

How different were experiences of the First World War?



	Key Word	Definition
	Alliance	A defensive union of countries
	Assassination	A murder carried out for political reasons
	Imperialism	When countries develop an empire
	Militarism	Building up of military forces to use to achieve political aims
	Nationalism	A strong belief that your country is superior to others
	Propaganda	Information from the Government to persuade people to think & act a certain way
	Treaty	A formal agreement between countries
	Trench	A long narrow ditch to shelter from gunfire & artillery.
	Conscientious Objector	Someone who refuses to fight for moral or political reasons
	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.
	Lord Kitchener	Responsible for recruitment

"In most of the nations who engaged in the conflict, the role played by the four million non-white non-Europeans who fought and laboured on the western front – and in other theatres of the war in Africa, the Middle East and Asia – has been airbrushed from popular memory. This was the first truly global war. Mechanised industrial weapons, such as the machine gun, combined with modern railways to become the enabling factors that led to a war of siege and slaughter on a continental scale. In seeking to break the deadlock of the trenches, all the main combatant nations, in their different ways, attempted to globalise the war.... When the guns fell silent in 1918, both victors and vanquished turned against the black and brown men who had fought in what the victory medals then being struck for each allied soldier called "The Great War for Civilisation". David Olusoga



	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 475 miles 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
	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 as soldiers, nurses and spies	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 rather challenged that view

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/first-world-war/books-interview-margaret-macmillan-on-the-first-world-war/>

WATCH
<https://m.youtube.com/watch?v=aU1H2dhEPbw>

LISTEN
https://play.acast.com/s/historyextra/http%3A%2F%2Fbristolcdn.s3.amazonaws.com%2Fbbchistory%2Faudio%2FHistoryExtra_2014_08_07.mp3

SCAN ME

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?