**Y11 Term 1 Shadow Curriculum (Conflict and Tension)**

**A copy of the textbook can be found on Kerboodle – ‘Oxford AQA GCSE History – Conflict and Tension 1918-1939’.**

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| **Lesson Number** | **Title of lesson** | **Tasks** | **Resources** |
|  | Lesson 1 - Counting the cost | 1. Read through the structure of the course (slides 1-3). 2. On a copy of the map, colour in the two sides during WWI using slide 6. 3. Use the factfiles on the worksheet to write in each box around the map explaining how each country was affected by WWI (e.g. numbers of casualties, amount of land damaged). 4. Answer the questions on slide 7. 5. Read slide 8 about the Armistice, and summarise the information in a paragraph. | PowerPoint – Lesson 1.  Worksheet – Map.  Worksheet – Factfile Cards. |
|  | Lesson 2 – The Aims of the ‘Big Three’ | 1. Read pages 8 and 9 in Conflict and Tension 1918-1939. 2. Produce a spider diagram (or table) covering each of the ‘Big Three’ which outlines the aims each leader had and why. 3. Complete Q1-4 in the blue work box on page 9. | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 8 and 9. |
|  | Lesson 3 – Wilson’s Fourteen Points | 1. Read pages 10 and 11 in Conflict and Tension 1918-1939. 2. Using the worksheet ‘The Fourteen Points’, create a poster of all the main terms that Wilson wanted and add an illustration for each point. 3. Explain in a paragraph why Clemenceau and Lloyd George would disagree with the Fourteen Points that Wilson proposed. | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 10 and 11.  Plain paper and pens/pencils.  Worksheet – The Fourteen Points. |
|  | Lesson 4 – The Treaty of Versailles | 1. Read pages 12 and 13 in Conflict and Tension 1918-1939. 2. Create a table of all the terms of the Treaty (on the spider diagram) using the following headings:  |  |  |  |  | | --- | --- | --- | --- | | **Blame** | **Reparations**  **(Money)** | **Army** | **Territory (Land)** | |  |  |  |  |  1. Answer questions 2 and 3 in the blue work box on page 13. 2. Answer the practice question on page 13, this should take you 20 minutes to answer. You need to write 3 paragraphs comparing territorial losses, with two other punishments (either blame, reparations or army). You then need to compare all of these in a conclusion at the end making a judgement whether territorial losses were the worst punishment or not. | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 12 and 13. |
|  | Lesson 5 – What was the German Reaction? | 1. Read pages 14 and 15 in Conflict and Tension 1918-1939. 2. Complete questions 1 to 4 in the blue work box (take care with Q2 to really think whether each source is for or against the Treaty of Versailles). 3. Complete the practice question in the orange box on page 15. This should take approximately 5 minutes. Write down why the source is against the Treaty of Versailles and explain how you know. | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 14 and 15. |
|  | Lesson 6 – Were the Allies Happy? | 1. Read pages 16 and 17 in Conflict and Tension 1918-1939. 2. Complete questions 1 to 3 in the blue work box, ensure that question 2 is as detailed as possible. | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 16 and 17. |
|  | Lesson 7 – The German Reaction to the Treaty of Versailles. | 1. Read pages 18 and 19 in Conflict and Tension 1918-1939. 2. Make notes under the following headings:    * What sort of treaty the Germans hoped for.    * Politics in Germany.    * Why did the German people hate the Treaty of Versailles?    * What happened in Germany following the Treaty? (Here use the timeline across the bottom of the double page to describe the main events). | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 18 and 19. |
|  | Lesson 8 – How were Germany’s Allies Treated? | 1. Read pages 22 and 23 in Conflict and Tension 1918-1939. 2. Make a spider diagram including the key features of each of the different treaties and the impacts these treaties had. 3. Explain in detail why the treaty of Sevres was so significance and how it undermined the Treaty of Versailles. | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 22 and 23. |
