

# Year 8 History

## Knowledge Organiser

World War One  
Term 4

Name:

Class:



## Enquiry Question:

### What happened during World War One and how did it change Europe?

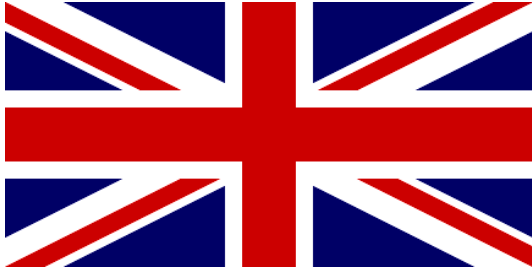
#### Big Questions:

- 1) Who were the great powers of Europe before World War One?
- 2) What were the long-term causes of World War One?
- 3) How did a bullet lead to a war?
- 4) How did the countries respond to the assassination?
- 5) What was the Schlieffen Plan and why did it fail?

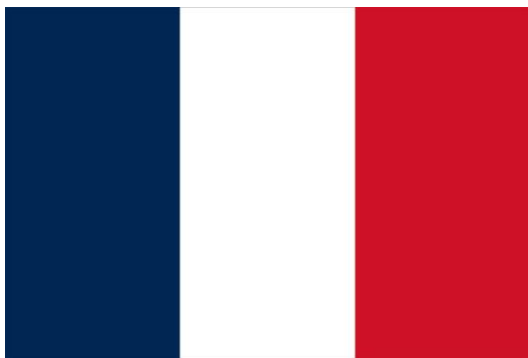
The First World War started in 1914 when tensions that had been building up between European countries since 1871 suddenly exploded into war. The assassination of Archduke Franz Ferdinand was only the spark for war. The Great Powers all thought they could win the war and were prepared to fight. However, new technology and the new industrial processes were not anticipated and the war soon came to stalemate with defence thwarting attack. The troops dug in in trenches and largely stayed there for 4 years. New technology was developed new and devastating weapons such as chlorine gas and the war took to the air for the first time. Troops from all over the world fought on the Western front defending European Empires. In the end Germany was defeated by the allies and the war was won but at an appalling cost in lives and material.

## Big Question 1

### Who were the great powers of Europe before World War One?



**Britain** – By 1900, Britain was the world's richest country. It had the world's largest empire. However, its power and status was being challenged by other countries. In particular, Britain engaged in the naval race with Germany.



**France** - In 1870 the French were beaten by the Germans in the Franco-Prussian War. Germany took two areas of land from France – the rich coal, steel and glass production regions of Alsace and Lorraine. From this point on, many French people wanted revenge against the Germans.



**Russia** – Russia was led by Tsar Nicholas II who sometimes made rash decisions – he appointed family members and friends to help him run the country. Russia was a vast country with high levels of poverty and a handful of rich people. Russia wanted to expand their land and get an overseas empire.



**Germany** - The new Germany made rapid social, military and economic progress. Much of the workforce was highly skilled, and the German people were generally well-educated and well-fed. Germany's industrial development at this time was probably the fastest in the world.

Between 1880 and 1910, Germany's coal production quadrupled and other industries such as steel, chemicals, engineering and armaments grew rapidly. By 1913, Germany was producing more iron and steel and nearly as much coal as Britain. The Kaiser was determined to build up Germany's empire.



**Austria-Hungary** - The union between Austria and Hungary had taken place in 1867. Austria-Hungary was a nation of many different nationalities and ethnic groups, each with its own language and customs. The task of keeping Austria-Hungary unified was one of the government's biggest problems in the years leading up to the First World War.

The Czechs in the north and the Croats in the south-west of Austria-Hungary wanted to rule themselves; and Serbs living in the south wanted to join with the neighbouring country of Serbia. Serbia itself was becoming increasingly more powerful – and was a strong ally of Russia.

## Big Question 2

What were the long-term causes of World War One?

**Military**  
**Empires**  
**Alliances**  
**Nationalism**  
**Shooting**



- European countries had different aims and ambitions but they had some things in common – all countries wanted to keep themselves safe from attack by rivals.
- Britain, France and Russia formed the Triple Entente and Germany, Austria-Hungary and Italy formed the Triple Alliance. People believed that the alliance system would keep Europe free from war.
- The great powers were all trying to gain and maintain colonies which were important to them as each colony provided raw materials for the growing industries of the great powers and markets for their manufactured goods.

