

Term 1B) Year 9: World War I

Learning objective: To understand chronology, sources and factors through the history of World War I.

Assessment Skill focus:

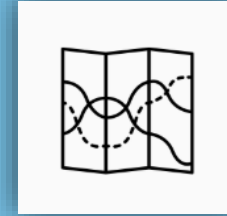
How and why interpretations differ = usually based on who's saying it, and what evidence they have on hand.
Convincing = which interpretation do you believe the most based on your knowledge.



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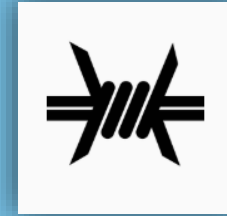
What do I need to know about the start of World War I?

- What the Schlieffen Plan was and how it impacted the Western Front.
- How propaganda was used by the British Empire to gain soldiers.
- How recruitment had to change as the War progressed.



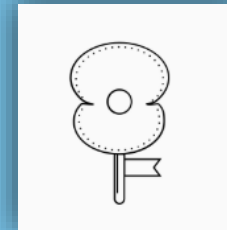
What do I need to know about trench warfare?

- What trench warfare was and what it was like for soldiers.
- What new weapons of war were created during the fighting.
- Who Haig was and why he is called the 'Butcher of the Somme'



What do I need to know about the experiences of World War I?

- What happened during the Christmas Day Truce.
- Who the Conscientious Objectors of the Great War were.
- How Remembrance Day is commemorated through the world.



KEYWORDS:

Chronology = events put in the order that they happened.
Sources = evidence from the past.

Interpretations = a person's opinion on a historical event.

Key events/people:

Schlieffen Plan
Propaganda
Trenches
Weapons
General Haig
Christmas Ceasefire
Conscientious objectors
Remembrance Day

1914



The Germans sweep through Belgium and are met by the British Expeditionary Force. Trench warfare begins.

1914



The Christmas Day truce temporarily stops the fighting on the Western Front for 6 hours.

1916



The Battle of the Somme



What first-order concepts do I need to learn below?

Hint: remember! A first-order concept is a word historians use to describe facts related to events.

➤ Facts on the start of World War I:

- World War I began in 1914. Germany made one of the first moves – sweeping through Belgium and provoking the British into landing in Europe.
- This sweeping attack was called the Schlieffen Plan, and was successful until the British Expeditionary Force met the Germans and dug deep defensive positions.
- Each side attempted to out-flank the other, resulting in a line of trenches through France, Belgium and up to the English Channel. The stalemate war was now in full-swing.

➤ Facts on the Western Front and trench warfare:

- Life in the trenches was difficult for soldiers on all sides. British trenches were particularly vulnerable to the extreme cold, rain and mud. Rats infested the living quarters and many suffered shellshock.
- The advent of new weapons made warfare particularly challenging. New creations like mustard gas were a constant terror to soldiers – as were flamethrowers, barbed wire, artillery and machine guns.
- In 1916 a bloody new battle was about to unfold: the Battle of the Somme. The British General Haig made many mistakes which cost lives of hundreds of thousands, earning him the name ‘the Butcher.’

➤ Facts on the experiences of World War I:

- Many falsely predicted that the ‘Great War’ would be over quickly – some said Christmas 1914.
- On Christmas 1914, a temporary truce occurred between British and German forces, in which soldiers played football, drank and sang together in ‘no-man’s-land’ – the area between trenches.
- Many at home decided to refuse to fight. These were called conscientious objectors and pacifists.
- The War seemed to be lasting much longer than people originally thought – it was a war of attrition.

What second-order concepts do I need to learn below?

Hint: remember! A ‘second-order concept’ is a phrase historians use to describe the history skills that are used in history – like putting events in chronological order, or analysing sources!

- Interpretations are historical opinions on an event. For example, some may believe that General Haig deserves to be called the ‘butcher of the Somme;’ others may not. These are different interpretations.

Look to the past:

Below is a primary source: a photograph of two German young soldiers with their mule wearing gas masks. What does this source tell a historian who is trying to find out more about conditions during World War I on the Western Front?