|  | Lesson 9 – Did the Big Three Achieve their Aims? | 1. Read pages 24 and 25 in Conflict and Tension 1918-1939. 2. Summarise the information beneath the name of each leader to recap their aims and whether it was achieved or not. 3. Complete the practice question in the orange box on page 25. Here you ned to explain why Clemenceau was unsatisfied (or not) with the treaty in the first paragraph, then compare this to Lloyd George and Woodrow Wilson. Finally, you need to write a conclusion which answers the questions. It should take you 20 minutes. | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 24 and 25. |
|  | Lesson 10 – Revision | 1. Print or make a copy of the ‘Revision Cards Part 1’. 2. Fill in the revision cards in as much detail as possible using your notes and the Conflict and Tension 1918-1939 textbook pages 8 to 25. 3. Use these to revise for a test. | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 8 to 25.  Worksheet – Revision Cards Part 1. |
|  | Lesson 11 – Test Part 1. | 1. Read through the test questions and exam technique sheet. 2. Complete the questions in exam conditions. You should allow 60 minutes:    * Question 1 – 5 minutes.    * Question 2 – 15 minutes.    * Question 3 – 10 minutes.    * Question 4 – 20 minutes.    * 10 minutes to read the sources, plan and check your answers. | Worksheet – Test Part 1.  Worksheet – Exam Technique Sheet. |
|  | Lesson 12 – Why was the League of Nations Created? | 1. Read pages 28 and 29 in Conflict and Tension 1918-1939. 2. Create your own summary of the information about the League of Nations using the double page. Cover all the different areas but ensure you particularly focus on:    * Why it was formed (the four aims of the League).    * How it aimed to keep peace.    * How it would deal with aggression and disputes. 3. Complete questions 1-3 in the blue work box on page 29. | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 28 and 29. |
|  | Lesson 13 – The Structure of the League of Nations. | 1. Read pages 30 and 31 in Conflict and Tension 1918-1939. 2. Complete questions 1-3 in the blue work box on page 31. Make sure question 1 in particular is very detailed, explaining what each part of the League did. 3. Describe and explain the main strengths and weaknesses of the League of Nations using the table on page 31. | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 30 and 31. |
|  | Lesson 14 – Did the League of Nations Help People? | 1. Read pages 30 and 31 in Conflict and Tension 1918-1939. 2. Complete questions 1-3 in the blue work box on page 33. For question 2 write your order as a list on paper. 3. Complete the practice question in the orange box on page 33. Explain why the source supports the League of Nations and how you know it does. This should take you 5 minutes. | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 32 and 33. |
|  | Lesson 15 – How Successful was the League of Nations in the 1920s? | 1. Read pages 34 to 37 in Conflict and Tension 1918-1939. 2. Complete the work questions on page 35 in the blue box. Make sure you write in detail what happened during each event. Furthermore, ensure you consider each event carefully to decide whether the League was successful or not in dealing with the issue (you could colour-code your table to show this clearly). | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 34 to 37. |
|  | Lesson 16 – What International Agreements Helped the League of Nations? | 1. Read pages 38 and 37 in Conflict and Tension 1918-1939. 2. Make detailed notes about the Locarno Treaties (1925 and the Kellogg-Briand Pact (1928). Explain carefully why the League was not involved with either agreement. **Note** – there is an error in the textbook | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 38 and 39. |
|  |  | about the Kellogg-Briand Pact. Only the USA was not a member of the League of Nations at this point, Germany had been a member since 1926 and remained so until 1933 when they were withdrawn by Adolf Hitler.   1. Complete the practice question in the orange box on page 39. Explain why the source supports the Locarno Treaties and how you know it does. This should take you 5 minutes. |  |
|  | Lesson 17 – The Decline of International Co-operation in the 1930s. | 1. Read pages 40 and 41 in Conflict and Tension 1918-1939. 2. Make a detailed spider-diagram of the information across the double page. Make sure you include a detailed explanation of what caused the depression following the Wall Street Crash. 3. Watch the following BBC Video to check your understanding of the Wall Street Crash [The Wall Street Crash](https://www.bbc.co.uk/programmes/p00xc7d6) | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 40 and 41. |
