

World War I



History Year 6 - Autumn 1

Unit learning journey:

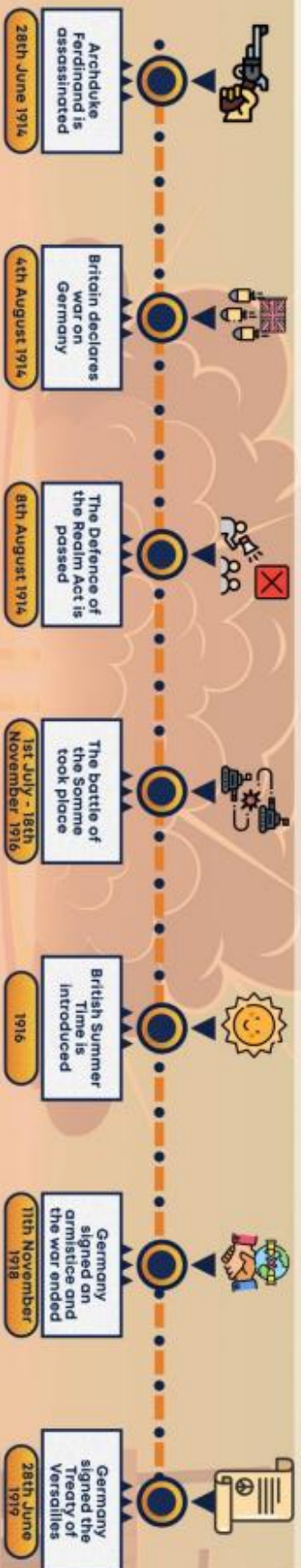
Lesson 1: the causes of WWI

Lesson 2: Land, air and sea

Lesson 3: the Western Front

Lesson 4: the Home Front

Lesson 5: The consequences of war



Hell to the Austrian-Hungarian throne. Assassinated in 1914. Archduke Front Ferdinand



Prime Minister of Britain during WWI. David Lloyd George



German Emperor during WWI. Kaiser Wilhelm II

KEY VOCABULARY

Imperialism	When a country increases its power and influence by colonising (taking over) another country
Alliance	A union or relationship formed between countries/ organisations , to benefit them both
Mechanised warfare	The use of armoured fighting vehicles in modern warfare. Sometimes referred to as 'armoured' or 'tank' warfare
Chemical warfare	The use of the toxic chemicals to kill or injure enemies. In WWI, Chlorine, Phosgene and Mustard Gas were used
Trench warfare	Where opposite sides of the war fight from trenches dug into the ground, facing each other
No Man's Land	The land between the trenches of opposing armies
Home Front	The Home Front refers to life in Britain during WWI
Conscription	A law that says that if you are able to fight in the war, you have to. During WWI, all men aged 18-41 had to go to war and fight for their country
Armistice	An agreement made to stop fighting a war , also referred to as a 'truce'



Zepelins



Submarine



Battleships



Tank

The war was fought between

The triple alliance

- Germany (Flag)
- Austria - Hungary (Flag)
- Italy (Flag)

The triple entente

- France (Flag)
- Britain (Flag)
- Russia (Flag)

World War One Unit Rationale

This unit builds on chronologically from children's learning in Year 5, and allows children to apply their knowledge of Britain before the war to develop a deeper understanding of the causes and consequences of World War I on Britain, and the wider world. This unit focuses on developing two key substantive concepts: **Empire** and **War**.

An understanding of the role that empire played in European politics at this time is essential to understanding the growing tension that eventually sparked the First World War. The children will begin this unit looking at the causes that led to the war. They will be able to use their existing knowledge of the British Empire to understand how the desire to create vast empires, and the growing conflict, distrust and dislike among European powers meant that the assassination of one person- Archduke Franz Ferdinand- was enough to spark a world war that took the lives of millions of people.

During this unit, the children will be able to apply their knowledge of previous wars, such as the Seven Years War, to look at the similarities and differences between wars fought in the past and World War I. Many historians have argued that World War I was the first truly modern war and the children will be able to explore and discuss the reasons behind this. They will be able to use their knowledge of industrialisation to look at how the role of new technology resulted in the introduction of new weapons such as armoured tanks. Children will continue to build upon their understanding of war tactics, such as trench warfare, and weaponry when they study World War II and the Cold War.

It is important that teachers stress that this war was a 'world' war; not just a European war. The European countries involved also ruled empires across the world that supported them with food, supplies and men during the war. Britain's colonies sent over two and a half million men to fight alongside the British.

While this unit analyses the political context of World War I- looking at the causes and consequences of the war- time is also dedicated to learning about what life was like for people at this time. Children will have access to oral history to learn about life on the Western Front. This includes accounts from British soldiers as well as an Indian soldier, recruited from the empire to fight for Britain.

In contrast, the children will learn about the lives of those on the Home Front and the important role that women, and even children, played in supporting the war effort. Vocabulary learned in this unit, such as 'rationing' and 'conscription', will be used again when the children study World War II later on in the year. Teachers may wish to focus on local examples of how people locally supported the war effort. This could include oral accounts (e.g. letters, diaries), war memorials and any other war memorabilia.

At the end of the unit, the children will look at the consequences of World War I, both at home in Britain and in the wider world. The children will learn about the Treaty of Versailles, which they will revisit when they learn about the causes of World War II. The children will also learn about the 'Representation of People Act', which will be studied in more detail next half term when the children learn about the Suffragette movement.








Knowledge Organiser- World War One (History- Year 6)





K102

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Alliance	A union or relationship formed between countries/ organisations, to benefit them both
Mechanised warfare	The use of armoured fighting vehicles in modern warfare. Sometimes referred to as 'armoured' or 'tank' warfare.
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Armistice	An agreement made to stop fighting a war, also referred to as a 'truce'

The war was fought between:	
The Triple Alliance	Germany, Austria-Hungary and their allies
The Triple Entente	France, Britain and Russia

Key People	
Archduke Franz Ferdinand	Heir to the Austrian-Hungarian throne. Assassinated in 1914
David Lloyd George	Prime Minister of Britain during WWI
Kaiser Wilhelm II	German Emperor during WWI

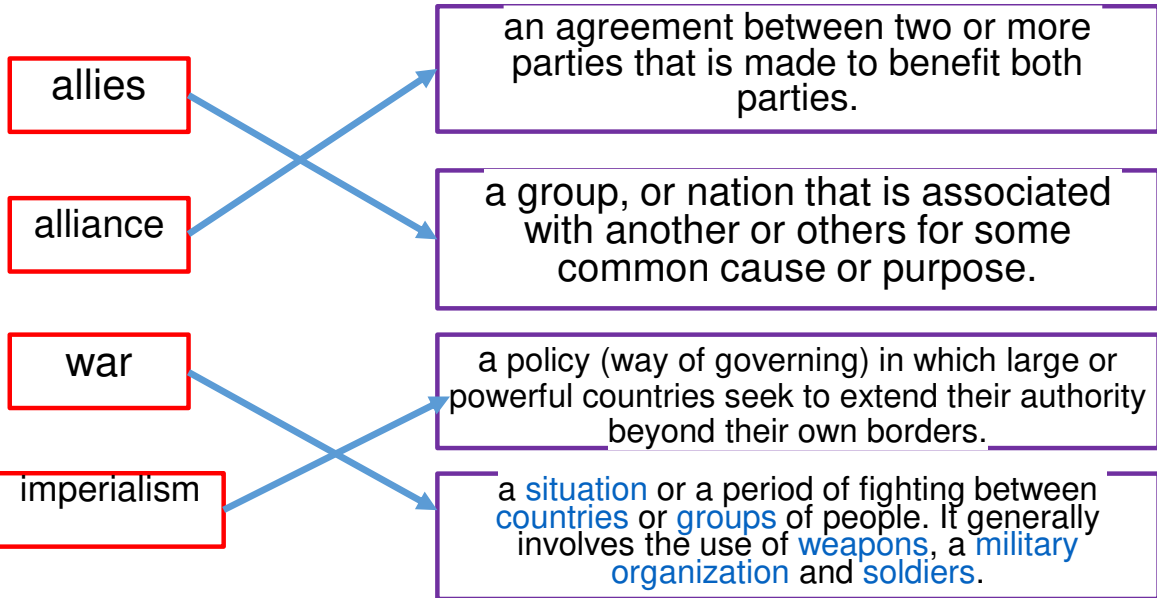
 28th June 1914: Archduke Ferdinand is assassinated	 8th August 1914: The Defence of the Realm Act is passed	 1916: British Summer Time is introduced	 28th June 1919: Germany signed the Treaty of Versailles
 4th August 1914: Britain declares war on Germany	 1st July-18th November 1916: The Battle of the Somme took place	 11th November 1918: Germany signed an armistice and the war ended	

Zeppelins	Battlecruisers
	
Submarine	Tank
	

Lesson 1: The causes of World War One



Key vocabulary



Key topic vocabulary



Empire: a set of lands or regions that are ruled by an emperor.

Triple Alliance: a military alliance between **Germany, Austria-Hungary, and Italy**, that lasted from 1880 until the start of World War I in 1914.



Triple Entente: (English: *Triple Agreement*) was the name given to an **alliance** between the **United Kingdom, France** and the **Russian Empire**.



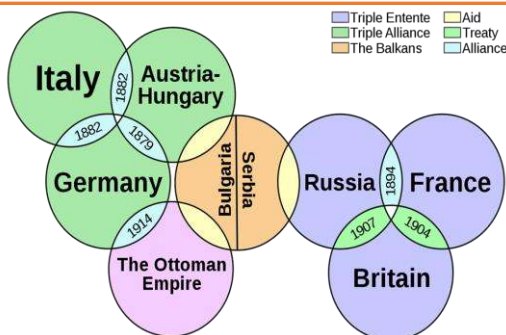
Triple Alliance

Triple Entente

PRE-FIRST WORLD WAR ALLIANCES

During the 1900s, a dangerous rift arose between **Russia** and **Austria-Hungary** in **South Eastern Europe**. **Austria-Hungary's** desire to crush **Serbia**, and **Russia's** support for the latter during the crisis of **1914**, were motivated by fear that they would lose their status as '**Great Powers**' if they backed down.

