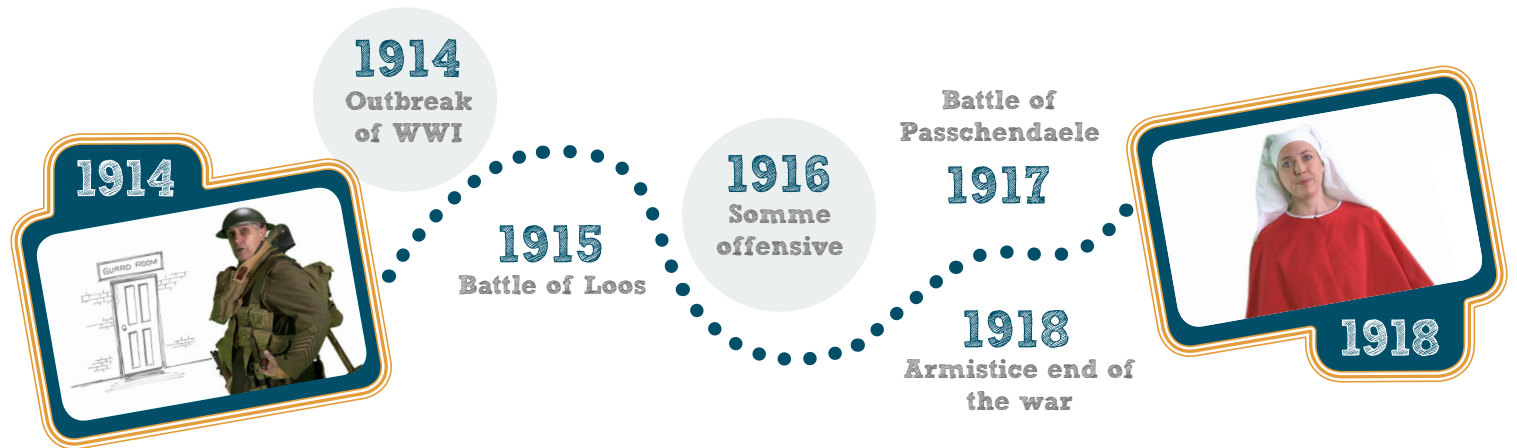


# Twentieth Century

Aimed at Key Stage 3, around year 9



## National Curriculum subject links

*The First World War and the Peace Settlement*

## Coverage and links

The First World War was a defining moment of the Twentieth Century. Between August 1914 and November 1918, the nations of Europe tore themselves apart in a bitter and bloody conflict. On the Western Front that ran from Nieuwpoort on the Belgian coast to the French border with Switzerland, much of the fighting was done from a series of trenches.

The following short lesson sequence allows pupils to investigate the experiences of soldiers, nurses and those at home so that they learn about the diversity of experience and begin to make some generalisations about life during WWI.

## Prior knowledge

This enquiry assumes that students will already have done some work on the causes of WWI, and although the activities here could be done without this background, at least a broad knowledge of the events leading up to the outbreak of war would be useful.

