



# Over The Top

Recommended year group: 9

Subject focus: History

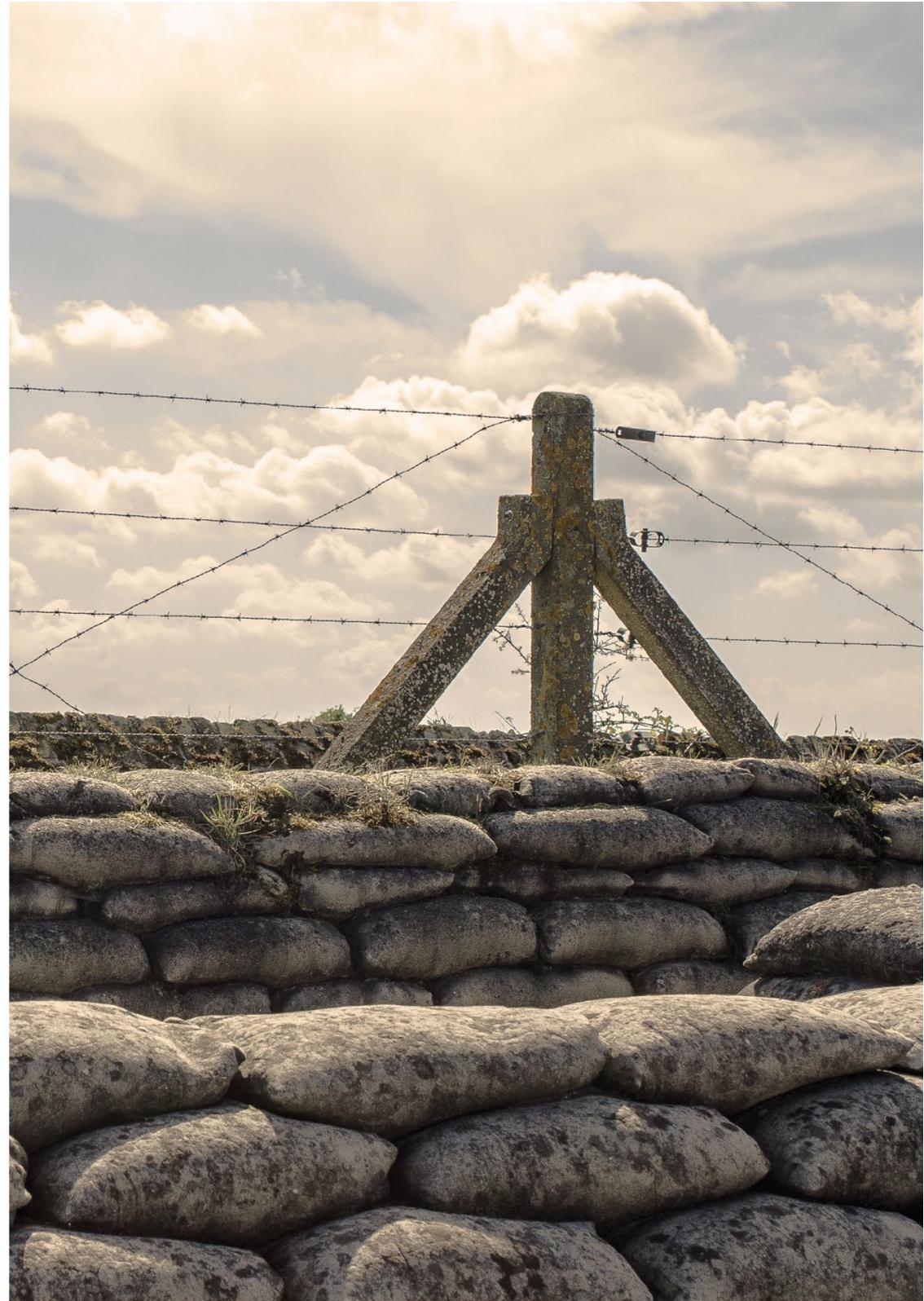
**Driving Question: What impact did the First World War have on soldiers and civilians?**

## Introduction

The intention of the Over the Top theme is to deepen and extend students' knowledge of British history by understanding its role in the First World War (1914–1918). Within this theme, students explore the key events of the First World War while developing an understanding of key historical concepts such as continuity and change, cause and consequence and significance.

In connection to the Driving Question for this theme, students explore a range of perspectives from soldiers and civilians (from Britain, its Empire and allies). Students will become familiar with the place of sources and interpretations in historical study, learning how to analyse and evaluate their usefulness and reliability, deepening their critical skills.

As this theme is delivered in the summer term of Year 8, it revisits, builds upon and consolidates key skills as well as enhancing students' subject knowledge. References can be made to content delivered in previous themes such as India and Please Sir as well as preparing them for future themes such as Tragedy and Britain: A Living History.