| 18-19. | Lessons 18 and 19 – The Manchurian Crisis 1931. | 1. Read pages 42 to 45 in Conflict and Tension 1918-1939. 2. Watch the following BBC video [Japanese Invasion of Manchuria](https://www.bbc.co.uk/programmes/p00x6rwr) 3. Create a detailed leaflet using all four pages. You need to create the following sections:    * Where is Manchuria (here add a map, you can draw or print one).    * Why Japan Wanted Manchuria.    * What Happened During the Mukden Incident? (use the cartoon at the bottom of page 43).    * Why the League was Slow to React.    * What the League Did. | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 42 to 45.  Paper and pens/pencils. |
|  |  | * What Impact the Manchurian Crisis Had on the League of Nations (use the ‘end of the League on page 45). |  |
| 20-21. | Lessons 20 and 21 – The Abyssinian Crisis 1935-1936. | 1. Read pages 46 to 49 in Conflict and Tension 1918-1939. 2. Watch the following BBC video [Italian Invasion of Abyssinia](https://www.bbc.co.uk/programmes/p00x6r7w). 3. Print or make a copy of the worksheet- the Abyssinian Crisis. Use pages 46 and 47 to complete it in detail. 4. Using pages 48 and 49 explain the four main reasons why the League of Nations failed in Abyssinia. 5. Explain why Mussolini’s invasion undermined the League of Nations. 6. Complete work questions 1 to 3 in the blue box on page 49. 7. Complete the practice question in the orange box on page 49. This should have 3 separate paragraphs and should take you 15 minutes:  * Explain why source A is useful (use both the image and the provenance/caption). * Explain why source B is useful (use both the text and the provenance/caption). * Write a brief conclusion explaining overall why both sources are useful (avoid saying why they are not useful). Try to link both sources together here and mention similarities. | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 46 to 49.  Worksheet – The Abyssinian Crisis |
| 22. | Lesson 22 – Why did the League of Nations Fail? | 1. Read pages 50 and 51 in Conflict and Tension 1918-1939. 2. Make a list of 11 reasons that the League of Nations failed (on page 50). You need to write them out in order of importance in your opinion from the main reason it failed to the least important reason. | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 50 and 51. |
|  |  | 1. Answer the practice question on page 51, this should take you 20 minutes to answer. You need to write 3 paragraphs each with a different reason the League of Nations failed (one has to be structural reasons as per the question). You then need to write a conclusion answering the question. Explain whether structural weaknesses were the main reason it failed or not and why. |  |
| 23. | Lesson 23 – Revision. | 1. Print or make a copy of the ‘Revision Cards Part 2’. 2. Fill in the revision cards in as much detail as possible using your notes and the Conflict and Tension 1918-1939 textbook pages 28 to 51. 3. Use these to revise for a test. | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 28 to 51.  Worksheet – Revision Cards Part 2. |
| 24. | Lesson 24 – Test Part 2. | 1. Read through the test questions and exam technique sheet. 2. Complete the questions in exam conditions. You should allow 60 minutes:    * Question 1 – 5 minutes.    * Question 2 – 15 minutes.    * Question 3 – 10 minutes.    * Question 4 – 20 minutes.    * 10 minutes to read the sources, plan and check your answers. | Worksheet – Test Part 2.  Worksheet – Exam Technique Sheet. |
| 25. | Lesson 25 – What Did Hitler Want? | 1. Read pages 54 and 55 in Conflict and Tension 1918-1939. 2. Make a brainstorm or a mind map of all of the information from the two pages. Make sure you include all of the Hitler’s aims (page 54) and how these aims made a second world war likely. 3. Complete questions 1 and 3 (not 2) on page 55 in the blue work box. | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 54 and 55. |
| 26. | Lesson 26 – How did Other Countries React to Hitler? | 1. Read pages 56 and 57 in Conflict and Tension 1918-1939. 2. Make detailed notes about each country and their policy towards Hitler and Germany. 3. Complete questions 2 to 5 (not 1) on page 57 in the blue work box. | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 56 and 57. |
