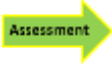







<p>This half term: Skills, Knowledge and Understanding to be developed:</p> <p>Unit 1: Depression, War and Recovery in England and Wales, 1930 – 1951.</p> <ul style="list-style-type: none"> Students will be able to assess the impact of the Depression years on England and Wales. Students will know key facts about the main causes of the Depression, how people's lives were affected by the Depression and the causes of the Second World War. Students will demonstrate their understanding by completing a range of summary tasks and answering GCSE examination questions relevant to the 2022-23 examination. 		<p>Key Terms / Words:</p> <p>Traditional industries, 'Golden Age', Wall St Crash, Dole, Means Test, 'Jarrow Crusade', 'making ends meet', popular culture, Special Areas Act, migration, emigration, policy of Appeasement, Blitz</p>	
<p>LP 1 – Week 1 Learning Outcomes:</p> <p>1. Students will know the themes that remain to be taught in the GCSE course, their current level of achievement, the department's expectations and its teaching strategies.</p> <p>KEY QUESTION 1 – The coming of the Depression.</p> <p>2. Students will be able to give reasons for the decline of British traditional industries by the late 19th century.</p>		<p>Success criteria:</p> <p>What were the causes for the decline of British traditional industries?</p>	<p>Homework LP1 1</p> <p>Organise A4 Lever Arch file following guidelines given</p>
<p>LP 1 – Week 2 Learning Outcomes:</p> <p>1. Students will be able to define the term 'Depression' and identify the causes of the 1930's Depression.</p> <p>KEY QUESTION 2 – Life during the Depression.</p> <p>2. Students will be able to assess the effectiveness of the Dole and the Means Test as a means of government support during the Depression.</p> <p>3. Students will be able to answer a 'What can be learnt from Source A and B about...' examination question (4 mark).</p>		<p>Success criteria:</p> <p>How much support did the dole provide to the unemployed?</p> <p>'What can be learnt from Source A and B about...?'</p>	<p>Homework LP1 2</p> <p>Revise for APP – revision sheet to be completed</p>
<p>LP 1 – Week 3 Learning Outcomes:</p> <p>1. Students will be able to assess the successes and limitations of the Rhondda March and the Jarrow Crusade.</p> <p>2. Students will complete the APP. Students will be able to give examples of the 'Depressed areas' in England and Wales and describe the effects of the Depression on various groups [Part 1]</p>	<div style="border: 2px solid blue; padding: 5px; display: inline-block; margin-bottom: 10px;">APP</div> <div style="border: 2px solid red; padding: 5px; display: inline-block;">GRADE</div>	<p>Success criteria:</p> <p>How effective was the Jarrow Crusade?</p>	<p>Homework LP1 3</p>
<p>LP 1 – Week 4 Learning Outcomes:</p> <p>1. Students will be able to give examples of the 'Depressed areas' in England and Wales and describe the effects of the Depression on various groups [Part 2]</p> <p>2. Students will give reasons for why many people migrated and emigrated from Wales and the effects of this movement.</p> <p>3. Students will answer a 'To what extent does this source accurately explain...' (6 mark) examination question.</p>		<p>Success criteria:</p> <p>What impact did the Depression have on women and children?</p> <p>'To what extent does this source accurately explain...'</p>	<p>Homework LP1 4</p> <p>Question 1 and 2 of the Unit 1 examination paper</p>

<p>LP 1 – Week 5 Learning Outcomes:</p> <ol style="list-style-type: none"> Students will assess and record details of the importance of radio, sport and cinema during the Depression years. Students will be able to identify and record the reasons for why the new light industries were successful overall and assess the effectiveness of the Special Areas Act. 		<p>Success criteria:</p> <p>How did radio, sport and the cinema provide a form of escapism during the Depression?</p>	<p>Homework LP1 5</p>
<p>LP 1 – Week 6 Learning Outcomes:</p> <ol style="list-style-type: none"> Students will answer a ‘Why was _____ significant/successful/important.’ examination question (12 mark). <p>KEY QUESTION 3 – The coming of war.</p> <ol style="list-style-type: none"> Students will be able to form a judgement with justification on how much of a threat Hitler’s foreign policy was during the 1930’s [Part 1] Students will be able to form a judgement with justification on how much of a threat Hitler’s foreign policy was during the 1930’s [Part 2] 		<p>Success criteria:</p> <p>‘Why was _____ significant/successful/important?’</p> <p>Why did Germany pose a significant threat to peace in the 1930’s?</p>	<p>Homework LP1 6</p> <p>Revise for SA – revision sheet to be completed</p>
<p>LP 1 – Week 7 Learning Outcomes:</p> <ol style="list-style-type: none"> Students will be able to form a judgement with justification on how much of a threat Hitler’s foreign policy was during the 1930’s [Part 3] Students will complete the Summative Assessment. 	<div style="border: 2px solid blue; padding: 5px; width: 60px; margin: 0 auto; text-align: center;">SA</div> <div style="border: 2px solid red; padding: 5px; width: 60px; margin: 10px auto; text-align: center;">GRADE</div>	<p>Success criteria:</p> <p>SA</p>	<p>Homework LP1 7</p>
<p>LP 1 – Week 8 Learning Outcomes:</p> <ol style="list-style-type: none"> Students will be able to form a judgment with justification on whether Britain were right to follow a Policy of Appeasement during the 1930’s. Students will be able to assess the effectiveness of Britain’s preparations for the Second World War. <p>KEY QUESTION 4 – Life during wartime.</p> <ol style="list-style-type: none"> Students will be able to describe the effects of the Blitz on British cities. 		<p>Success criteria:</p> <p>Was Britain ready for war in 1939?</p>	<p>Homework LP1 8</p>

Please note this may be subject to change