> </ol>	<p><b>Most pupils will:</b></p> <p>Have a developed chronological overview of the British sector of the Western Front 1914-18 in terms of surgery and treatment. They will have developed historical enquiry skills and the ability to infer from and analyse evidence to communicate about the past. Furthermore they will have developed the personal learning and thinking skills of independent enquiry, creative thinkers, team workers and effective participants.</p> <p><b>Some pupils will not have made so much progress and will:</b></p> <p>Have some chronological understanding of the British sector of the Western Front 1914-18 in terms of surgery and treatment . They will have developed historical enquiry skills and the ability to use evidence to communicate about the past. Furthermore they will have developed the personal learning and thinking skills of independent enquiry, creative thinkers, team workers and effective participants.</p> <p><b>Some pupils will have progressed further and will:</b></p> <p>Have a developed a sophisticated chronological overview of the British sector of the Western Front 1914-18 in terms of surgery and treatment.They will have developed deep knowledge and understanding and a sophisticated conceptual understanding. They will have developed critical historical enquiry skills and the ability to analyse evidence sophisticatedly to communicate about the past. Furthermore they will have developed the personal learning and thinking skills of independent enquiry, creative thinkers, team workers and effective participants.</p>	<p><b>Habits of Mind</b></p> <p><b>Inquisitive</b> - Wondering &amp; questioning, Exploring possibilities, Challenging assumptions</p> <p><b>Collaborative</b> - Co-operating appropriately, Giving &amp; receiving feedback, Sharing the 'product'</p> <p><b>Persistent</b> - Sticking with difficulty, Daring to be different, Tolerating uncertainty</p> <p><b>Disciplined</b> - Crafting &amp; improving, Reflecting critically, Developing techniques</p> <p><b>Imaginative</b> - Using intuition, Making connections, Playing with possibilities</p> <p><b>Literacy</b></p> <p>Writing Reading Speaking and Listening</p> <p><b>Numeracy Focus</b></p> <p>Number Statistics</p>

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	<b>History Learning Objectives: Concepts, Powerful Knowledge and skills</b> including; habits of mind. literacy and numeracy.	<b>Differentiated teaching strategies/activities</b> including stretch and challenge	<b>Resources</b>	<b>AfL activities and formal assessment</b>	<b>Extended enquiry</b> including stretch and challenge
<p>Week 1</p> <p><b>Key Topic 1</b></p>	<p><u>I In a nutshell :?</u></p> <p><b>History Learning Objectives</b></p> <ul style="list-style-type: none"> <li>· Enquiry Question. ?</li> <li>· Development of the concept of AO 1 and 2</li> <li>· Development of the process of AO 3</li> </ul> <p><b>Habits of Mind Objectives</b> Inquisitive, Collaborative, Persistent, Disciplined, Imaginative</p> <p><b>Literacy Objectives</b> Reading, Speaking and Listening and Writing</p> <p><b>Numeracy Objectives</b> Number and statistics</p>	<p><b>Starter</b> Engaging introduction of factors of change and continuity in the wider context of Britain 50-1500.</p> <p><b>Development Activities</b></p> <ul style="list-style-type: none"> <li>• Group work.</li> </ul> <p>Paired investigation of .</p> <ul style="list-style-type: none"> <li>• Modelling.</li> </ul> <p>Extended Explanations of .</p> <ul style="list-style-type: none"> <li>• Independent Learning.</li> </ul> <p><b>(b) Study Sources A and B.</b> How useful are Sources A and B for an enquiry into the problems involved in X on the Western Front? Explain your answer, using Sources A and B and your knowledge of the historical context. <b>8 marks.</b></p> <p><b>Plenary</b> Peer assessment and green pen marking before teacher assessment of and for learning.</p> <p><b>All</b> will develop comprehension and inference skills, begin to analyse and use contextual knowledge to support answers.</p> <p><b>Some</b> will have developed greater confidence in the inferences and analyses of evidence, and their confidence in knowledge and understanding.</p>	<p><b>1 Department Activity booklet.</b></p> <p><a href="#">FWW Surgery</a></p> <p><b>2 Reading.</b></p> <p>The reading material comes both from the Department Activity booklet and the web page.</p> <p><b>3 Online resources.</b></p> <p><a href="#">Tallis Website page and its links</a></p>	<p>1 Developing powerful knowledge through reading, speaking and listening and writing.</p> <p>2 Extended writing presentation in response to Section A Q1a, b and c type questions.</p> <p>3 Peer Assessment and Teacher Assessment using mark schemes to monitor attainment and plan for progression.</p>	<p>1</p> <p>2</p> <p>3</p>

