

About the unit

This is a period study which looks in **overview** and depth at **events**, stories and issues in the twentieth century.

The twentieth century is a vast topic with many issues, so we have focused particularly on the British perspective in line with our attempt to provide a **chronological spine of British history**.

It examines both **political** and social **history**. It provides depth enquiries into iconic topics, such as the **First World War** and the **Holocaust**, as well as some other topics, such as **Winston Churchill**.

The **challenges** facing Britain and the wider world are integrated into the depth enquiries and also covered as part of the overview.

It includes two **site studies**: of a First World War memorial (Newfoundland Memorial Park) and of York Cold War observation bunker.

There is a strong focus on developing students' awareness of interpretations and of significance.

It breaks naturally into two parts:

- 8.2–8.6 focus on the first half of the century
- 8.7–8.11 focus on post-1945.

Learning Outcomes

This period study will help your students to develop:

- an overview of the twentieth century
- an awareness of the major themes of the period
- depth understanding of key moments, events and people

- improved extended writing skills
- greater confidence in forming judgements and supporting them with evidence.

At the end students will know:

- the causes and key features of the First World War
- the phases of Winston Churchill's life and the part he played in British history through the twentieth century from the First World War to the Second World War
- the impact of Nazi anti-Semitism on Jewish people in Europe and the key events of the Holocaust
- the campaigns for equal rights for various groups in the period after 1960
- the short- and long-term causes of the terrorist attacks on 9/11.

They will be able to:

- engage with interpretations of the people and events of the period and comment on them
- compare the role of individuals and other factors in the campaign for equal rights
- consider the significance of key individuals and events.

Key terms and vocabulary development

Through the activities in this unit students will be able to understand, use and spell correctly the following words:

- **Key terms:** Air-raids; Allah; Alliances; Allies; Al-Qaeda; Anti-Semitism; Appeasement; Artillery; Assassination; Atomic bomb; Auschwitz-Birkenau; BAME; Berlin Wall; Blitz; Blitz spirit; Boycott; Campaign;

Campaigners; Censorship; CERN; Civil Rights movement; Civil War; Cold War; Communist; Conscientious objectors; Conscription; Conservative; Contraceptive pill; Coup; D-Day; Death camps; Deporting; Dictator; Disabilities; Discrimination; DORA; Dunkirk; Eastern Front; Einsatzgruppen; Embassy; Enemy aliens; Enigma Code; Equal rights; Factors; Final Solution; Frontline; Fundamentalist; Gandhi; Gas chambers; Ghetto; Global warming; Guerrilla; Holocaust; Homosexual people; HTML/HTTP; Hypertext; Iconic; Indian independence; Institutionally racist; Islamist; Jihad; Kristallnacht; Labour; Liberals; Liquidation; Mandates; Martyr; MP; Memorial; Mujahedeen; Munitions; Muslim Brotherhood; Myth; National Health Service; Nationalism; Nazi; Non-combat roles; Nuclear warfare; Ottoman Empire; Pals' Battalions; Persecution; Phoney War; Propaganda; Racism; Radiation; Radical; Rations; Reconnaissance; Repealed; Resistance; Significance; Slave labour; Smuggling; Stalemate; Streaming; Strike; Suffrage; Suffragette; Suffragist; Suicide bomber; Superpowers; Synagogue; Taliban; Terrorist; Total war; Trends; U-boats; UN Declaration of Human Rights; United Nations; VE Day; Welfare State; Wifi; Wired router; World Wide Web; Yellow star.

Assessment opportunities

It will give you plenty of evidence for your mixed bag of assessments.

Each enquiry leads to a major task which reveals both growing substantive knowledge and disciplinary knowledge. These are both evidenced in the final tasks. For example:

- the essay task at the end of 8.4 reveals their understanding of the life of Winston Churchill and his role in the major events from 1900–65, but also
- their ability to write an evidentially-supported answer to an interpretation question.

The other end of unit assessments take a variety of forms.

