

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

Learning Objective(s)

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

**Week:5 Year: 8 Module: Great War**

**Subject/Theme: How do we know what life in the trenches was really like?**

Learning Outcomes

* All will be able to **describe** the main problems of life in the trenches and considered the usefulness of a number of primary sources.
* Most will be able to **explain** detailed subject knowledge of life in the trenches and a greater understanding of the range of problems. Also have a good understanding of the uses and limitations of some sources
* Some will be able to **analyse** problems in trenches and a very clear understanding of usefulness and reliability of sources. Appreciate what other types of sources needed to gain a fuller understanding.

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

20

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.

**Remind students about wearing a poppy and the trip**

**NB: Play PPT trenches starter as students come into class and unpack. Play Edwin Starr whilst PPT is playing**

**Starter** – Using the A4 sheet – students should complete the labelling activity of the trench – using the labels on the board. Students should then complete the mind map on the board, looking at what trench life was like. Answers on the next slide.

**Mind Map** - What type of problems do you think soldiers would have faced? e.g. mud, rain, rats, cold, lice, fear, boredom, hunger, disease associated with conditions such as trench foot and trench fever, shell shock, psychological problems (post-traumatic stress disorder) and obviously being shot or blown up!!

**Video—** ***‘Life in the trenches’***. Students should make notes on the sheet provided. Use link on SMB as DVD is jumpy. Fast forward to 11:28 in – to the first section ‘trench routine’ Stop and start DVD after each chapter and go through the answers.

**Answer sheet attached**

**Task - What do the artefacts teach us about life in the trenches?**

With the box of artefacts give each pair a particular artefact and with that artefact they need to complete the task off the SMB, task involves sketching and reporting back to the rest of the group as to what they think the artefact is. Each box of artefacts has a detailed sheet of answers. This is an opportunity for students to work out what they were used for and build a picture/link with the trenches, which in turn should help students gain a deeper understanding of life in the trenches.

Sketch and write down what they think it is

Reporting Back

# Min

15

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

**Task – Assessment - What does the evidence tell us about life in the trenches? HOMEWORK – can start if time**

Students are to take the A3 sheet of sources home with them to revise, along with their work from today as next week they will be sitting an assessment using the A3 sheet. They can annotate the sheet, underline key facts about trench life, opinions about what a soldier was like. They must bring it back next week as they can use the sheet and their notes in the assessment.

**Plenary –Think, Pair and Share** what was the worst aspect of life in the trenches? Ask students to justify answer

Revisit Objectives of the lesson to check progress – question students and ask other students to develop their ideas.

**HOMEWORK**:

**Make notes on A3 sheet for assessment next week**

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

**Resources:**

Starter trench pic

Assessment sheets

SMB

**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