Britain's policy was to maintain a balance of power in Europe. **Germany's** growing strength and pursuit of 'world power' status persuaded **Britain** to align with its traditional rivals: **France** in 1904 and **Russia** in 1907. This connected **Britain, France** and **Russia** in the '**Triple Entente**' and stoked **German** fears of '**encirclement**'. **German** nationalists viewed **Britain** as a barrier to their global ambitions and **German** generals increasingly feared the growing military threat of **Russia**.



Can you see where we are in relation to Germany? On **4 August 1914**, **Britain** declared **war on Germany**. It became known as **The Great War** because it affected people all over the world.

World War One was fought from **1914-1918** between two main forces:

The Triple Entente and The Triple Alliance

UK
Leader: Neville Chamberlain, followed by Winston Churchill



USA
Leader: Franklin D Roosevelt

France
Leader: Charles De Gaulle

Soviet Union (Russia)
Leader: Josef Stalin



Lesson 1 - teach

World War One was fought from 1914-1918 between two main forces: The Triple Alliance and the Triple Entente.

Key Question: What are some of the reasons for the Great War?

There were **many** factors that led up to the start of World War I in Europe. A lot of these factors were rooted in the deep history of the **old powers of Europe** including Russia, Germany, France, Italy, Austria, Hungary, and Britain. The real causes of World War I included **alliances and politics, tensions in Europe, imperialism, and nationalistic pride.**

However, there was one single event, the assassination of Archduke Ferdinand of Austria, which started a chain of events leading to war.

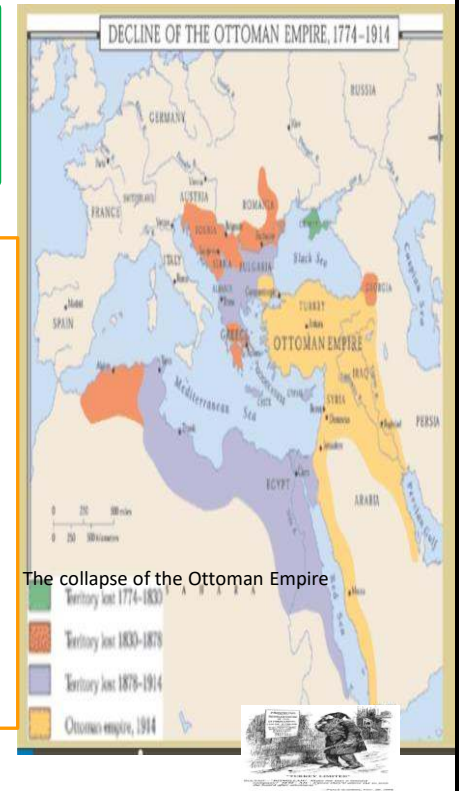
2. Imperialism

Imperialism is when a country expands its influence and power into a large empire. Some European countries, such as **France and Britain**, had created large worldwide empires and had become very rich.

Prior to World War I the world's largest, richest and most dominant imperial power was **Great Britain**. The British Empire famously occupied one quarter of the globe ("the sun never sets on Britain" was a famous slogan of the mid-19th century). British colonial possessions in the late 1800s included Canada, India, Ceylon (Sri Lanka), Burma, Australia, New Zealand, Hong Kong, several Pacific and Caribbean Islands, South Africa, Rhodesia, Egypt and other parts of Africa.

Another significant imperial power was **France**, Britain's closest neighbor. French imperial holdings included Indochina (Vietnam, Laos and Cambodia), some Pacific islands and several colonies in west and north-west Africa.

The **German Empire** included Shandong (a province of China), New Guinea, Samoa and other Pacific islands, and several colonies in central and south-west Africa.

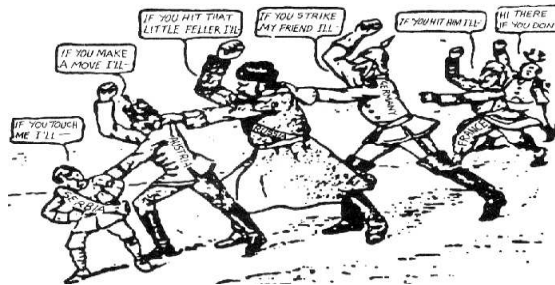


Imperialism: European conquest of Africa



3. Tensions in Europe

In 1914, the situation in Europe was tense. Secret alliances, internal politics, and the desire to grow empires had built up distrust and dislike between many of the European powers. All it would take was **one international event** and Europe would be at war.

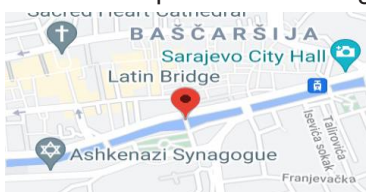


4. Assassination of Archduke Ferdinand

On June 28, 1914, Archduke Franz Ferdinand, heir to the throne of Austria-Hungary, was assassinated in Sarajevo.

Because the leader had been shot, Austria-Hungary declared war on Serbia. As a result:

1. **Russia** got involved because Russia had an alliance with Serbia.
2. **Germany** then declared war on Russia because Germany had an alliance with Austria-Hungary.
3. **Britain** declared war on Germany because of its invasion of neutral Belgium. Britain had agreements to protect both Belgium and France



At the turning from the Right Bank into a street, Serbian nationalist Gavrilo Princip shot and killed Franz Ferdinand.



In 1914, the Germans and their allies went to war not just with Britain, but with the whole of the British Empire. Over 3 million soldiers and labourers from across the Empire and Commonwealth served alongside the British Army in the First World War.



Lesson 1 - teach

Britain went to war in 1914 with a small, professional army primarily designed to police its overseas empire. The entire force consisted of just over 250,000 Regulars. Together with 250,000 Territorials and 200,000 Reservists, this made a total of 700,000 trained soldiers. Compared to the mass conscript armies of Germany, France and Russia, this was tiny.

The Secretary of State for War, Lord Kitchener, realised the conflict would be long and on an unprecedented scale, so Britain would have to create a new mass army.

Thousands of eager volunteers soon flocked to the Colours on the outbreak of war. Men came from the Caribbean, India, Africa, South Africa, Canada Newfoundland, Australia and New Zealand.

Can you identify the countries in red?



Horatio Herbert Kitchener (1850-1916)



We can see some of the major battles that took place in this illustrated map below:



Lesson 1 – talk task.
Explain to your partner the causes of war

Talk frame to scaffold:

In (Location) in (Date) (say what happened)

Triple Entente



Great Britain
Leader: David Lloyd George



Russia
Leader: Vladimir Lenin



Russia
Leader: Raymond Poincaré

Triple Alliance



Germany
Leader: Wilhelm II,



Austria- Hungary
Leader: Franz Joseph I



Italy
Leader: Vittorio Emanuele Orlando

Lesson 2: On Land, at Sea and in the Air



Retrieval Practice

Can you identify the flags and decide whether they are part of The Alliance or The Entente

Add Google Form quiz



Leader: David Lloyd George



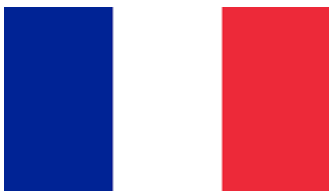
Leader: Wilhelm II,



Leader: Vladimir Lenin



Leader: Franz Joseph I



Leader: Raymond Poincaré

The Entente

The Alliance



Italy
Leader: Vittorio Emanuele Orlando

Lesson 2

Learning **Objective:**

To understand that World War One was fought on land, at sea and in the air

Subject skill:

Interpret primary resources and ask questions



When I talk and write about the past, I can give overviews as well as detailed accounts noting connections, contrasts and trends over time.	I can explain my suggestions when giving reasons for and results of historical events, situations & changes.
I can use a timeline to sequence local, national and international events as well as historical periods. I can place current study on timeline in relation to other studies; use relevant dates and terms, sequence up to ten events on a timeline	I can explain the significance of different causes and consequences.
I can use historical periods as reference points.	Further Reinforce: "I take account of a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness."
I can point out trends as well as links between events, situations and changes within and between different periods and societies over long arcs of time.	I can discuss how and why different arguments and interpretations of the past have been constructed
I can explain similarities and differences in experiences and ideas beliefs and attitudes of men, women and children in past societies.	Further Reinforce: "I can select, organise and use relevant information to produce structured work, making appropriate use of dates and Terms."
I can select aspect of study to make a display use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations	

Key vocabulary

mechanized

warfare

chemical

technology

the act of fighting a war.

to make **mechanical** especially : to make automatic or routine.

the skills, methods, and processes used to achieve goals. People can use it to: produce goods or services.

a substance that cannot be broken down without changing it into something else. Examples of these are: water, oxygen, and gold.

Mustard gas

First Used by the Germans in Ypres, 1915. It was the first time that chemical weapons were widely **used** in warfare. The **gas** was very harmful to both sides because the **gas** would often blow back into the attackers front lines. For this reason the use of **gas** was feared by both sides.

