**Character through the curriculum lesson Plan**

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| **Subject**: History | **Topic**: Experiences of the First World War: Lesson Two; The Gallipoli Campaign |
| 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 why soldiers had to show resilience in the trenches | Teacher to use a range of questioning techniques to get students to use factual evidence/specific examples and explain why that meant resilience was needed  Why didn’t the soldiers just go home if it was so bad?  *Recap on Private Jimmy Smith’s journey* | Through questioning  Could have some headings or images on the board to act as prompts for students to remember trench conditions or get them to use their sheets from last lesson |
| ***Main***   1. Students to watch short clip on Gallipoli and consider the questions on the slide (slide 3) 2. Students look through the pack of sources to pick out reasons for the Gallipoli campaign OR if just doing in one lesson give the students the information on slide 7 3. Students to put the sources on why the campaign failed into chronological order and then categorise into different reasons for failure 4. Students to complete sheet on why the campaign failed | 1. Questions students on their views on Gallipoli   Introduce objective and outcomes and key words  Introduce background to the Gallipoli campaign   1. Teacher to ask questions about the Gallipoli campaign and could use the information from the discussion to create a diagram on the board to explain each reason for the campaign and how the campaign would help achieve each reason for launching it OR teacher can go through the information slide about Gallipoli rather than the source pack activity if just taking one lesson 2. Teacher to check students have sources in correct order (some are best fit and some are obvious). Teacher to introduce the main reasons for failure or get students to identify them 3. Teacher to support students in completing the information sheet on why the campaign failed | * Rather than students find out the reasons for the campaign themselves, they could be given the reasons and students use the source packs to find and discuss more detail about each reason * Students could be given one reason to focus on rather than all of them * Rather than the source pack – students can read an information sheet on reasons for the campaign – you could challenge students to read it and find out evidence to suggest it wasn’t just launched to defeat the Turks * Lead learners could be prepped on the prior to the lesson and could support the students in their group * Peer/self-assessment of the reasons for failure using history department levels * Writing frame could be taken away or be more structured to support less able students |
| ***Plenary***  Students could read out a paragraph and students could peer assess e.g. on post-its and give feedback  Students could swap work and peer assess OR opportunity to discuss and model homework | Teacher to lead plenary of choice |  |
| ***Homework: Students to complete the sheet assessing the impact of the Gallipoli campaign on the soldiers. This could be differentiated by asking students to choose a specific amount to write about rather than all of them*** | | |
| ***Opportunities to extend the topic***  *To extend this lesson the focus could just be on the reasons for the Gallipoli campaign – students could explain the different reasons for launching the Gallipoli Campaign and assess which reason was most important to Winston Churchill e.g. “The defeat of the Turks was the most important reason for the Gallipoli Campaign” How far do you agree with this view*  *A second lesson could just be on the events of the Gallipoli campaign in which students analyse and assess the main reasons for the failure of the Campaign* | | |