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<p>Week 2</p> <p><b>Focus 1</b></p>	<p><b>II Causes and analyses of developments:</b></p> <p><b>Focus 1</b> <a href="#">The context of the British sector of Western Front and the theatre of war, including the rural landscape, the battle front, the trench system</a> and the <a href="#">medical facilities behind the lines</a>.</p> <p><b>History Learning Objectives</b> Enquiry Question. How useful are Sources A and B for an enquiry into the problems involved in administering medical facilities on the Western Front? Explain your answer, using Sources A and B and your knowledge of the historical context.? AO 1 and AO 3</p> <p><b>Habits of Mind Objectives</b> Inquisitive, Collaborative, Persistent, Disciplined, Imaginative</p> <p><b>Literacy Objectives</b> Reading, Speaking and Listening and Writing</p> <p><b>Numeracy Objectives</b> Number and statistics</p>	<p><b>Starter</b> Paired reading of key content followed by group reading, clarifications and highlighting.</p> <p><b>Development Activities</b></p> <ul style="list-style-type: none"> <li>Group work. Initial response to Section A Q1a, b and c.</li> <li>Modelling. Groups invited to model answers but teacher models answer too and reveals how the answer scores on the mark scheme</li> <li>Independent Learning. Students respond independently and under timed conditions</li> </ul> <p><b>Plenary</b> Peer assessment and green pen marking before teacher assessment of and for learning.</p> <p><b>All</b> will develop comprehension and inference skills, begin to analyse and use contextual knowledge to support answers. <b>Some</b> will have developed greater confidence in the inferences and analyses of evidence, and their confidence in knowledge and understanding.</p>	<p><b>1 Department Activity booklet.</b> <a href="#">FWW Surgery</a></p> <p><b>2 Reading.</b> The reading material comes both from the Department Activity booklet and the web page.</p> <p><b>3 Online resources.</b> <a href="#">Tallis Website page and its links</a></p>	<p>1 Developing powerful knowledge through reading, speaking and listening and writing.</p> <p>2 Extended writing presentation in response to Section A Q1a, b and c type questions.</p> <p>3 Peer Assessment and Teacher Assessment using mark schemes to monitor attainment and plan for progression.</p>	<p>1 <b>In the Trenches</b></p> <p>2 <b>Medical Equipment</b></p>
<p>Week 3</p> <p><b>Focus 2</b></p>	<p><b>II Causes and analyses of developments:</b></p> <p><b>Focus 2</b> <a href="#">Conditions requiring medical treatment on the Western Front, including the problems of ill health caused by</a></p>	<p><b>Starter</b> Paired reading of key content followed by group reading, clarifications and highlighting.</p>	<p><b>1 Department Activity booklet.</b> <a href="#">FWW Surgery</a></p> <p><b>2 Reading.</b></p>	<p>1 Developing powerful knowledge through reading, speaking and listening and writing.</p> <p>2 Extended writing</p>	<p>1 <b>Wounding in World War 1. British Library</b></p> <p>2 <b>War Surgery</b></p>

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	<p><a href="#">conditions in the trenches and the nature of wounds from rifles used by snipers and in battle and from explosives. The problem of shrapnel and wound infection. The effects of gas attacks, including the use of chlorine gas at Loos (1915), chlorine-phosgene at Ypres (1915) and mustard gas at Ypres (1917).</a></p> <p><b>History Learning Objectives</b> Enquiry Question. How useful are Sources A and B for an enquiry into the problems involved in treating injuries and wounds on the Western Front? Explain your answer, using Sources A and B and your knowledge of the historical context? AO 1 and AO 3</p> <p><b>Habits of Mind Objectives</b> Inquisitive, Collaborative, Persistent, Disciplined, Imaginative</p> <p><b>Literacy Objectives</b> Reading, Speaking and Listening and Writing.</p>	<p><b>Development Activities</b></p> <ul style="list-style-type: none"> <li>• <b>Group work.</b> Initial response to Section A Q1a, b and c.</li> <li>• <b>Modelling.</b> Groups invited to model answers but teacher models answer to and reveals how the answer scores on the mark scheme</li> <li>• <b>Independent Learning.</b> Students respond independently and under timed conditions</li> </ul> <p><b>Plenary</b> Peer assessment and green pen marking before teacher assessment of and for learning.</p> <p><b>All</b> will develop comprehension and inference skills, begin to analyse and use contextual knowledge to support answers. <b>Some</b> will have developed greater confidence in the inferences and analyses of evidence, and their confidence in knowledge and understanding.</p>	<p>The reading material comes both from the Department Activity booklet and the web page.</p> <p><b>3 Online resources.</b> <a href="#">Tallis Website page and its links</a></p>	<p>presentation in response to Section A Q1a, b and c type questions.</p> <p>3 Peer Assessment and Teacher Assessment using mark schemes to monitor attainment and plan for progression.</p>	<p>3 <b>Chemical Warfare</b></p>
