# War I Primary Resources: Lesson 7

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

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| Learning objectives |
| * Solve numerical problems using a range of methods.
* Display data in a clear way using a suitable scale.
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| Success Criteria |
| * Do age-appropriate quick mental calculations
* Be able to create a bar graph from the data supplied
* Understand the vast numbers of people affected by different events during WWI.
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| Key vocabulary |
| * Bar graphs
* Entente and Central powers
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| Resources |
| * White board / lap top, graph paper, pens

The photo: <https://www.flickr.com/photos/britishredcross/4398061673/in/set-72157623534102272/> |
| SEQUENCE OF LESSON – (based on 40 minute lesson) |
| Timings10 minutes­ | Introduction**Mental maths** Show pupils the photograph. Explain what it is - a temporary hospital set up in a large house in southern England to care for wounded soldiers. The nurses are volunteers, the patients are injured soldiers.Ask the following quick questions1. If one nurse can treat 8 patients a day and there are 7 nurses – how many patients will be looked after? (56)
2. If 2 wheelchairs are used equally through the day by 56 patients. How many patients does each wheelchair have to carry? (28)
3. 700 sets of dominos were distributed equally amongst 70 hospitals – how many sets of dominos did each hospital have? (10)
4. 200 chess boards and 2,000 jigsaw puzzles were distributed equally amongst 40 hospitals – how many chess boards and jigsaw puzzles did each hospital have? (5) + (50)
5. Multiply 10 chessboards by 8 sets of dominos and divide by 10 packs of playing cards – what is the answer? (8)
6. At the start of WWI, 624 patients had been given artificial limbs. By the end of the war over 26,000 patients were given limbs. Subtract 624 from 26,000 what is the answer? (25,736)
7. A standard emergency parcel contained 3 tins of beef, 2 tins of cheese or loaf goods, 1 tin of dripping and 2 tins of milk. How many tins were in each parcel? (8)
8. Sophie Kamlish ran a 100m using a prosthetic limb made in WWI in 56.5 seconds. Her personal best using her own blade is 13.69 seconds. How many seconds slower has she run using the WWI prosthetic? (42.81)
9. Explosions in the WWI measured over 140 decibels and gun shots could measure as much as 150 decibels, add the explosion and gunshot decibels together what is the answer? (290)
10. The fighting in WWI lasted for 4 years from 1914-1918. Multiply the number of years by the day of the month it finished on (the 11th). Subtract the number of hours of the time it finished (11am). What is the answer? (33)
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| 25 minutes  | Group or class activities **Bar chart**The estimated total number of military and civilian casualties in WW1 was over 37 million with 16 million deaths and over 20 million wounded. The Entente powers (also known as Allies) lost about 6 million the Central powers lost about 4 million, 2 million people died from diseases and 6 million people went missing presumed dead.**Represent all or some of the following statistics in a bar graph** – this shows the military deaths (from all causes) in the majority of the Countries involved in the First World War. The information is taken from<http://en.wikipedia.org/wiki/World_War_I_casualties#Casualties_by_1914_borders>**Entente Powers (Allies)**Australia – 59,330Canada – 56,639India – 64,449New Zealand – 16,711Newfoundland – 1,204South Africa – 7,121United Kingdom – 702,917Belgium – 13,716France – 1,357,000Greece – 5,000Italy – 460,000Empire of Japan – 300Montenegro – 3,000Portugal – 7,222Romania – 250,000Russian Empire – 1,700,000Serbia – 45,000United States – 116,708(Total = 4,866,317)**Central Powers**Austria- Hungary -1,200,000Bulgaria – 87,500German Empire – 1,773,700Ottoman Empire – 325,000**(Total = 3,386,200)** |
| Time available | Plenary Ask pupils what they have learnt from this lesson* What was the humanitarian impact of the war on individuals, communities, countries and the World?
* Were more countries involved in WWI than they thought?
* How did people help those who were involved with and affected by the war?

NB. In the next lesson (Art) there is a Remembrance Day activity where you can explore the importance of remembering those soldiers who died during WWI. |
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| Opportunities for Assessment  | Differentiation |
| * Speaking & Listening
* Observations
 | * Task
* Outcome
* Questioning
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| Evaluation |  |
| What worked really well in my lesson?What do I want to focus on to improve future lessons? |