



World War One

Teachers and Parents

This theme is about the memories of the Great War. It covers the heady patriotic days at the outbreak of war, the rush to join up and the subsequent horrors of the trenches, the wounded and the dead. There is testimony of the hard times in 'Blighty' of rationing and poverty and the demand for change from the working class in the aftermath of the War.

Please click the link below for suggestions on how to use the material to support teaching and learning in a classroom setting.

[History Keystage 3](#)

[Drama Keystage 3](#)



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History Keystage 3

Schemes of Work

Below are links relevant Schemes of work.

Scheme of work: [History, Unit 18: Hot war, cold war why did the major twentieth-century conflicts affect so many people? Section 5: What do local people remember about the main conflicts?](#)

Objectives

- about the impact of world events upon ordinary people
- to select and use a variety of local source material to contribute to an investigation

Activities

Using the extracts explore what local people remember about the First World War. Discuss the impact of the war on the local area.

Outcomes

Identify some of the key events of the First World War in the local area.

Explain the impact of 'total war' on local people.

Suggested tasks

Divide class into groups to look at one of the following themes:

- Your country needs you!
- Life in Blighty
- After the War

Ask the group to explore the impact of war on the local area and population e.g., disability, death, mental health, poverty, rationing, memorials, housing, local politics, women's rights. The group could report back to the class through making a multimedia presentation.



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Drama Keystage 3

1. Read the section **'Your country needs you!'** and its linking pages.

Discuss the patriotism the men had towards going to war. Where may this have come from? What part did recruitment posters and slogans have to play in this? Compare this to the media's affect on public opinion today.

In groups, devise and perform an advert, encouraging people to think that fighting in the army is a positive thing. How will you persuade your audience to think this? Use techniques such as, narration to audience, use of an expert, comparing a person who has joined up to one who hasn't, images (frozen or moving) and a slogan e.g., 'your country needs you!' (*suitable for Year 8*)

Teacher draws an imaginary line across the floor and at one end puts a sign saying 'agree' and at the other, 'disagree'. In the middle is put a sign saying 'not sure'. She/ he explains that they will read out a number of statements about war. If students fully agree then they should stand at the 'agree' end of the line, and if they disagree at the 'disagree' end. They stand in the middle if they are unsure. They can stand anywhere along the line according to the level of how much they agree or disagree. They must be prepared to give reasons for their decision. (*suitable for Year 9, 10. Can link to Citizenship - study of National Government*)

Examples of statements:

- Today is Tuesday (test statement!)
- 'It's good to be proud of your country'
- 'Every country needs an army to protect it'
- 'The age limit to join the army should be higher/lower'
- 'Women soldiers should be allowed to be in combat'
- 'War is necessary for peace'

2. In groups, ask students to come up with tableaux to explore the themes of war. Suggested titles could be, 'war' and 'peace', 'death' and 'life' and 'victory' and 'defeat'. These images can be put to suitable classical music and performed, for the rest of the group. (*Suitable for Year 9, and Drama/English* KS4, Year 10*)

- *Extension* - Repeat the tableaux, with one person in the group stating the title, e.g., 'war'. Go through each one in turn. Then repeat the sequence of tableaux but state the opposite title, e.g., 'peace' instead of war. Discuss the dramatic irony this creates. (*Drama/English* KS4, Year 10*)



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Drama Keystage 3 - continued

**These exercises can also be used as preparatory work to introduce themes and images to explore war poetry studied in GCSE English, indeed, the themes and images can be chosen from them e.g., Wilfred Owen's 'Dulce et Decorum'.*