- The First World War enquiry (8.2) asks students to write four paragraphs on the impacts of the War on those who fought in it and those who stayed at home, full of well-researched detail.
- The Holocaust enquiry (8.6) final task is to select images for an exhibition and to give reasons for their selection.
- The Equal Rights enquiry (8.8) leads to an explanation of how and why things changed for one chosen group.
- Enquiry 8.10 into 9/11 results in three overview timelines of developments which feed into a causation essay.

Every lesson offers opportunities for formative assessment, for example:

- their ability to ask historical questions (p200–01)
- their ability to think in overview (p202–03)
- their ability to use sources (p212–13, p220–21)
- the evaluation of the usefulness of sources (p220–21)
- their ability to describe key features of a period (p248–49)
- their understanding of factors and the links between them (p230–31)

There is also a half-termly assessment after Lessons 8.3, 8.6 and 8.12.

Links to 2014 National Curriculum

Content knowledge:

- Challenges for Britain, Europe and the wider world 1901 to the present day.
- The Holocaust.
- Women's suffrage.

- The First World War.
- The Second World War and the wartime leadership of Winston Churchill.
- Social, cultural and technological change in post-war British society.

Disciplinary knowledge:

Students deepen their chronologically secure knowledge and understanding of British and world history, so that it provides a well-informed context for wider learning.

- Students identify significant events within periods.
- They use concepts to frame and pursue historically valid enquiries.
- They create relevant, structured accounts supported by evidence.
- They use different types of historical sources to pursue enquiry.
- They discern how and why contrasting arguments and interpretations of the past have been constructed.

Links to prior learning in Understanding History

- Enquiry 8.8 picks up from the migration thematic study in Unit 5.
- Enquiry 8.8 also develops the story of public demonstrations and protests for civil rights, which began with Peterloo in Unit 6.
- Enquiry 8.4 on Churchill develops the idea of using a criteria of significance which was used to assess Henry VIII in Unit 4.4.

Links to future learning at GCSE

We have continued in our objective of covering content that is not likely to be covered at GCSE allowing the course to provide context and background rather than duplication of substantive content.

This unit will be a helpful **knowledge foundation** if you are studying:

AQA GCSE History	Conflict and tension: The inter-war years, 1918–1939
Pearson Edexcel GCSE History	Warfare and British society, c1250–present
OCR B GCSE History	Britain in peace and war, 1900–1918
OCR A GCSE History	War and British society c. 790–2010
WJEC/Eduqas GCSE History	Empire, Reform and War: Britain, 1890–1918

It also provides an overview context for any depth or period study of the twentieth century including the inter-war period and the rise of the dictators.

GCSE **exam skill sheets** based on this unit for use now or later in the course are:

AQA	Skill sheet	Content focus/enquiry	Skills focus
GCSE History	11	First World War (8.2)	Sources
	13	Women's rights (8.8)	Significance
Pearson Edexcel	Skill sheet	Content focus/enquiry	Skills focus
GCSE History	16a, b and c	Winston Churchill (8.4)	Interpretation
	17	Equal rights (8.8)	Causation
OCR B	Skill sheet	Content focus/enquiry	Skills focus
GCSE History	20	First World War (8.2)	Name one key feature
	21	First World War (8.2)	Clear and organised summary
	22	First World War (8.2)	Explain the impact
	23	Second World War (8.4)	Usefulness of sources

	24	The Holocaust (8.6)	Name one key feature
	25	The Holocaust (8.6)	Clear and organised summary
	26	Equal rights (8.8)	Infer from sources
	27	Equal rights (8.8)	Depth essay question
	28	9/11 (8.10)	Explain causes
	29	9/11 (8.10)	Interpretations essay

Lesson sequence

After the introductory overview lesson – 8.1 Big picture: The modern world (1 lesson), followed by an early-unit half-termly test – this unit is split into two periods.