<p>Week 4 <b>Focus 3</b></p>	<p><b>II Causes and analyses of developments:</b></p> <p><b>Focus 3</b> <a href="#">Recovery and treatment of the wounded. The problem in dealing with the high number of casualties, including in the Battle of the Somme. The RAMC. The RAMC and system of transport, treatment and facilities at various stages: aid post and field ambulance, dressing station, casualty clearing station and base hospital.</a></p>	<p><b>Starter</b> Paired reading of key content followed by group reading, clarifications and highlighting.</p> <p><b>Development Activities</b></p> <ul style="list-style-type: none"> <li>• <b>Group work.</b> Initial response to Section A Q1a, b and c.</li> <li>• <b>Modelling.</b> Groups invited to model answers but</li> </ul>	<p><b>1 Department Activity booklet.</b> <a href="#">FWW Surgery</a></p> <p><b>2 Reading.</b> The reading material comes both from the Department Activity booklet and the web page.</p>	<p>1 Developing powerful knowledge through reading, speaking and listening and writing.</p> <p>2 Extended writing presentation in response to Section A Q1a, b and c type questions.</p> <p>3 Peer Assessment and Teacher</p>	<p>1 <b>Medical Services. Imperial War Museum</b></p> <p>2 <b>Casualty Clearing Station.</b></p>

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	<p><b>History Learning Objectives</b> Enquiry Question. How useful are Sources A and B for an enquiry into the system of transport and treatment on the Western Front? Explain your answer, using Sources A and B and your knowledge of the historical context.? AO 1 and AO 3</p> <p><b>Habits of Mind Objectives</b> Inquisitive, Collaborative, Persistent, Disciplined, Imaginative</p> <p><b>Literacy Objectives</b> Reading, Speaking and Listening and Writing</p>	<p>teacher models answer to and reveals how the answer scores on the mark scheme</p> <ul style="list-style-type: none"> <li>• <b>Independent Learning.</b> Students respond independently and under timed conditions</li> </ul> <p><b>Plenary</b> Peer assessment and green pen marking before teacher assessment of and for learning.</p> <p><b>All</b> will develop comprehension and inference skills, begin to analyse and use contextual knowledge to support answers. <b>Some</b> will have developed greater confidence in the inferences and analyses of evidence, and their confidence in knowledge and understanding.</p>	<p><b>3 Online resources.</b></p> <p><a href="#">Tallis Website page and its links</a></p>	<p>Assessment using mark schemes to monitor attainment and plan for progression.</p>	
<p>Week 5 <b>Focus 4</b></p>	<p><b><u>II Causes and analyses of developments:</u></b></p> <p><b>Focus 4</b> <a href="#">Developments in surgery and medicine, including: new techniques in the treatment of wounds and infection, the search for effective treatment after a gas attack, the attempts to deal with increased numbers of head injuries.</a></p> <p><b>History Learning Objectives</b> · Enquiry Question. How useful are Sources A and B for an enquiry into the developments in new techniques in the treatment of wounds on the Western Front? Explain your answer, using Sources A and B and your knowledge of the historical context.? AO1 and AO 3</p> <p><b>Habits of Mind Objectives</b></p>	<p><b>Starter</b> Paired reading of key content followed by group reading, clarifications and highlighting.</p> <p><b>Development Activities</b></p> <ul style="list-style-type: none"> <li>• <b>Group work.</b> Initial response to Section A Q1a, b and c.</li> <li>• <b>Modelling.</b> Groups invited to model answers but teacher models answer to and reveals how the answer scores on the mark scheme</li> <li>• <b>Independent Learning.</b> Students respond independently and under timed conditions</li> </ul>	<p><b>1 Department Activity booklet.</b></p> <p><a href="#">FWW Surgery</a></p> <p><b>2 Reading.</b> The reading material comes both from the Department Activity booklet and the web page.</p> <p><b>3 Online resources.</b></p> <p><a href="#">Tallis Website page and its links</a></p>		<p>1 <a href="#">War Surgery. National Army Museum</a></p> <p>2 <a href="#">Surgeons and amputees pain.</a></p>