## Big Question 3

### How did a bullet lead to the war?



The Archduke was heir to the throne of Austria-Hungary. Many Serbians were angry about Austria-Hungary's control in Bosnia, where many Serbians lived.



He was inspecting his army in Sarajevo, Bosnia, with his wife, The Duchess Sophie.



The royal couple arrived by train on the morning of 28th June 1914. Seven Bosnian-Serbs were planning to kill him.



The first terrorist threw a bomb at the Archduke's car. He missed and was arrested. The royal car decided to return home after this near miss, using a different route than had originally been planned.



Nobody told the driver that the route had been changed. He drove down Franz Josef Street, which was on the original route. The driver realised his mistake and stopped the car to turn round.



Unluckily for the royal couple, the car had stopped right in front of one of the terrorists: Gavrilo Princip. He was on his way home, thinking the plot had failed.



Princip pulled out his gun and fired a shot through Franz Ferdinand's neck. After a tussle, Princip shot and killed Sophie. At 11:30am, the Archduke had bled to death.



Gavrilo Princip was arrested by police and imprisoned. Many people believe this event was the trigger which set of a chain of events leading to the First World War.

## Big Question 4

How did the countries respond to the assassination?

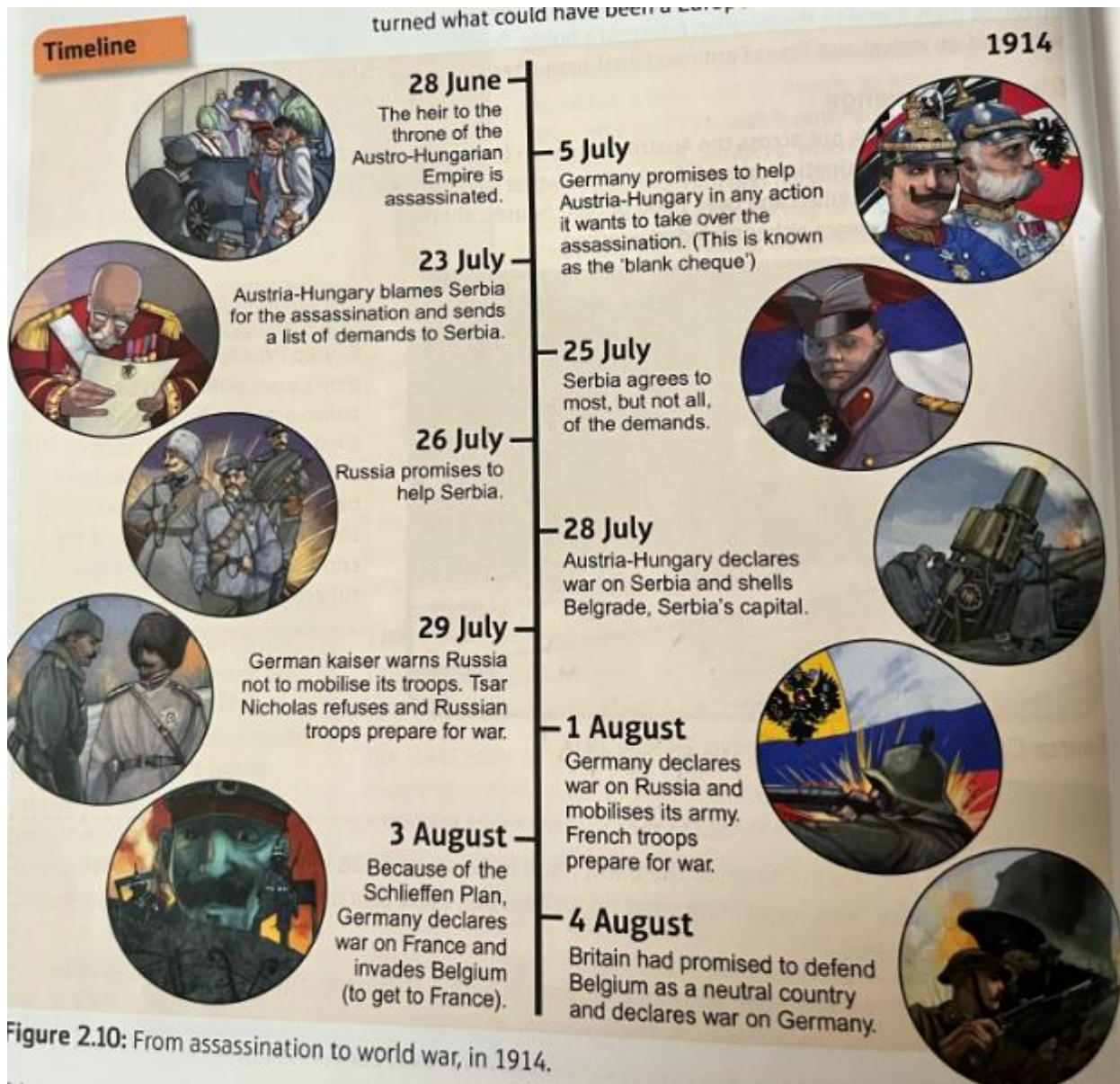
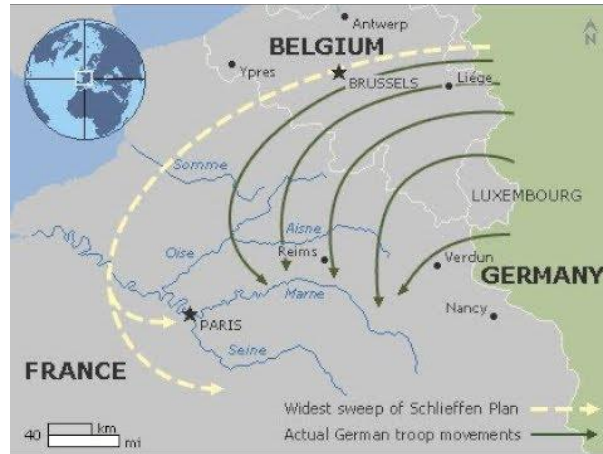


