

TOPIC DESCRIPTION

The Battle of Messines was an Allied offensive against the Germans on the Western Front that took place from 7th-14th June 1917. The objective was to capture Wytschaete-Messines Ridge, and then use the tactical advantage to push forward through the Western Front. Viewed as a tactical and operational success, the Battle of Messines utilised a number of military units and tactics to push the German army back and capture the area around the Wytschaete-Messines Ridge.

INTENTIONS

1. Summarise how the British Second Army took the Wytschaete-Messines Ridge and highlight the tactics used during the battle.
2. Identify the reasons why the 16th and 36th Divisions fought side-by-side during the Battle of Messines.

OUTCOMES

- Be able to explain why the Battle of Messines was a success.
- Recognise the significance of the 16th and 36th Divisions fighting side-by-side to take the village of Wytschaete.
- Employ ICT skills to express an understanding of the topic.

AREAS OF LEARNING

ENVIRONMENT AND SOCIETY : HISTORY

(Objective 1) Developing pupils as Individuals

Explore how history has affected their personal identity, culture and lifestyle.

(Personal Understanding)

(Objective 2) Developing pupils as Contributors to Society

Investigate the impact of significant events/ideas of the 20th century on the world.

(Cultural Understanding)

Investigate critical issues in history or historical figures who have behaved ethically or unethically.

(Ethical Awareness)

LANGUAGE AND LITERACY : ENGLISH WITH MEDIA EDUCATION

(Objective 1) Developing pupils as Individuals

Explore and respond to others' emotions as encountered in literature, the media, moving image and peer discussion.

Develop the ability to use language (including body language) effectively in communicating with and relating to others.

(Mutual Understanding)

THE ARTS : ART AND DESIGN

(Objective 1) Developing pupils as Individuals

Express themselves through Art and Design.

(Personal Understanding)

CROSS CURRICULAR SKILLS

COMMUNICATION

Talking and Listening

Pupils should be enabled to:

listen to and take part in discussions, explanations, role plays and presentations;
contribute comments, ask questions and respond to others' points of view;
communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;
structure their talk and speak clearly so that ideas can be understood by others;
adapt ways of speaking to audience and situation;
and use non-verbal methods to express ideas and engage with the listener.

Reading

Pupils should be enabled to:

read a range of texts for information, ideas and enjoyment;
use a range of strategies to read with increasing independence;
find, select and use information from a range of sources;
understand and explore ideas, events and features in texts;
and use evidence from texts to explain opinions.

Writing

Pupils should be enabled to:

talk about, plan and edit work;
communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;
develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes;
and write with increasing accuracy and proficiency.

USING ICT

The ICT task allows pupils to develop their knowledge, understanding and experience of the topic through the desirable features of:

>> Research

>> Working with Images

THINKING SKILLS AND PERSONAL CAPABILITIES

Managing Information

Pupils have the opportunity to:

*use their own and others' ideas to locate sources of information;
and communicate with a sense of audience and purpose.*

Thinking, Problem-Solving and Decision-Making

Pupils have the opportunity to:

*make links between cause and effect;
and make connections between learning in different contexts.*

Being Creative

Pupils have the opportunity to:

*experiment with ideas and questions;
learn from and value other people's ideas;
challenge the routine method;
and take risks for learning.*

Working with Others

Pupils have the opportunity to:

*listen actively and share opinions;
and give and respond to feedback.*

Self-Management

Pupils have the opportunity to:

*organise and plan how to go about a task;
and review learning and some aspect that might be improved.*