

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"> <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 as lessons run simultaneously alongside diary project- 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.</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 style="list-style-type: none"> <li><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</li> <li><u>Trenches</u>- causes of trench warfare, first experiences, common issues/conditions/ physical and psychological impact.</li> <li><u>Christmas Truce 1914 (case study)</u>- causes and key events of this- significance of this and longer-term ramifications.</li> <li><u>Development of weaponry in WWI</u>- looking at technological advancements during WWI- tanks, planes, zeppelins, machine guns, gas – impact of this</li> <li><u>Battle of the Somme/Passchendaele</u> – causes, plan, attack and long-term consequences of this key battle of WWI</li> <li><u>America's involvement</u>- Germany's strategy- Zimmerman, Unrestricted submarine warfare- impact of US involvement/ Russia's withdrawal from WWI</li> <li><u>End of WWI</u>- causes of Germany's defeat and end of the war, armistice</li> <li><u>Treaty of Versailles</u> – why was it so unpopular?</li> </ul>	<p><b>Propaganda – origin is Latin</b>, 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 <sup>st</sup> century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> <li>HPAs to be challenged through balance of extended creative writing skills interweaved with historical analysis- diary entry project.</li> <li>Opportunities embedded to allow HPAs to extend their knowledge and further research topics to incorporate into diary project- stimulate educational curiosity.</li> <li>Key content outline provided for all diary projects and information on what to include</li> <li>Writing frames; success criteria and mark schemes</li> <li>VIP strategy for disadvantaged students</li> <li>Additional reading material provided for diary entries so pupils can really elaborate historical detail- e.g. Somme diary entry- info sheets provided on WWI treatment behind the lines.</li> <li>Recommended reading: <i>'Birdsong' by Sebastian Faulkes</i>;</li> </ul>	<ul style="list-style-type: none"> <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 just because you come from different parts of the world you can still have a lot in common with others- e.g. Xmas Truce</li> </ul>	<ul style="list-style-type: none"> <li>Diary project ensures pupils develop balance of skills- intertwining creative writing and literacy with historical accuracy and analytical depth.</li> <li>Developing global citizens who appreciate British values- appreciation of war memorials and those from previous generations</li> <li>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.</li> <li>Local history regarding the Battle of the Somme – letters by and for soldiers from Acle who fought in WWI</li> </ul>

<p><i>'War Horse' by Michael Morpurgo; 'Stories of WWI' by Tony Bradman; 'Conkers and Grenades' by Hilary Lee-Corbin</i></p>		
<b>Historical, Social, Moral, Spiritual, Cultural context:</b>	<b>Cross curricular links/ literacy/numeracy:</b>	<b>Common misconceptions:</b>
<ul style="list-style-type: none"> <li>Moral- in-depth diary project enables pupils to really immerse themselves in life of a soldier and fully understand all aspects of WWI</li> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Assessment timeline:</b>		
<ul style="list-style-type: none"> <li>Knowledge quizzes; Extended writing evaluative/ judgement tasks</li> <li>WWI Soldiers diary (chronicling- all major topics taught- through from enlistment to key battles and end of the war)-</li> <li>Source analysis/utility – German reaction to the Treaty of Versailles (1919)</li> </ul>		
<b>Home learning</b>		
<ol style="list-style-type: none"> <li>Enrichment Grid – WWI – beginning of SOL</li> <li>Bedrock Learning assignment – middle of SOL</li> <li>Google form knowledge quiz – preparation for assessment – end of SOL</li> </ol>		
<b>Feedback</b>		
<ul style="list-style-type: none"> <li>Feedback 4 used for all assessed pieces <span style="float: right;">Live marking using iscan</span></li> </ul>		

## 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:																													