8.2–8.6 focus on the first half of the century:

8.2 Enquiry: What was the impact of the First World War on people's lives? (4 lessons)

8.3 Site study: Newfoundland Memorial Park (1 lesson)

8.4 Enquiry: How should Winston Churchill be remembered? (3 lessons)

8.5 Close-up: The Blitz spirit and war-time propaganda (1 lesson)

8.6 Enquiry: What stories lie behind photographs of the Holocaust? (3 lessons)

Followed by a mid-unit half-termly assessment.

8.7–8.11 focus on the post-Second World War world:

8.7 Site study: York Cold War observation bunker (1 lesson)

8.8 Enquiry: What helped the struggle for equal rights in Britain after 1960? (3 titles)

8.9 Close-up: Statue of Millicent Fawcett in Parliament Square (1 lesson)

8.10 Enquiry: What caused the 9/11 attacks? (4 lesson)

8.11 Close-up: The invention of the World Wide Web (1 lesson)

It closes with a period review:

8.12 Period review: How would you sum up the twentieth century? (1 lesson)

Then an end of course half-termly test.

Lesson summaries

NB These are at-a-glance lesson summaries. You can use the below table to identify where all the supporting resources listed in the summaries can be found:

Resource	Located in:	
	Printed	Online
Lesson plans	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	9781398331334 – Understanding History: Key Stage 3: Boost Core 9781398331457 – Understanding History: Key Stage 3: Boost Premium
Lesson worksheets	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	
Pearson Edexcel, AQA and OCR B skill sheets	9781398314337 - Understanding History: Key Stage 3: Assessment Pack	
Lesson presentations		

Lesson 8.1 Big picture: The modern world

Learning objectives	Main teaching activities	Key term	Supporting resources
<ul style="list-style-type: none"> Learn about the key events of the period, 1900 to the present 	<ul style="list-style-type: none"> Introducing the main events of the period Finding which events they already know about and which are new; which events resulted in a huge loss of life; which events improved people's lives 	<ul style="list-style-type: none"> Atomic bomb Cold War Communist Contraceptive pill Global warming Holocaust Indian independence National Health Service National Insurance United Nations Welfare State 	<ul style="list-style-type: none"> Lesson plan 8.1 Worksheet 8.1 Lesson presentation

Four lesson enquiry on the First World War:

Lesson 8.2A 'Your country needs you!'

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand an overview of the First World War. Understand why men were keen to volunteer to enlist when war broke out. 	<ul style="list-style-type: none"> Make notes on the outbreak of war and the population's reaction Write a paragraph to explain why so many men were keen to volunteer 	<ul style="list-style-type: none"> Alliances Assassination Pals' Battalions 	<ul style="list-style-type: none"> Lesson plan 8.2A Worksheet 8.2A.1 Worksheet 8.2A.2 Lesson presentation

Lesson 8.2B Living and fighting on the Western Front

Unit 8 Period study: Understanding the modern world, 1900 to present (24 lessons)

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the conditions and dangers of life for soldiers on the Western Front 	<ul style="list-style-type: none"> Writing a second paragraph – selecting evidence to write a big point on the impact on soldiers, of living and fighting on the Western Front, and supporting it with details 	<ul style="list-style-type: none"> Artillery Frontline Reconnaissance Stalemate 	<ul style="list-style-type: none"> Lesson plan 8.2B Worksheet 8.2B Worksheet 8.2A.2 Lesson presentation

Lesson 8.2C The global conflict

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand that the First World War was not confined to the trenches, but instead battles were fought globally 	<ul style="list-style-type: none"> Making notes on the conflicts in different areas of the world Writing a third paragraph – selecting evidence to write a big point on the impact of people caught up in the global conflict, and supporting it with details 	<ul style="list-style-type: none"> Eastern Front U-boats 	<ul style="list-style-type: none"> Lesson plan 8.2C Worksheet 8.2C Worksheet 8.2A.2 Lesson presentation

