

## Humanities – Responses to contemporary conflicts in world events 6242

### (Israeli and Palestinian conflict in the 20<sup>th</sup> Century)

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| <b>Key Stage/Year</b>                         | Key Stage 4 - Year 1                                 |
| <b>Approximate Number of Lessons and Term</b> | 15 sessions across term 1 (autumn)                   |
| <b>Qualification/Exam (if applicable)</b>     | WJEC Entry Level Pathway Qualification in Humanities |

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| <b>Consideration of prior learning</b>   | This will be considered throughout the topic with learners identifying their knowledge of Israel and Palestine and Humanities more generally.  |
| <b>How will learners' knowledge, skills and understanding be checked at the start of the unit?</b> | At the start of the unit learners will do a session in which they outline what they know about World War Two – which is where the topic will begin, and Humanities. This will allow the subject teacher(s) to pitch lesson content and skills appropriately and will allow all staff to support the learners in developing the understanding that they already have and help them to gain new understanding. |

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| <b>How will learners' knowledge, skills and understanding be checked at the end of the unit?</b> | Learners' knowledge will be checked throughout the topic with teacher questioning and the marking of learners' work. Learners knowledge will also be checked at the end of the unit with recap quizzes, to establish the progress in understanding and skills that learners' have |
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| Learning Outcome (linked to assessment objectives – see below). | Approx. No. of Lessons | Potential Activities  | Behaviour/Safety/Personal Development/SMSC Opportunities   |
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| Understand what we remember from Humanities last year.          | 1                      | Main activity - Learners to engage in group activity in which they share with each other and staff members what they remember from last year. Skills and knowledge that learners learnt last year will link to those learnt this academic year.             |  |
| Understand what we already know about World War Two.            | 1                      | Main activity – Learners to engage in group mind map activity in which they share what they think they already know about World War Two.  |  |
| Understand how World War Two started.                           | 1                      | Recap activity – Learners to verbalise to staff what they can remember from their previous session about World War Two.<br>Main activity – Learners to study a map of Europe from 1933 to understand how World War Two started with the invasion of Poland. | Opportunity for learners to discuss about the morality of war and whether wars are ever just. <b>SMSC focus – moral.</b>     |
| Understand why Hitler hated the Jews. <b>(AC1.2)</b>            | 1                      | Recap activity – Learners to engage in group recap activity about World War Two.<br>Main activity – Learners to watch a video clip and use the information to gain an understanding as to why Hitler and other leading Nazis hated the Jews.                | Opportunity for learners to gain an understanding of Jewish culture and Judaism. <b>SMSC focus – spiritual and cultural.</b> |

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| <p>Understand how the Holocaust led to the creation of Israel. <b>(AC1.1 &amp; AC1.2)</b></p>       | <p>1</p> | <p>Recap activity – Learners to engage in true or false activity about why Hitler and the Nazis hated the Jews.<br/>Main activity – Learners to watch a video clip and make use of a map of the middle east to understand how the state of Israel was created.</p>   |  |
| <p>Understand that Israel/Palestine is a current area of conflict. <b>(AC1.1)</b></p>               | <p>1</p> | <p>Recap activity – Learners to engage in question activity about the creation of the state of Israel.<br/>Main activity – Learners to study maps of the middle east to gain an understanding of how the area around the state of Israel is a current area of conflict.</p>  |  |
| <p>Understand why the Israel/Palestine conflict began. <b>(AC1.2)</b></p>                           | <p>1</p> | <p>Recap activity – Learners to engage in true or false activity about the current areas of conflict in the Israel area.<br/>Main activity – Learners to carry out a card sort activity highlighting some of the key factors which caused the initial conflicts between the state of Israel and Palestine including land and religion.</p> | <p>Opportunity for learners to gain an understanding of the different religious and cultural views of the various groups involved in the conflict. <b>SMSC focus – spiritual and cultural.</b></p> |
| <p>Understand some of the key leaders involved in the Israel/Palestine conflict. <b>(AC2.1)</b></p> | <p>1</p> | <p>Recap activity – Learners to categorise different causes for the conflict which they looked at in the previous session.<br/>Main activity – Learners to create fact-files on some of the key leaders of the conflict – such as current Israeli PM Benjamin Netanyahu</p>  |  |
| <p>Understand the actions military forces are taking in</p>   | <p>1</p> | <p>Recap activity – Learners to have a recap group discussion on the key leaders.</p>  | <p>Opportunity for learners to discuss about the morality of military forces and their</p>   |

