

Year 9 History Department Autumn Term 2, WWI

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 as lessons run simultaneously alongside diary project- ensures pupils relate to key content and empathise with soldiers. Underpins later learning on outcome of war and Treaty of Versailles- underpins interwar period. 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>Christmas Truce 1914 (case study)</u>- causes and key events of this- significance of this and longer-term ramifications. <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/Passchendaele</u> – causes, plan, attack and long-term consequences of this key battle of WWI <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, enlistment, conscription, battalion, regiment, (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).</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- diary entry project. Opportunities embedded to allow HPAs to extend their knowledge and further research topics to incorporate into diary project- stimulate educational curiosity. Key content outline provided for all diary projects and information on what to include Writing frames; success criteria and mark schemes VIP strategy for disadvantaged students Additional reading material provided for diary entries so pupils can really elaborate historical detail- e.g. Somme 	<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"> Diary project ensures pupils develop balance of skills- intertwining creative writing and literacy with historical accuracy and analytical depth. Developing global citizens who appreciate British values- appreciation of war memorials and those from previous generations Trip- WWI Battlefields trip- 2 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.

<p>diary entry- info sheets provided on WWI treatment behind the lines.</p> <ul style="list-style-type: none"> Recommended reading: 'Birdsong' by Sebastian Faulkes; 'War Horse' by Michael Morpurgo; 'Stories of WWI' by Tony Bradman; 'Conkers and Grenades' by Hilary Lee-Corbin 		<ul style="list-style-type: none"> Local history regarding the Battle of the Somme – letters by and for soldiers from Acle who fought in WWI
<p>Historical, Social, Moral, Spiritual, Cultural context:</p>	<p>Cross curricular links/ literacy/numeracy:</p>	<p>Common misconceptions:</p>
<ul style="list-style-type: none"> Moral- in-depth diary project enables pupils to really immerse themselves in life of a soldier and fully understand all aspects of WWI 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. Moral- in-depth analysis of morality of war and casualties/ strategic objectives- e.g. futility of Somme Campaign- Did the cost justify the outcome? Cultural- pupils broaden their understanding of other European countries and their traditions/ history by exploring and analysing events 	<ul style="list-style-type: none"> 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 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 Cross curricular with Geography- key terminology linked to landscape and use of land in France/Belgium and key features of a battlefield. PE- Xmas Truce- Football match- French and German- terms and words used as well as slang terms used by soldiers during the war. 	<ul style="list-style-type: none"> That the Germans were the 'bad guys' That the war only involved fighting on the Western Front Extent and scale of trench warfare as well as logistical layout of trenches is commonly misunderstood That the USA fought on our side for the vast majority of the war That the generals were 'stupid' for not being able to think of ways to get around trench warfare.
<p>Assessment timeline:</p>		
<ul style="list-style-type: none"> Knowledge quizzes; Extended writing evaluative/ judgement tasks WWI Soldiers diary (chronicling- all major topics taught- through from enlistment to key battles and end of the war)- Narrative account of the causes of WWI (main causes)/ Explain why Germans opposed the Treaty of Versailles 		
<p>Home learning</p>		
<ul style="list-style-type: none"> Extended home learning task- WWI soldiers diary project- this is checked regularly and tasks are broken up and homework set throughout term 		
<p>Feedback</p>		
<ul style="list-style-type: none"> Feedback 4 used for all assessed pieces Live marking using iscan 		

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:																													