Lesson 8.2D Civilians' lives on the Home Front			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand that the First World War was a total war, in which everyone's lives were affected 	<ul style="list-style-type: none"> Summarising information on the aspects of life on the Home Front during the War Writing a final paragraph – selecting evidence to write a big point on the impact on civilians on the Home Front, and supporting it with details 	<ul style="list-style-type: none"> Air-raids Censorship Conscientious objectors Conscription DORA Enemy aliens Munitions Non-combat roles Propaganda Rations Total war 	<ul style="list-style-type: none"> Lesson plan 8.2D Worksheet 8.2D Worksheet 8.2A.2 Lesson presentation AQA skill sheet 11 OCR B skill sheet 20 OCR B skill sheet 21 OCR B skill sheet 22

Lesson 8.3 Site study: Newfoundland Memorial Park			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the significance of the Newfoundland memorial Park to different people 	<ul style="list-style-type: none"> Analysing a photograph to find certain historic features of the site Making notes on how the site is significance to different groups of people 	<ul style="list-style-type: none"> Memorial Significance 	<ul style="list-style-type: none"> Lesson plan 8.3 Worksheet 8.3 Lesson presentation

Three-lesson enquiry on Winston Churchill:

Lesson 8.4A Churchill's early career, 1900–18

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand that there are different interpretations of Churchill's reputation Understand the details of Churchill's early career in the Liberal Party and during the First World War 	<ul style="list-style-type: none"> Creating a criteria of greatness Writing a summary card assessing the strengths and weaknesses of Churchill's early career in the Liberal Party Writing a summary card assessing the strengths and weaknesses of Churchill's role during the First World War 	<ul style="list-style-type: none"> Conservative Discrimination Liberals MP Strike Suffrage 	<ul style="list-style-type: none"> Lesson plan 8.4A Worksheet 8.4A.1 Worksheet 8.4A.2 Lesson presentation

Lesson 8.4B Churchill's career, 1918–40

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand Churchill's career as Chancellor of the Exchequer, his views during the Wilderness years and becoming Prime Minister 	<ul style="list-style-type: none"> Investigating Churchill's career in the period 1918–40 Writing summary cards assessing the strengths and weaknesses of his time as Chancellor of the Exchequer, during the Wilderness years and becoming Prime Minister 	<ul style="list-style-type: none"> Appeasement Dunkirk Gandhi Indian independence Labour Phoney War 	<ul style="list-style-type: none"> Lesson plan 8.4B Worksheet 8.4B Worksheet 8.4A.2 Lesson presentation

Lesson 8.4C From war leader to retirement, 1940–65

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the nature of Churchill's role as war leader and his career after the war 	<ul style="list-style-type: none"> Writing summary cards assessing the strengths and weaknesses of Churchill's time as war leader and following the end of the war Using the summary cards to answer the question: 'How far should we remember Churchill as a great man?' 	<ul style="list-style-type: none"> Allies D-Day Enigma Code VE Day 	<ul style="list-style-type: none"> Lesson plan 8.4C Worksheet 8.4C.1 Worksheet 8.4C.2 Worksheet 8.4A.2 Lesson presentation Pearson Edexcel skill sheet 16a Pearson Edexcel skill sheet 16b Pearson Edexcel skill sheet 16c OCR B skill sheet 23

Lesson 8.5 Close up: Blitz spirit and war-time propaganda

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand to what extent the 'Blitz spirit' existed in Britain during the War 	<ul style="list-style-type: none"> Finding out about the reasons why the photograph 'the Blitz Milkman' was taken Evaluating the usefulness of sources for finding out about the Blitz 	<ul style="list-style-type: none"> Blitz Blitz spirit Censor Iconic Myth Propaganda 	<ul style="list-style-type: none"> Lesson plan 8.5 Worksheet 8.5 Lesson presentation

Three-lesson enquiry on the Holocaust:

Lesson 8.6A Increasing persecution, 1933–39			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand an overview of the events of the Holocaust, and the persecution of Jewish people that took place when the Nazis came to power, 1933–39 	<ul style="list-style-type: none"> Finding out about Nazi actions against Jewish people in this period – boycotting and attacking Choosing a photograph for the ‘Images of the Holocaust’ exhibition; explaining what it tells us about Nazi attitudes and why it is a good photograph to use in the exhibition 	<ul style="list-style-type: none"> Anti-Semitism Boycott Holocaust Kristallnacht Nazi Persecution Synagogue 	<ul style="list-style-type: none"> Lesson plan 8.6A Worksheet 8.6A.1 Worksheet 8.6A.2 Lesson presentation