Key topic vocabulary

Chlorine gas

Initially chlorine gas was used as chemical warfare during World War 1



Mustard gas was dispensed from cylinders



Loaden livens projectors (chlorine gas canisters)

Ypres, Germany

Lesson 2 - teach

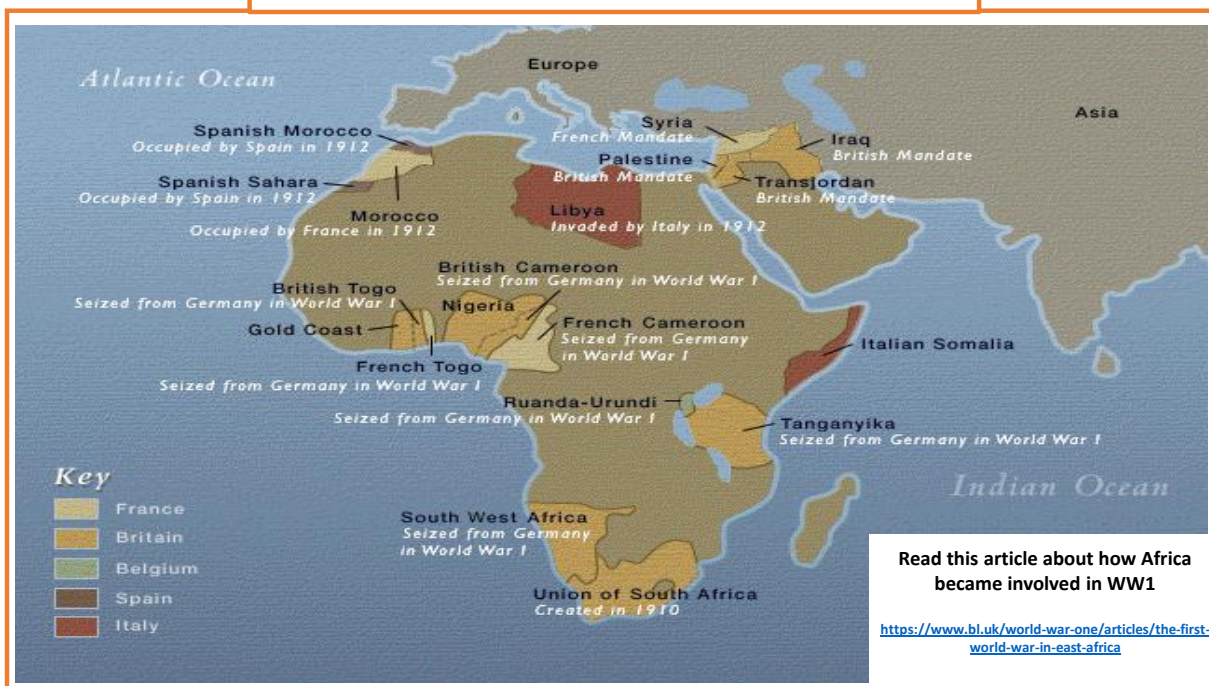
With World War I raging in Europe, African soldiers were forced to fight for their colonial masters between 1914 and 1918. France recruited more Africans than any other colonial power, sending 450,000 troops from West and North Africa to fight against the Germans on the front lines.



Nigerian soldiers fought on the side of Britain in World War One

As a result of World War I, Germany lost control of its colonies in Africa.

Study the map of Africa and suggest reasons to explain why Africa was drawn into the conflagration of World War I. What changes do you think happened in Africa?



Read this article about how Africa became involved in WW1

<https://www.bl.uk/world-war-one/articles/the-first-world-war-in-east-africa>

Today we will continue to examine World War One or The Great War as it came to be known. World War One began with great waves of patriotic enthusiasm but the enthusiasm soon died down as the war reached a stalemate and thousands died trying to claim a few feet.

WWI also became a new type of war as new technologies led to new weapons and even more horrific ways to bring death to the battlefield. WWI saw the introduction to machine guns, poison gas, new artillery and high powered shells. Airplanes and tanks were seen for the first time on the battlefield.



Key Question: What were the main changes in warfare brought about by the First World War?

1. Cavalry became less important

The Great War, another name for World War I, was fought on land in a much different way than the wars that predated it. Warfare in the eighteenth and nineteenth century was highly formalized.

Cavalry units were initially used by all sides but their **vulnerability** soon became apparent. But they were used for:

- Logistical Support
- Reconnaissance
- Pulling artillery, ambulances and supply wagons
- Diversionary Attacks

Tanks ultimately replaced cavalry in **shock tactics**.



Cavalry (from the French word *cavalerie*, itself derived from "cheval" meaning "horse") are soldiers or warriors who fight mounted on horseback.

Key Question: What were the main changes in warfare brought about by the First World War?

2. Artillery became more powerful

World War I was a war of **artillery** - The Big Guns. Rolling barrages destroyed the earth of France and Belgium and the lives of many. The Great War raised many moral questions about technological warfare. In the first half of 1915, people became even more concerned. That's when the German government began Zeppelin raids on cities in Allied nations. Germany declared it would attack Allied shipping using submarines and used chemical weapons at Ypres in Belgium. Then they sank the British ship RMS **Lusitania**. Debate continues over whether the Lusitania was a valid military target. It was carrying civilian passengers and crew from many nations. But it was also carrying a large amount of ammunition for Allies. In the public mind, the sinking became a symbol of German brutality and the new extremes of war.

At the beginning of the war, many Europeans believed that modern advances in technology would make war more efficient and manageable. But military technology had grown much faster than the knowledge and experience of how to use such technology.

As historians J.R. and William McNeill explain:

'Military medicine had progressed to the point where doctors could keep gigantic armies free of epidemics long enough that they could engage in the prolonged slaughter of trench warfare. Heavy artillery and poison gas made life in the trenches living hell, while the machine gun made climbing out of them extremely lethal. Heavy artillery and poison gas made life in the trenches living hell, while the machine gun made climbing out of them extremely lethal.'



Barrage artillery

Artillery refers to large weapons used in land battles, such as cannons or rockets. **Artillery** is too heavy for a person to carry and is sometimes mounted on wheels.



A German 24.5cm trench mortar being used by French in trench on the Somme front, 1917

Key Question: What were the main changes in warfare brought about by the First World War?

3. Trench Warfare

The Great War was characterized by **trench warfare**, in which opposing armies would dig sophisticated trenches into the earth in order to provide themselves with cover. The open space between the opposing trench systems was commonly referred to as '**no man's land**' because no man wanted to enter this dangerous area. Holed up underground for weeks and months at a time, the men living in trenches experienced horrible conditions. Cold weather, rain, mud, food shortages, rats, and disease were just a few of the difficulties they had to bear.

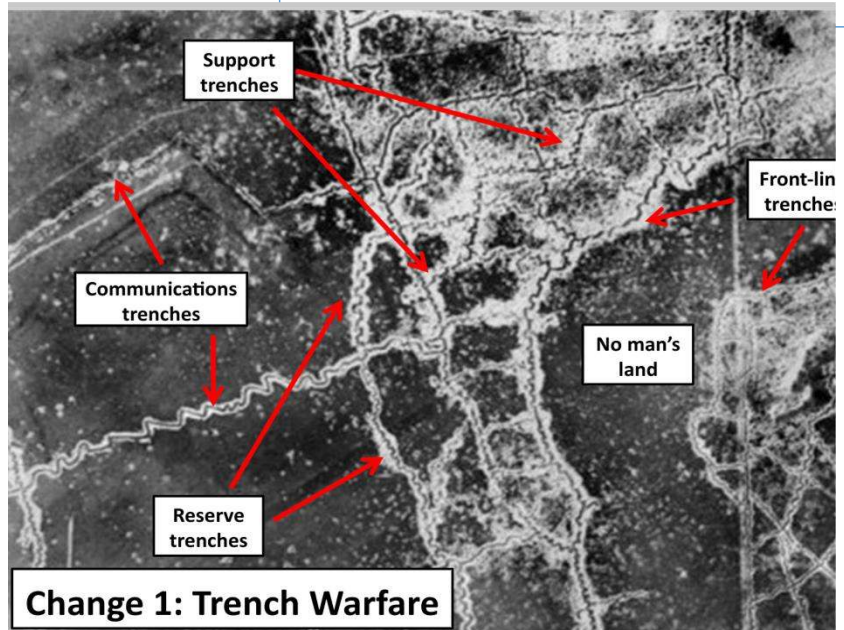


Both sides dug trenches to protect themselves. At first these were just ditches, but it soon became clear that the soldiers would be in them for some time.



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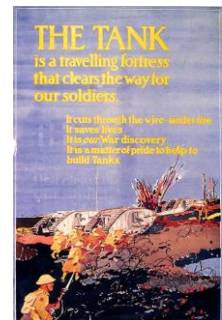
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4. Tank Warfare

One of the most important innovations to come out of World War I is the **tank**. The world's first combat tank was invented by the British. Called the Mark I, it first saw action in September 1916 in the Battle of the Somme. The tank was originally designed so that 'no man's land' could be safely crossed, and enemy positions over-run. The British developed two variants of their tank: male, with heavier guns, and female, with lighter guns. Recognizing the value of this new invention, the Germans developed their own tank, the A7V, which entered service in early 1918.



The First World War tank developed from the interest of some military officers in the marriage of tractors with caterpillar tracks as a means of crossing trench obstacles and breaking through barbed wire. After a successful field demonstration in 1915, Britain established a secret "Landships Committee" to study the military prospects of the vehicle, at first seen more like a warship than a land weapon, hence the name "landship." The initiative was codenamed the "tank" because its hull resembled that of a water carrier.



Lesson 2 – talk task

How did World War One in 1914 compare with wars fought previously?



The English Civil War (1642–1651)



Talk Scaffold:

Period/duration? e.g. 1914 to 1918; 4 years

Triggers/causes? e.g. Assassination of Archduke Francis Ferdinand of Austria in June 1914. Militarism, Imperialism, nationalism and alliance system.

Conflict between? The Central Powers (Germany, Austria-Hungary, and Turkey) and the Allied Powers (France, Britain, Russia, Italy, Japan, and (from 1917) the U.S.)