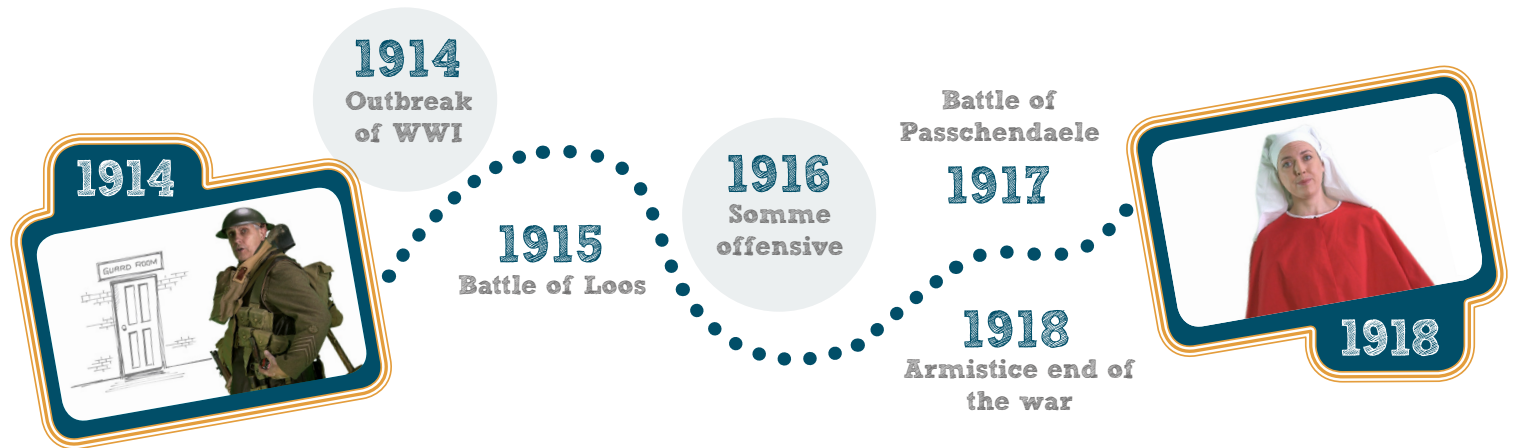
## Suggested learning outcomes

*By the end of these lessons, pupils will be able to...*

- Describe some of the key features of life for different soldiers at different points in the war
- Explain the similarities and differences between the experiences of men and women in the war
- Make useful generalisations about life during the war and challenge the generalisations of others.

# Twentieth Century

Aimed at Key Stage 3, around year 9



## Pre-lesson homework

- Students might be asked to find pictures or written sources about life during WWI. These could then be used to support the films across the lesson sequence.
- Alternatively, if the sequence is the first work done on WWI, students might do some preparatory work on the causes of WWI, or on the overview of the events of the war.

## Lesson 1 – What was it like to be a Tommy?

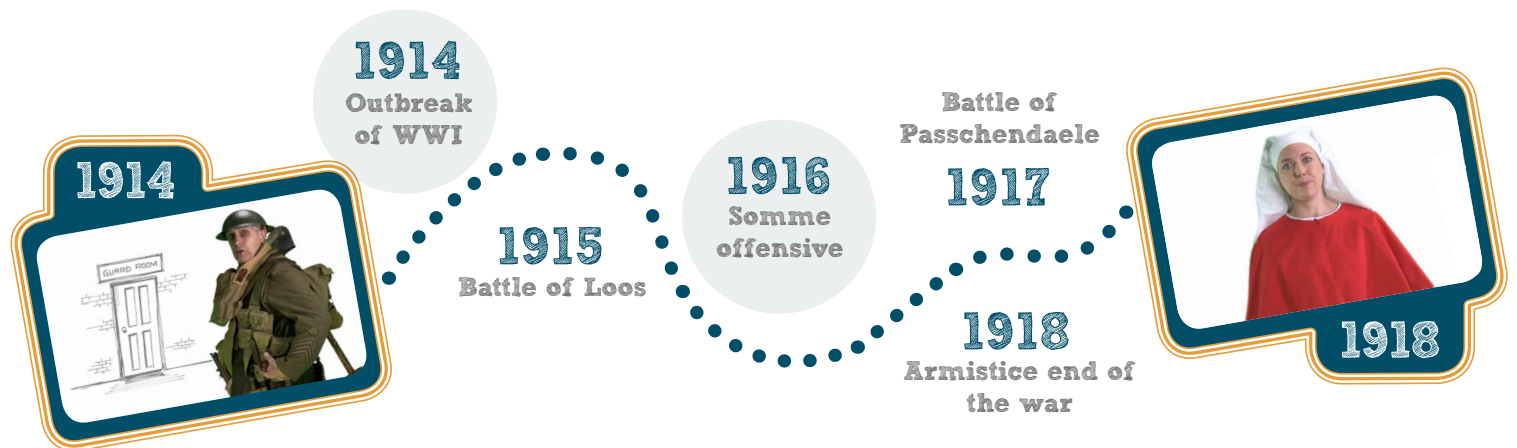
Films to use

- **British soldier's equipment 1914–15**
- **British soldier's uniform 1914–15**
- **Life in the trenches - Parts 1–6**
  - **Part 1**
  - **Part 2**
  - **Part 3**
  - **Part 4**
  - **Part 5**
  - **Part 6**
- **Weapons - bayonet & pistol**
- **No Man's Land**
- **Princess Mary's Christmas Gift**
- **Christmas Truce – 1914**

**In this lesson**, students will begin to build up a picture of life as a soldier in the trenches, leading to them making some statements – generalisations – about Tommies at the end of the lesson.

