

<b>Topics in this cycle:</b> World War One	<b>Taught: Summer 2</b>	<b>Year Group: 8</b>
<b>Key knowledge/concepts to be learnt ('Tell me about...')</b>		<b>Websites/blogs/YouTube links and further reading to deepen and consolidate learning</b>
<p><b>Weapons and Technology</b></p> <ul style="list-style-type: none"> <li>• The use of new weapons and technology to break the stalemate</li> <li>• Interpretation analysis</li> </ul> <p><b>The Battle of the Somme</b></p> <ul style="list-style-type: none"> <li>• The events of the Battle of the Somme</li> <li>• Responsibility for the failure of the Battle of the Somme</li> <li>• Interpretation analysis</li> </ul> <p><b>German U-Boat Campaign</b></p> <ul style="list-style-type: none"> <li>• What the German U-Boat Campaign was</li> <li>• The campaign's impact upon Britain</li> </ul> <p><b>Conscientious Objectors</b></p> <ul style="list-style-type: none"> <li>• What happened if you refused to fight in the war</li> <li>• Case studies – Why did people object? What happened?</li> </ul> <p><b>Medicine in WW1</b></p> <ul style="list-style-type: none"> <li>• How did medicine improve during WW1 – X-rays, Plastic Surgery, Blood transfusions, Splints</li> <li>• Extended Writing – Significance</li> </ul> <p><b>Women in WW1</b></p> <ul style="list-style-type: none"> <li>• Impact of WW1 on Women – more access to jobs, the right to vote</li> <li>• Source analysis – Usefulness</li> </ul>		<p><b>The Battle of the Somme -</b>  <a href="https://www.bbc.co.uk/teach/articles/zn3hwty">https://www.bbc.co.uk/teach/articles/zn3hwty</a></p> <p><b>Men on the Front Line -</b>  <a href="https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/zkqtrj6">https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/zkqtrj6</a></p> <p><b>Men on the Home Front -</b>  <a href="https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/zdtskmn#zphtrd">https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/zdtskmn#zphtrd</a></p> <p><b>Medicine in WW1 -</b>  <a href="https://www.bbc.co.uk/bitesize/articles/z68prj6#zk944xs">https://www.bbc.co.uk/bitesize/articles/z68prj6#zk944xs</a></p> <p><b>Women on the Front Line -</b>  <a href="https://www.bbc.co.uk/bitesize/articles/znhvwtly">https://www.bbc.co.uk/bitesize/articles/znhvwtly</a></p> <p><b>Women on the Home Front -</b>  <a href="https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/zj8my9q">https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/zj8my9q</a></p>

## Home-School Learning Collaboration – History

Key Vocabulary and Definitions To Be Learnt		What Will The Assessment Look Like?
<b>Militarism</b>	Building up armies, getting ready for war.	<b>Unit test:</b> 1 hour <ul style="list-style-type: none"> <li>• Short answer questions x 10</li> <li>• Extended writing question: Consequence – To what extent was Britain impacted by the First World War?</li> </ul>
<b>Alliances</b>	Agreements or promises to help another country.	
<b>Imperialism</b>	The building up of empires.	
<b>Nationalism</b>	Having pride in and a love for your country.	
<b>Schlieffen Plan</b>	A German military strategy to attack France first and then Russia in WW1.	
<b>Propaganda</b>	Information used to promote an idea/cause.	
<b>Mobilise</b>	To prepare soldiers for war.	<b>Family Learning Opportunities</b> <ul style="list-style-type: none"> <li>• World War One sources are held in the Heritage Research Area on <b><u>Level 4 of the Library of Birmingham.</u></b></li> <li>• These resources can be used to research the histories of ancestors who were in the armed forces in the First World War.</li> <li>• Visit a memorial: <b><u>The Hall of Memory</u></b> in Birmingham,</li> </ul>
<b>Trench</b>	A long, narrow ditch in the ground where most of the fighting in WW1 took place.	
<b>Stalemate</b>	A situation where neither side can win (a draw).	
<b>Artillery</b>	Large guns used in warfare on land.	
<b>Home Front</b>	The civilian population at home during a time when the army is fighting abroad.	
<b>Conscription</b>	The compulsory enrolment of people into the military for war.	
<b>Suffragette</b>	A women seeking the right to vote through protest.	