University Learning in Schools

History

The First World War: Trauma and Memory

Module Rationale

University Learning in Schools

Module Rationale

Title of Module: The First World War: Trauma and Memory
Teacher/researcher pair: Laurence Simpkin/Vincent Trott

Module Rationale	
Why did you choose your particular theme (consider: **inspiration, ambition, creativity, new ways of thinking, pragmatism, tailoring research to exam requirements**)?	To complement existing teaching on the First World War by introducing students to topics and themes not usually covered on the History curriculum.
What did you hope to achieve? (i.e. what was your over-arching objective?)	To expand students' knowledge of the First World War and improve their ability to analyse historical sources.
How did you decide on the time frame for your module? (To fit to a half-term? To fit with an assessment cycle? Based module on x number of lessons of y length over z number of weeks)	To fit a half-term, with two lessons per week, making ten lessons in total.

Overview of Module What are the components?	
Lesson plans/rationale	10 Lesson Plans
Presentations	N/A
Resources required for pupils (books, lab equipment, computer facilities, etc.)	Access to the internet, sound and video, printed materials (see below). Resources will be compiled into PowerPoint documents.
Resources provided in lessons by teacher (text extracts, images, journal articles, etc.)	A variety of primary sources will be provided in class, including text extracts, images, and video. These will be made available on PowerPoint slides or through handouts, where necessary.

Unit overview
Individual Lesson Objectives, Key Questions and Key Concepts & Terminology
NB - This will be your final scheme of work (in medium-term plan form). By using this table, your scheme of work will fit into the proforma for dissemination.

Lesson	Objective	Key Question(s)	Key Concepts & Terminology
1	To develop a contextual understanding of the First World War.	*What was the First World War?* Who took part in the war? Why did it happen? What were some of the key events of the war?	Allied powers, Central powers, neutral, Western Front, assassination, mobilization, ultimatum, Mons, Loos, Ypres, Passchendaele, Somme, Armistice.
2	To begin to recognize the potential and limitations of historical sources.	*What can a photograph tell us about the experiences of British soldiers in the trenches?* What is a historical source? What is the difference between a primary and secondary source? What can sources tell us? What are their limitations? How can we judge how reliable a source is?	Historical source, primary source, secondary source, trench, usefulness, limitations, historical context, reliability, provenance, purpose, tone.
3	To analyse the utility and reliability of casualty and death statistics.	*How many casualties were there in the First World War?* What are references? What is the difference between military deaths and casualties? Why do casualty statistics differ? How reliable are death statistics?	Casualties, military deaths, references, verify, physical, psychological.
4	To learn how to define 'shell shock' and analyse a primary source related to this theme.	*What can a film tell us about shell shock?* What is mental trauma? What is shell	Shell shock, mental trauma, anxiety, depression, insomnia, mutism, contracture, war neurosis, stigma, hysteria, symptom, diagnose,

		shock? What were the symptoms of shell shock? How was shell shock diagnosed?	Royal Army Medical Corps.
5	To understand how popular attitudes about masculinity affected how shell shock was perceived.	***Why was the popular attitude towards shell shock unsympathetic?*** Why did more officers suffer from shell shock than other ranks? What made psychotherapy different from other treatments for shell shock? How were men/soldiers expected to behave? How did ideas of masculinity influence attitudes to shell shock and how it was treated?	Masculinity, femininity, recruitment, hereditary, repressed, psychotherapy, officers, rank,
6	To begin to recognize the impact of the First World War on civilians.	***What impact did 'total war' have upon civilians?*** What atrocities were committed against civilians in the First World War? Why were these atrocities committed? What was the physical and psychological impact of these atrocities on civilians? What is 'total war'? How did the First World War impact upon different groups of civilians?	Total war, home front, atrocities, civilians, barbarism, pillaging, interned, blockade.
7	To analyse a source, explain its use and reliability in relation to the effect the First World War had on civilians.	***What impact did 'total war' have upon civilians? (part II)*** What were the effects of aerial bombing? What was the impact of the Allied blockade of Germany?	Zeppelins, aerial bombing.
8	To compare two sources relating to remembrance.	***How were the dead remembered?*** How were the dead remembered after the	Commemoration, cenotaph, British Legion, Tomb of the Unknown Warrior, sapper, Ypres

		First World War? Why did these acts of remembrance become popular?	salient, memorial.
9	To be able to analyse art and poetry as historical sources.	***How has the trauma of the First World War been represented in literature and art?*** How can we use poetry and art as historical sources? Who was Siegfried Sassoon? How does Sassoon represent shell shock in his poetry?	Siegfried Sassoon, Otto Dix.
10	To effectively plan a source analysis.	***Assignment Preparation*** How can we plan a source analysis? How should we reference this piece of work?	Plagiarism, footnote.

Evaluation		
*What is the impact of the module? Consider the impact, if any, that planning, teaching and assessing the module has made on both **pupil** and **teacher** in each category:*		
Impact	**On pupil**	**On teacher**
Subject skills learned		

New conceptual understanding or new ways of thinking		

Reflection		
Stop	**Start**	**Carry on**
What should be excised or not repeated?	What should teachers add to the module next time it is taught?	What aspects worked well and should definitely be repeated next time the module is taught?