Figure 2.10: From assassination to world war, in 1914.

## Big Question 5

### What was Schlieffen Plan and why did it fail?



The Schlieffen Plan was created by General Count Alfred von Schlieffen in December 1905. The Schlieffen Plan was the operational plan for a designated attack on France once Russia, in response to international tension, had started to mobilise her forces near the German border. It failed for a number of reasons:

1. **The Belgian resistance** - The Germans had underestimated the Belgians, who put up much fiercer resistance than expected. They had built a series of a huge, stone forts equipped with long-range powerful guns to protect the country from attack. This slowed the Germans down.
2. **The BEF** - At Mons, the Germans faced the BEF, who pinned down a large number of German troops. The British rifle-fire at Mons was so fast that the Germans thought they were being machine-gunned.
3. **The Russians** - The Schlieffen Plan relied on the Russians taking around six weeks to get their armies ready to fight. This six-week period would be enough, the Germans hoped, to beat France before turning their forces on the Russians.
4. **German military leaders** - Once the German Army started to retreat it was clear the Schlieffen Plan had failed. The Germans began to dig trenches in the ground to protect themselves from gunfire and bombs. They added machine guns and barbed wire to the top of their trenches.



## Glossary

Alliance	An agreement between two countries to support each other.
Annexation	The addition of an area, region or country to another country or state.
Armistice	A ceasefire, after which, the terms of a treaty are negotiated.
Arms race	When rival nations attempt to outdo each other in the size and quality of their armed forces.
Assassin	A person who kills someone for political or religious reasons.
Attrition	To war away an enemy to the point of them collapsing.
Bayonet	A 40-centimetre knife used for close combat.
Blockade	The stopping of supplies reaching an enemy country.
Bolshevik	A member of a political party that believed in violent revolution and followed the ideas of Karl Marx.
Colony	A country or area under the full or partial control of another country.
Convoy system	Supply ships sailing close together in large groups, protected by warships.
Counter-attack	When a group of soldiers try to drive back an enemy attack.