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| the conflict. <b>(AC2.1 &amp; AC2.2)</b>   |   | Main activity – Learners to study the military forces of both sides and their role within the conflict.  | actions. <b>SMSC focus – moral.</b>   |
| Understand what the conflict is like for the people of Israel. <b>(AC2.1 AC2.2 &amp; AC 2.3)</b>                           | 1 | Main activity – Learners to look at case studies of Jewish Israelis involved in the conflict and how it has/does affect them.  |   |
| Understand what the conflict is like for the Palestinian people. <b>(AC2.1 AC2.2 &amp; AC 2.3)</b>                         | 1 | Main activity – Learners to look at case studies of Palestinians involved in the conflict and how it has/does affect them.   |   |
| Understand how organisations have tried to end the Israel/Palestine conflict. <b>(AC3.1)</b>                               | 1 | Recap activity – Learners to recap the impact of the conflict on both Jewish Israelis and Palestinians.<br>Main activity – Learners to watch a video clip on the work of organisation such as the UN and how it has tried to end the conflict in this area of the world. | Opportunity for learners to gain an understanding of social responsibility of the international community – including the UK, to end the conflict in this region. <b>SMSC focus – social.</b>   |
| Understand how there has been some success in trying to resolve the Israel/Palestine conflict. <b>(AC3.1 &amp; AC3.3)</b>  | 1 | Main activity – Learners to investigate various different ceasefires that have been negotiate throughout the years of conflict and why they have not worked.   |   |
| Understand why it has been difficult to solve the conflict between Israel and Palestine. <b>(AC3.1, AC3.2 &amp; AC3.3)</b> | 1 | Recap activity – Leanners to answer recap questions on how groups have tried to resolve the conflict.<br>Main activity – Learners to categorise information into the key factors which have made the Israel/Palestine conflict difficult to solve.                       | Opportunity for learners to discuss how social, religious and cultural reasons have made it difficult for the conflict to be solved. <b>SMSC focus – spiritual, moral, social and cultural.</b> |

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| Understand what were have learnt from this topic. | 1 | Main activity – learners to engage in group discussion activity to outline what they have learnt from this topic. |  |
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| <b>Possible Adaptations for Higher and Lower Achievers</b> | Challenge activities to allow all learners to engage in deeper thinking about the topic. Activities will be scaffolded and tailored to the needs of the learners, taking into consideration their starting points and needs. |
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## Responses to conflict in world events – ENTRY 2

### WJEC ASSESSMENT RECORD

Candidate Name \_\_\_\_\_ Candidate No. \_\_\_\_\_

Centre Name \_\_\_\_\_ Centre No. \_\_\_\_\_

| LO  | Assessment Criteria  | Met | Evidence |
|-----|--|-----|----------|
| LO1 | <b>AC1.1</b><br>Identify areas of conflict in the world.   |     |          |
|     | <b>AC1.2</b><br>Identify reasons why conflicts begin.  |     |          |
| LO2 | <b>AC2.1</b><br>Identify some people involved in conflicts.  |     |          |
|     | <b>AC2.2</b><br>Select information on the activities of people involved in conflicts.                |     |          |
|     | <b>AC2.3</b><br>Show how civilians are affected by conflict.   |     |          |
| LO3 | <b>AC3.1</b><br>Locate information on people and/or organisations that attempt to resolve conflicts. |     |          |
|     | <b>AC3.2</b><br>State reasons why conflicts can be difficult to end.                                 |     |          |
|     | <b>AC3.3</b><br>Identify a successful attempt to resolve conflict.                                   |     |          |

## Responses to conflict in world events – ENTRY 3

### WJEC ASSESSMENT RECORD

Candidate Name \_\_\_\_\_ Candidate No. \_\_\_\_\_

Centre Name \_\_\_\_\_ Centre No. \_\_\_\_\_

| LO  | Assessment Criteria   | Met | Evidence |
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| LO1 | <b>AC1.1</b><br>Identify areas of conflict in the world.  |     |          |
|     | <b>AC1.2</b><br>Give reasons why conflicts begin.   |     |          |
| LO2 | <b>AC2.1</b><br>Identify a range of people involved in conflicts.   |     |          |
|     | <b>AC2.2</b><br>Outline the activities of people involved in conflicts.   |     |          |
|     | <b>AC2.3</b><br>Outline how civilians are affected by conflict  |     |          |
| LO3 | <b>AC3.1</b><br>Select information on a range of people and/or organisations that attempt to resolve conflicts. |     |          |
|     | <b>AC3.2</b><br>Outline why conflicts can be difficult to end.  |     |          |
|     | <b>AC3.3</b><br>Outline a successful attempt to resolve conflict.   |     |          |