Stewards Academy

History KS3 Year 8 Autumn 2 Blended Learning Booklet

The First World War

Name:

Form:

Aim to complete one lesson each week. Write out the title and LI and then complete the tasks.

All video links are online using the ClassCharts link.

The Knowledge Organiser on page 3 has all the key information and vocabulary to help you with this unit.

Upload all work onto ClassCharts for feedback.

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Stewards Academy

Big Picture – Year 8 Overview
History Department

Next Year

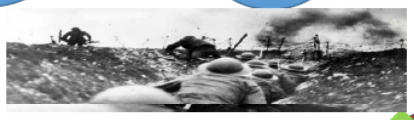
Year 8

UNIT 1 – Causes of the First World War

- **Kaiser Wilhelm II** – Students understand how Kaiser Wilhelm was a cause of World War One
- **The Arms Race** – Students can explain how the Arms Race worsened the tension that created World War One.
- **Alliance System** – Students can explain the two different Alliances and the countries that make them up.

UNIT 2 – World War One

- **The Assassination** – Students explain why the Assassination of Franz Ferdinand was a tinderbox moment in causing World War One
- **What was the most important cause of WW1? Assessment**



- **Battle of the Somme** – Students can explain why the Battle of the Somme was a failure for the British Army.
- **Weapons and Trench Warfare** – Students understand how warfare changed dramatically during the First World War.
- **Soldiers of the First World War** – Students can explain how soldiers were recruited into the army, what life in the trenches was like and how they lived day to day.

UNIT 3 – Suffragettes

- **World War One Hall Assessment**
- **Origins of the Suffragettes** – Students understand why the Suffragette movement was needed for women.
- **Tactics and punishments of the Suffragettes** – Students can explain the tactics used by the Suffragettes and the tactics/punishments used against them.
- **Women get the vote** – Students can explain how the First World War helped get the vote for women.

UNIT 4 – Interwar Years

- **Nazi's consolidate power** – Students understand how the Nazi Party gained power in Germany.
- **Early Nazi Party** – Students can explain how the Nazi party began and how the Munich Putsch impacted the Party.
- **Weimar Germany** – Students can explain what Weimar Germany was and why it failed.

UNIT 5 – World War Two

- **The War in Europe** – Students understand the invasion of Poland, France, Belgium and the Netherlands. They can also explain why D-Day was such an important event in World War Two.
- **The War in the Pacific and the end of the War** – Students can explain how the Pacific theatre of War was different to Europe and how the Atomic bomb changed warfare forever.
- **World War Two Assessment**

UNIT 6 – The Holocaust

- **Liberation and resistance** – Students can explain how the Death Camps were liberated and what took place in the Warsaw Ghetto.
- **Concentration camps and death camps** – Students can explain how Nazi death camps operated and the understand the brutality of them.
- **Anti-Semitism under the Nazi's** – Students understand how the Nazi's eliminated basic human rights for Jewish people in Germany and countries they invaded
- **Jewish life before the Nazi's** – Students understand what Jewish communities were like before the Nazi's

ZOOM IN...
MY LEARNING JOURNEY:

Subject: History *Year: 8* *Unit: 2*

AIMS

1. To explore what Europe was like during World War One.
2. To explain the major battles of the First World War.
3. To judge the importance of different weapons in WW1.
4. To explain the Battle of the Somme and why it was a disaster.

DEVELOPING COURAGE

-C To have the confidence to share opinion with class on which cause was the most important in starting World War One.

-O To have the opportunity to work on extended writing.

-U Able to work as a class together to discuss issues.

-R Being resilient when set an extended writing task.

A Learning to appreciate the past

G Being generous with Historical detail in writing

E Finish a History essay.

PREVIOUS LEARNING

- Arms Race
- Alliance system
- Kaiser
- Assassination of Arch Duke Franz Ferdinand
- What was the most important cause of WW1
- The Schlieffen Plan

WHAT WE KNOW/ REMEMBER

How the Fiest World War began

UP NEXT

How the First World War helped bring the vote to women during the time of the Suffragettes

How these consequences go on to allow the Nazi's to gain power and begin the Second World War.