Lesson 8.6B Life in the ghettos, 1939–43			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the daily life of Jewish people in the ghettos and examine photos about this period of Nazi anti-Semitism 	<ul style="list-style-type: none"> Analysing photos on ghetto life – who took them, why, what they show Choosing the second photograph for the exhibition; explaining what it tells us about the ghettos and why it helps visitors to understand the Holocaust 	<ul style="list-style-type: none"> Death camps Deporting Ghetto Liquidation Smuggling Yellow star 	<ul style="list-style-type: none"> Lesson 8.6B Worksheet 8.6B Worksheet 8.6A.2 Lesson presentation

Lesson 8.6C Mass murder, 1941–45

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the Nazi policy of the Final Solution and examine sources about this period of Nazi persecution against Jewish people 	<ul style="list-style-type: none"> Choosing the third photograph for the exhibition; explaining the story behind the image and why it will help visitors understand the Holocaust Writing an introduction to the exhibition to explain its purpose and why photographs of the Holocaust are so important 	<ul style="list-style-type: none"> Auschwitz-Birkenau Einsatzgruppen Final Solution Gas chambers Resistance Slave labour 	<ul style="list-style-type: none"> Lesson plan 8.6C Worksheet 8.6C Worksheet 8.6A.2 Lesson presentation OCR B skill sheet 24 OCR B skill sheet 25

Lesson 8.7 Site study: York Cold War observation bunker

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the events surrounding the Cold War and why sites like the York Cold War observation bunker, were built 	<ul style="list-style-type: none"> Finding out about the threat of nuclear attack that followed the end of the Second World War Producing a short entry for a tourist guide, on the site, explaining why the bunker was created and what visitors to the site can see there 	<ul style="list-style-type: none"> Atomic bomb Berlin Wall Cold War Nuclear warfare Radiation Superpowers 	<ul style="list-style-type: none"> Lesson plan 8.7 Worksheet 8.7.1 Worksheet 8.7.2 Lesson presentation

Three lesson enquiry on the struggle for equal rights in Britain:

Lesson 8.8A 1960 to the present – an overview			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand that not everyone in society has equal rights and learn about four groups who have been fighting for equal rights since the 1960s 	<ul style="list-style-type: none"> Writing a definition of equal rights Reading about an overview of change for four groups and noting down specific changes on a timeline 	<ul style="list-style-type: none"> BAME Disabilities Discrimination Equal rights Homosexual people Racism 	<ul style="list-style-type: none"> Lesson plan 8.8A Worksheet 8.8A.1 Worksheet 8.8A.2 Lesson presentation

Lesson 8.8B Campaigns and campaigners			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand that individuals have brought about a great deal of change in organising campaigns pressing for equal rights 	<ul style="list-style-type: none"> Writing summary cards on individuals or groups who have worked to bring about change Discussing campaign methods 	<ul style="list-style-type: none"> Campaign Campaigners Institutionally racist Repealed Strike 	<ul style="list-style-type: none"> Lesson plan 8.8B Worksheet 8.8B Worksheet 8.8A.2 Lesson presentation

Lesson 8.8C Factors and trends			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand that it is not individuals alone who bring about change, but that other societal factors play a part 	<ul style="list-style-type: none"> Finding out about societal changes from the 1960s to the present Finding connections between these societal factors and the campaigns studied in the previous lesson Using their notes to write an explanation of how and why their group has more equal rights since 1960 	<ul style="list-style-type: none"> Civil rights movement Factors Trends UN Declaration of Human Rights Welfare State 	<ul style="list-style-type: none"> Lesson plan 8.8C Worksheet 8.8C Worksheet 8.8A.2 Lesson presentation AQA skill sheet 13 OCR B skill sheet 26 OCR B skill sheet 27