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	<p>Inquisitive, Collaborative, Persistent, Disciplined, Imaginative</p> <p><b>Literacy Objectives</b> Reading, Speaking and Listening and Writing</p>	<p><b>Plenary</b> Peer assessment and green pen marking before teacher assessment of and for learning.</p> <p><b>All</b> will develop comprehension and inference skills, begin to analyse and use contextual knowledge to support answers.</p> <p><b>Some</b> will have developed greater confidence in the inferences and analyses of evidence, and their confidence in knowledge and understanding.</p>			
<p>Week 5</p> <p><b>Focus 5</b></p>	<p><b>II Causes and analyses of developments:</b></p> <p><b>Focus 5</b> The historical context of medicine in the early twentieth century: <a href="#">the understanding of infection and moves towards aseptic surgery</a>; <a href="#">Geoffrey Marshall's work on anaesthetics</a>; <a href="#">the development of x-rays and use of mobile x-ray units to detect shrapnel</a>; <a href="#">blood transfusions – limitations caused by the need for donor-to-patient transfusions</a>, <a href="#">developments in storing blood and blood banks</a>.</p> <p><b>History Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Enquiry Question. How useful are Sources A and B for an enquiry into the development of new technologies for the treatment of wounds on the Western Front? Explain your answer, using Sources A and B and your knowledge of the historical context.?</li> </ul> <p>AO 1 and AO 3</p> <p><b>Habits of Mind Objectives</b> Inquisitive, Collaborative, Persistent,</p>	<p><b>Starter</b> Paired reading of key content followed by group reading, clarifications and highlighting.</p> <p><b>Development Activities</b></p> <ul style="list-style-type: none"> <li><b>Group work.</b> Initial response to Section A Q1a, b and c.</li> <li><b>Modelling.</b> Groups invited to model answers but teacher models answer to and reveals how the answer scores on the mark scheme</li> <li><b>Independent Learning.</b> Students respond independently and under timed conditions</li> </ul> <p><b>Plenary</b> Peer assessment and green pen marking before teacher assessment of and for learning.</p>	<p><b>1 Department Activity booklet.</b> <a href="#">FWW Surgery</a></p> <p><b>2 Reading.</b> The reading material comes both from the Department Activity booklet and the web page.</p> <p><b>3 Online resources.</b> <a href="#">Tallis Website page and its links</a></p>	<p>1 Developing powerful knowledge through reading, speaking and listening and writing.</p> <p>2 Extended writing presentation</p> <p>3 Peer Assessment and Teacher Assessment</p>	<p>1 <b>Antiseptics and Aseptics</b></p> <p>2 <b>Anaesthetics</b></p> <p>3 <b>X Rays</b></p> <p>4 <b>Blood Transfusion</b></p>

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	<p>Disciplined, Imaginative</p> <p><b>Literacy Objectives</b> Reading, Speaking and Listening and Writing</p>	<p><b>All</b> will develop comprehension and inference skills, begin to analyse and use contextual knowledge to support answers.</p> <p><b>Some</b> will have developed greater confidence in the inferences and analyses of evidence, and their confidence in knowledge and understanding.</p>			
Week 6	<p><b><u>IV Cracking the Puzzle. Preparing for Assessment</u></b></p> <p><b>History Learning Objectives</b> · Enquiry Question. ? AO 1 and AO 3</p> <p><b>Habits of Mind Objectives</b> Inquisitive, Collaborative, Persistent, Disciplined, Imaginative</p> <p><b>Literacy Objectives</b> Reading, Speaking and Listening and Writing</p>	<p><b>Starter</b> Paired reading of key content followed by group reading, clarifications and highlighting.</p> <p><b>Development Activities</b></p> <ul style="list-style-type: none"> <li>• <b>Group work.</b> Initial response to Section A Q1a, b and c.</li> <li>• <b>Modelling.</b> Groups invited to model answers but teacher models answer to and reveals how the answer scores on the mark scheme</li> <li>• <b>Independent Learning.</b> Students respond independently and under timed conditions</li> </ul> <p><b>Plenary</b> Peer assessment and green pen marking before teacher assessment of and for learning.</p>	<p><b>1 Department Activity booklet.</b> <a href="#">FWW Surgery</a></p> <p><b>2 Reading.</b> The reading material comes both from the Department Activity booklet and the web page.</p> <p><b>3 Online resources.</b> <a href="#">Tallis Website page and its links</a></p>	<p>1 Developing powerful knowledge through reading, speaking and listening and writing.</p> <p>2 Extended writing presentation</p> <p>3 Peer Assessment and Teacher Assessment</p>	<p>1</p> <p>2</p> <p>3</p>