CAREERS

- Journalist reporting on events
- Archaeologist
- History Teacher

RECOMMENDED READING

- Dan Snow History Hit
- BBC Bitesize
- History Learning Site

PERSONAL OBJECTIVES

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World War One 1914-1918

1. Recruitment

- At the outbreak of war, a volunteer army was created – 'Kitchener's Army'
- 54 million posters were issued, 8 million personal letters were sent. The slogan, 'your country needs you', was used to great effect.
- Men felt extremely proud to go and fight for Britain.
- In the first weekend of the war, 100 men an hour signed up to join the armed forces. By the end of 1914 1,186,337 men had enlisted.

Conscientious objectors

Some people chose not to fight, usually on religious grounds. They were known as conscientious objectors. Tribunals were set up, to judge men. People could be imprisoned for not fighting.

2. Life on the Western Front

A typical year for a British Soldier during WWI:

15% Front line

10% Support Line

30% Reserve Line

20% Rest

25% Other (hospital, etc.)

Life for soldiers in the trenches was often difficult. They lived in very dirty trenches, where rats and lice were common. They could suffer from trench foot or yellow fever because of these conditions.

In between the trenches was **No Man's Land**, so-called because it did not belong to either army. Soldiers crossed No Man's Land when they wanted to attack the other side.

3. The Schlieffen Plan

The Plan

The German army would invade France through Belgium first, as Russia would take longer to prepare for war. This would knock the French out of the war quickly and only had to fight the Russians on the Eastern Front.

Why did it fail?

The British supported the Belgians delaying their advance in to France. The Russians also prepared for war quickly, meaning German troops had to be moved to the east.

4. Weaponry and Technology

Gas – Gas could be released in shells fired from artillery or released into the wind. The only protection was to use a gas mask. It was widely feared after its first use by the Germans in Ypres, on 22nd April 1915.

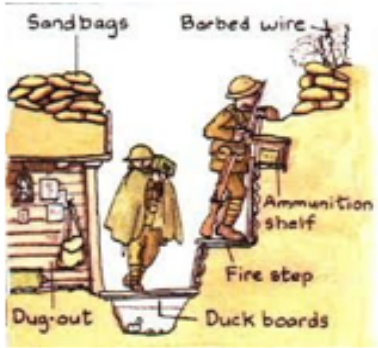
Machine Guns – The machine gun was used defensively in WW1. Used from the safety of trenches, No Man's Land could be sprayed by both sides. By the wars end, they could fire 800-1000 rounds a minute.

Artillery – Artillery was used to bombard enemy trenches, softening defences up for an attack.

Tanks – The Mark 1 was first used by the British at the Battle of Flers-Courcelette in 1916. The first use of a tank on the battlefield, ever. At first they were slow and often broke down, but became vital to victory by the wars end.

Planes – Planes were first used to map enemy movement and territory. However, later on in the war they had machine guns attached to them so they could fire on enemy planes.

A Trench Diagram



Mark 1 Tank

A victim of a Gas attack

Stewards Academy

Lesson One - Why did men join the army?

L/I: To understand why men wanted to join the army at the outbreak of World War One.

Recruitment tactics

- A volunteer army was created – 'Kitchener's Army'
- The slogan, 'your country needs you, was used to great effect.
- 54 million posters were issued, 8 million personal letters were sent.

Activity - Watch the following vide and answer these questions:

https://www.youtube.com/watch?v=K7RQQS8fsbg

1) **What was Britain's only way of winning the war?**

2) **How was Britain different to the rest of the countries in Europe in the way it recruited men for its army?**

3) **In what ways did the propaganda posters persuade the men to join the army?**

4) **How many men joined the army on the 3rd September 1914?**

5) **What was training like for the men who joined the army?**

How many men signed up?

- Men felt extremely proud to go and fight for Britain.
- In the first weekend of the war, 100 men an hour signed up to join the armed forces.
- By the end of 1914 1,186,337 men had enlisted.

Activity - Stan's story DART

Read through Stan's story as a class.

List down, or highlight, the different reasons Stan goes to war, that build up over the day.

Stan's Day

As he walks to the station Stan sees a neighbour whose son has just been killed in the war. The neighbour used to be friendly, now she ignores him. Outside the train station a young woman he knows smiles at him. He walks over to talk to her. She hands him a white feather and walks off, not speaking. The station is full of posters urging men to join up.

The paper Stan reads on the train talks about the urgent need for more volunteers. At work, one man talks about his son, away fighting, with huge pride. Another says he can't persuade his son to join up yet. Other listeners shake their heads sadly. Someone asks Stan why he hasn't joined up yet. There is a long silence. Stan struggles to find an answer.