| 27. | Lesson 27 – German Rearmament and the Road to War. | 1. Read pages 58 and 59 in Conflict and Tension 1918-1939. 2. Across a double page (or on A3 paper), make a copy of the timeline. 3. After you have made the timeline, explain how each event on the timeline broke the Treaty of Versailles and made a second world war more likely. 4. Complete the practice question in the orange box on page 59. You should spend 10 minutes writing two paragraphs (no conclusion needed):    * Paragraph 1 – Explain one way that Hitler broke the terms of the Treaty of Versailles between 1933 and 1935.    * Paragraph 2 – Explain a second way that Hitler broke the terms of the Treaty of Versailles between 1933 and 1935. | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 58 and 59.  A3 paper, pencils and pens (optional) |
| 28. | Lesson 28 – The Reoccupation of the Rhineland. | 1. Read pages 60 and 61 in Conflict and Tension 1918-1939. 2. Print or make your own copy of the worksheet ‘The Reoccupation of the Rhineland’. Ensure that you focus carefully on why the event was important (significant) and how it made a second world war more likely. 3. Complete questions 1 to 4 in the blue work box on page 61. | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 60 and 61.  Worksheet – The Reoccupation of the Rhineland. |
| 29. | Lesson 29 – Which Countries Supported Hitler? | 1. Read pages 62 and 63 in Conflict and Tension 1918-1939. 2. Complete questions 1-3 in the blue work box on page 63. 3. Complete the practice question in the orange box on page 63. This should take approximately 5 minutes. Write down why the source is against Hitler’s involvement in the Spanish Civil War and explain how you know. | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 62 and 63. |
| 30. | Lesson 30 – Anschluss | 1. Read pages 64 and 65 in Conflict and Tension 1918-1939. 2. Write a paragraph to explain why Hitler aimed to reunite with Austria. 3. Create a storyboard (writing and illustration) to explain what happened in 1938 when Germany managed to successfully reunite with Austria. It is important that you can retell the main points of this story to the examiner. There is a blank storyboard outline on the worksheet (Storyboard – 8 Box Version) which you can use. You might have to enlarge it to A3 to give you enough space and remember to change the title so that it is relevant. 4. Answer question 3 in the blue work box (not 1 and 2). | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 64 and 65.  Worksheet – Storyboard – 8 Box Version. |
| 31. | Lesson 31 – How did People React to Anschluss? | 1. Read pages 66 and 67 in Conflict and Tension 1918-1939. 2. Make detailed notes which explain how each country reacted to the union of Germany and Austria. 3. Write a paragraph which summaries the main consequences (found on page 67). 4. Complete questions 1 to 4 in the blue work box on page 67. | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 66 and 67. |
| 32-33. | Lessons 32-33 - What was the Sudeten Crisis? | 1. Read pages 68 to 71 in Conflict and Tension 1918-1939. 2. Explain why Hitler wanted the Sudetenland (use page 68). Include a sketch map in your explanation. 3. Create a timeline of events from March 1938 to March 1939 when Hitler invaded Czechoslovakia using information from pages 68 to 71. It should include the following dates:    * March 1938 (page 68).    * May 1938 (page 68).    * 15th September 1938 (page 69).    * 22nd September 1938 (page 69).    * 29th September 1938 (page 70).    * 10th October 1938 (page 70).    * March 1939 – invasion of Czechoslovakia (page 71). 4. Explain in detail why the invasion of the rest of Czechoslovakia was significant (page 71). 5. Complete all parts of question 2 (not 1) in the blue box on page 71. 6. Complete the practice question in the orange box on page 69. This should have 3 separate paragraphs and should take you 15 minutes:  * Explain why source B is useful (use both the image and the provenance/caption). * Explain why source C is useful (use both the text and the provenance/caption). * Write a brief conclusion explaining overall why both sources are useful (avoid saying why they are not useful). Try to link both sources together here and mention similarities. | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 68 to 71. |