Casualties? Estimated to be 10 million military dead, 7 million civilian deaths, 21 million wounded, and 7.7 million missing or imprisoned.

Methods of warfare? Fought from lines of trenches and supported by artillery and machine guns, infantry assault, tanks, early airplanes and poisonous gas.



The Seven Years' War (1756-1763)



Lesson 3: Life on the Western Front



Watch this to look at life in the trenches

<https://www.bbc.com/world-war-one/articles/the-first-world-war-in-east-africa>



Retrieval Practice

Notes

When using a Google Form multiple choice, please ensure that ALL children are involved in ALL of the questions. Think Pair shares/ Talk partners, voting with fingers, whiteboards etc can all be used to involve all. You may not be able to do all Qs each lesson so try to vary and mix them up (interleaving).



Add Google Form

How was World War 1 fought?

How was this different to the wars before it?

Calvary Unit



Line Infantry

"When troops went over the top, they usually fixed bayonets and moved out from their trenches in a series of organized waves. However, no matter how well any attack was planned, it quickly broke down in the confusion of battle"



Mustard Gas

Knowledge Objective:

To understand what life was like for soldiers on the Western Front

Subject skill:

Interpret primary resources and ask questions

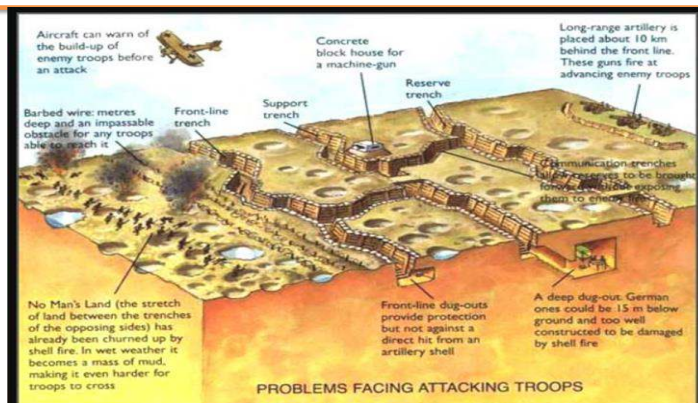
Year 6 Skills	
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The layout of the trench

The trench was normally two meters deep and two meters wide. The trenches were built in zigzagged pattern so it could prevent the entrance of the enemies from firing down the length of the trench lines, and it helped prevent any gas attacks from spreading far down the line. Armies built three lines of trenches. The first trench, was the front line. This was the trench closest to **No Man's Land** and the most dangerous. The front line was connected to communication trenches to move supplies, equipment, and men forward, without exposure. The second line, about 75 meters back, was the support trench, a sort of back up for the front line. If the enemy had successfully passed or destroy the first trench, the support trench would be support instead. Another 300 meters back, the third trench was the reserve trench. Here, the replacement troops could collect for a counter-attack, if the first two trenches were **conquered**.

Watch the following video to look a trench warfare and how they were networked.

<https://www.youtube.com/watch?v=CgykKEhfEok>



Lesson 3 – talk task

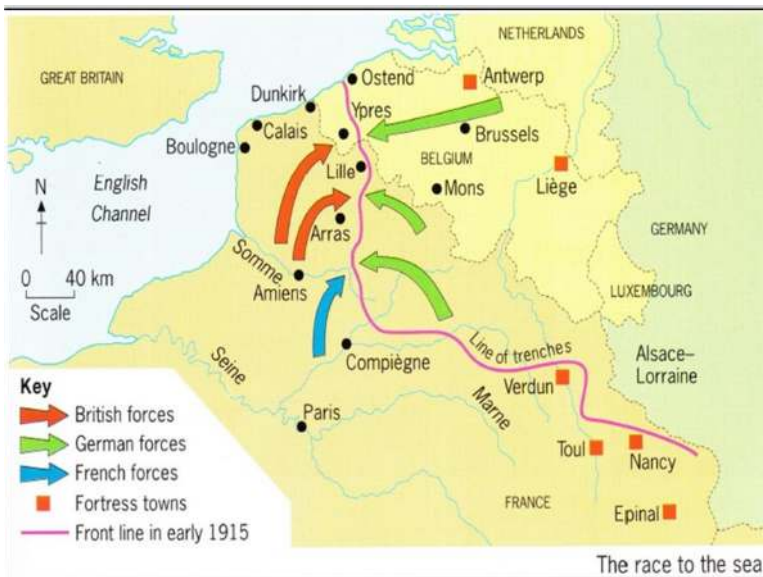
Use the information provided on trench construction to imagine that you are required to build a trench.
Try to include as much detail; as possible- use what you've learnt to add more information.

Talk frame to scaffold:

- To build the trench we used...
- The method/s we had to use was ... because ...
- The layout of the Trench was... We chose this layout because...
- We found that the trench did/didn't protect us because...



Lesson 3- teach



At the beginning of **World War I** in 1914, the German army started the Western Front by invading Luxembourg and Belgium. They gained military control of many important industrial regions in France. Their quick advance was stopped by the **Battle of the Marne**.

The **Battle of the Marne** was a turning point. The Schlieffen Plan had failed. Germany was now caught up in a war on two-fronts. The German generals realised they could not break through the enemy lines. **Moltke** was replaced as commander by **Falkenhayn** who decided to try and outflank the enemy. By the end of 1914, fighting had reached a **stalemate** which was to last until 1918.



A **stalemate** is a situation where neither side can achieve victory nor advantage over the other, resulting in what is also called a dead heat, standoff, or deadlock

The majority of the fighting took place in Europe along two fronts: the western front and the eastern front. The western front was a long line of trenches that ran from the coast of Belgium to Switzerland.

What was life like on the Western Front?

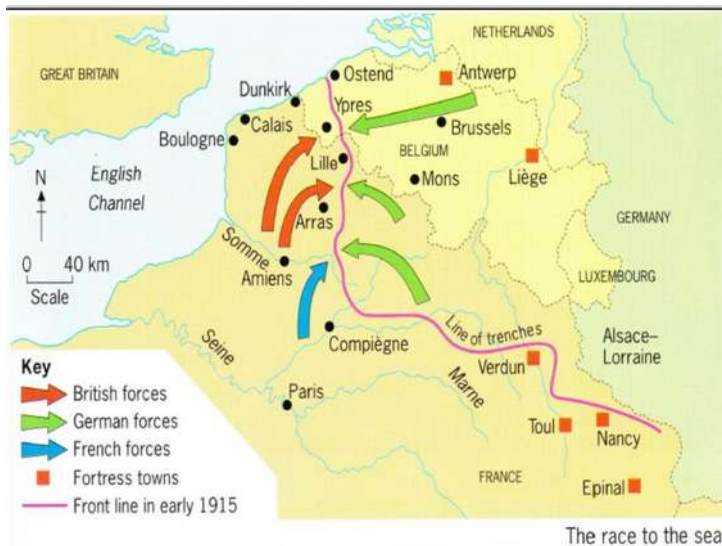
The image of a soldier in a muddy trench is what many people visualise when they think of the **First World War**. However, most soldiers would only spend an average of four days at a time in a front line trench. Their daily routine when in the front line varied according to where they were. In active sectors, both sides would engage in aggressive trench raiding and the fire from artillery, machine guns and snipers would be a constant threat. By contrast, some sectors were quiet and relatively passive, with a 'live and let live' mentality. A soldier's experience depended on this variety. [Click here](#) to find out what life was like in a WW1 trench.

Soldiers in wet and muddy trenches were at risk from **trench foot**, caused by continually wearing tight, cold and wet boots. If untreated, trench foot could lead to gangrene, but it could be prevented by regular changes of socks and foot inspections



Water and mud could be a problem in the trenches, particularly in the autumn and winter months. Wooden 'duckboards' were used to line the bottom of trenches and the sides were reinforced with sandbags.

To what extent do this statement reflect the experiences of soldiers on the Western Front? Read the following [first hand accounts](#) and your own knowledge to discuss this question.



Battle of the Somme

On 1 July 1916, 150,000 British men emerged from their trenches to assault the German lines near the River Somme, Northern France.. For seven days previously, the enemy's position had been relentlessly shelled, but the line had withstood the bombardment, and the British infantry found the German machine guns waiting.

The assault failed disastrously, and at massive human cost. The British army suffered 60,000 casualties in just the first day.

[Click here](#) to find out why the first day of the Battle of Somme was one of the bloodiest days during WW1.



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Lesson 4: The Home Front



Watch this to look at life in the trenches

<https://www.bbc.com/news/world-war-one/articles-the-first-world-war-in-east-africa>



Talk frame to scaffold:
What do you now know about WW1?
 In (Year) in (country) (say what happened)

e.g.
 In France 1916, The Battle of the Somme took place and last for 147 days.

Knowledge Organiser- World War One (History- Year 6)

Key vocabulary	Definition
Imperialism	When a country increases its power and influence by colonising (taking over) another country.
Alliance	A union or relationship formed between countries/ organisations, to benefit them both
Mechanised warfare	The use of armoured fighting vehicles in modern warfare. Sometimes referred to as 'armoured' or 'tank' warfare.
Chemical warfare	The use of the toxic chemicals to kill or injure enemies. In WWI, Chlorine, Phosgene and Mustard Gas were used.
Trench warfare	Where opposite sides of the war fight from trenches dug into the ground, facing each other
No Man's Land	The land between the trenches of opposing armies
Home Front	The Home Front refers to life in Britain during WWI
Conscription	A law that says that if you are able to fight in the war, you have to. During WWI, by 1916, all men aged 18-41 had to go to war and fight for their country.
Armistice	An agreement made to stop fighting a war, also referred to as a "truce"

The war was fought between:	
The Triple Alliance	Germany, Austria-Hungary and their allies
The Triple Entente	France, Britain and Russia

Key People	
Archduke Franz Ferdinand	Heir to the Austrian-Hungarian throne. Assassinated in 1914
David Lloyd George	Prime Minister of Britain during WWI
Kaiser Wilhelm II	German Emperor during WWI

Zeppelins	Battlecruisers
Submarine	Tank

 28th June 1914: Archduke Ferdinand is assassinated	 8th August 1914: The Defence of the Realm Act is passed	 1916: British Summer Time is introduced	 28th June 1919: Germany signed the Treaty of Versailles
 4th August 1914: Britain declares war on Germany	 1st July-18th November 1916: The Battle of the Somme took place	 11th November 1918: Germany signed an armistice and the war ended	



Retrieval Practice

JOIN US



He and I used to roam the streets looking at the shops and I can remember seeing a queue and some of us would stay in the queue not really knowing what there was...

