**Character through the curriculum lesson Plan**

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| Subject: History | Topic: Experiences of the First World War: Lesson One: Trench Conditions |
| Values focus:  Resilience, Respect, Community Spirit | Year group: initially planned for year 9 but could be adapted to suit any year group including GCSE where appropriate |
| Lesson Objective:  To investigate trench conditions on the Western front during World War One | Lesson outcomes:  Outcome 1: To describe trench conditions  Outcome 2: To analyse the different virtues a soldier would need to cope in the trenches and why |

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| **Students** | **Teacher** | **Differentiation opportunities** |
| ***Starter activity:***   * Students receive a telegram about Private Jimmy Smith’s death * They then consider and write down how many of the 5 W’s they can answer using the telegram | Students won’t be able to answer all 5 W’s because the telegram doesn’t give any specific details.  Ask students why they think this is?  Teacher to question students about Jimmy’s relatives (slide 2) *Try to discuss that they would be grieving and there are different stages to this process, also discuss the idea that many families were going through the same during the war – idea that they could support each other?* | Through questioning  Could put 5 W’s on a sheet for very weak students to make a quick start  High ability could be made to create a question using Blooms taxonomy thinking skills |
| ***Main***   1. Students to write down their prediction for what they think happened to Private Jimmy Smith 2. Students are to visit the 4 different stations that each focus on one feature of trench life – on their trench sheets they are to read the information and answer the questions in the pink boxes on their own sheets 3. Students to feedback in battalions | 1. Introduce the 5 lesson journey, get students to predict what happened to Jimmy Smith AND share today’s objective and outcomes   Give students the background on Jimmy Smith and why he joined the army –   * Optional link to short clip on pals battalions on the main image on the slide (slide 5) * Optional slide (slide 6) where you can get across that volunteers only had basic training…the following could be considered: do you think they were prepared for fighting? Why weren’t they prepared? – get across the idea that it wasn’t supposed to last past Christmas 1914. There is an optional clip hyperlinked to the textbox – show a couple of minutes or skips across the clip to show different training before being sent to the front line  1. Explain trench journey activity and ensure students understand expectations of answering the questions and that they have sheets to complete 2. Support groups in their feedback | * You could model one of the trench stations for lower sets/mixed ability * Through the setting of groups for the trench station activity * A range of different questions could be asked – lower taxonomy questions for lower ability * The information can be increased or decreased or students could just focus on 1 or 2 of the stations and then feedback in groups |
| ***Plenary***  Students refocus on Private Jimmy Smith and discuss the values he would have had to have demonstrated to cope in the trenches | Teacher to get across the students the values focus and how Jimmy Smith would have demonstrated them in the trenches | Could focus on one or two values rather than three |
| ***Homework: Students could complete an assessment style question/s (source or own knowledge based) e.g. describe trench conditions, explain why soldiers needed to demonstrate resilience in the trenches, or they could be pointed in the direction of a documentary or film on trenches e.g. All quiet on the western front*** | | |
| ***Opportunities to extend the topic***  *To extend this lesson you could focus and develop the reasons for Jimmy joining and the idea of Pals Battalions as well as other factors – this could form an assessment on why men joined the armed forces before 1916. Jimmy Smith could be introduced before lessons about recruitment and propaganda*  *This lesson could easily be extended into two lessons – with the trench station activity in lesson one, and then a feedback and follow up 2nd lesson*  *It is assumed in this lesson that students have a knowledge of the western front and the trench system itself including no mans land, layouts etc* | | |