



Scheme of Learning	Topic: The First World War
Learning outcomes	• This unit is primarily focused on the experiences of soldiers in WW1. • Students should be able to explain that millions of young men voluntarily signed up to participate in the First World War. They will need to understand the reasons why so many did so and the importance of government propaganda in convincing them to do so. • Students should understand nature of warfare in WW1. They will understand that the war was fought, for the most part, in trenches. Students will be able to explain the new technologies that were used in the war and their impact. • The unit contains a focus on the use of source material to better understand the experiences of soldiers during the war. Students will use the source material to explain how far many of the beliefs about war are genuine. • Students should be able to explain the role played by soldiers of the empire in WW1, explaining who fought and where they mostly saw action. • Students need to understand how the war ended in 1918. They must be able to explain that the German army itself never believed that it had been defeated and that dissent at home had been the main reason for the decision by the Kaiser to abdicate and the need government to sue for peace. • Students should know the terms of the Treaty of Versailles and be able to make a judgement on how fair they believe these terms to have been and how fair they were seen to be at the time. • The unit has a focus on the use of source material. Students will examine the diary entries of soldiers serving on the western front as well as archival material relating to the conduct of the Battle of the Somme as well as immediate reactions to the Treaty of Versailles. Students will need to consider what they can learn from the sources and how far these are useful sources of information.
Key Question	• Why did so many sign up to fight in the First World War? • What was the impact of government propaganda? • What is conscription? • Who are conscientious objectors and how were they treated? • Why was the First World War fought in trenches? • How did soldiers experience the war?



	• How fair is the phrase 'lions led by donkeys'? • Why is the Great War called a 'World War'? • What was the contribution made by soldiers of the empire to the war effort? • Why did WW1 end so suddenly in November 1918? • What were the terms of the Treaty of Versailles? • What were the immediate reactions to the Treaty of Versailles?
Knowledge	Key Concepts: • In this unit, students are deepening their understanding of several key threads, including the nature of warfare, the lives of people and the empire. This is made explicit at the start of the unit with the Thinking Across the Curriculum sheet that teachers should discuss with students. Key Terminology: • Conscription – When men are made to join the army • Conscientious Objector – An individual who refuses to fight in the army because they believe it is morally wrong to do so • Propaganda – Information that is constructed to put forward a particular viewpoint • Butcher – Somebody who kills animals, usually to prepare before eating. In this context, a butcher is somebody responsible for the death of others. • bombardment – Endless firing of guns and shells and the enemy • Ignorant – Lacking knowledge or awareness in general; uneducated or unsophisticated. • Culturally sensitive – Showing understanding that different people have different needs owing to their culture or religion • Labour – Work or performing a manual job • Blockade – Preventing access to a place/country. In WW1, countries used their navies to try to prevent food and supplies entering their enemies country • U-Boat – The German word for Submarine



Ongoing Assessment	Teachers will assess students using multiple choice and single answer questions which have been included throughout the booklet.
Key Assessment	Students will complete the 'pulling the threads' together section at the end of the unit to check their understanding of the key points that need to be learnt.
Clear sequencing of content	- The unit is sequences chronologically so that students can make links back to prior content and forward to future content. Students will develop their work on using evidence that began in Y7 and Y8 to begin to consider the usefulness of sources for a specific enquiry. - It is expected that students will be able to make comparisons with other wars that have been studied across KS3, including the Battle of Hastings and the English Civil War. Students should be able to explain how the nature of warfare was changed over time. - Students will be able to use prior knowledge that has been obtained in Y8 as context for the role played by soldiers of the British Empire in WW1, using this to help explain why the British placed value on the use of Indian soldiers particularly. - The climax of the war is important for students to access later units on Europe between the wars and World War two. Students will need to understand how the war drew to an unsatisfactory climax in 1918 and how the peace settlements of 1919 led to consternation amongst the defeated powers. - All vocabulary has been documented and listed so that we can show how it has been built up across the entirety of KS3.
Links to Careers	Students will develop their skills of interpretation and enquiry, looking at primary and secondary sources and questioning them effectively. Such a skill is useful in an array of careers and industries, most notably within the law or other careers that require independent research and forensic questioning of material. An understanding of conflict in the 20th century is also essential for any student who wishes to enter roles in government or the diplomatic services.
Diversity and Inclusion	Lesson 4 focuses on fighting in theatres other than Europe and investigates the role played by soldiers of the Commonwealth. Students will be able to explain the role played by soldiers from across the empire and consider why the treatment of soldiers from the West Indies was different from that of soldiers from India and elsewhere across the empire.
Additional Support	The booklets contain knowledge organisers and can act as a helpful revision guide for students. All resources are uploaded to the SharePoint page for students to access.
Challenge	The booklet contains links to episodes of the Rest is History. There are episodes on the nature of warfare on the Western Front and the conclusion of the war in 1918.