Key Question: While men were away fighting, what do you think everyone else was doing? ?



'England expects every man to do his duty'



Source: Imperial War Museum

Women worked in munitions factories making bombs and missiles

Lesson 4

Knowledge Objective:

To know what life was like on the Home Front.

Subject skill:



Year 6 Skills

When I talk and write about the past, I can give overviews as well as detailed accounts noting connections, contrasts and trends over time.	I can explain my suggestions when giving reasons for and results of historical events, situations & changes.
I can use a timeline to sequence local, national and international events as well as historical periods. I can place current study on timeline in relation to other studies; use relevant dates and terms, sequence up to ten events on a timeline	I can explain the significance of different causes and consequences.
I can use historical periods as reference points.	Further Reinforce: "I take account of a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness."
I can point out trends as well as links between events, situations and changes within and between different periods and societies over long arcs of time.	I can discuss how and why different arguments and interpretations of the past have been constructed
I can explain similarities and differences in experiences and ideas beliefs and attitudes of men, women and children in past societies.	Further Reinforce: "I can select, organise and use relevant information to produce structured work, making appropriate use of dates and Terms."
I can select aspect of study to make a display use a variety of ways to communicate knowledge and understanding including extended writing plan and carry	

Key vocabulary



propaganda

a law that states that if you are able to fight in the war, you have to. It is also called **draft**, and is imposed by the government.

conscription

a form of communication to distribute information. The information is **designed** to make people feel a certain way or to believe a certain thing. The information is often **political**.

enlist

a system of limiting the amount of something that each person is allowed to have.

conscription

to sign up to serve in the military or in some cause.

The German U-Boat campaign in 1917 brought decreased shipments to Britain as hundreds of merchant ships carrying food and ammunition were sunk. Shortages and inflation led to higher food prices and the distribution of food was unfair.

Early 1918, meat, sugar and fat were rationed products, as a fair way to allocate food and other scarce resources amongst the population. So this WW1 poster urges the people to save bread and not to waste food. The purpose was to loosen the U-boats stranglehold on WW1 Britain and in the long run help a positive outcome of the war.



What was the Home Front?



First World War was fought on many fronts - **land**, **sea** and **air**. It was also fought **AT HOME** (Britain) as well as being fought in other countries.

The Home Front was how the people of Britain contributed to the war effort

The Outbreak of War on the Home Front

In Britain's previous wars, the **civilian** population had almost been untouched. Now civilians were in the front line as towns on the east coast came under **bombardment** from German **warships**, and London and other cities and towns were subjected to aerial attacks from airships and aeroplanes in which 1,414 were killed and 3,416 seriously injured. Germany's **unrestricted submarine warfare** resulted in the loss of many lives, seriously threatened Britain's food supplies and led eventually to the introduction of nationwide rationing in 1918.

The **Home Front** refers to life in Britain during WW1

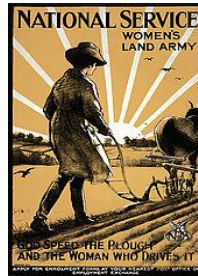
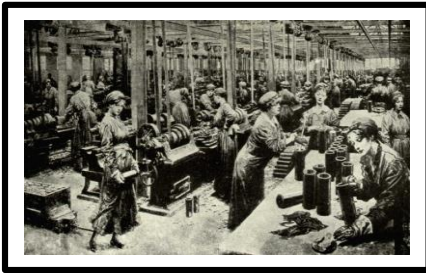
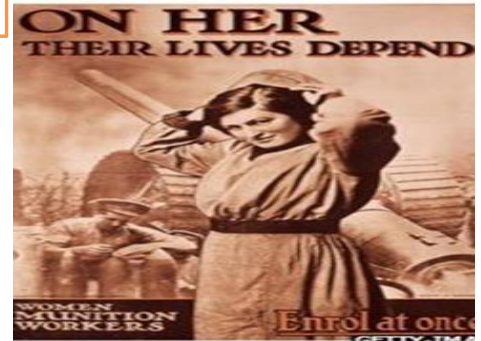


Crowds outside Buckingham Palace cheer King George V, Queen Mary and the Prince of Wales at the outbreak of war, August 1914.

Lesson 4 - teach

Industry, Agriculture and Conscientious objectors

The First World War was a total war, in that those on the Home Front were not isolated from the fighting on the battlefields, but instead were as crucial to victory or defeat as the soldiers in the army, the aviators or the sailors in the navy. The two pillars upon which Britain's war effort rested were industry and agriculture. Industry produced the munitions (bombs) to fight the war whilst agriculture was vital to produce enough food to fend off starvation as the U boats took their toll on imports.



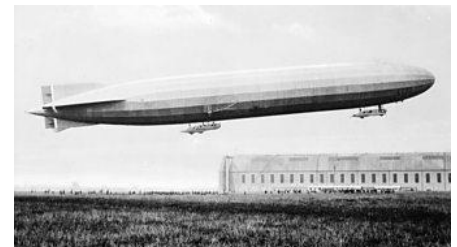
By October 1916, coal was in such short supply in Britain that it was rationed according to the number of rooms in a house. **Conscientious objectors** were drafted in as miners towards the end of the war to maintain the supply of coal.

Industry

Many skilled workers joined the army, which left a shortage of workers. Their places were filled by unskilled men and women. Industry couldn't supply key war materials like weapons, bombs, lorries and aeroplanes.

Lesson 4 - teach

From the start of 1915, the people of Great Britain encountered a threat they had never known before – direct attack from German airships, particularly the best-known type – the Zeppelin. The use of Zeppelin airships caused fear throughout Britain and the government used this fear to help the recruitment drive. Incendiary ammunition that could shoot down airships was eventually developed making defence easier, but air raids continued until the end of the war.



Zeppelins

German airships were called Zeppelins. Large bags filled with hydrogen gas enabled them to float.

The crew controlled the engines from a compartment underneath. They dropped bombs on factories and military bases.

Germany was less interested in using airships once Britain could destroy them.



Postcards celebrating a night that German airship was shot down

Calm weather made it easier for Zeppelin crews to hit their target

The raids became more frequent and widespread, and a means of warning people about them was introduced. Lily Baker, who was living in West London at the time, remembers how rudimentary this was.

[Click here to watch what air raids were like in Britain during World War One](#)

Lesson 4 - teach

The most successful Zeppelin raid on London in the entire war was on the 8th September 1915. This raid caused more than half a million pounds of damage, almost all of it from just one Zeppelin.

"There were shouts of "fire", well you could not miss it, the whole place was lit up. We were all outside looking. I went upstairs to get a shawl. Suddenly I was downstairs and the house was on top of me.

Mabel Bastable, an eye-witness at Silverton

London home damaged by World War I German zeppelin raids

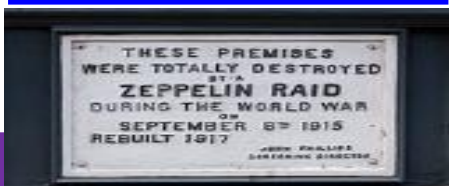


"The whole street seemed to explode. There was smoke and flames all over, but the worst of it was the screams of the dying and the wounded and mothers looking frantically for their kids."

Eye-witness to a Zeppelin attack



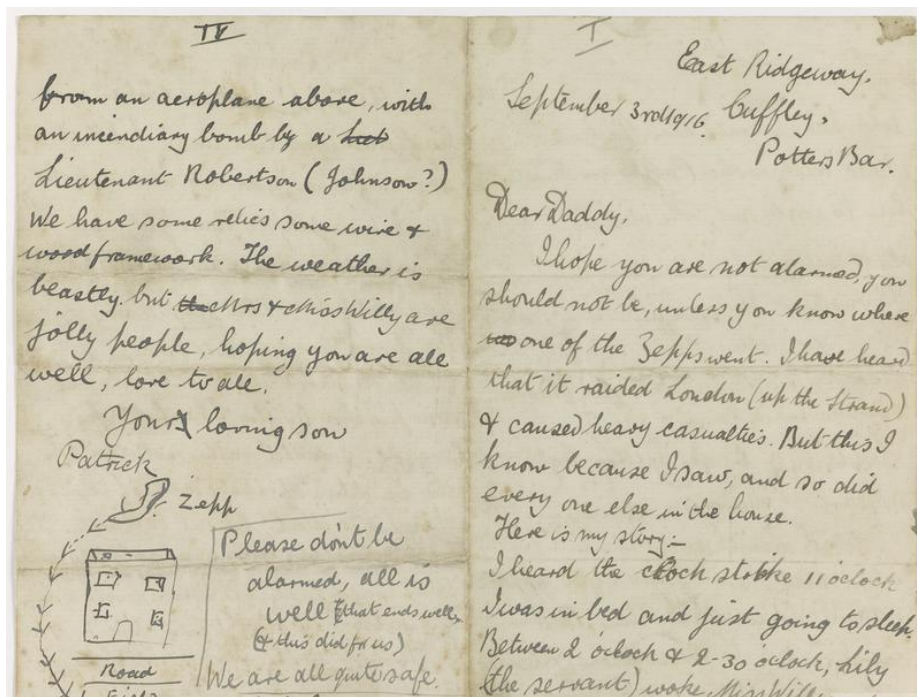
Count von Zeppelin, a retired German army officer, flew his first airship in 1900. They were lighter than air, filled with hydrogen, with a steel framework. When the war started in 1914, the German armed forces had several Zeppelins, each capable of travelling at about 85 m.p.h. and carrying up to two tons of bombs.