Depth charge	A bomb dropped into the water that exploded at certain depths to destroy U-Boats.
Desert	Abandon a duty or post without permission.
Dogfight	Air battle.
Eastern Front	The 1000-mile front-line between Russian troops and the soldiers of Germany and Austria-Hungary in Eastern Europe.
Empire	A group of nations or people ruled over by an emperor, empress or other powerful government.
Ethnic group	People who share a distinctive culture, race, religion or nationality.
Foreign policy	The action and strategy taken by a leader or government in dealing with other nations.
Home front	The civilian population of a nation whose armed forces are involved in a war abroad.
Hurricane bombardment	A short, intense artillery bombardment.
Imperial	Relating to an empire or an emperor.
July Crisis	The term used to describe the chain of events from the assassination of Franz Ferdinand to the declarations of war by the major powers from late June to early August 1914.
Machine gun	An automatic gun that fires bullets in quick succession for as long as the trigger is pressed.
Mobilise	Prepare for war.
Mutineer	Soldier who takes part in a mutiny.

Mutiny	When soldiers refuse to follow orders.
Nationalist	A person with great love for their nation. Nationalist can mean a person or group within a country that desires political independence.
Neutrality	Not supporting or helping either side in a conflict.
No man's land	An area of land between two countries or armies that is not controlled by anyone.
Outflanked	When an army has moved around the side of an enemy to outmanoeuvre them.
Pan-Slavism	The idea of uniting all Slavs into one country.
Province	A large section of a country with its own government or administration.
Q-ship	Heavily armed warship disguised as a supply ship that lured U-boats into making attacks, before firing upon them.
Reconnaissance	The observation of an area to spot an enemy.
Reichstag	Part of German parliament.
Rifle	A portable long-barrelled gun for precision shooting.
Salient	A bulge in the front-lines that allows enemy forces to attack from several sides.
Semi-independent	An area that controls some parts of its rule, but is mainly ruled by the controlling government or nation.
Shell shock	Psychological illness caused by prolonged exposure to the sights and sounds of warfare.

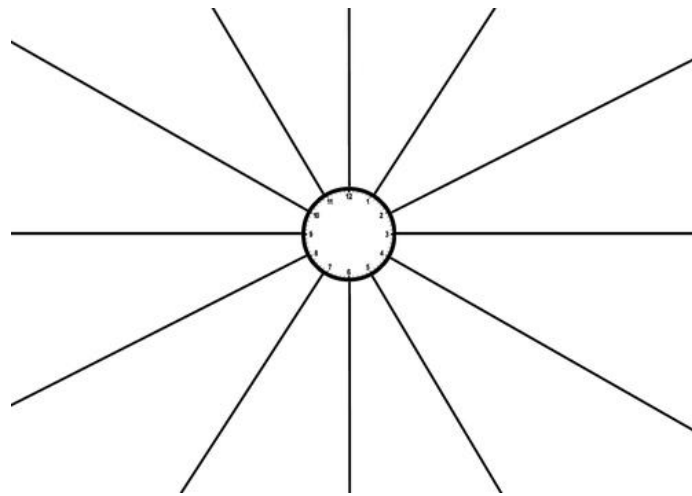
Slavs	An ethnic group of eastern, south-eastern, and central Europe, including Russians, Bulgars, Serbs, Croats, Poles, Czechs and Slovaks.
Splendid Isolation	Britain's position in the late 1880s and early 1900s meaning it was isolated from alliances with other nations.
Stalemate	A deadlock, which neither side can win.
Stand to	A time at dawn and dusk when all soldiers were on high alert.
Trade union	An organisation of workers formed to bargain with an employer.
Treaty	An official agreement or deal between two or more nations.
Trench foot	A painful condition of the feet caused by prolonged exposure to cold and wet.
Tsar	The male ruler or emperor of Russia up to 1917; the female ruler was called the tsarina.
Two-power standard	The idea that Britain's navy should be at least equal in size to the combined strength of the next two largest navies in the world.
U-boat	Underwater boat or submarine.
Ultimatum	Terms or demands presented by one power (or group of powers) to another.
Western Front	The 400-mile line of trenches running from the English Channel to Switzerland.
Zeppelin	Large bomber airship.

