How different were experiences of the First World War?



	1011	nieu
	Key Word	Definition
THE STATE OF THE S	Alliance	A defensive union of countries
	Assassination	A murder carried out for political reasons
	Imperialism	When countries develop an empire
ৰ	Militarism	Building up of military forces to use to achieve political aims
	Nationalism	A strong belief that your country is superior to others
F6:8	Propaganda	Information from the Government to persuade people to think & act a certain way
	Treaty	A formal agreement between countries
<u>j</u>	Trench	A long narrow ditch to shelter from gunfire & artillery.
	Conscientious Objector	Someone who refuses to fight for moral or political reasons
Q	Conscription	Measures introduced by the government to force men to fight.
	Pals Battalions	A group of friends who all joined the army at the same time.
桑	Lord Kitchener	Responsible for recruitment

"In most of the nations who enga in the conflict, the role played by four million non-white non-Europ who fought and laboured on the western front - and in other thea of the war in Africa, the Middle E and Asia - has been airbrushed fi popular memory. This was the first truly global war Mechanised industrial weapons, as the machine gun, combined w modern railways to become the enabling factors that led to a war siege and slaughter on a continer scale. In seeking to break the deadlock of the trenches, all the combatant nations, in their differ ways, attempted to globalise the war.... When the guns fell silent in 1918, victors and vanquished turned ag the black and brown men who ha fought in what the victory medals then being struck for each allied soldier called "The Great War for Civilisation". **David Olusoga**



$\overline{}$	
the peans	
atres East rom	
r. such rith	
r of ntal	**
main rent	***
, both gainst ad s	F/®
	(X

	Knowledge Milestones	Extra Knowledge	Expert Knowledge
	Black Hand Gang assassination of Franz Ferdinand in Sarajevo – started WW1	War spread due to the alliance system in Europe. The Triple Alliance was made up of Germany, Austria-Hungary and Italy. The Triple Entente included Russia, Britain and France	Militarism, Nationalism & Imperialism increased tensions before 1914 and contributed to war between the two alliances
**	The war was popular & millions of men on both sides volunteered to fight in 1914	The government recognised that more men would be needed and used propaganda campaigns to encourage men to volunteer	The horrors of war led to a decline in volunteers with some men refusing to fight on moral grounds. By 1916 the government was forced to introduce conscription to force 3.5 million men to fight.
₹	The fighting quickly developed into a stalemate and trenches were dug to protect soldiers.	Trench warfare dominated the fighting with trenches running for 475miles from the English channel to the Swiss Alps	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.
	Historian David Olusoga tells us about the contribution of Empire troops to the 1st WW	Re-examining of the evidence means that we can find out new things about WW1. Individual stories	Historians use evidence to piece together the past. This means it can be interpreted in different ways. David Olusoga dispels the myth that WW1 was fought only by white Europeans
2 /4	Women played a vital role in winning the war by replacing men in important jobs as a result of conscription	Some women were prepared to do more than just support the war effort on the Home Front. They saw action on the front line	The heroic role of these women was forgotten after the war. Their deeds did not sit comfortably with society's traditional view of femininity but

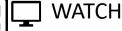
If you want to find out more check out the following links or scan the QR codes on your phone or tablet.



READ

https://www.historyextra.com/period/firstworld-war/books-interview-margaret-macmillanon-the-first-world-war/





https://m.youtube.com/watch?v=aU1HzdhEPbw





as soldiers, nurses and spies





rather challenged that view

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 happenslong term or trigger

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 guestion, 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.

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 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 he 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.







USING INTERPRETATIONS: What do I need to know?

NEGATIVE, might the authors have done different RESEARCH?



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

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?