Lesson 8.9 Close up: Statue of Millicent Fawcett in Parliament Square			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the meaning of this statue and what its erection can tell us about British society 	<ul style="list-style-type: none"> Finding out about the life of Millicent Fawcett and other events in the timeline of women's suffrage Annotating the statue to explain its features and to explain why it was erected and what it tells us about Britain today 	<ul style="list-style-type: none"> Suffragist Suffragette 	<ul style="list-style-type: none"> Lesson plan 8.9 Worksheet 8.9.1 Worksheet 8.9.2 Lesson presentation

Four lesson enquiry on 9/11:

Lesson 8.10A Al-Qaeda			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the events of 9/11 and background to the role of Al-Qaeda and that events like this have many short- and long-term causes 	<ul style="list-style-type: none"> Summarising the events of 9/11 and the role of Al-Qaeda Asking questions about the event 	<ul style="list-style-type: none"> Allah Al-Qaeda Fundamentalist Islamist Jihad Terrorist Radical 	<ul style="list-style-type: none"> Lesson plan 8.10A Worksheet 8.10A Lesson presentation

Lesson 8.10B Western involvement in the Middle East, 1800–1966			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand how western involvement in the Middle East in the period 1800–1966 led to a growing mistrust of the West 	<ul style="list-style-type: none"> Answering questions on the information in the Student Book Using a timeline to summarise the events and explain why they were long-term causes of the 9/11 attacks 	<ul style="list-style-type: none"> Coup Mandates Muslim Brotherhood Nationalism Ottoman Empire 	<ul style="list-style-type: none"> Lesson plan 8.10B Worksheet 8.10B.1 Worksheet 8.10B.2 Lesson presentation

Lesson 8.10C The formation and growth of al-Qaeda, 1967–96

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand how events unfolded in the Middle East between 1967 and 1996 to make an attack on the USA more likely 	<ul style="list-style-type: none"> Answering questions on the key events during this period Using a timeline to summarise the events and explain why they were long-term causes of the 9/11 attacks 	<ul style="list-style-type: none"> Dictator Guerrilla Mujahedeen 	<ul style="list-style-type: none"> Lesson plan 8.10C Worksheet 8.10C Worksheet 8.10B.2 Lesson presentation

Lesson 8.10D Threats and attacks, 1997–2001

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand how events from 1997 to 2001 were short-term causes of the attacks on 9/11 	<ul style="list-style-type: none"> Answering questions on the key events during this period Using a timeline to summarise the events and explain why they were long-term causes of the 9/11 attacks Using their timelines to write a GCSE-style judgement essay about the causes of the attacks on 9/11 	<ul style="list-style-type: none"> Civil War Embassy Martyr Suicide bomber Taliban 	<ul style="list-style-type: none"> Lesson plan 8.10D Worksheet 8.10D.1 Worksheet 8.10D.2 Worksheet 8.10B.2 Lesson presentation OCR B skill sheet 28 OCR B skill sheet 29

Lesson 8.11 Close up: The invention of the World Wide Web

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the significance of the invention of the World Wide Web and complete a review of the inventions studied throughout the course 	<ul style="list-style-type: none"> Making notes on the benefits and disadvantages of the internet Reviewing the inventions covered throughout the course and their impact 	<ul style="list-style-type: none"> CERN HTML/HTTP Hypertext 	<ul style="list-style-type: none"> Lesson plan 8.11 Worksheet 8.11 Lesson presentation

	<ul style="list-style-type: none"> • Writing quiz questions on inventions and voting on which invention has had the biggest impact 	<ul style="list-style-type: none"> • Streaming • Wired router • Wifi • World Wide Web 	
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Lesson 8.12 Period Review: How would you sum up the twentieth century?

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> • To review the twentieth century 	<ul style="list-style-type: none"> • Selecting two events, people, developments or ideas and two places that are important features of the period • Making connections between different features of the period • Creating a title page 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Lesson plan 8.12 • Worksheet 8.12.1 • Worksheet 8.12.2 • Lesson presentation