| 34. | Lesson 34 – How Did Britain and France React? | 1. Read pages 72 and 73 in Conflict and Tension 1918-1939. 2. Make a copy of the timeline on page 72. Ensure that you space out the events rather than in columns like the book. 3. Beneath each of the events you need to match up the corresponding statement from A to K to explain why Britain and France didn’t do anything to stop Hitler each time. You need to write the statement not just the letter. For example:    * **1933 Hitler leaves the League of Nations Disarmament Conference** – Statement D – the French refused to disarm, so there was nothing anyone could do to force Hitler to disarm. 4. Colour code each of the events (and the matching statements) on your timeline to each of Hitler’s aims. As a reminder they were:    * To overturn the Treaty of Versailles.    * Reunite German speakers in a Greater Germany    * Taking Lebensraum    * Rearmament | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 72 and 73. |
| 35. | Lesson 35 – Was Appeasement a Good Idea? | 1. Read the boxes on the worksheet ‘Arguments For and Against Appeasement’. 2. Create a table with the following two columns:  |  |  | | --- | --- | | **Arguments for Appeasement** | **Arguments Against Appeasement** | |  |  |  1. Cut out the boxes on the sheet and stick them in the correct columns. Alternatively, you can write them out instead. 2. Check your answers using pages 74 to 77 in Conflict and Tension 1918-1939. | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 74 to 77.  Worksheet – Arguments For and Against Appeasement. |
|  |  | 1. Using the arguments in your table, write a paragraph to explain your overall opinion/viewpoint on whether Appeasement was a good idea or not overall and why. |  |
| 36-37. | Lessons 36-37 – The Nazi-Soviet Pact. | 1. Read pages 78 to 81 in Conflict and Tension 1918-1939. 2. Make detailed notes under the following headings (you can do this as a spider diagram if you prefer):    * Why did Germany want Poland? (Page 78)    * What was the Nazi-Soviet Pact? (Page 78)    * Why didn’t the USSR trust Britain and France? (Pages 78 and 79).    * Why did the USSR sign the Nazi-Soviet Pact? (Page 80).    * What was in it for Germany? (Page 80). 3. Complete questions 1 and 2 (not question 3) in the blue work box on page 81. 4. Complete the practice question in the orange box on page 79. This should take approximately 5 minutes. Write down why the source is against the Nazi Soviet Pact and explain how you know. 5. Complete the practice question in the orange box on page 81. This should have 3 separate paragraphs and should take you 15 minutes:  * Explain why source E is useful (use both the image and the provenance/caption). * Explain why source F is useful (use both the text and the provenance/caption).   + Write a brief conclusion explaining overall why both sources are useful (avoid saying why they are not useful). Try to link both sources together here and mention similarities. | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 74 to 77. |
| 38. | Lesson 38 – The Invasion of Poland and Declaration of War. | 1. Read pages 82 and 83 in Conflict and Tension 1918-1939. 2. Create a newspaper front cover describing what happened during the invasion of Poland and the declaration of war. Add a catchy headline and images (either printed or drawn). Use source C for inspiration for how to set it out. 3. Complete questions 2 and 3 in the blue work box on page 83. | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 82 and 83. |
| 39. | Lesson 39 – Why did WWI Break Out? | 1. Read pages 84 and 85 in Conflict and Tension 1918-1939. 2. Make your own copy of the spider diagram on pages 84 and 85. Colour code it into the six main causes and add images. This will be very useful for revision for the third part of this unit. | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 84 and 85. |
| 40-41. | Lessons 40-41 – Revision. | 1. Print or make a copy of the ‘Revision Cards Part 2’. 2. Fill in the revision cards in as much detail as possible using your notes and the Conflict and Tension 1918-1939 textbook pages 54 to 85. 3. Watch [World War II In Colour: Episode 1 - The Gathering Storm](https://www.youtube.com/watch?v=LC6_NNjZENU&t=1413s). This is excellent revision for the whole unit including part 3. 4. Use these to revise for a test. | Conflict and Tension 1918-1939 Textbook (or Kerboodle) pages 54 to 85.  Worksheet – Revision Cards Part 3.  YouTube – World War II In Colour: Episode 1 – The Gathering Storm |
| 42. | Lesson 42 – Test Part 3. | 1. Read through the test questions and exam technique sheet. 2. Complete the questions in exam conditions. You should allow 60 minutes:    * Question 1 – 5 minutes.    * Question 2 – 15 minutes.    * Question 3 – 10 minutes.    * Question 4 – 20 minutes.    * 10 minutes to read the sources, plan and check your answers. | Worksheet – Test Part 3.  Worksheet – Exam Technique Sheet. |