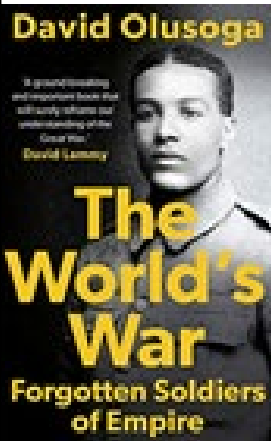


Knowledge Organiser: How can sources help us discover the varied experiences of WWI soldiers?

<p>This topic investigates the varied experiences of soldiers in WWI with a direct emphasis on using sources. We will look at why soldiers joined, life in the trenches, the nature of fighting, soldiers from the empire on the Western Front and the experience of major battles such as the Somme and Gallipoli. Our second order concept is EVIDENTIAL THINKING.</p>		Chronology: what happened on these dates?		Vocabulary: define these words.	
		<p>August 4th 1914</p>	<p>Britain declares war on Germany.</p>	<p>Sources</p>	<p>Materials or objects which historians use as evidence to discover the past e.g. posters, diaries, artefacts, letters or newspapers.</p>
Summarise your learning		<p>1914</p>	<p>Kitchener introduces the 'Pals Battalions' as a method of recruiting more soldiers from Britain.</p>	<p>Pals Battalions</p>	<p>Battalions of men who enlisted to join WWI together, often from the same local community, sports club, workplace.</p>
<p>Topic 1: How men were recruited to fight in WWI</p>	<p>Patriotism and propaganda posters were two important reasons why men joined the war effort in 1914. They signed up to Pals Battalions, with ultimately disastrous consequences. In Germany and France, conscription was used. All European countries used their soldiers from the empires to fuel the demand for manpower.</p>	<p>1915</p>	<p>The Battle of Gallipoli begins. It was a major defeat for the Allies and a victory for the Ottoman Empire.</p>	<p>Conscientious Objector</p>	<p>Someone who opposed going to war on grounds of religious or humanist beliefs.</p>
		<p>1916</p>	<p>The Battle of the Somme. More than 65,000 soldiers on both sides killed or wounded during the first day of battle.</p>	<p>Trench</p>	<p>A long, narrow excavation in the ground, the earth from which is thrown up in front to serve as a shelter from enemy fire or attack.</p>
<p>Topic 2: What was life and fighting like on the Western and Eastern Fronts?</p>	<p>Trench conditions were awful. Rats, lice, trench foot and the constant fear of shelling all damaged the morale and health of the soldiers. We look at how pockets of men resisted and objected to joining the war effort, often with harsh and painful consequences. Those who objected were given a white feather, a sign of being a coward.</p>	<p>1918</p>	<p>End of the First World War.</p>	<p>Propaganda</p>	<p>The organised spread of one-sided political ideas using advertising.</p>
		<p>2006</p>	<p>The British government officially pardons all the men who were executed during the war on the charge of cowardice.</p>	<p>Recruitment</p>	<p>The process in which a government persuades or forces men to join the military services.</p>
<p>Topic 3: Colonial troops and the Battles of Somme and Gallipoli</p>	<p>We use Olusoga's book to investigate the 4 million Indians, Algerians, Canadians, and Native American, Chinese, Australian soldiers who fought and worked on the Western Front. We consider the varied experiences of the Somme and Gallipoli and how some sources show us surprising comradeship between enemy lines.</p>	Forgotten Soldiers of WWI: David Olusoga		<p>A Front</p>	<p>A zone of fighting. Western Front was fought between France and Germany, while Eastern Front was fought between Germany and Russia.</p>
		<p><i>"Over 4 million soldiers from the empires gave their lives to Europe during WWI. To truly appreciate the impact of WWI, all these experiences need to be understood. We need to use the evidence to uncover these perspectives. This is about seeing the war for what it was: a multi-racial, multi-national struggle fought all over the globe."</i></p>		<p>Shell Shock</p>	<p>The condition of being psychologically disturbed due to warfare</p>
<p>Tribunal</p>	<p>A military court where arguments are presented for and against the accused in a trial.</p>				
<p>Conscription</p>	<p>The legal requirement to join the armed forces.</p>				
<p>Topic 4: Medicine and Army deserters</p>	<p>World War One was the first industrial war. Devastating new weapons caused huge casualties. Poison gas was particularly feared by all soldiers. The result of these terrible conditions led to medical developments, such as the Thomas Splint and the use of X-rays. On the other hand, the experience of shell shock led to many deserters, of which 306 were shot by the British Army accused of cowardice.</p>				

EVIDENTIAL THINKING

“How can sources help us discover the varied experiences of WWI soldiers?”



A simple black outline of a lightbulb with a textured top, set against a yellow background.	<p>Use this formula to help you answer and structure your source usefulness answers</p>
S	<p>SAY/SHOW - What does the source say? What does the source show? What useful information does the source tell me? What facts does it give? What views or opinions does it give?</p>
N	<p>NATURE - What is the source? A photo, a speech, a cartoon, a letter, a diary. Does this affect its reliability? Is it likely to give honest views, be complete, be one-sided?</p>
A	<p>AUTHOR - Who wrote/created it? Does this affect its reliability? Do they know what they are talking about? Will they have a complete picture? If there is not author, is that a problem? Why?</p>
P	<p>PURPOSE - Why was it made? Does this affect its reliability? Are they trying to gain support? Are they trying to influence others? Are they writing to inform?</p>