On the way home, Stan passes a recruiting station. A recruiting sergeant calls out to him. Stan pauses. The recruiting sergeant walks over and talks to Stan about joining up. The sergeant talks about Stan's country needing him and 'the lads out there' needing him. He talks about 'doing the right thing'. Stan joins up.

When he gets home Stan tells his parents he has joined up. They ask why. He says the recruiting sergeant made him feel it was time to serve his country. He gives one reason, but it was probably the build-up of causes through the day. He might not have joined up on that day if the recruitment sergeant hadn't talked to him, but this wasn't the only cause.

Main activity:

Why did men sign up to join the army? What was the most important reason why they did?

Explain three reasons that made men join the army.

Decide on which reason made people want to join the army the most.

Extension – What would have made you sign up? Explain using details from the lesson.

Lesson Two - Trench Conditions

L/I: To include all relevant information into my trench diary.

Use Box One on your Knowledge Organiser and last lessons notes, to complete the starter task below:

Recruitment

What was Kitchener's Army?

Give two reasons why men wanted to join the army when war broke out in 1914:

-

-

What is a conscientious objector?

The red lines below show the trenches across Europe:

Activity - Trench conditions

What do the following primary Sources tell us about trench conditions during World War One?

Write down:

- *What you can see.*
- *What you think it tells us about trench conditions during World War One.*

Extension - How would this have affected the soldier's ability to fight?

Source A

5

Source B

6

Source C

Trench Foot

"If you have never had trench foot described to you, I will explain. Your feet swell to two to three times their normal size and go completely dead. You can stick a bayonet into them and not feel a thing. If you are lucky enough not to lose your feet and the swelling starts to go down, it is then that the most indescribable agony begins. I have heard men cry and scream with pain and many have had to have their feet and legs amputated. I was one of the lucky ones, but one more day in that trench and it may have been too late." (Harry Roberts)

Trench Foot – Caused by standing for long periods in muddy water. Often meant feet would have to be amputated.

8

Rats in the Trenches

"Whilst asleep during the night, we were frequently awakened by rats running over us. When this happened too often for my liking, I would lie on my back and wait for a rat to linger on my legs; then violently heave my legs upwards, throwing the rat into the air. Occasionally, I would hear a grunt when the rat landed on a fellow victim" (R L Venables)

Rats in the trenches – Rats thrived in the trenches, eating rotten food. Some were said to grow to the size of cats.

9

Lice in the Trenches

"We slept in our clothes and cut our hair short so that it would tuck inside our caps. Dressing simply meant putting on our boots. There were times when we had to scrape the lice off with the blunt edge of a knife and our underclothes stuck to us.
" (Elizabeth de T'Serclaes – a nurse on the front line)

Lice in the trenches – Lice were not just irritating, but also caused trench fever.

Watch the following videos after going through the above Sources:

https://www.youtube.com/watch?v=_G4ZY66BG38
https://www.youtube.com/watch?v=FvYIIuxh2kY

Main activity:

A soldier's experiences

Create a diary and explain:

What are your day to day experiences like in the trenches? What are you seeing, hearing and smelling?

Explain what equipment you have and what food you are eating. Remember to use what we have learned.

Why did you sign up to join the army in the first place?

What are your thoughts of the enemy?

What was life like for soldiers in the British Army during World War One?

Try to Include all of the above, in your answer.

Lesson Three - What was life like on the Western Front?

L/I: I can explain day to day life on the Western Front.

Use Box Two on your Knowledge Organiser and last lessons notes, to complete the starter task below:

Life on the Western Front

Explain in your own words, using as much detail as possible, what life in a trench on the Western Front was like.

_____

_____

_____

_____

_____

_____

_____

A typical year for a British Soldier during WW1 on the Western Front:

- **15% Front line**
- **10% Support Line**
- **30% Reserve Line**
- **20% Rest**
- **25% Other (hospital, etc.)**

A British soldier's day DART

5am - 'Stand-to' (short for 'Stand-to-Arms', meaning to be on high-alert for enemy attack) half an hour before daylight

5.30am - Rum ration

6am - Stand-to half an hour after daylight

7am - Breakfast (usually bacon and tea)

After 8am - Clean themselves, clean weapons, tidy trench

Noon - Dinner

After dinner - Sleep and downtime (one man per ten on duty)

