# World War I Primary Resources: Lesson 1

|  |
| --- |
| Subject: Film |
| Curriculum links: See curriculum links from England, Wales, Northern Ireland and Scotland |
| Cross curricular opportunities: History, English |
| Year Group / Class: |
| Date of lesson: |

|  |  |  |
| --- | --- | --- |
| Learning objectives | | |
| * Watch CBBC Operation Ouch film to gain an overall understanding of the history of WWI. * Recognise and compare words with another language – French. | | |
| Success criteria | | |
| * Have a greater understanding of WWI through watching the film. * Identify some words used by British soldiers in WWI borrowed from the French as a result of the close contact between the French & British troops. | | |
| Key vocabulary | | |
| * Toot sweet * Plonk * Skive * Camouflage * Souvenir | | |
| Resources | | |
| * CBBC Operation Ouch film and white board / lap top. | | |
| SEQUENCE OF LESSON – (based on 40 minute lesson) | | | |
| Timings5 minutes­ | Introduction Introduce class discussion around the five English words and phrases below. These came from French words around the time of WWI.  Ask pupils if they can explain the word, say what it means and which French word or expression it might come from.  **Toot sweet**  This means now, immediately, straightaway. It's from the French tout de suite, meaning ‘at once’.  **Plonk** This means cheap, everyday wine. It's probably from the French blanc, short for vin blanc – or white wine.  **Skive** This means play truant, or evade, it’s most likely from the French word esquiver which means to escape, avoid.  **Camouflage** This means conceal or disguise, derived from the French word Camoufler which means disguise.  **Souvenir** This replaced the English word “keepsake” as the primary word for memento. The French soldiers gave the British soldiers presents when they fought together in the trenches and called those presents souvenirs. | | |
| 34 minutes | Group or class activities Introduce the CBBC ‘Operation Ouch WWI special’ film.  Play the film. | | |
| Time available | Plenary  * Ask pupils what they have learnt from this lesson * Which part of the CBBC Operation Ouch film did they like the most? * How important is language in making yourself understood? * Why did French words come into the English language during the First World War? * How do shared words make people feel? * What other forms of communication can help you make yourself understood if you don’t speak the same language as others? * How might you feel if you couldn’t communicate with someone else? | | |
| Extension activities | * The Red Cross emblem is an international symbol of neutrality and protection. The principal users of the emblem are the medical services of the armed forces of each country. Did pupils notice the use of the Red Cross Emblem anywhere in the film?  Learn more about the significance of the Red Cross with an assembly activity: <http://www.redcross.org.uk/What-we-do/Teaching-resources/Assembly-kits/The-red-cross-emblem> * Ask pupils if they can think of different ways in which the English language is evolving – e.g. through language of text messages, social media and gaming. | | |
|  | |  | |
| Opportunities for Assessment | | Differentiation | |
| * Speaking & Listening * Observations | | * Task * Outcome * Questioning | |
| Evaluation | |  | |
| What worked really well in my lesson?  What do I want to focus on to improve future lessons? | | | |