# Twentieth Century

Aimed at Key Stage 3, around year 9



## Lesson 1 – What was it like to be a Tommy? ...continued

**Start** with **British soldier's equipment 1914-15**. At the end, students should be asked to make inferences about some of the key features of his life, e.g.

- **His kit was very heavy, so a soldier had to be very fit.**
- He had to carry an entrenching tool, which suggests that they spent time digging their own trenches.

**After that**, students should record details about a Tommy's life using the rest of that set of films. They might fill in a table, like that at **figure 1** below, though they could also make a spider diagram as they watch. The aim is to record as much as possible during this part of the lesson. Films could be shown to the whole class or, if the technology allows, small groups could choose their own and watch them in the order they choose.

**Though** the films could form the basis for this information-gathering activity, other sources would make the activity even richer. Photos of trench life and some short extracts from soldiers' writings about trench life would be useful.

At the end of the lesson, students will use their findings to make some generalisations, as they did at the start. As each is presented, others in the room will either support or challenge it using their own notes.

## Lesson 2 - Was it the same for all soldiers in WWI?

Films to use

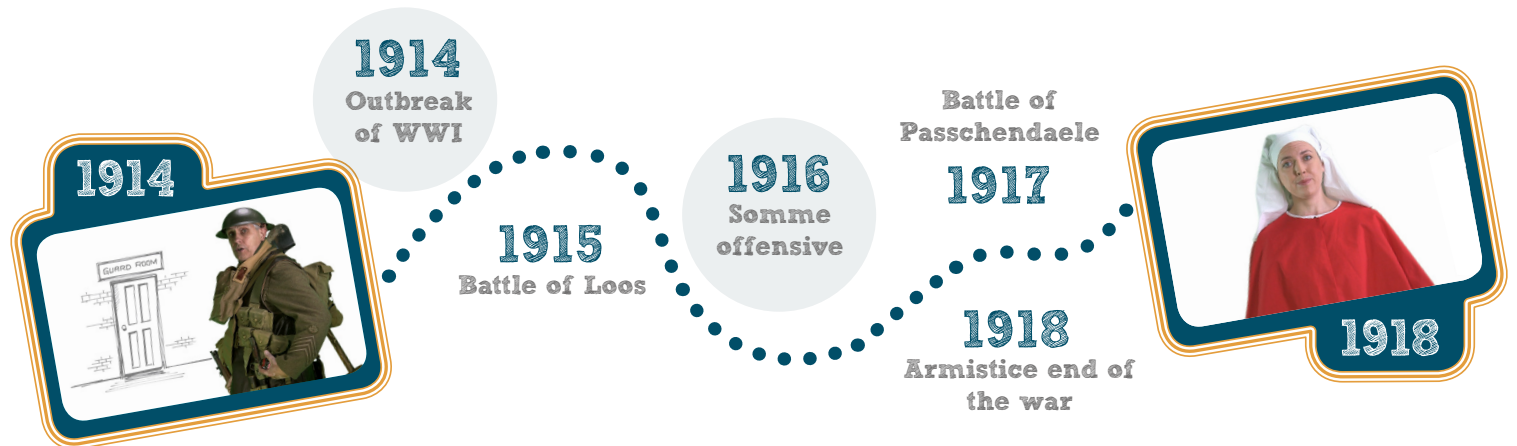
- **Lewis gunner – Part 1 | Part 2**
- **Shell shock**
- **Shot at dawn**
- **British soldier's equipment 1916–18**

**This lesson** will be about looking at a wider range of experiences of soldiers.

**Start** with **Lewis gunner – Part 1** and **Part 2**; here the gunner talks about his weapon and the team needed to support him. This will show a different side to the fighting. Follow this with **Shell shock** and **Shot at dawn**.

