



## YEAR 6– War and Peace

### The Great War

World War I officially began on 28th July 1914 and lasted for over four years, coming to an end on 11th November 1918. The short-term trigger for the conflict was the assassination of Archduke Franz Ferdinand of Austria and his pregnant wife Sophie, leading Austria-Hungary to blame Serbia and declare war. However, the war was ultimately caused by four major long-term tensions across Europe, known as the MAIN causes: Militarism (the large-scale build-up of armed forces); Alliances (pacts binding nations together, splitting Europe into the Allies—including the UK, France, Russia, and later the USA—and the Central Powers—including Germany, Austria-Hungary, and Italy); Imperialism (competition to conquer land and build global empires); and Nationalism (intense pride and desire for self-determination). The war finally ended with an Armistice agreement on the 11th hour of the 11th day of the 11th month in 1918. As part of the peace terms, weapons and heavy machinery—including cannons, machine guns, submarines, and train carriages—were surrendered.

### Trench Warfare and New Technology

On the battlefield, soldiers experienced severe trench warfare, living in long, muddy ditches dug into the ground. Conditions were notoriously terrible, cold, and unsanitary, causing many soldiers to fall ill. Facing each other across the front lines were opposing sets of trenches, separated by an extremely dangerous area known as 'No Man's Land'. This terrain was filled with obstacles such as heavy barbed wire and hidden land mines,

making soldiers vulnerable whenever they were ordered "over the top" to attack. World War I marked a major shift in warfare due to the introduction and widespread use of modern military technology designed to break the stalemate of trench warfare. Troops faced devastating technological advances on land, at sea, and in the air, including rapid-fire machine guns, heavy artillery cannons, land mines, submarines, and newly developed machinery such as tanks and aeroplanes.

### Who Went to War?

July 28<sup>th</sup> 1914 - November 11<sup>th</sup> 1918

| The Triple Entente/The Allies                                                      |                                                                                                                                                         | The Triple Alliance/The Central Powers                                             |                 |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------|
|   | United Kingdom                                                                                                                                          |  | Germany         |
|   | France                                                                                                                                                  |  | Italy           |
|   | Russia                                                                                                                                                  |  | Austria-Hungary |
|  | The USA was a major trading partner with Britain. In April 1917, the USA declared war against Germany for attacking their trading ships around Britain. |                                                                                    |                 |

### Propaganda and Persuasion

To maintain public support and keep armies supplied with troops, governments relied heavily on propaganda posters. The primary purpose of propaganda was to persuade the public, boost morale, recruit men into the military, and influence opinions on the Home Front.



Are **YOU** in this?

Creators used clever visual and psychological techniques, such as strong symbolism, patriotic imagery, and targeted bias.

Posters often used direct eye contact and striking captions to speak straight to the viewer, appealing directly to their sense of duty, pride and honour, or using shaming and guilt to compel men to sign up.

### The Christmas Truce of 1914

During Christmas in 1914, informal ceasefires occurred along parts of the Western Front, where opposing British and German soldiers ventured out of their trenches into No Man's Land. Contemporary primary sources, such as soldiers' letters and personal diary entries, confirm that men sang carols across the lines, exchanged gifts like chocolate and cigarettes, and held joint burial services for fallen comrades. However, subsequent retellings, media reports and film dramatisations have significantly mythologised the event over time. While popular culture often depicts widespread, organised football matches, historical evidence suggests any games were isolated and informal, as the churned mud, shell craters and barbed wire made proper matches almost impossible. Furthermore, the truce was unofficial, localised to specific sectors and short-lived, with heavy fighting resuming shortly afterwards.

### Women's Roles on the Home Front and the Path to Suffrage



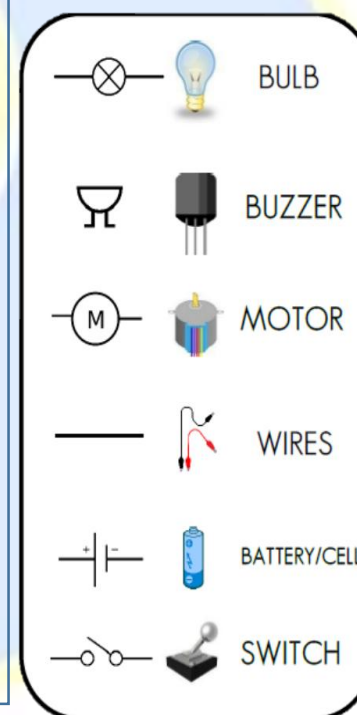
Before World War I, societal expectations meant that a woman's place was strictly considered to be in the home, focused on cooking, cleaning, washing and raising a family.

