**Character through the curriculum lesson Plan**

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| **Subject**: History | **Topic**: Experiences of the First World War: Lesson Three; The Battle of the Somme |
| 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 the Gallipoli Campaign of 1915 | **Lesson outcomes:**  Outcome 1: To know and understand the reasons for Gallipoli campaign  Outcome 2: To explain and assess why the Gallipoli campaign failed |

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| **Students** | **Teacher** | **Differentiation opportunities** |
| ***Starter activity:***   * Students to recall Gallipoli and use their homework to discuss how the soldiers would have felt | Teacher to use a range of questioning techniques to get students to consider what the soldiers were going through and how they dealt with it (resilience) (community spirit – in it together) | Through questioning  Could have some headings or images on the board to act as prompts for students to remember Gallipoli or get them to use their sheets from last lesson |
| ***Main***   1. Students to annotate around the letter to develop understanding as it is being read. Discuss questions on the board 2. Students to consider why the soldiers would walk across no mans land 3. Students to read through Coppard’s recollection and highlight evidence of a disaster and evidence of any causes of the first day being a disaster 4. Students to read the sources and highlight evidence to support the different reasons why the first day was a disaster 5. Students to consider the validity of the view of “lions led by donkeys” | Teacher to introduce 1916 and the Battle of the Somme including objectives and outcomes   1. Read through Haig’s letter with them. It will need unpacking. Discuss questions on the board   Teacher to go through the plan – this could be interpreted by you drawing it on the board or students drawing it as you read it – so they get an idea what this would look like   1. Get across the idea of respect and trust for Haig/army generals as well as the idea that they wouldn’t have questioned an order 2. Teacher to use a range of questioning to discuss why the first day was a disaster e.g. failing technology, bad planning, German planning   Discuss the idea of lions led by donkeys and reinforce main reasons for the first day being a disaster   1. Teacher to model source activity and question students using the questions on the slide. 2. Discuss the lions led by donkeys view – get students to support their view points | * When reading the letter, select students that will benefit from reading aloud * Get high ability students to interpret parts of the letter * Coppard’s recollection: Get some students to find evidence of it being a disaster, and other students to find evidence of why it was a disaster * Somme sources – high ability students could also select where the strength of the evidence lies – they might need to look at the provenance of the sources to help them with this * Weaker students might not look at all of the sources or might focus on one particular reason for failure |
| ***Plenary***  Students answer questions on the role of Jimmy Smith in the Somme | Teacher to disclose information about Private Jimmy Smith at the Battle of the Somme and ask key questions to get the students thinking about coping and signs to look out for when someone isn’t coping with a difficult situation. What happens when you can no longer be resilient? |  |
| ***Homework:*** Students could extend their knowledge and research about how the rest of the Battle of the Somme played out, and why the British might claim an overall victory despite the first day being a disaster OR students could reflect on a difficult time in their lives – how did they deal with it, did they ask for help? What personal values did they have to demonstrate? | | |
| ***Opportunities to extend the topic***  *To extend this lesson you could show the following documentary and ask students to take detailed notes on why the first day of the Somme was such a disaster -*  [*https://www.youtube.com/watch?v=6cK5xL6QBM0*](https://www.youtube.com/watch?v=6cK5xL6QBM0)  *This lesson could also be extended to include an assessment on why the first day of the Battle of Somme was such a disaster:*  *The source aspect could be developed further e.g. “how useful” source questions or a focus on the provenance of the different sources and how credible the different interpretations in the sources are based on the provenance and their own knowledge*  *A levelled assessment could be done on the validity of the view that the soldiers were “lions led by donkeys”* | | |