# Twentieth Century

Aimed at Key Stage 3, around year 9



## Lesson 2 - Was it the same for all soldiers in WWI? ...continued

Again, notes could be made in many ways; students could carry on the table from where they left off last lesson. The important thing is that students are gathering information to use as evidence for the claims they can make and to challenge the claims of others.

**The film** about shell shock might well need some unpicking with students. Other images and clips of shell shock victims could help to add context, and perhaps reading something longer about its causes and treatment at the time would help students to develop their thinking about this particular experience of war. Using some information about numbers of cases would also be useful.

**Likewise**, the shot at dawn film might need some explanation as to who is experiencing what; the soldier being executed has clearly gone through several awful things that have led to this, but the men in the firing squad would have a range of views about what they are doing. Supporting these films with other sources, primary and secondary, would be important.

**At the end** of the lesson, students should revisit the statements from the end of the last lesson.

- Which of them would they now refine?
- Which are still sound?
- What new statements could they add?

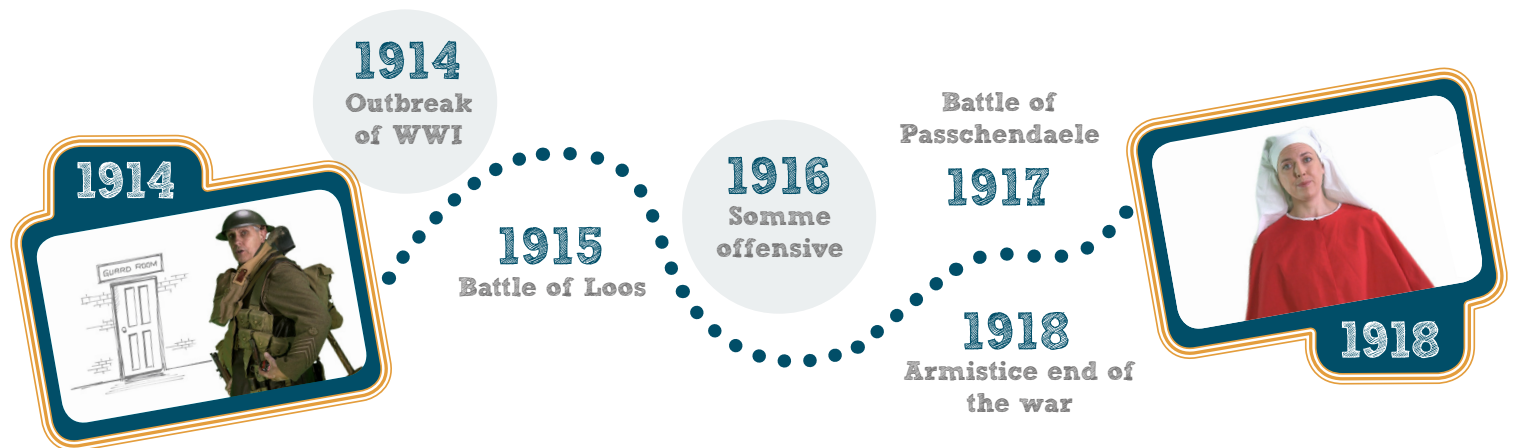
## Lesson 3 – How did women experience WWI?

Films to use

- **Munitions worker**
  - part 1
  - part 2
  - part 3

# Twentieth Century

Aimed at Key Stage 3, around year 9



## Lesson 3 – How did women experience WWI? ...continued

- **Life as a nurse in France**
- **Trench Foot**
- **Gangrene Dressing**
- **Roses of No Man's Land**
- **Bad news at home**

**Start the lesson** by showing **Life as a nurse in France**. At the end, ask students to consider what they learned about nursing near the front line. You should get comments about the strictness of the uniform and that meant that the women were very professional. Some might even note the similarities between the nurses' uniform regulations and that of the soldiers. You should push students to think about what we learn about the women themselves; they still wanted to stay fashionable.

