



Scheme of Learning	Topic: Why did the World go to War in 1914?
Learning outcomes	- Students will understand the causes of the First World War. - Students will understand that there were multiple causes of the First World War, and no one cause was predominant. - At the end of the unit, students will produce an essay on the causes of the First World War. It is our hope that students will be able to write a fluent account of the causes of war that is able to express multiple ideas concurrently.
Key Question	- Our enquiry question is 'why did the World go to War in 1914?' - It is important that students can identify multiple causes of the war. These will include: the alliance system, imperialism, nationalism, the crisis in the Balkans, the arms race and the assassination of Franz Ferdinand.
Knowledge	- One of the most pressing concepts to cover in this unit will be the growing tide of nationalism and ethnic tensions that arose in parts of Europe. A clear definition of nationalism should be identified and this will then be developed with an understanding of how the changing fortunes of European empires impacted upon this. For example, students will need to understand what is meant by the ethnic tensions in the Balkans, that the people who lived here are not one uniform group but have different national identities. In this unit, the key vocabulary that students need to know is identified as follows: Alliance – A union or grouping of people or countries Balkans – A geographical area in South Eastern Europe Biases - Cause to feel or show inclination or prejudice for or against someone or something. Construe - Interpret (a word or action) in a particular way. Nationalism - identification with one's own nation and support for its interests, especially to the exclusion or detriment of the interests of other nations. Pre-conceived - To form an idea of beforehand; conceive of ahead in time Weltpolitik – German for World Power status. Germany wanted an empire to match that of the British Empire.
Ongoing Assessment	At the start and end of each lesson students will complete low stakes quizzing exercises to ascertain their understanding of core knowledge.



	Students will need to understand that there is not one single cause for the outbreak of the First World War and that war could even have been avoided following the assassination of Franz Ferdinand.
Key Assessment	At the end of the unit, students will produce an essay on the causes of the First World War. It is our hope that students will be able to write a fluent account of the causes of war that is able to express multiple ideas concurrently.
Clear sequencing of content	- Our units are taught chronologically so that they occur in a manner by which students can make connections with past and future content. - In this unit we want students to draw back to their understanding of empire, particularly to the decision made by Europe to divide up Africa after 1880 and the tension that existed as a result. The key vocabulary in this unit is nationalism. Students will be expected to define the term nationalism and use this in future units on the Europe after 1920 and the Second World War.
Diversity and Inclusion	In this unit it is important to draw attention to different ethnic identifies felt by people within Europe. Many students will not understand why Serbs did not want to be part of the Austrian empire, that they had their own identity and wanted to be able to rule themselves.
Additional Support	Booklets contain knowledge organisers, key vocabulary ect. All resources are uploaded to the SharePoint.
Challenge	Within the booklet that are links to podcasts and extended reading. There is a link to a series of the Rest is History podcast about the causes of the First World War.