

VIP strategy for disadvantaged students

History Spring 1 & 2 - Year 9: 4) THE 'GREAT WAR'			
Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:	
<ul> <li>Builds upon prior learning in previous unit and chronologically follows the course of the war</li> <li>Ensures continuity and topic explores the extent of Britain's involvement in WWI</li> <li>Key sense of perspective and relatability - ensures pupils relate to key content and empathise with soldiers.</li> <li>Underpins later learning on outcome of war and Treaty of Versailles- underpins interwar period and the Rise of Dictatorships</li> <li>Ensures a breadth of key terms, content and understanding of events of WWI whilst also allowing increasing depth into specific case studies of the war. Enabling pupils a broad understanding whilst also developing a personal appreciation of the plight of soldiers in WWI.</li> <li>NC ref: 4 and 5</li> </ul>	<ul> <li>Enlistment and use of Propaganda- examination of why men signed up to fight in 1914 and impact of propaganda and other causes for enlistment. Links to soldiers' experiences of signing up and first training</li> <li>Trenches- causes of trench warfare, first experiences, common issues/conditions/ physical and psychological impact.</li> <li>Development of weaponry in WWI- looking at technological advancements during WWI- tanks, planes, zeppelins, machine guns, gas – impact of this</li> <li>Battle of the Somme – causes, plan, attack and long-term consequences of this key battle of WWI; role of Haig</li> <li>Role of the British Empire- explore the nature and significance of contributions to the British war effort from within the empire</li> <li>Gallipoli campaign- 'noble plan or tactical error'?</li> <li>America's involvement- Germany's strategy- Zimmerman, Unrestricted submarine warfare- impact of US involvement/ Russia's withdrawal from WWI</li> <li>End of WWI- causes of Germany's defeat and end of the war, armistice</li> <li>Treaty of Versailles – why was it so unpopular?</li> </ul>	Propaganda – origin is Latin 'propagare' meaning 'to spread', enlistment, patriotism, 'Pals battalions', British Expeditionary Froce (BEF), conscription, battalion, regiment, shellshock (all specific trench terminology), truce, armistice, ceasefire, psychological, unrestricted, censorship, telegram, strategy, (all specific terminology linked to a soldier's kit) alliances, nationalism, empire, militarism, armaments, colonies dreadnoughts, arms race, nationalistic, patriotism, entente, mobilisation, neutrality, expeditionary, industrialised, independence, emperor (variations of this as well-e.g. Kaiser, Tsar), attrition, stalemate, No Man's Land, 'creeping barrage', dominions, ANZACS, isolationism, clause, reparations, war-guilt	
Challenge and Support:	Worldwide learning/ links to 21 <sup>st</sup> century:	Cultural capital/ Industry/ Enrichment:	
<ul> <li>HPAs to be challenged through balance of extended creative writing skills interweaved with historical analysis</li> <li>Opportunities embedded to allow HPAs to extend their knowledge and further research topics - enrichment gridstimulate educational curiosity.</li> <li>Evaluation of source utility – Treaty of Versailles</li> <li>Writing frames; success criteria and mark schemes</li> </ul>	<ul> <li>Relevance of development of technology and improvements in medicine, weaponry and engineering-still seen today in modern world.</li> <li>Remembrance services, and impact of war still remembered today- gives pupils a sense of respect and appreciation for all of those who served during the war.</li> <li>Ability to see multitude of perspectives to understand that</li> </ul>	<ul> <li>Developing global citizens who appreciate British values- appreciation of war memorials and those from previous generations</li> <li>Trip- WWI Battlefields trip- 3 day trip to battlefields of Belgium and France- Including Ypres and Somme- helps bring to life what was learnt in the classroom and make content memorable and even more relatable.</li> </ul>	

just because you come from different parts of the world

you can still have a lot in common with others- e.g. Xmas

Local history regarding the Battle of the Somme –

letters by and for soldiers from Acle who fought in WWI



<ul> <li>Recommended reading: Birdsong by Sebastian Faulkes;</li> <li>War Horse by Michael Morpurgo; Stories of WWI by Tony Bradman; 'Conkers and Grenades' by Hilary Lee-Corbin</li> </ul>		
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul> <li>Moral- empathy and perspective- Xmas Truce- exploring the perspective of ordinary soldiers and that the German infantry soldier was suffering just as badly as British troops and they weren't that dissimilar.</li> <li>Moral- in-depth analysis of morality of war and casualties/ strategic objectives- e.g. futility of Somme Campaign- Did the cost justify the outcome?</li> <li>Cultural- pupils broaden their understanding of other European countries and their traditions/ history by exploring and analysing events</li> </ul>	<ul> <li>Cross curricular links with the English department e.g. etymology of words and analysis of poetry and direct links to key events- e.g. Xmas truce</li> <li>Cross curricular with maths e.g. use of figures and statistics when looking at key events of war- using these to justify a particular stance- e.g. success of enlistment strategies or consequences of Battle of Somme</li> <li>Cross curricular with Geography- key terminology linked to landscape and use of land in France/Belgium and key features of a battlefield.</li> <li>PE- Xmas Truce- Football match</li> <li>French and German- terms and words used as well as slang terms used by soldiers during the war.</li> </ul>	<ul> <li>That the Germans were the 'bad guys'</li> <li>That the war only involved fighting on the Western Front</li> <li>Extent and scale of trench warfare as well as logistical layout of trenches is commonly misunderstood</li> <li>That the USA fought on our side for the vast majority of the war</li> <li>That the generals were 'stupid' for not being able to think of ways to get around trench warfare.</li> </ul>

## Knowledge quizzes – starters

- Source inferences analysing contemporary political cartoons/commentary on the Treaty of Versailles
- Source analysis/utility German reaction to the Treaty of Versailles (1919)

## Home learning

- 1. Enrichment Grid WWI beginning of SOL
- 2. Create a revision resource using the knowledge organiser to prepare for the WWI and Treaty of Versailles assessment end of SOL

## Feedback

- Feedback 4 used for all formal assessment all students will complete green pen improvement activities as part of the assessment feedback process
- Live marking using iscan

## **Length of unit (duration indicated in lessons)**