5pm - Tea

6pm - Stand-to half an hour before dusk

6.30pm - Stand-down half an hour after dusk

6.30pm onwards - Work all night with some time for rest (patrols, digging trenches, putting up barbed wire, getting stores, replacement of unit of soldiers every five days)

Activity – Watch the two videos and answer the questions below:

https://www.youtube.com/watch?v=DjqdgGb739w

https://www.youtube.com/watch?v=HEo_zHjpc0Q

A Soldiers Kit

1. **Name five items of a soldier's kit?**

-

-

-

-

-

2. **What was the biggest challenge for soldiers?**

3. **What changes were made to the British uniform, during the war?**

4. **What was different about the French uniform?**

5. **Name five items of food that the soldiers received.**

-

-

-

-

-

6. **How did British rations compare to the German army's?**

Do you think that the British soldiers were well prepared for the First World War? Explain your answer.

Explain, using your answers from the video, how prepared the British army were for WW1.

Compare British soldiers to French and German.

Discuss, in your own opinion, whether you think they were prepared or not.

Extension - 'British soldiers on the Western Front were treated very badly by the British army.' Do you agree with this statement? You must explain your answer.

Lesson Four - The Weapons of the First World War

L/I: To analyse the impact of technology on the First World War.

Use Box Three on your Knowledge Organiser and last lessons notes, to complete the starter task below:

The Schlieffen Plan

What was the Schlieffen Plan?

Explain why the Schlieffen Plan failed.

Gas and World War One

- By the end of the war the British had used gas more frequently than the Germans.
- There was originally no protection against gas, but by 1917, the British small box respirator, was standard issue.
- Although gas caused 15% of all casualties, it only caused 1.4% of deaths.

Activity - Watch the following videos and complete the questions on the grid below:

https://www.youtube.com/watch?v=B06izR0HWyc – Machine Guns

https://www.youtube.com/watch?v=JbVZGLI8izk – Planes

https://www.youtube.com/watch?v=ezBSURCMe-o - Tanks

Machine Guns	Tanks	Planes
German MG08 How much did the German MG08 weigh? How many rounds could it fire per minute? How many bullets fit in to its belt? What crew size did this machine gun require? **Vickers Gun** Which country used this machine gun? How much did the Vickers Gun weigh? How many rounds could it fire per minute? How many bullets fit in to this machine guns belt? **Lewis Gun** How much did the Lewis Gun weigh? How many rounds could this machine gun fire per minute? How many bullets fit in to its belt? Why was the Lewis Gun considered to be state of the art?	What could the Killen-Strait Tractor do? What was the first tank to hit the battleground in 1916? How successful were tanks at the battle of Flers in 1916? **Mark IV** How fast could this tank go? How many crew did this tank need? Why was the Mark 4 a significant tank? How many tanks were used at the Battle of Cambrai in 1917? **Whippet** Why was the Whippet tank different to the Mark IV? What did the Germans do with captured British tanks? **Mark V** Why was the Mark V a significant tank?	What occurred in 1909? **Bleriot XI** What was the top speed of the Bleriot XI? What were planes first used for? **Sopwith Triplane** When was its first flight? What was the top speed of the Sopwith Triplane? What was the initial way of using machine guns on planes? What was special about the **Royal Aircraft Factory S.E.5?** What were the Germans able to develop, which the British soon adopted?

Which weapon do you think was the most deadly weapon of the First World War? Why?

Explain a little bit about each, and then decide on which one was the deadliest and explain why.

Machine guns

Tanks

Aircraft

Gas

Extension – Which do you think would have had the least impact on fighting during the First World War? Explain why.

Lesson Five - The Battle of the Somme 1916

L/I: To understand why the Battle of the Somme was an important battle for the British army.

Use Box Four on your Knowledge Organiser and last lessons notes, to complete the starter task below:

Weapons of the First World War

Give as much detail as you can, on each of the following weapons of the First World War:

Gas –

Machine Guns –

Artillery –

Tanks –

Planes –

Important people at the Battle of the Somme

Field Marshall Lord Kitchener –In charge of recruiting the British Army – Supported the idea of the Pal's Battalions

General Sir Douglas Haig – leader of the British Army at the Somme. His nickname became "The Butcher of the Somme".

