

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

**Week: 8 Year: 8 Module: WW1**

**Subject/Theme: How did the Great War end? What should happen to Germany?**

Learning Objective(s)

* **Know:**
* **Evaluate:**
* **Skills:** Cause, Consequence, Compare, Contrast, Evaluation & Judgment

Learning Outcomes

* All will be able to **describe how the war ended and what happened to Germany**
* Most will be able to **explain key aspects that led to the end of the war and feelings of Germany, Britain, France and USA**
* Some will be able to **analyse** the events and consider the consequences of the Treaty of Versailles

Key Words / codes

AFL - student role

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

Numeracy- N

Teaching assistant

# Min

10

20

10

25

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 – Spelling Test LTW**

Students to write the numbers 1-10 in the back of their exercise book. Students can swap their books to mark.

**Task 1 – How did the Great War end in 1918? LTT/LTW / Numeracy**

This task looks at the events that brought the Great War to an end. Students are to work in groups of 3 or 4. Each person should be issued with a piece of paper. Each group should be issued with 1 ‘Free Pass’ card. The teacher has 10 events that brought the war to an end, one person from each group comes up and teacher shows them the first flash card. They have 30 seconds to read it and memorise it (teacher can reduce/increase timing according to class). They can’t write anything down and they can’t come up to look at it again.

Student returns to the group and tells them all what was written. Each member of the group writes it down. They can annotate with pictures and symbols, they don’t have to write it word for word. Repeat this for all events.

At the end, groups may choose which of the items they want a ‘free pass’ for. One group member may come up and look at the relevant card for 10 seconds to gather missing information.

Use the PDF – ‘End of war’ to run through answers – students to add missing info.

**Task 2 – How would you expect Germany to be punished? LTT/LTW DECISION MAKING EXERCISE**

Use the PPT ‘Versailles Decision making’ students are to be allocated a country – give each student a profile sheet and explain each. Students are to also have a score sheet, where they can score decisions and then the actual decision. Use the PPT to run through the decisions. The answers are towards the end of the PPT.

**Extension work**

What problems did you have in coming to an agreement over the punishment for Germany?

What aspect of your treaty do you think Germany would have hated the most and why? Explain fully

Take a quick poll of nature of the students peace settlement – very harsh, reasonable or very lenient. Will compare with actual treaty later

# Min

15

10

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

**Task 3 What actually happened to Germany? Summary task**

Using the information from the score card, students are to complete the spider diagram.

**Extension – SEE SMB**

**Go thorough answers**

**Plenary** – Complete the module review in the module booklet.

**HOMEWORK**:

**None Set**

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

**Resources:**

Spelling test words

Countries profile cards

Decision making documents

**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