



Western Front Association Explore | Learn | Share

Session Plan: 2 Year: 8 Unit: World War One
Subject/Title: How was the Great War of 1914-1918 fought?

Learning Objective(s)

All students will understand why soldiers went to war, what propaganda is and how the war is fought

Most students will understand how the war was fought and be able to explain whether propaganda was effective as a weapon of war.

Some students will understand the brutality of war and be able to explain the differences between the theory and reality of the Battle of the Somme.

Min	The following activities will be on a rota basis. When groups are not outside they will complete the following tasks.
40	Reenactment – go online for re-enactment guidance. www.westernfrontassociation.com
5	<u>Starter Re-cap: Why did the Great War start in 1914?</u>
5	Students are to draw around their hand and on each finger they are to write a cause of the war. This is aimed to remind students of the 5 key reasons for the outbreak of war discussed last session.
5	Go through causes – question students on the most important cause / least important.
10	<u>What is needed to fight a war?</u> LTT
10	World War One was not just fought by the army- it was fought by the entire nation. It was a total war. What type of things would a country need to fight a total war? Using the SMB encourage pupils to put their ideas on the board. They may come up with things like, lots of men, well equipped, big guns, clever leaders, good battle plans, motivated people, plentiful supply of ammo, food, uniforms, equipment, courage, determination etc.
10	Discuss ideas
40	<u>Task 1 – What happened at the Battle of the Somme 1916?</u> LTT/LTW
40	Students are to work in groups of 4 or 5 and each group should be issued with an A3 map and A4 planning booklet. Students also need a blue and red pencil. Open the PowerPoint ‘ Somme Battle planning ’ Students complete the A4 planning booklet as staff move through the PPT slides. Give students 2 or 3 mins to make their decisions.
40	The staff instructions sheet details more on how to manage this and when students should complete written tasks.
40	<u>Extensions</u> – See task sheet in planning booklet.
10	<u>Task 2 - How effective was propaganda in recruiting men to fight in the war?</u> LTT/LTW
15	Students to use their keyword sheet to discuss the meaning of propaganda. Then go to the Propaganda PPT to introduce different types of propaganda and the questions that should be asked.
15	Students will be given a propaganda poster to analyse on their own – students should complete the tasks attached to the poster. Give the more able students the posters that are just text and the less able the posters with mainly images.
10	Students should then complete the 2 questions on the board.
10	Discuss ideas using the PPT to go through a few examples of posters – even if it is a poster that they have not done, they can still contribute.
15	<u>Plenary</u> - Play clip on SMB on Anniversary of Somme commemoration services. Why do you think we are commemorating this particular battle 90 years on?

PLEASE ENSURE THIS SIDE IS NOT ACCESSIBLE BY STUDENTS

HOMEWORK: NONE

Resources:

PPT on propaganda
Propaganda posters
A3 battle map (WFA)
A4 battle planning sheet
A5 Reality of Somme sheet

Reenactment

Broom stales / helmets / smoke grenades

Assessment

Teacher: Lead/Q&A

Self: Mark and annotate own work

Peer Group: Working in pairs/small groups/practical

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