**Then show** **Trench foot**, **Gangrene dressing** and **Roses of No Man's Land**.

**Figure 2** below is an example of the kind of information-gathering diagram that could be used here. Again, students are looking to record details about the range of experiences. 'Trench foot and Gangrene dressing are both concerned with the work of nurses. Roses of No Man's Land tells us about how nurses were regarded by the soldiers, so you might want to add to the notes students made about soldiers in the last two lessons here as well.

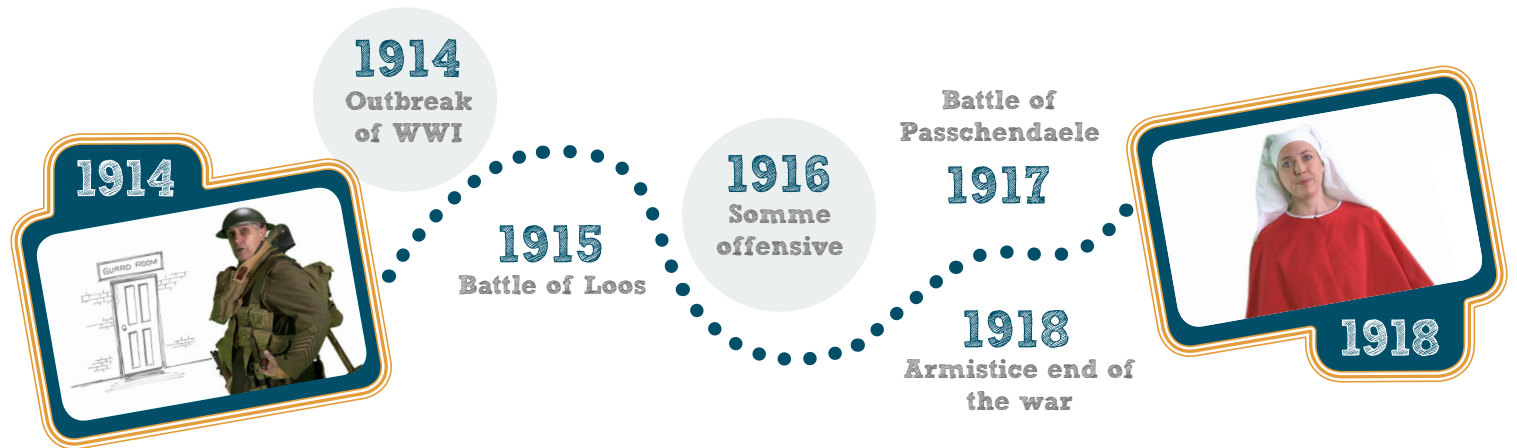
**Now** move on to **Munitions worker – parts 1 | part 2 | part 3**. Here, students will learn about the work done in the factories, but also about lives of the women at home. They should keep adding ideas to their senses diagram throughout. There are useful sources available at [nationalarchives.gov.uk](http://nationalarchives.gov.uk) that would support these films.

**Finally**, watch **Bad news at home**. The munitions worker has already mentioned that women lost their men, but this film gives more detail about what might have happened to the woman and family left behind. Showing some images of the war cemeteries and memorials of the Western Front – Tyne Cot, for example – will begin to show students the scale of death in the war, reminding them that each grave or name recorded led to a letter and a loss like that shown in the film.



# Twentieth Century

Aimed at Key Stage 3, around year 9



## Differentiation, assessment and reflection

### Extension

Students who need stretching could be given more primary sources to look at. A good set of these could come from *Forgotten Voices of the Great War* (Max Arthur, Random House, 2012) or other books in the same series. Extracts that would be particularly useful would be ones that offer a different viewpoint.

### Scaffolding

The summaries at the end of each film could be given to students as they watch the films, for them to add detail to. They might also be given generalisations or claims to test out earlier in the sequence before making their own.

### Formative assessment opportunities

There are several opportunities for formative assessment in the sequence. Some ideas:

- **At the end of each lesson or each teaching segment, students' factual knowledge could be tested and reinforced with a short-answer test.**
- During each section of the sequence, students' claims about the war can be checked and tested by the teacher and other members of the class.

