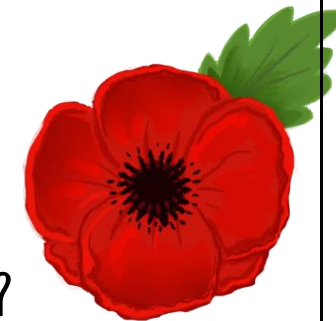




YEAR 6 – WWI – AUTUMN 2



QUESTION: SHOULD BRITAIN HAVE PARTICIPATED IN WORLD WAR ONE?



Location



Main events



Conflict



Society



Artefacts

WEEKS OF TEACHING	LINE OF ENQUIRY	THRESHOLD CONCEPT	SUBSTANTIVE KNOWLEDGE	DISCIPLINARY KNOWLEDGE	CURRICULUM ENDPOINT
1	Europe at the beginning of WW1	• Build an overview of world history • Communicate historically • Understand chronology	• 1914 – 1918 • Political tensions • Britain had been peaceful for over 100 years • Europe was home to big empires like the British Empire, the Austro-Hungarian Empire, and the Russian Empire • Nationalism means strong pride in one's country	• Use dates and terms accurately in describing events.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
2	Causes of WW1	• Understand chronology • Investigate and interpret the past	• Archduke Franz Ferdinand was assassinated in Sarajevo • Alliances between countries like the Triple Entente and Triple Alliance escalated tensions across Europe • Nationalism fuelled competition and rivalries, particularly between Germany, France, and Britain. • Militarism led to an arms race, with nations building large, powerful armies and navies.	• Identify periods of rapid change in history and contrast them with times of relatively little change.	

<u>3</u>	Countries involved and allies	• Understand chronology • Build an overview of world history •	• Triple Entente: France, Russia, UK • Central Powers: Germany, Austro-Hungary, Ottoman Empire • Neutral states: Belgium, Spain, Switzerland	• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history	
<u>4</u>	Significant events of WW1	• Investigate and interpret the past • Communicate historically • Understand chronology	• August 1914 – Britain declared war on Germany • 1915 - The Sinking of the Lusitania • July 1916 – Battle of the Somme • 11th November 1918 – Armistice signed	• Use dates and terms accurately in describing events. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.	
<u>5</u>	Propaganda	• Investigate and interpret the past • Communicate historically	• Propaganda is used to try to make people think a certain way • Propaganda was used to boost morale and encourage people to support the war effort. • Posters were commonly used to promote enlistment and fundraise for the war. • Government messages often depicted the enemy as evil to unite citizens against a common threat. • Newspapers and films spread government-approved stories, shaping public opinion. • Women were encouraged to join the workforce and support the war through posters like "We Can Do It!"	• Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past.	
<u>6</u>	Lives of soldiers	• Investigate and interpret the past • Communicate historically	• British soldiers spent a lot of time in long, muddy ditches called trenches. • Trench conditions were often awful: mud, lice, rats, illness and disease were all common	• Use sources of evidence to deduce information about the past.	

			Many soldiers were just teenagers. Some were only 16 or 17 years old when they joined, even though the official age was 18.	- Select suitable sources of evidence, giving reasons for choices. - Use sources of information to form testable hypotheses about the past. - Seek out and analyse a wide range of evidence in order to justify claims about the past.	
7	Role of women	- Communicate historically - Investigate and interpret the past	- Women took over men's jobs to keep the country running - Women worked in dangerous munitions factories - Women were nicknamed 'canaries' as their skin turned yellow due to handling chemicals - After the war, people saw how important women's work had been. In 1918, some women in Britain were finally allowed to vote for the first time.	- Describe the social, ethnic, cultural or religious diversity of past society. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	

ASSESSMENT OPPORTUNITY: A BALANCED ARGUMENT, BOTH SPOKEN AND WRITTEN, TO EXPLORE WHETHER BRITAIN SHOULD HAVE PARTICIPATED IN WORLD WAR ONE.