

Year 8 Unit 6 Overview: World War 1

Completion date:

You will learn about: The causes of the First World War, how the war was fought and what happened at the end of the war



You will also learn the skills of: developing your skill of writing detailed descriptions and write explanations. Additionally, you will discuss the importance/significance of historical events. Furthermore, you will use sources to gather information and make inferences.

<p><u>Lesson Overview</u></p> <ol style="list-style-type: none">1. What were the causes of World War One?2. How did the war turn into a stalemate? Introducing trenches3. What was trench warfare like? Injuries and illnesses.4. What role did the British Empire play in WW1?5. How did the Allies win the war?6. How did the winners make peace? The Treaty of Versailles <p>There might also be enrichment opportunities in...</p> <ol style="list-style-type: none">1. Why can't Historians agree about what caused WW1? Sources and Interpretations.2. Was Haig the butcher of the Somme?3. What did women do during the war? Linking to the suffragettes and the vote.4. Consequences of WW1	<p><u>Key Words</u></p> <p>Alliance: an agreement between more than one country to help each other out in times of need.</p> <p>Armistice: a state of peace agreed to between opponents so they can discuss peace terms.</p> <p>Artillery: refers to large-calibre guns — guns with big barrels, which can be moved from one place to another for land battles.</p> <p>Attrition: a gradual process of wearing down, weakening, or destroying something.</p> <p>Shrapnel: the pieces of a bomb, shell, or bullet that has exploded. Sharp and dangerous shards of metal.</p> <p>Shell: ammunition consisting of a cylindrical metal casing containing an explosive charge and a projectile; fired from a large gun.</p> <p>Stalemate: a situation in which no progress can be made, or no advancement is possible.</p> <p>Treaty: a written agreement between countries after war where both sides agree to behave a certain way.</p> <p>Trench: a deep and narrow hole, or ditch, in the ground, like the kind soldiers on frontlines might dig to give themselves shelter from the enemy.</p>
<p><u>Suggested reading</u></p> <p>Private Peaceful, by Michael Morpurgo</p> <p>War Horse, by Michael Morpurgo</p> <p>The Great War: Stories Inspired by Objects from the First World War</p> <p>My Story: Stories of the First World War, by Jim Eldridge</p> <p>Poems from the First World War, selected by Gaby Morgan</p> <p>A Soldier's Letters: Pendennis to the Western Front – English Heritage https://www.english-heritage.org.uk/visit/places/pendennis-castle/history-and-stories/history/soldiers-letters/</p> <p>Why was the first day of the Somme such a disaster? – BBC Teach https://www.bbc.co.uk/teach/why-was-the-first-day-of-the-somme-such-a-disaster/zn3hwtv</p> <p>Can the Treaty of Versailles help us tackle climate change? – BBC Teach https://www.bbc.co.uk/teach/can-the-treaty-of-versailles-help-us-tackle-climate-change/z7twbmdm</p>	<p><u>Cross curricular</u></p> <p>SMSC: explore emotional concepts, express and respect personal values and feelings, explore ideas of right and wrong, investigate and explore moral and ethical issues around war. Understand consequences and offer reasoned views.</p> <p>Literacy: Research techniques. Reading; scanning and skimming. PEEL paragraphs, writing judgements.</p> <p>Numeracy: chronology</p>

