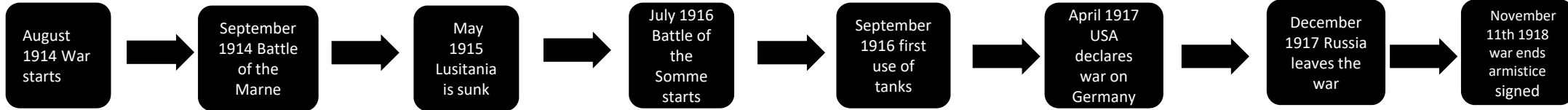


What were conditions like in the trenches?



Key Word	Definition
Blighty	Slang term for Britain/ A wound that got you sent home.
Conscription	When the government makes military service compulsory
Dug out	An area of the trench where a soldier could rest.
Lord Kitchener	Minister of War- in charge of recruitment.
No mans land	The area of land between enemy trenches.
Shell shock	A psychological impact of being in the war- PTSD
Trench foot	A condition caused by being in waterlogged trenches.
Pals battalion	A group of friends who all joined the army at the same time.

For the soldiers of the First World War fighting was an exceptional circumstance, rather than the norm. For many, life consisted of toiling to keep those at the front supplied. But the **frontline troops** themselves were rotated to ensure that time spent facing the enemy was balanced by periods of rest and, occasionally, home-leave. The determination of soldiers to keep fighting could be strongly influenced by the regularity of this rotation. Some armies were more efficient than others in this respect. Russian and Turkish soldiers, often fighting at huge distances from home, in regions poorly served by railways, were less able than others to find respite from the hardships of the front.

Paul Cornish



What do I need to know?	
	Trenches were needed as the two sides were at stalemate- neither could advance any further. So they built a trench system to protect themselves from enemy fire whilst holding their ground.
	The German trenches were more advanced and had concrete dugouts. They quite often also had the higher ground and so had better drainage.
	Soldiers did not spend all of their time in the front line trenches, they would rotate their time through the front line and reserve trenches. Even in the frontline they were not fighting all the time and boredom was a problem.
	The frontline trenches were very unhealthy. There were lots of rats and the trenches became waterlogged in wet weather which led to trench foot. Soldiers also had to contend with body lice and poor food supplies.
	The war led to rapid advancements in technology- tanks and offensive machine guns were developed as well as new communication technology and medical technology such as x ray machines.

READ	https://www.history.com/news/life-in-the-trenches-of-world-war-i
WATCH	https://www.youtube.com/watch?v=YziMQ3Dlxd4
LISTEN	https://www.bbc.co.uk/programmes/b04n6016

Writing good History: Key skills

Chronology

The order in which events happen. The big "story".

Change/ Continuity

Whether things have changed or remained the same over time.

Similarity/Difference

What events or situations have in common, and how they are different.

Cause

The reasons that something happens- long term or trigger cause.

Consequence

Things that happen as a result of an event. Can be good or bad.

Significance

Whether an event is important or not. The impact it has had on people. How it has changed the world.

Sources

Information that comes from the time studied, or that was produced by someone who was there at the time.

Interpretations

The views of people who were not there at the time but have researched the event.

EXTENDED WRITING: What do I need to know?

	Make sure you include more than once cause when asked to explain WHY something happened.
	If asked if you AGREE you need to include arguments for why you do agree (SUPPORT the statement) and arguments for why you disagree (CHALLENGE the statement). This called having a BALANCED ARGUMENT.
	Try to use the PEE structure- make a POINT that answers the question, add DETAILED EVIDENCE (examples) to support your point, and then EXPLAIN how these are linked.
	Include ANALYSIS that measures the importance of each reason- are they long/short term? Which impacts more people? Are the reasons/points connected?
	Say which reason is most important, or whether you agree or disagree with the statement. This can be done as a conclusion.

USING SOURCES: What do I need to know?

	Inferences- to make an inference you need to state what you can learn, or work out from a source. Make sure you take note of the focus of the question!
	Utility- when looking at how USEFUL a source is, you first must state what information the source gives you about the topic in the question. This is the CONTENT of the source. Does the source SUPPORT or CHALLENGE your own knowledge?
	Utility- You next need to look at the PROVENANCE of the source. This means looking at who wrote the source, when it was written, what type of source it is and why it might have been produced. Do these things make the source RELIABLE?
	If answering a "how useful" question you need to make a judgement- How useful is it? Extremely? Quite? Not very? Not at all? You can do this in a CONCLUSION
	Whenever you use written sources you must QUOTE from the source, if using a picture source you must mention something you can SEE in the picture.

Suggested Vocabulary: What do I need to know?

To show importance	To agree/disagree	Linking points
The primary reason...	The evidence supports the view that...	This meant that...
The most significant cause...	This view is convincing because...	The impact of this was...
A crucial role was played by...	One reason to agree is...	In addition to this...
Of lesser importance was...	An alternative view is...	This acted as a catalyst for...
A key factor was...	A less supported view is...	This led to...
The fundamental cause...	A less convincing argument is...	An immediate consequence was...
A less significant reason...	It is clear that...	Long term this was significant because...




USING INTERPRETATIONS: What do I need to know?

	When looking at the similarities or differences between interpretations make sure you mention the point of view given in BOTH interpretations.
	If you are asked to suggest reasons WHY the interpretations have different views think about whether they FOCUS on different things, or whether one is POSITIVE and the other NEGATIVE, might the authors have done different RESEARCH?
	To decide how far you AGREE with an interpretation, use your own knowledge- does this SUPPORT or CHALLENGE the view given in the interpretation?
	You can also use sources to help you decide whether an interpretation is VALID- do the sources support or challenge the view in the interpretation? Are the sources RELIABLE?
	Remember to always include QUOTES from the interpretations, and include a JUDGEMENT in the conclusion- do you agree?




How do I use my knowledge organiser if I am isolating at home?




Task 2: 

Use the timeline to create your own illustrated version of a timeline.

Task 1: 

Learn how to spell all the key words correctly. Use the Read, Write, Cover, Check method or get someone else to give you a spelling test. Then write a paragraph which includes all the words.



Task 3:

What is this picture of? Find out as much as you can about the person and the event. Why do you think this is an important part of History?

What were conditions like in the trenches?

Timeline: August 1914 War starts → September 1914 Battle of the Marne → May 1915 Lusitania is sunk → July 1916 Battle of the Somme starts → September 1916 first use of tanks → April 1917 USA declares war on Germany → December 1917 Russia leaves the war → November 11th 1918 war ends armistice signed


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Task 6: 

Read the historian's opinion. Do you agree or disagree with it? Can you give some reasons why?

Task 5 : 

Complete the read, watch, listen activities. Write down 5 bullet points from each that you found interesting or thought were important

Task 4: 

Use the "What do I need to know?" box and turn it into a mind map. Can you find or remember any additional information to include?