## Assessment outcomes

- 1 Causes of the First World War: SE.HS.01, SE.HS.02
- 4 The Christmas Truce, 1914: SE.HS.03
- 5 Shell shock: PS.HL.02
- 7 Big Read: 'Dulce et Decorum Est': RL.ID.04
- 9 Tommies from India: C.OT.02
- 10 Big Write: Letters from the Front: CL.WP.01, CL.WP.04
- 11 Should animals be remembered?: SE.RE.04
- 13 Peace at last?: SE.HS.04, SE.HS.05

## Linked reading

**Private Peaceful by Michael Morpurgo:** 'They've gone now, and I'm alone at last. I have the whole night ahead of me, and I won't waste a single moment of it . . . I want tonight to be long, as long as my life . . .' For young Private Peaceful, looking back over his childhood while he is on night watch in the battlefields of the First World War, his memories are full of family life deep in the countryside: his mother, Charlie, Big Joe, and Molly, the love of his life. Too young to be enlisted, Thomas has followed his brother to war and now, every moment he spends thinking about his life, means another moment closer to danger.'

## Key vocabulary

ACE, AD, Alliance, Alliteration, Analogy, Analyse, Arbitration, Artillery, Battalions, BC, BCE, Blending, Bombardment, Caliph, Campaign, Censorship, Chronology, Communication, trenches, Complex sentences, Composition, Compound sentences, Condemnation, Consequence, Context, Contour lines, Cowardice, Debate, Defence Against the Realm Act, Duckboard, Dugout, Empathy, Empire, Fading, Fatwa, Fire trench, Fraternisation, Frontline, Frostbite, German First High Fleet, Ideas, Imperialism, Infantry, Inflation, Interpretation, Jihad, Khalifia, Land Army, League of Nations, Literary Devices, Long term, Memorial, Metaphor, Militarism, Monologue, Nationalism, Neurosis, No Man's land, Ottoman, Over the top, Parapet, Personification, Perspective, Persuasive writing, Post Traumatic Stress Disorder PTSD, Propaganda, Rationing, Record, Recount writing, Reserve trenches, Sanction, Sappers, Sentence Fluency, Shell Shock, Short term, Simile, Sources, Stalemate, Stanza, Sultan, Support, Support trench, Symptoms, The Home Front, Tone, Total War, Treaty, Treaty of Versailles, Trench, Trench foot, Truce, U-Boat, World power, Zeppelin

## Flipped learning opportunities

**Lesson 4** – The Christmas Truce, 1914

**Lesson 5** – Shell shock

**Lesson 6** – First World War Art

**Lesson 7** – Big Read: 'Dulce et Decorum Est'

**Lesson 8** – Walter Tull

**Lesson 10** – Big Write: Letters from the Front

**Lesson 11** – Should animals be remembered



## People, Place and Time

The 'People, Place and Time' resources provide support to key knowledge throughout the theme.

- **People:**
- **Place:**
- **Time:**

## Family learning opportunities

### Ideas for discussion at home

Hodder Resources

## Extended learning opportunities

Students could use these ideas to explore different features of the theme.

### Careers

These ideas can be used alongside the lessons in order to discover career pathways associated with key elements of learning from this theme.

[politics | Search | Explore careers \(nationalcareers.service.gov.uk\)](#)  
[Career Matcher Introduction | Civil Service Careers \(civil-service-careers.gov.uk\)](#)

### Places to visit

Imperial War Museum – London and Manchester

[Imperial War Museums \(iwm.org.uk\)](#)

## Kooth

A Surprising History of Mental Health

Creating a Connection Box

Mindfulness

Podcast – Creative Writing

What is Grief?

## Cultural capital suggestions

Read: [Scars Upon My Heart: Women's Poetry and Verse of the First World War](#), edited by Catherine Reilly

Look: [My Boy Jack](#) (2007), TV film about Rudyard Kipling and his son, who enlisted in the army during the First World War only with his father's help

Listen: [Creative Writing Podcast: How to write poems – Kooth Podcast | Podcast on Spotify](#)

