

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 style="list-style-type: none"> Builds upon prior learning in previous unit and chronologically follows the course of the war Ensures continuity and topic explores the extent of Britain's involvement in WWI Key sense of perspective and relatability - ensures pupils relate to key content and empathise with soldiers. Underpins later learning on outcome of war and Treaty of Versailles- underpins interwar period and the Rise of Dictatorships 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. NC ref: 4 and 5 	<ul style="list-style-type: none"> <u>Enlistment and use of Propaganda</u>- 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 <u>Trenches</u>- causes of trench warfare, first experiences, common issues/conditions/ physical and psychological impact. <u>Development of weaponry in WWI</u>- looking at technological advancements during WWI- tanks, planes, zeppelins, machine guns, gas – impact of this <u>Battle of the Somme</u> – causes, plan, attack and long-term consequences of this key battle of WWI; role of Haig <u>Role of the British Empire</u>- explore the nature and significance of contributions to the British war effort from within the empire <u>Gallipoli campaign</u>- 'noble plan or tactical error'? <u>America's involvement</u>- Germany's strategy- Zimmerman, Unrestricted submarine warfare- impact of US involvement/ Russia's withdrawal from WWI <u>End of WWI</u>- causes of Germany's defeat and end of the war, armistice <u>Treaty of Versailles</u> – why was it so unpopular? 	<p>Propaganda – origin is Latin 'propagare' meaning 'to spread', enlistment, patriotism, 'Pals battalions', British Expeditionary Force (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</p>
Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> HPAs to be challenged through balance of extended creative writing skills interweaved with historical analysis Opportunities embedded to allow HPAs to extend their knowledge and further research topics - enrichment grid-stimulate educational curiosity. Evaluation of source utility – Treaty of Versailles Writing frames; success criteria and mark schemes VIP strategy for disadvantaged students 	<ul style="list-style-type: none"> Relevance of development of technology and improvements in medicine, weaponry and engineering- still seen today in modern world. 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. Ability to see multitude of perspectives to understand that just because you come from different parts of the world you can still have a lot in common with others- e.g. Xmas Truce 	<ul style="list-style-type: none"> Developing global citizens who appreciate British values- appreciation of war memorials and those from previous generations 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. Local history regarding the Battle of the Somme – letters by and for soldiers from Acle who fought in WWI

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit: 4																													