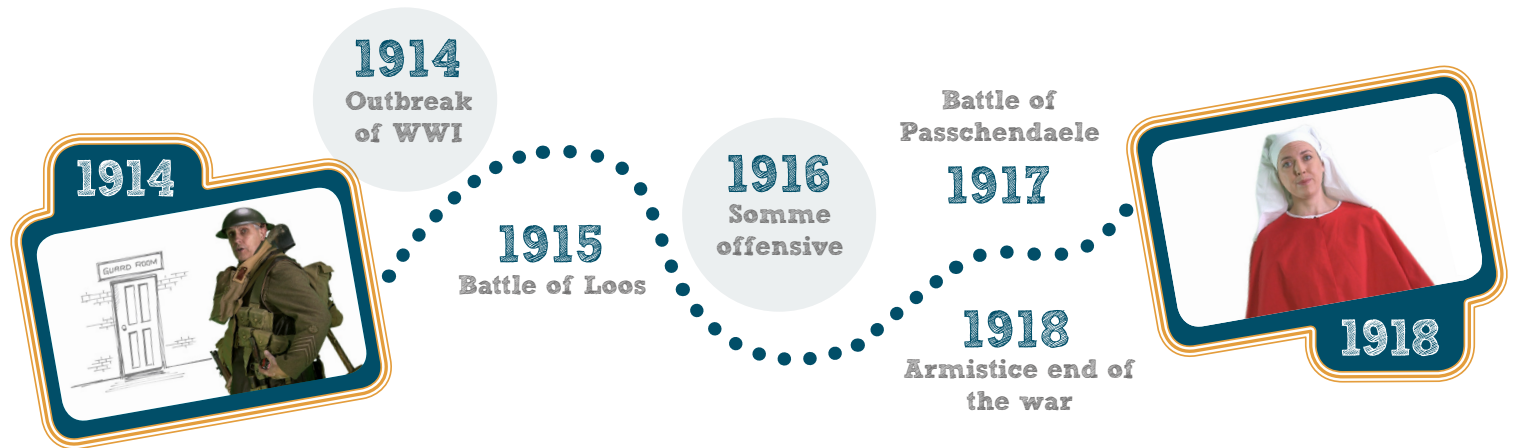
### Assessment

At the end of the lesson sequence, students could do several different things to bring together their learning.

*...continued on next page*

## Twentieth Century

Aimed at Key Stage 3, around year 9



### Differentiation, assessment and reflection

#### Assessment ...continued

- Students could write an essay that answers the enquiry question: How did different people experience WWI? The essay would need students to draw on their gathered details from the three lessons to make and explain their generalisations.
- Small groups might also make their own 60 Second History that accurately summarises the set of films and other sources used in the sequence. This need not be filmed, but could be written together and presented to the class 'live'. Others in the class can then challenge the different summaries based on their own thinking about the enquiry question.
- Another approach would be to give students quotes from historians or even textbooks about the war and those involved in it. As in the first two lessons, students then support or challenge the view using their new knowledge, rewriting the claims to make them ever more accurate.