Lesson 4 - teach

Key question: What were air raids like in World War One on the Home Front?

Key question: What were air raids like in World War One on the Home Front?



Early British air defences were inadequate against German attacks and many raiders returned home untouched. This letter was written by Patrick Blundstone in 1916. It describes the night Lieutenant William Leefe Robinson became the first person to shoot down an airship over Britain, using a combination of explosive and incendiary bullets to pierce the airship's skin and set fire to leaking gas.

DEFENCE OF THE REALM REGULATIONS

THE ORDER

THAT
"Passengers in Railway Carriages which are provided
"with blinds must keep the blinds lowered so as to
"cover the windows"

IS CANCELLED

In case of a threatened attack by Hostile Aircraft
THE LIGHTS IN THE CARRIAGES WILL BE
EXTINGUISHED and thereafter
NO LIGHTS MAY BE EXHIBITED BY PASSENGERS.

LONDON, 2nd APRIL, 1917.

Lesson 4 - reading

[Click here](#) to learn more
about the domestic
impact of war: politics

DORA: Defence of the Realm Act

On 8th August 1914, the government passed the Defence of the Realm Act (DORA). This gave the government many powers, for example, to stop criticism in the news, to punish people who hoarded food by sending them to prison and suspected spies could be imprisoned without trial. It also gave them control of mines and railways to help the war effort. Other laws that DORA made changed everyday routines. They included the introduction of **British Summer Time** (putting the clocks forward to create an extra hour of daylight for farm workers). Pub opening hours reduced. Beer watered down. Prices increased.

The Defence of the Realm Regulations also confer upon the competent Naval or Military Authority the following, amongst other powers:

1. To prohibit the sale, disposal, use, or use of any property in any other act interfering with private rights of property.
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SEVERE PENALTIES ARE PRESCRIBED FOR CONTRAVENTION OF THE DEFENCE OF THE REALM REGULATIONS.

Under the Defence of the Realm Act (DORA), the government forbade the British public from talking about **naval or military matters** in public places.

Under the Defence of the Realm Act (DORA), the government forbade the British public from **spreading rumours** about military affairs.

Under the Defence of the Realm Act (DORA), the government forbade the British public from **trespassing on railways or bridges**.

Under the Defence of the Realm Act (DORA), the government forbade the British public from using **code or invisible ink** when writing abroad.

Under the Defence of the Realm Act (DORA), the government forbade the British public from **lighting bonfires or fireworks**.

Under the Defence of the Realm Act (DORA), the government forbade the British public from **flying kites**.

Under the Defence of the Realm Act (DORA), the government forbade the British public from buying **binoculars**.

Under the Defence of the Realm Act (DORA), the government forbade the British public from melting down **gold or silver**.

Under the Defence of the Realm Act (DORA), the government forbade the British public from **feeding bread** to horses, poultry and dogs.

Under the Defence of the Realm Act (DORA), the government forbade the British public from ringing **Church bells**.

Under the Defence of the Realm Act (DORA), the government issued instructions for **beer** to be watered down and **pub** opening hours to be restricted.

Under the Defence of the Realm Act (DORA), '**rounds**' could not be bought in pubs and **whisky and brandy** could not be bought from railway refreshment areas (or similar places).

Under the Defence of the Realm Act (DORA), the government initiated **British Summer Time** to give an extra hour of daylight during working hours.

Under the Defence of the Realm Act (DORA), the government was able to **censor newspapers**.

Lesson 4 - teach

Key question: What was the role of women during the War?



TAKE UP THE SWORD OF JUSTICE



Women acted as recruiters for the Army - encouraging men to **enlist** and often branding them 'cowards' if they did not.

Admiral Fitzgerald founded the Order of the White Feather, which encouraged women to hand a **white feather** to any young man who had not enlisted.

Women were often featured in **propaganda** posters as things to be 'protected'.

Why do you think posters like these encouraged men to enlist? What do the women in them represent?

Key question: What was the role of women during the War?

Pre World War One 1914

Before the War women mostly worked in **stereotypical** roles - as teachers, nurses, and domestic servants, or they stayed at home. Women did not have a lawful right to work and they were not allowed to vote.

The Women's Suffrage movement were campaigning for **equal rights** for women and engaged in **militant action**. Some women were imprisoned.

Famous suffragettes include Emily, Cristobel, and Sylvia Pankhurst.

1914-1915

Female unemployment rose in the first year of the war, especially among the servants, whose jobs were lost to the middle-classes' wish to save money.

Christobel Pankhurst made a series of speeches in favour of the war effort, encouraging young men to join the army and women to play their part, too, by undertaking employment (paid or unpaid) to help the war effort.

Initially, active female participation of any kind was frowned upon.

Key question: What was the role of women during the War?

1915-1916

- July 1915 - Christobel Pankhurst organised a '**Right to Work March**' to raise awareness.
- August 1915 - **Munitions of Work Act**. To create an economy geared towards War, industry had to change - workers were often paid lower wages and given increased hours. The munitions factories provided unskilled women who needed money with work. To make up for the loss in the skilled workforce the entry of women in factories was often facilitated by 'dilution', that is to say, the breaking down of complex tasks into simpler activities that non-skilled women workers could easily carry out.
- January 1916 - **Conscription** was introduced. All single men 18 - 30 had to enlist - this created vacancies in many jobs that needed to be filled, by women.



How do you think these events increased women's employment?

The Munitionettes



Munitionettes produced 80% of the weapons and shells used by the British Army. Every day they risked their lives working with poisonous substances without adequate protective clothing or safety measures. They were nicknamed '**canaries**' because their skin became yellow after being exposed to so much sulphur. Women only got half the men's wages for the same work.

The Women's Land Army



A government organisation that offered cheap female labour to farmers. Fuel restrictions and economic cutbacks meant that many women did manual agricultural labour, ploughing and sowing the land by hand, working in very harsh conditions.



Ambulance Drivers in France / Belgium

Many women from middle and upper classes became **Voluntary Aid Dispatchments (VADs)** or **First Aid Nursing Yeomanry (FANYs)**, assisting the nursing of wounded soldiers, working as ambulance drivers and cooks both in the hospitals of the home front and the units of the Western and Eastern fronts. Many worked in difficult conditions, witnessing shell fire and danger at the Western Front, and some women died as a result. Some regarded them as recruited to serve the basic needs of the army, navy and air men.



VADs in France / Belgium



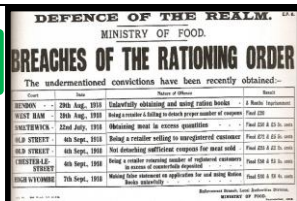
Nurses in an Oxford War Hospital

Women at the Front



- In Great Britain women were not allowed to enlist as soldiers and fight.
- In Russia Maria Bochkareva recruited an army of 2000 women, 250 of which 'went over the top'.

- The Russian government saw this as a means of shaming the men into fighting.
- Many other women experienced the War first hand as medical workers, cooks and office workers in the armed forces.

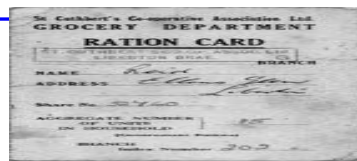


1914	
August	Half a million men join the army in the first month
	DORA introduced
1915	
July	Ministry of Munitions set up to organise weapon production. Women recruited to work in factories
Autumn	Much opposition to women working
1916	
January	Conscription introduced for single men 18-41. They had to fight.
May	Conscription widened to include married men 18-41
November	First public criticism of the running of the war
December	Ministry of Food and Ministry of Labour established to help war effort
1917	
January	Britain spending £5.7Million a day on war - income tax went up
February	Women's land army formed
November	Voluntary food rationing introduced
1918	
February	Compulsory food rationing in the south
April	Rationing of meat, butter and cheese

Rationing

Soon after the outbreak of the First World War the the German Navy attempted to halt the flow of imports to Britain by introducing unrestricted submarine warfare. By the end of 1916, U-German boats were on average destroying about 300,000 tons of shipping a month. In February 1917, the German Navy sank 230 ships bringing food and other supplies to Britain. The following month a record 507,001 tons of shipping was lost as a result of the U-boat campaign. However, Britain was successful at increasing food production and the wheat harvest of 1917 was the best in our history.

In 1917, the government suggested that people limit what they eat, but the Ministry of Food did not introduce rationing until January 1918. Sugar was the first to be rationed and this was later followed by butchers' meat. The idea of rationing food was to guarantee supplies, not to reduce the amount people ate. Some people were better off with rationing as they were guaranteed food, previously they could not afford to eat meat and sugar.



Lesson 4 - reading

Children

Both the Boy Scouts and Girl Guides contributed to the war effort. Scouts helped with the harvests, acted as messengers and served in soup kitchens. Guides cared for the elderly, looked after refugee children and knitted socks and gloves for the soldiers.



Boy Scouts on guard by a railway bridge and train tracks



The boys in this photograph are young workers at a British aircraft factory. During the First World War, factories employed women, refugees, volunteers from the Empire, men too old to be conscripted and children. Children younger than the school leaving age of 12 also worked in factories or on farms. In some cases, a child's earnings could be a helpful addition to a family's income. In 1917, Education Minister H A L Fisher claimed that as many as 600,000 children had been 'prematurely' put to work.

