

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

**Week: 1 Year: 8 Module: Great War**

**Subject/Theme: What were the short term causes of WW1?**

Learning Objective(s)

* **Know: the long term causes of the Great War**
* **Evaluate:** the causes and how they led to war.
* **Skills:** Cause, Consequence, Compare, Contrast, Evaluation & Judgment

Learning Outcomes

* All will be able to **describe** the short term causes of war
* Most will be able to **explain how the assassination of Franz Ferdinand led to war**
* Some will be able to **analyse** the causes and select the most important

Key Words / codes

AFL - student role

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

Numeracy- N

Teaching assistant

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

Register students write out date and title

Starter : Recap – What were the MAIN causes of WW1? – Students are to write on a post it note what MAIN stands for when looking at Long term causes. They are to use the pictures as visual clues to the answers.

**Task 1 Short term causes LTT/LTW**

Using the A4 flow chart, students are to record the key events up to Britain declaring war. THERE IS SOUND WITH THE PPT.

Slide 18 is where they can make notes – its gives a timeline – in the corner is example of long term causes as a reminder. Whilst writing on the sheet – give them the map of alliances to look at and stick in. Keep it snappy but ask questions

**Task 2 - What happened in Sarajevo in 1914? LTW**

Students are to write a police witness report describing what happened on 28th June 1914. There are key terms on the board that they need to use. Students to use the PPT print outs for information.

Writing support for the less able

**Extension- SEE SMB**

**Task 3 – From Assassination to war 1914 LTT/LTR**

Watch the YouTube clip to introduce the Schlieffen Plan

Using the A4 information sheet students are to read the text and then complete the tasks at the bottom of the sheet. They should then annotate their map and plot on the path of the Schlieffen Plan.

**Extension – See SMB**

**Go through answers**

# Min

10

20

25

5

15

5

# Min

10

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

Plenary - Charades / Pictionary type game

**HOMEWORK**:

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

**Resources:**

**PPT**

**SMB**

Work sheets from folder

**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