## Lessons

Lesson title	Subject	Essential knowledge/concepts	Competencies	National curriculum coverage
<b>1 The causes of the First World War</b>	History	Identify, describe and categorise different causes of the First World War.  Assess which factors were the most significant as a cause of the First World War.	<b>SE.HS.01</b> Structuring, organising and deploying historical knowledge  <b>SE.HS.02</b> Making historical connections	<b>History:</b> Challenges for Britain, Europe and the wider world from 1901 to the present day.
<b>2 Sign Up</b>	History	Explain reasons for the differences in interpretations and sources.  Analyse sources and evaluate the impact they had during a historical period.	<b>SE.HS.03</b> Using historical sources	<b>History:</b> Challenges for Britain, Europe and the wider world, 1901 to the present day.
<b>3 Life in the trenches</b>	History Geography	Identify various aspects of trench warfare.  Use information from sources to explain the challenges soldiers faced in the trenches.  Justify the placement of trenches using knowledge of physical geography features.	<b>SE.HS.01</b> Structuring, organising and deploying historical knowledge, using historical vocabulary  <b>SE.GE.04</b> Demonstrate map skills	<b>History:</b> Challenges for Britain, Europe and the wider world, 1901 to the present day.  <b>Geography:</b> Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.

<b>4 The Christmas Truce, 1914</b>	History	Use sources and interpretations to explain what happened at Christmas in 1914.  Evaluate the usefulness of sources.	<b>SE.HS.03</b> Using historical sources	<b>History:</b> Challenges for Britain, Europe and the wider world, 1901 to the present day.
<b>5 Shell shock</b>	Personal Development	Define the term 'shell shock'.  Compare shell shock experienced in the First World War and Post-Traumatic Stress Disorder (PTSD).  Explore the different support, resources and organisations available for individuals with PTSD.	<b>PS.HL.02</b> Make positive health choices in relation to leisure activities	The lesson links to the Personal Development curriculum, thinking about mental health and the impact negative experiences can have on the human body.
<b>6 First World War Art</b>	Art	Explain what we can learn about the First World War from the piece of art.  Identify common elements used by the artist.  Implement technique in personal artwork.	<b>C.RS.01</b> Identify and explore relevant contextual Artist research and I can express my thoughts and ideas through written analysis	<b>Art:</b> Students to develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Students to use a range of techniques and media.

<b>7 Big Read: 'Dulce et Decorum Est'</b>	History	Outline some of the key themes in a number of First World War poems.  Identify and analyse the key literary features in the poem 'Dulce et Decorum Est'.	<b>RL.ID.04</b> Identify and interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyse how they affect meaning or tone	<b>English:</b> Recognising a range of poetics conventions and understanding how these have been used.
<b>8 Walter Tull</b>	History	Investigate the life of Walter Tull.  Discuss and explain why Walter Tull should be remembered today.	<b>SE.HS.0:</b> Using historical sources  <b>SE.HS.04</b> Using historical interpretations	<b>History:</b> Challenges for Britain, Europe and the wider world, 1901 to the present day.
<b>9 Tommies from India</b>	History Art	Examine the diversity of soldiers during the First World War and consider why it is important to remember them.	<b>C.OT.02</b> Express a variety of relevant thoughts and ideas (Devising/Choreography/Discussion)	<b>History:</b> Challenges for Britain, Europe and the wider world, 1901 to the present day.  <b>Art:</b> Pupils produce creative work, exploring their ideas and recording their experiences.
<b>10 Big Write: Letters from the Front</b>	English	Identify the features of a recount text.  Apply the features of a recount text.  Model language appropriate to audience and purpose.	<b>CL.WP.01</b> Write imaginative, interesting and developed texts to convey complex ideas clearly and accurately (Ideas)  <b>CL.WP.04</b> Varying sentences for clarity, purpose and effect (sentence fluency)	<b>English:</b> Write accurately, fluently, effectively and at length for pleasure and information through personal and formal letters.
<b>11 Should animals be remembered?</b>	RE	Explore the experiences of animals in warfare throughout history.  Explain the roles played by animals in the First World War.	<b>SE.RE.04</b> Evaluate religious statements	<b>History:</b> Challenges for Britain, Europe and the wider world, 1901 to the present day  <b>NATRE:</b> Explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses and expressing a wide range of insights that draw on a wide range of examples including the arts media and philosophy.

<b>12 The Home Front</b>	History	<p>Explain how and why the First World War affected everyday life in Britain.</p> <p>Analyse the extent to which different members in British society were affected by the First World War.</p>	<p><b>SE.HS.02</b> Making historical connections (change and continuity, cause and consequence, significance/importance, similarity and difference)</p>	<p><b>History:</b> Challenges for Britain, Europe and the wider world, 1901 to the present day.</p>
<b>13 Peace at last?</b>	History	<p>Describe the consequences of the First World War.</p> <p>Assess the effectiveness of the Treaty of Versailles.</p> <p>Evaluate the success of the League of Nations.</p>	<p><b>SE.HS.04</b> Using historical interpretations</p> <p><b>SE.HS.05</b> Writing historical arguments</p>	<p><b>History:</b> Challenges for Britain, Europe and the wider world, 1901 to the present day.</p>