Highlight all the reasons why the Battle of the Somme went badly for the British Army and became a disaster:

The Battle of the Somme, 1st July – 18th November 1916 DART

The battle was fought between the Allies (British and French) on one side and the German forces on the other. Many of the British soldiers saw their first fighting at the Battle of the Somme. They were part of a volunteer army called Kitchener's Army because they were recruited by Lord Kitchener. Groups within the army were called Pal's battalions.

For nearly two years the two sides had been engaged in trench warfare along the western front. The front had hardly moved. The British and French were planning a major attack at the Somme in hopes of breaking the stalemate and pushing the Germans out of France. However, their plans were changed when the Germans went on the offensive and attacked the French at the Battle of Verdun. French troops were sent to Verdun to hold off the Germans. The French also demanded that the British push up the attack at the Somme from August 1st to July 1st in hopes that German forces would be diverted from Verdun to the Somme.

Before the actual attack, the Allies began by bombarding the German lines. They believed that this bombardment would destroy the front lines of the German trenches allowing the soldiers to walk in and take over. They bombarded the Germans constantly for eight straight days with 3,000 guns. They fired over 1,600,000 shells. However, the Germans were warned of the bombardment. They took shelter and waited. Little damage was done to the German fortifications and many of the British shells were duds and never even exploded.

The British and French commanders refused to take warning that the bombardment didn't work. After eight days, on July 1, 1916, they ordered the attack. Thousands of British soldiers got out of their trenches and began to advance on the German lines. They were easily gunned down by the Germans. It was the worst day in the history of British warfare. They suffered around 60,000 casualties including 20,000 dead on that first day of battle.

Despite the heavy casualties, the Allies continued to attack. They didn't let up on the attack until November 18. During that time, they gained around seven miles of territory, but suffered around 623,000 casualties including 423,000 British and 200,000 French. The Germans had around 500,000 casualties. With over 1,000,000 total casualties on each side, the Battle of the Somme was one of the bloodiest battles in human history.

Historians today dispute the impact of the battle. Some say that British Commander Haig wasted men and resources in a flawed battle plan. Others say that he had no choice but to move ahead with the attack in order to relieve the French at the Battle of Verdun.

- **419,654-** British casualties during the Battle of the Somme, July to November 1916
- **204,253-** French casualties during the Battle of the Somme, July to November 1916

- **465,000 to 680,000 -** Estimates of German casualties during the Battle of the Somme, July to November 1916
- **127,751-** British soldiers who died during the Battle of the Somme, July to November 1916
- **893 -** Average number per day of British soldiers who died during the Battle of the Somme, July to November 1916
- **74,000 -**Number of rounds of ammunition fired by German defenders of Serre on 1 July 1916
- **1,000,000 -** Number of rounds of ammunition fired by British 100th Machine Gun Company on 24 August 1916
- **19,240** – British soldiers who lost their lives on the first day.

https://www.bbc.co.uk/bitesize/clips/znnw6sg - **Watch the video to finish off the DART**

Why is the Battle of the Somme regarded as such a bad military disaster? Give examples to support your answer.

Describe examples of why the Somme is seen as such a tragedy.

Make sure to use evidence from your handout when describing examples.

*Be able to make a **judgment** based on analysis of evidence as to whether the Battle of the Somme was a tragedy.*

Extension - Describe, in your own words, with detail, what the Pal's Battalion was.

Lesson Five - Was it worth taking the gamble at Gallipoli?

L/I: To examine the battle of Gallipoli.

Where is Gallipoli?

Key words for Gallipoli

Stalemate – In trench warfare, stalemate is when both sides can no longer win. They are evenly matched.

Constantinople – The capital of Turkey that the British wanted to attack.

Dardanelles – An important part of the sea that if captured, would mean Britain could support Russia with their navy.

Activity - Highlight and then answer the questions below:

Gallipoli April 1915

Gallipoli is known as one of the most important events in the First World War. The aim of the invasion was to take the Turkish capital Constantinople and ensure that Turkey would be out of the war. Turkey was the ally of Germany and Austria Hungary. If Britain could take Turkey then Austria then pressure would be taken off the Russians. If Britain controlled the Dardanelles and the Bosporus then Russia would have supplies from Britain all year round.

Winston Churchill (who was not Prime Minister yet) planned the invasion of Turkey as the war in France and Belgium had reached a stalemate and he thought it would provide a boost for the allies. It was a risky plan as Britain did not know exactly how many soldiers Turkey had. However, Churchill was confident ads the British did not rate the Turkish troops very highly. They expected a swift victory.