The Boy Scouts' Association was one of the first youth organisations to provide practical assistance to the British war effort.

The Boy Scouts in this photograph are guarding a railway bridge and tracks in Britain. Scouts also guarded telephone and telegraph lines, railway stations, water reservoirs or any location that might be militarily important. From late 1917 many Scouts assisted with air raid duties, including sounding the all-clear signal after an attack. Some Scouts were even trained in fire fighting. The Scout movement's handbook, published before the war broke out, instructed all Scouts to 'be prepared...to die for your country if need be'.

The Girl Guides Association was formed in 1910. During the First World War, Girl Guides took on many roles. They packaged up clothing to send to British soldiers at the front, prepared hostels and first-aid dressing stations for use by those injured in air raids or accidents, tended allotments to help cope with food shortages, and provided assistance at hospitals, government offices and munitions factories. The Girl Guides in this photograph are on a drill, carrying a stretcher and other equipment in readiness to provide emergency help after an air raid.



Girl Guides with a stretcher and other equipment in preparation to provide emergency help after an air raid.

Lesson 4 – talk task

RECRUITMENT & CONSCRIPTION

D.O.R.A

Conscientious Objectors

What was life like on the Home Front?

PROPAGANDA

Talk Scaffold:

What was it?

Why was it important / introduced ? How did it help Britain win the war?

Importance rating (mark out of 10 with reason)

e.g. On 8th August 1914, the government passed the Defence of the Realm Act (DORA). It was introduced to help Britain win the war and stopped people from doing anything which might stop this such as speaking about military matters...

Rationing

WOMEN

Lesson 5: The consequences of War

Watch this video:

<http://video.about.com/history1900s/Overview-of-WWI.htm>

(Overview of WW1)



Postcard with illustration of flags promoting freedom (circa 1917).

armistice

allies

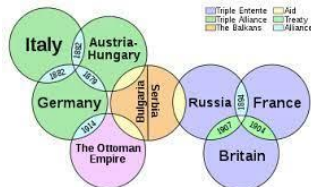
democratic

ceasefire

shell shock

economic

Key vocabulary



a temporary stoppage of a war in which each side agrees with the other to suspend aggressive actions

is a term coined in World War I by British psychologist Charles Samuel Myers to describe the type of post traumatic stress disorder many soldiers were afflicted with during the war.

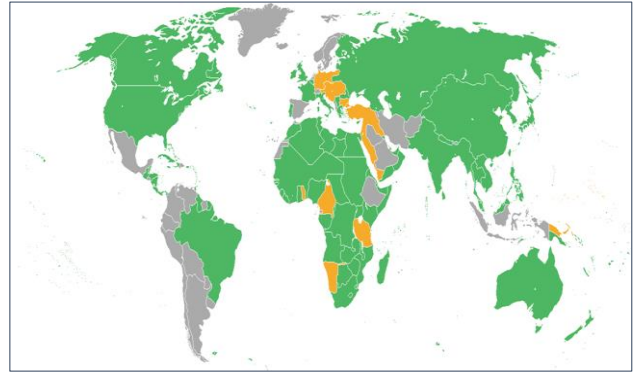
based on a form of government in which the people choose leaders by voting : of or relating to democracy

the way in which goods and services are made, sold, and used in a country or area the city's **economy**.





In April 1917, led by President Woodrow Wilson, the United States entered World War I on the side of France, Great Britain, Italy and Russia. Known as the Triple Entente and/or the Allied forces, these countries have been fighting the Central Powers (Germany, Austria-Hungary, the Ottoman Empire, and Bulgaria) for the past three years and war fatigue was setting in. The French nation was in desperate need for help. Nearly 75% of their men refused to attack when ordered to and approximately 50% of all Frenchmen in their 20s were killed in the war.



World War I was truly a world-wide war. Here, countries that were allied with the Triple Entente, known as the Allied Powers, are highlighted in green. Countries that were allied with the Central Powers are highlighted in orange.



Woodrow Wilson, speaking to Congress on 8 January 1918



When the US entered the war, the first priority was to weaken the German "U-boat" blockade of the British Isles. The Germans, who had over 200 submarines, were using unrestricted submarine warfare tactics to sink British vessels. One of every four freighters headed for British ports were sunk by German torpedoes. US naval commanders decided to set up a system of "convoys" based around a large number of merchant ships, protected by warships. It cut shipping losses in half.

At the start of 1918, the last year of the war, Germany were in a very strong position.



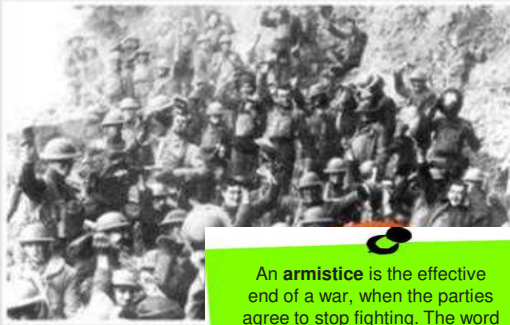
Russia had left the war the year before as there had been riots over the lack of food and fuel available in the country. The government was overthrown and the new leaders signed an armistice (an agreement to cease fighting) with Germany.

This meant that Germany no longer had the threat of Russia on the Eastern Front and could reinforce the fight with Britain and France on the Western Front.



Lesson 5 - teach

In 1918, many of the countries within the Central Powers were pulling out of the war because of revolutions and Germany found themselves losing allies.



An **armistice** is the effective end of a war, when the parties agree to stop fighting. The word comes from the Latin arma, meaning weapons and statium, meaning a stopping.

After the 100 days offensive Germany agreed to sign an armistice which halted fighting on the 11th hour on the 11th day of the 11th month.

At 11am on the 11th November 1918, a cease fire was ordered and the fighting stopped.

Lesson 5 - reading

The End of the Great War & the Versailles Peace Conference



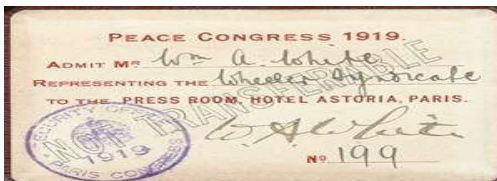
The Palace of Versailles, just outside Paris, France was chosen as the location for the peace talks.

The choice was no accident. This venue had the place in 1871 following her victory in the Franco-Prussian War that , Chancellor Bismarck, had announced the creation of the German Empire. This was France making a point, and Germany knew it.

Representatives from almost 40 nations met to discuss the peace terms, although all major decisions were taken by the 'Big Three', victorious power – BG, Fr and the USA



Germany was not permitted to attend the peace talks. It was already decided that she was guilty of starting the war and therefor did not warrant fair treatment. Russia, as a communist state, was also not allowed to attend.

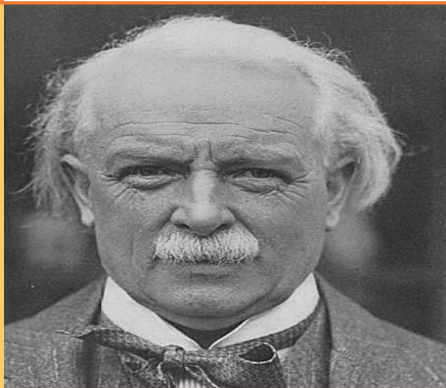


[Watch this video to see how the Allies won WW1](#)

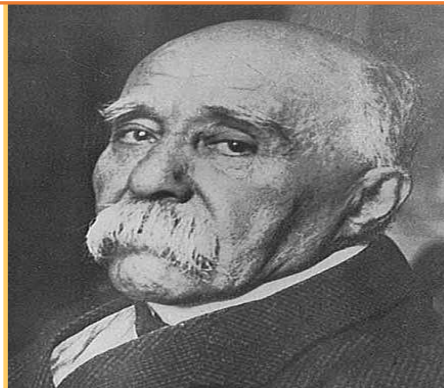
A **treaty** is an agreement that binds two or more countries. It can be bilateral (between two countries) or multilateral (between three or more countries).

Lesson 5 - reading

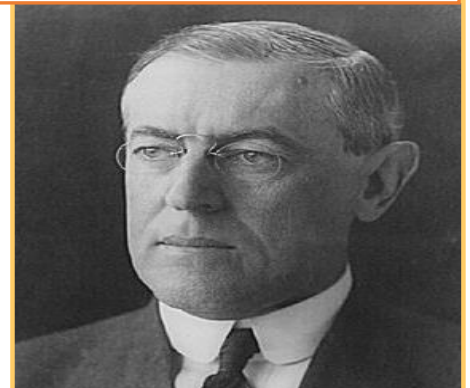
While virtually all participants in the Great War had representatives at the Versailles Conference, the leaders of France, Great Britain and the United States clearly had the most say. They were known as the "Big three."



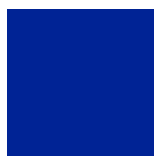
David Lloyd George



Clemenceau



Woodrow Wilson



Lesson 5 - reading

Major results of the Great War

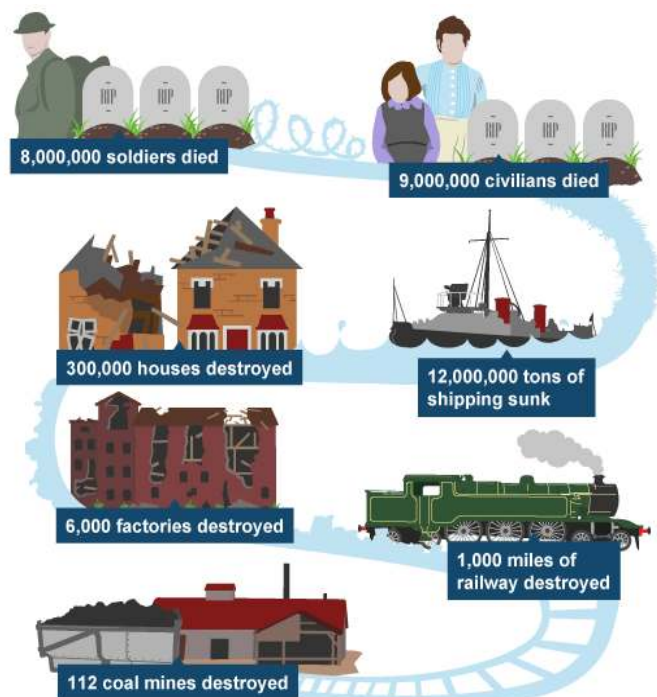
The results of World War I shaped European and world history for the next generation and beyond. Some of the more drastic results were:

The Number of Casualties: It was the deadliest war ever fought up to that point. Over 10 million people were killed. Almost all were soldiers.

