

S2 - BATTLEFIELD ARCHAEOLOGY OF THE FIRST WORLD WAR, 1914-1918

| TIME | TOPIC | RESOURCES | CONCEPT/SKILLS | CURRICULUM FOR EXCELLENCE |
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| 1 LESSON | <u>The Origins of the First World War</u> <ul style="list-style-type: none"> • The Two Sides in the Great War • Allies and Central Powers • German Encirclement • Group work | W/S Extract from Demarco and Radway pp.6-7 | Motivation Collaborative Learning SL + EC | Literacy: Locating Information 3.06a |
| 1 LESSON | <u>The Schlieffen Plan</u> <ul style="list-style-type: none"> • Annotating Maps • End of the War of Movement | W/S Maps W/S | Cause and Consequence Decision Making SL+EC | Literacy – Reading 3.01a |
| 2 LESSONS | <u>Trench Maps</u> <ul style="list-style-type: none"> • Trench design • Artefacts • Create a Trench Map • Key terminology | Aerial Photograph Screw Pickets Calthrops Barbed Wire | Using Supporting Evidence Making reasoned evaluations SL + EC | Numeracy:- Scale - maps 3.05a |
| 1 LESSON | <u>Building up a Picture of the Western Front from Artefacts</u> Boezinge excavation | DVD – The Forgotten Battlefield – Boezinge | Re-calling Information SL + CI + RC | HAW: Respect for others. 3.01a |
| 1 LESSON | <u>The Boezinge Assemblage</u> Group work, categorising finds | W/S = List of finds Artefacts | Memorising and Categorising Evidence Collaborative Learning SL + RC | Numeracy:- Categorising 3.01a Literacy:- Research + 'Cloze' |

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| 2 LESSONS | <p><u>Recording Artefacts from an Excavation</u></p> <p>Making a museum display - recording artefacts</p> <p>Creating a display card – researching historical context.</p> | Power Pt W/S | Using Supporting Evidence Using Historical Context and interpretation of artefact evidence. Research SL + CI + RC | Reading <u>Numeracy:-</u> Measuring and drawing 3.05a |
| 2 LESSONS | <p><u>Dating Finds from the Boezinge Excavation</u></p> <p>Assessing the usefulness of evidence Using Assemblages Dating artefacts Dating photographs</p> | W/Ss | Evaluation of Evidence Cross referencing Research - typology SL + EC | <u>Numeracy:</u> Chronology 3.01a |
| 2 LESSONS | <p><u>The Battle of the Somme, 1916</u></p> <ul style="list-style-type: none"> • Computer simulation • Written follow up and discussion • OR research | W/S Computer Room required. | Cause and Consequence – decision making SL + EC | <u>ICT:-</u> Simulating of Battle of the Somme. 3.03a |
| 1 LESSON | <p><u>Model Making</u></p> <p>Either – Box periscope, model tank, model gas mask OR research two key battles, e.g. Passchendaele, Cambrai, Vimy Ridge, etc. if don't want to do model making.</p> | W/S and Pow Pts | Evaluation of Evidence Research SL + EC | <u>Numeracy:-</u> measuring, scale, etc. 3.05a |

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| 1 LESSON | <p><u>Breadalbane War Game</u> Using box periscopes – war game in school grounds.</p> | W/S | Decision Making Interpretation of Evidence SL + EC | Numeracy:- measuring, scale, etc. 3.05a |
| 4 LESSONS | <p><u>Human Archaeology</u></p> <ul style="list-style-type: none"> • <i>An Investigation into the discovery of human remains on the Somme Battlefield in 2009.</i> • <i>Cooperative Learning Task.</i> | Photographs, W/S, Computer Room | Mapping skills, research, analysis and evaluation. SL + CI + RC | Literacy: – report writing. Numeracy: Map skills ICT: Google Earth HAW: Handling human remains. 3.01a + 3.06a |
| | OR ALTERNATIVE TO HUMAN ARCHAEOLOGY BREADALBANE ROLE OF HONOUR – End of term so time dependent. | | | |
| 3 LESSONS | <p><u>Breadalbane Roll of Honour</u></p> <ul style="list-style-type: none"> • Introduce the CWGC and Breadalbane Roll of Honour Database • Researching individual soldiers from Breadalbane Academy | Commonwealth War Graves Commission + Breadalbane Roll of Honour Survey sheets on line | Use of data bases Research SL + EC | ICT:- Interpreting databases 3.02a |
| 2LESSONS | <p><u>Assessing the Cost of the First World War</u></p> <p><u>Choice of areas to investigate:-</u></p> <ul style="list-style-type: none"> • <i>Discussion – how can the cost of a war be determined? Who pays?</i> • <i>Local War Memorials – impact on local community..</i> | Graph – casualties Chart – Economic Costs Photographic/sketch records. | Causation and Motivation. Analysis of data Group work or collaborative learning. SL + CI + EC | Literacy:- Research Numeracy:- Different graphical Representations. |

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| | <ul style="list-style-type: none">• <i>What form do local war memorials take, reach funding, etc.</i>• <i>Impact on families – same names.</i>• <i>Comparisons with other wars, e.g. World War Two and earlier colonial wars.</i>• <i>National war memorials – Great Britain, Scotland and others abroad.</i>• <i>Work of the CWGC political conflicts e.g. Iraq</i> | Research | | <u>HAW:- Remembrance</u> 3.02a |
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