

 **Western Front Association** Explore I Learn I Share

Learning Objective(s)

* **Know: why soldiers went to war and what propaganda is**
* **Evaluate:** how effective propaganda was in recruitment
* **Skills:** Cause, Consequence, Compare, Contrast, Evaluation & Judgment

**Week: 7 Year: 8 Module: Great War**

**Subject/Theme: How was the Great War of 1914-1918 fought?**

Learning Outcomes

* All will be able to **describe** why soldiers went to war, what propaganda is and how the war is fought
* Most will be able to **explain** how the war was fought and be able to explain whether propaganda was effective as a weapon of war.
* Some will be able to **analyse** **the** brutality of war and be able to explain the differences between the theory and reality of the Battle of the Somme.

Key Words / codes

AFL - student role

Literacy - **LTT** (Literacy through talk) **LTW** (Literacy through writing) **LTR** (Literacy through reading)

Numeracy- N

Teaching assistant

# Min

5

10

10

30

5

10

10

Session Plan – Task List/Methodology (group work, teacher led etc. including differentiation)/Extension work***.***

Register students write out date and title and stick objectives sheet in.

**Starter Re-cap: Why did the Great War start in 1914?**

Students are to draw around their hand and on each finger they are to write a cause of the war. This is aimed to remind students of the 5 key reasons for the outbreak of war discussed last session.

Go through causes – question students on the most important cause / least important.

**What is needed to fight a war?** LTT **DO THIS AS A CLASS**

World War One was not just fought by the army- it was fought by the entire nation. It was a total war. What type of things would a country need to fight a total war? Using the SMB encourage pupils to put their ideas on the board. They may come up with things like, lots of men, well equipped, big guns, clever leaders, good battle plans, motivated people, plentiful supply of ammo, food, uniforms, equipment, courage, determination etc.

Discuss ideas

**Task 1 – What happened at the Battle of the Somme 1916? LTT/LTW**

Students are to work in groups of 4 or 5 and each group should be issued with an A3 map and A4 planning booklet. Students also need a blue and red pencil. Open the PowerPoint ***‘Somme Battle planning’*** Students complete the A4 planning booklet as staff move through the PPT slides. Give students 2 or 3 mins to make their decisions.

The staff instructions sheet details more on how to manage this and when students should complete written tasks.

**Extensions** – See task sheet in planning booklet.

**Task 2 - How effective was propaganda in recruiting men to fight in the war? LTT/LTW**

Students to use their keyword sheet to discuss the meaning of propaganda. Then go to the Propaganda PPT to introduce different types of propaganda and the questions that should be asked.

Students will be given a propaganda poster to analyse on their own – students should complete the tasks attached to the poster. Give the more able students the posters that are just text and the less able the posters with mainly images.

Students should then complete the 2 questions on the board.

Discuss ideas using the PPT to go through a few examples of posters – even if it is a poster that they have not done, they can still contribute.

# Min

10

Session Plan **CONTINUED**– Task List/Methodology (group work, teacher led etc. including differentiation)/Extension work***.***

**Plenary**  - Play clip on SMB on Anniversary of Somme commemoration services. Why do you think we are commemorating this particular battle 90 years on?

**HOMEWORK**:

**Research – WW1 trench construction**

**PLEASE ENSURE THIS SIDE IS NOT ACCESSIBLE BY STUDENTS**

**Resources:**

PPT on propaganda

Propaganda posters

A3 battle map

A4 battle planning sheet

**Students - Causing Concern – MR/PT comment?**

**Students - Outstanding –MR/PT comment?**

**Session Evaluation - What needs to be changed? What went well?**

**Students to be stretched and challenged**:

**Strategy/Extension Tasks**:

Less support and more teacher led and open ended discussion

Extension questions throughout

**Students needing support:**

**Strategy/Support available:**

Directed/closed questioning

Directed and focused help for tasks

Use of textbook to direct all answers

**Assessment**

**Teacher**: Contribution to discussion

**Self**: Marking/group discussion and checking own work

**Peer Group**: Working in pairs. Class discussion