Russia lost over 4.5 million people.

France lost over 1.5 million men. This would end up being disastrous for France. The government drafted men at the age of 20 which meant that most of them weren't married or had no children. The years following the war would be known as the "Hollow Years" in France.

England lost over 1 million men. The problem for England was that she lost too many officers.





Key Question: How did Britain change after the War?

Representation of the People Act in 1918

The Representation of the People Act 1918 was an important law because it allowed women to vote for the very first time. It also allowed all men over the age of 21 to vote too.

Housing Act 1919

Towards the end of the war, Prime Minister David Lloyd George promised that returning soldiers would have **'homes fit for heroes'**. This meant more than just a good quality house; it meant that Britain would provide a higher standard of living for all.



David Lloyd George

2.2% of the total population killed or wounded

1,000,000 British soldiers died

Civilian Deaths: 109,000

40% of the British merchant fleet was sunk by German U-boats

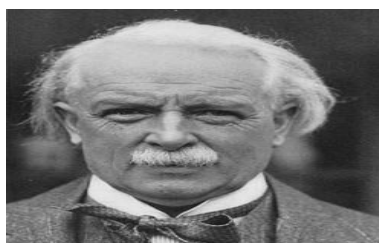
3.1 million casualties from both Britain and the Empire.

The war cost Britain \$35 billion and left her in huge debt to the USA.

Aims of the 'Big Three' at Versailles



Great Britain was represented by Prime Minister David Lloyd George. Lloyd George was being pushed by the British public sentiment that wanted to punish Germany for the hardships they brought to the British people. Only a very tough peace treaty would stop Germany from ever threatening the peace of Europe and would also satisfy the British public opinion.



David Lloyd George

Aims of the British at Versailles

Lloyd George wanted to see a 'just' peace that would be tough enough to please the electors who wanted to 'make Germany pay', but would leave Germany strong enough to trade.

Lloyd George needed to keep the British public on his side – many wanted to see a harsh treaty

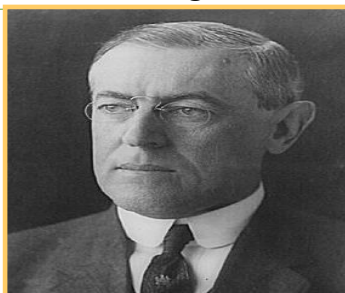
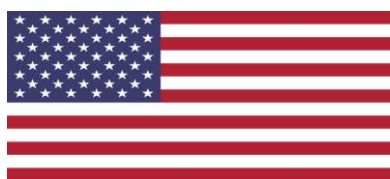
Expand the British Empire.

See the French regain the lost provinces of Alsace and Lorraine

To safeguard Britain's naval supremacy.

National Self-Determination for parts of the old Austro-Hungarian Empire

Germany to pay some money for the damage caused to Britain



Aims of the USA at Versailles

'Peace without victory'

Peace based upon his 14 point programme

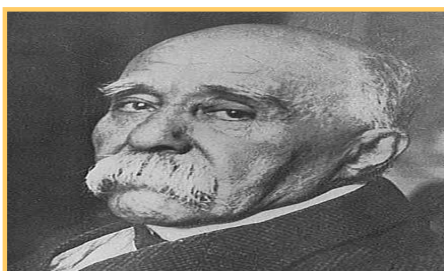
The right of national self-determination for ethnic groups that had previously been part of the European empires

The establishment of a League of Nations' to help resolve international disputes

A just and lasting peace

No more secret alliances and a reduction in military spending

To ensure Germany was not destroyed and that she could recover. Germany should not be blamed for starting the war



Clemenceau

Aims of the French at Versailles

Punish Germany

Not allow Germany to have access to coal or iron

Create a buffer zone between France and Germany – An independent Rhineland

Weaken Germany to such an extent that she would never again be able to challenge France

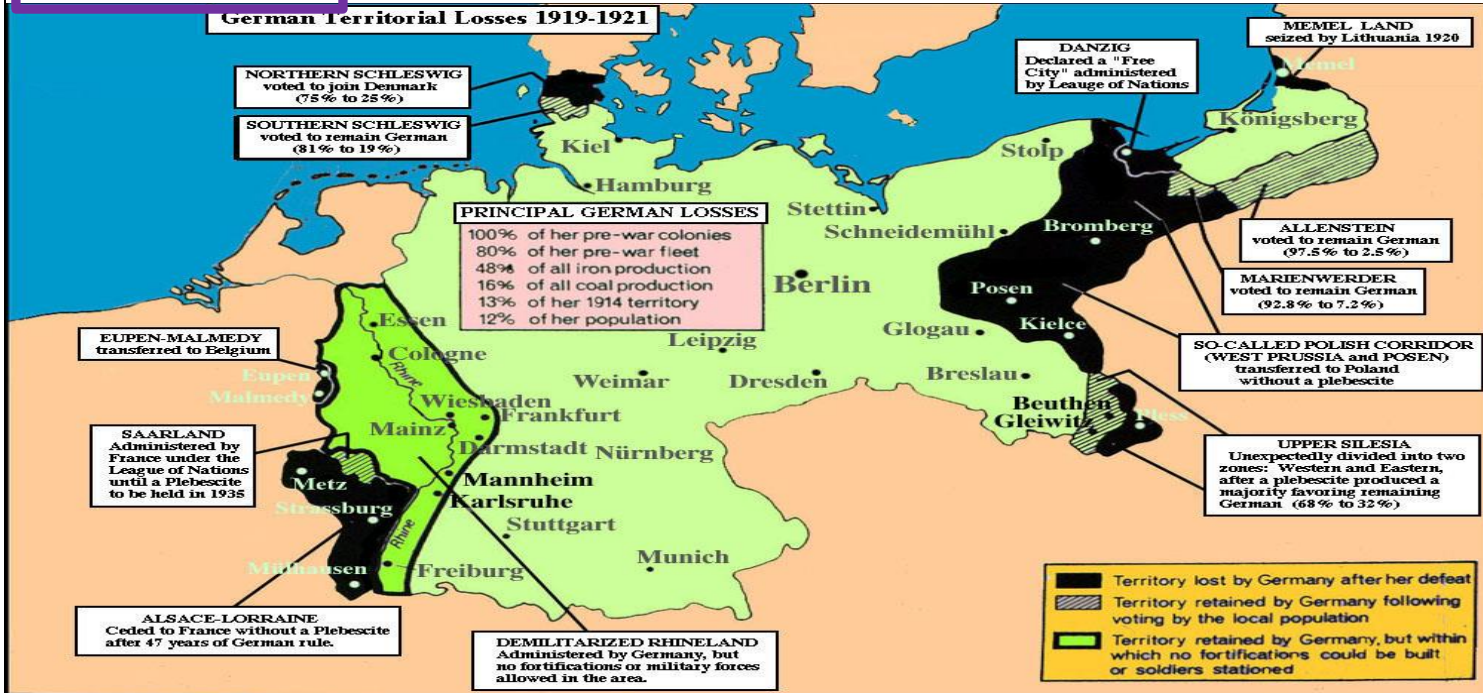
Regain the lost provinces of Alsace and Lorraine

No League of Nations

To make Germany pay for the full cost of the war

To disband the German army so that Germany would never be strong enough to attack France again.

Lesson 5 – talk task



Due to the harshness of the treaty, the Germans called the Treaty of Versailles a **diktat** (a dictated peace).

Lesson 3 - teach

How was a trench constructed?

Both sides dug trenches to protect themselves. At first these were just ditches, but it soon became clear that the soldiers would be in them for some time. Once in the trenches they would be able to keep each other pinned down with **machine gun fire**.

The trench construction was very hard and difficult to build. It took approximately six hours for 450 men to construct 250 meters of trench. After this they added the important and necessary materials including: barbed wires, boardwalks, and sand bags.

There were three main ways of building the trench: **entrenching**, **sapping**, and **tunnelling**.

entrenching

Entrenching is the method of digging. This method was the most organized because it allowed many men to construct the trench at once. But it also made the soldiers exposed to the enemy above the ground.



sapping

Sapping involved extending a trench on one end. It was safer compared to entrenching but took longer.



tunnelling

The most secret way to build a trench was to make a tunnel and then remove the roof when the tunnel was complete. Tunnelling was the safest method, but also the most difficult.



Key vocabulary



trenches

is **land** that is not part of any country. ... It may be unclaimed territory, or an area that is under dispute and not occupied because of fear or uncertainty.

no man's land

are long, narrow ditches. It is like a tiny valley. **They were** often been used in defense during conflict.

frostbite

A battle that took took place in **World War I**. It started on 1 July 1916, and ended on 18 November 1916. The battle was named after the French **River Somme** where it was fought.

Battle of Somme

slight freezing of a part of the body (as the feet or hands) or the damage to body tissues caused by such freezing.

Lesson 3 - teach



**Examine the pictures. What can you see?
What do you think these people are doing?
What do you think the space between the opposing trenches is called?**