Gallipoli was a battle that involved thousands of Australians and New Zealanders. These men wanted to defend the British Empire. These men were known as ANZAC (Australia and New Zealand Army Corps).

The British battleships attacked Turkish forts six weeks before the Gallipoli campaign started but this did not go well as three battleships were sunk or badly damaged. This also gave the Turks warning and put them on alert for future attacks.

On 25th April 1915 the British landed at Cape Helles and the ANZAC troops landed at ANZAC cove. The plan was to move quickly and take the beaches but it was a disaster. The British officers had no idea what to do next once they arrived on the beach. One British ship carrying troops was grounded in deep water so when men jumped off the ship some of them drowned. Those who reached the shore were met with Turkish gunfire. The sea ran red with blood. The Turks held the high ground and could fire at hundreds off British and ANZAC troops at a time. The Turks were extremely well prepared as they had dug trenches in preparation for the battle the British made very little progress.

The ANZAC troops were faced with a desperate situation as they had been dropped a mile away from where they should have been. The brave soldiers had to climb and crawl their way up the cliffs to fight the Turks on the high ground. This led to thousands of men dying and very little progress being made. 11,000 ANZAC troops died as well as 29,000 British. After eight months of fighting the attack was called off and Turkey remained in the war. It had been one of the worst events in British military history due to poor planning and leadership.

Task 1: Create a list of one the good reasons for attacking Gallipoli:

Task 2 Setting off for Gallipoli:

- **Who mainly took part in this battle? Why?**

- **Why were the British soldiers confident?**

Task 3 What was the main reason the Gallipoli campaign failed:

- **Poor preparation**
- **The landscape of Gallipoli**
- **Turkish defences**
- **Poor leadership.**

Activity - Watch the video below:
https://www.youtube.com/watch?v=nPcOqX-IVJQ

Do you agree that the Gallipoli campaign was a bad idea from the start? Explain your opinion.

At the beginning, did the positives outweigh the negatives?

Do you think the Gallipoli campaign was necessary?

Extension - Do you think it was as much of a disaster as the Battle of the Somme? Explain your answer.

Lesson Seven - Was Haig a butcher or a hero?

L/I: I can decide if Field Marshall Haig was a hero or a butcher.

Haig during World War One

- General Haig is perhaps the most controversial general of all time.
- Haig had many outdated ideas, like the use of cavalry charges.
- To some, he was a British legend, but the people that hated how many soldiers were dying throughout the war, labelled him as a butcher.

Activity:

Evidence on General Haig

We will be looking at five sources from World War One, each discussing General Haig.

For each source, you need to:

- **Write down who is saying it and when it was written.**
- **Say whether or not the source shows Haig in a positive way or a negative way. You must explain how the Source shows us this.**

Extension – What does this Source tell us about the Battle of the Somme?

Source A

"British generals were not uncaring but they accepted, as they had to, that the very nature of the war would lead to many deaths however hard they tried to avoid them."

Gordon Corrigan, retired British army officer – from his book, 'Mud, Blood and Poppycock', 2003.

Source B

"Throughout the war huge bombardments, followed by a massive attack failed again and again yet we persisted in employing the same hopeless method of attack. Many other methods were possible, some were in fact used, but only half-heartedly…and not early enough in the war…"

Charles Hudson, journal entry, WW1 soldier, 1918.

Source C

"By 1918, the BEF were putting into practice the lessons learned, so painfully and at such a heavy cost, over the previous four years… and one undeniable fact is that Britain and its allies, not Germany, won the First World War."

Dr Gary Sheffield, modern historian

Source D

"Haig's nickname was the butcher. He'd think nothing of sending thousands of men to certain death. The utter waste and disregard for human life and human suffering, of Haig and his Generals, was unbelievable. What a wicked waste of life. I'd hate to be in their shoes when they face their Maker."

William Brooks, a private in the British Army, interviewed in 1952.

Was Haig a Hero or a Butcher?

Use information from the Sources and explain why Haig is seen as a Butcher/Hero.

Make sure to use some sources that criticise Haig and use some that don't

Give your own opinion on whether Haig was a butcher or a hero and can support it with the use of sources.

Explain why other people may have a different view than your own.

Extension – 'Haig did the best he could for the time period he was in.' How far do you agree with this statement?