However, as millions of men went to fight overseas, vacant jobs urgently needed filling to keep the country running. Women stepped into paid workforce roles across many essential industries for the first time, notably working long hours in dangerous munitions factories making weapons and ammunition for the war effort.

The vital contribution of women on the Home Front completely reshaped public perception regarding their capability and status in society. Recognising their essential work during the national crisis helped persuade the government to grant women voting rights, leading directly to the Representation of the People Act in 1918, which gave the vote to women over 30 who met property qualifications.

### The Campaign for Women's Suffrage

During the late 19th and early 20th centuries, men in the UK had the right to vote while women did not. To fight for change, two key campaign groups formed. The Suffragists, led by **Millicent Fawcett** within the National Union of Women's Suffrage Societies, believed in achieving the vote through peaceful, constitutional methods such as petitions, public meetings and leafleting. In contrast, **Emmeline Pankhurst** formed the Suffragettes (the Women's Social and Political Union), adopting a militant, active approach of direct action to force publicity ("deeds not words"). Suffragettes broke the law by disrupting political meetings, chaining themselves to the railings of Buckingham Palace, smashing windows, and setting post boxes alight. The movement gained significant public attention through figures like **Emily Davison**, who became the first woman to die for the cause after throwing herself under the King's horse at the 1913 Derby. Full voting equality was finally achieved with the Equal Franchise Act in 1928, granting all women over 21 the right to vote.



**Current:** this is the amount of electricity flowing through the circuit (a flow of electrons moving in a loop in the circuit). It is measured in amps.

**Voltage:** is the difference in electrical energy between two parts of a circuit. It is measured in volts. The bigger the voltage, the bigger the current.

If you make the wires longer, the bulb will get dimmer. If you add more bulbs, the bulbs get dimmer. This is because the circuit will have more resistance.

If you add more batteries, the bulbs will get brighter. This is because there is less resistance and a greater current.





## YEAR 6– War and Peace

# Cross Curricular Vocabulary

| <u>History</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                            |                                                                                                                                                                                                                         |                                                                                                                                |                                                                                                                                                                                                                                                                                                 |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Chronological understanding</b><br>trend<br>stability<br>decline<br>advance<br>overall<br>transformation<br>development<br><br><b>Knowledge</b><br>alliance<br>impact<br>sacrifice<br>significance<br>consequence<br>remembrance<br>tension<br><br><b>Historical Interpretation</b><br>contrast<br>evaluate<br>convincing<br>limitation<br>perspective<br>interpretation<br>emphasis<br>representation<br><br><b>Historical Enquiry</b><br>refine<br>criteria<br>reliability<br>strengths<br>limitations<br>judgement<br>overall | <b>Science</b><br><br><b>Electricity</b><br>voltage<br>circuit<br>connect<br>break<br>switch<br>control<br>power<br>device | <b>Music</b><br><br>Chord<br>Chord progression<br>Triad<br>Structure (verse, chorus, bridge)<br>Harmony<br>Strum<br>Pluck<br>Fret<br>Tablature (TAB)<br>Melody<br>Unison<br>Tempo<br>Marching song<br>Call and response | <b>French</b><br><br>avoir<br>être<br>il y a<br>il n’y a pas de / d’<br>un / une<br>des<br>ils / elles ont<br>ils / elles sont | <b>Art</b><br><br><b>Drawing</b><br>combine<br>distort<br>highlight<br>sharpen<br>expand<br>compress<br>accentuate<br>detail                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                            | <b>P.E</b><br><br>stamina<br>precision<br>control<br>strength<br>agility<br>dodging<br>possession<br>intercepting<br>acceleration<br>tactical awareness<br>decision making                                              | <b>R.E</b><br><br>Creation<br>Fall<br>Eden<br>evolution<br>baptism<br>salvation<br>virtues<br>grace                            | <b>Computing</b><br><br>communication<br>protocol<br>data<br>Internet Protocol (IP) address<br>Domain Name Server (DNS)<br>packet<br>header<br>data payload<br>explore<br>slide deck<br>reuse<br>remix<br>collaboration<br>public<br>private<br>one-way<br>two-way<br>one-to-one<br>one-to-many |  |