



Western Front Association Explore | Learn | Share

Session Plan: 3 Year: 8 Unit: WWI
Subject/Title: How do we know what life in the trenches was really like?

- **All will** – have a basic understanding of the main problems of life in the trenches and considered the usefulness of a number of primary sources.
- **Most may** - as above but more 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 could** - as above but with a greater understanding of 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.

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

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.

20 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!!

20 Video— *'Life in the trenches'*. Amazon have DVD / Youtube

Task 1 - 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.

15 Sketch and write down what they think it is

15 Reporting Back

Task 2 Role play

25 In groups of 3/4 pupils are going to create a role play of trench life. They will script a scenario in which they are a group of soldiers living in the trenches on the front line. The best of these will be filmed and put onto the OLC. Each group can use the helmets – 4 helmets per group.

15 See a selection of groups

Task 3 – Assessment - What does the evidence tell us about life in the trenches?

Go through tasks briefly (5mins) – emphasise that the questions get steadily more difficult and the last 2 or 3 questions will determine how high their final level is. Students should spend around 15-20mins on first question.

60 Do Q 1 to 6. Emphasise the need to explain answers fully, especially Q's 2 to 6

60 Extension work on the sheet

5 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.

PLEASE ENSURE THIS SIDE IS NOT ACCESSIBLE BY STUDENTS

HOMEWORK:

None set

Resources:

PPT on trenches in shared area
Task sheet- sources on Trenches
Mark scheme for assessment
War time songs – background music during tasks
WWI artefacts / guidance sheet attached
War in the trenches DVD

Assessment

Teacher: Question led discussions/mark individual assessments

Self: Mark and annotate own work

Peer Group: Working in pairs and small groups

Students needing support:

They will have access by:

Stepped and directed questions
Working in pairs
Discussing and annotating answers throughout session

Students to be stretched and challenged:

They will have access by:

Extension tasks
Open-ended tasks
Directed Q by teacher during the discussions

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

Students - Causing Concern

Students - Outstanding