# Twentieth Century

Aimed at Key Stage 3, around year 9

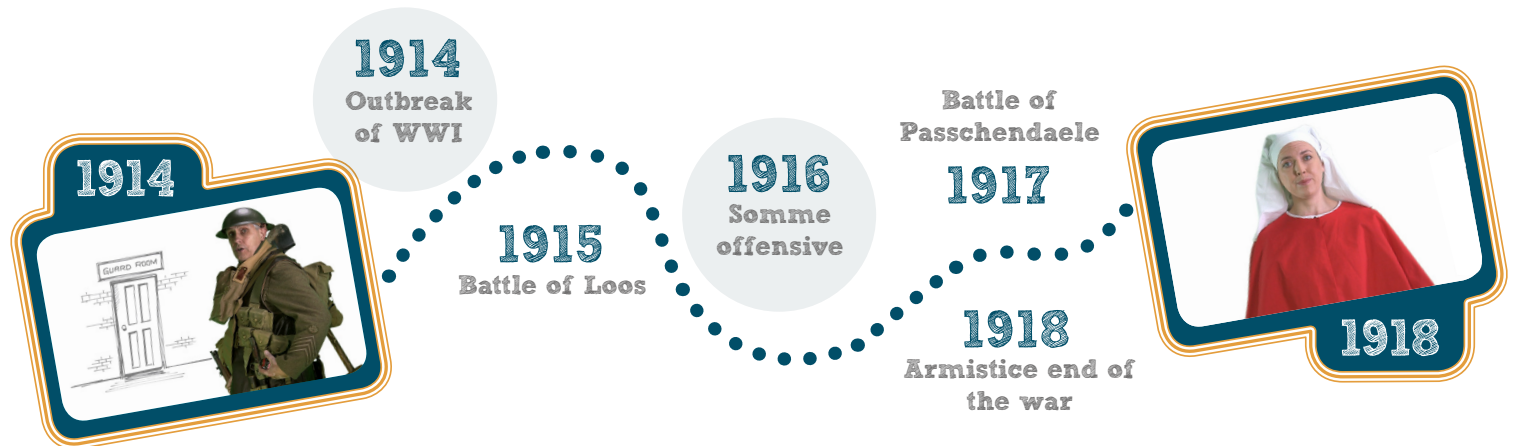


Figure 1: Narrative planning table

Film title	Details about a soldier's life	What inferences could we start to make about soldiers in WWI?
British soldier's uniform 1914–15	.	
Life in the trenches – Parts 1-6		
Weapons – bayonet & pistol		
No Man's Land		
Princess Mary's Christmas Gift		
Christmas Truce – 1914		
No Man's Land		



# Twentieth Century

Aimed at Key Stage 3, around year 9

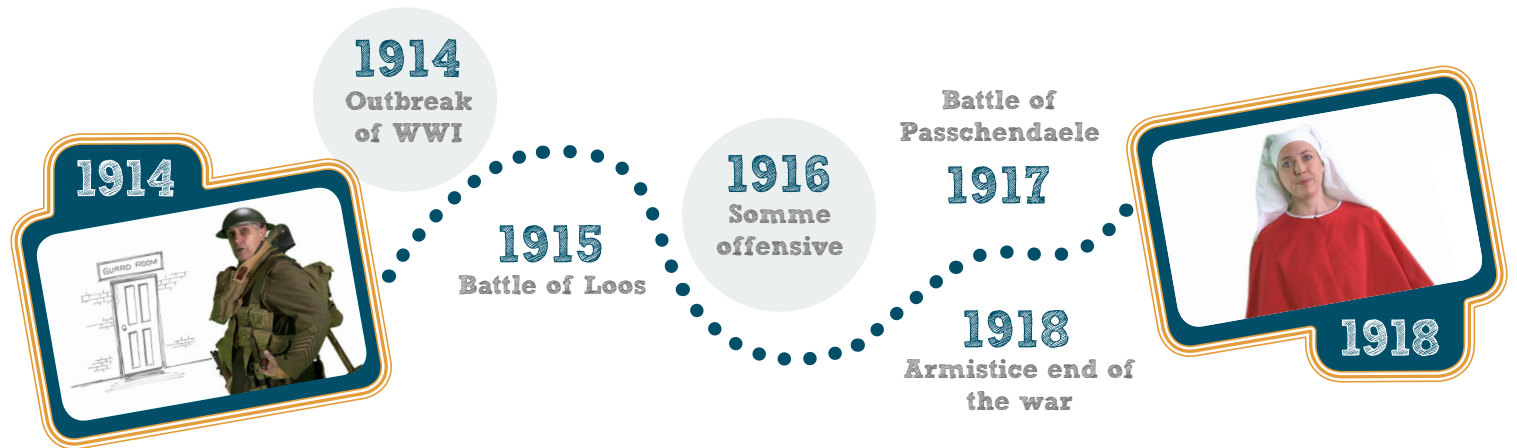


Figure 2: Senses diagram