## How do I revise for end of topic assessments?

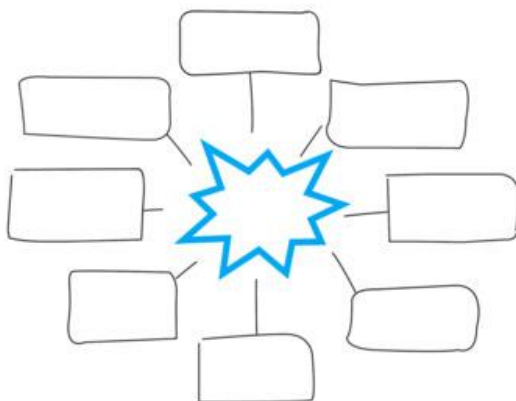


**Flashcards** – Use flashcards to practice key dates, terms and people. You could write a key date on one side, and turn it over and put the event. Alternatively, you could do match-ups, where a key person is written/drawn and then on another card what they have done is written down. You could then match-up the cards. Flashcards are also great for writing out knowledge questions on one side, and writing the answer on the other side.

**Revision clocks** –



Take an A3/A4 bit of paper and divide it into 12 sections. In each section write a big question and write 3 or 4 bullet points of the key knowledge for that question in the clock. Make your clocks colourful and highlight key words/dates/people.



**Mind-maps** – Write a topic in the middle and have 5-6 branches coming off around it with the key ideas. For example, you could have a mind-map on the Battle of Hastings, and your branches could include the key events, information about the different fighting techniques and the reasons why William won.

**Brain dump** – Get a blank piece of paper, and write down everything you know about the topic being studied. Give yourself 4-5 minutes to do this. When the time is up, in a different coloured pen, use your workbook and knowledge organiser to fill in any missing details.

## Homework 1 – The Archduke Franz Ferdinand comprehension.

Read through the information below on Archduke Franz Ferdinand and answer the questions below.

**Slav Nationalism** - The large Austro-Hungarian Empire contained many different nationalities, including millions of Slavs. Many of these Slavs wanted to break away from the Austro-Hungarian Empire and set up their own country. Their fellow Slavs in Serbia encouraged this unrest. A secret terrorist organisation called the Black Hand was set up in Serbia with the aim of freeing all Slav people. In order to achieve this, it was decided to assassinate the Archduke. They decided the best time and place to do this was when he visited Sarajevo with his wife Sophie on the 28th June 1914.

**Franz Ferdinand visits Sarajevo** - From the beginning of their visit the royal couple were cheered everywhere they went. They were visiting Sarajevo to celebrate their wedding anniversary. Security was lax as there were no soldiers on duty and only a few police. At 10.10 am a tall man wearing a long black coat and hat threw a hand grenade and at the Archdukes car. The driver saw the bomb coming and accelerated his car so it missed him. The bomb bounced underneath the next car in the procession and injured about 20 people. The damaged car was pushed onto the pavement. Even though someone had just tried to kill him, the Archduke decided to carry on with his royal visit. Unknown to him there were at least two other men waiting to try and assassinate him. One man failed because he could not get the bomb out of his pocket. The people next to him were jammed against his side. However, the third assassin was lucky enough to succeed in killing the Archduke.

**Assassination of Franz Ferdinand** - During the two failed attempts to kill the Franz Ferdinand another young assassin called Gavrilo Princip, a 19-year-old Serb, was waiting for his chance to kill him. He was a member of the Black Hand and at first he thought that his other friends had been successful. When he saw the Archduke's car go flying by he felt depressed and decided to have a cup of coffee in a nearby cafe. In his pocket was a revolver. He had fired a few practice shots the day before, but had missed the target. Besides, he had never been taught at a moving target. At 10.45 am the Archduke decided to cut short his reception at the town hall and decided to visit a policeman injured in the bomb attack on his car. During the journey to

the hospital the car with his bodyguards took a wrong turning. The Archduke’s driver slammed on the brakes to try and catch up with the other car. However, the car engine stalled outside the cafe where Princip was having his cup of coffee. Princip could not believe his luck. He pushed through the crowd and pulled out his revolver. A policeman saw him and tried to stop him but was hit by someone behind him. Princip jumped onto the car’s running board and fired at point blank range. He missed the Archduke and shot his wife. He tried again and finally succeeded. As he died the Archduke cried to his wife ‘Sophie, Sophie don’t die. Franz Ferdinand cried out. ‘Sophie, Sophie! Don’t die! Stay alive for the children!’ His plumed hat had fallen off, and now as his attendant tried to prop him upright he slumped over his wife’s dead body and died.

### Questions

- 1) In what country was the Black Hand set up and what was it?
  
  
  
  
  
  
  
  
  
  
  
- 2) Where were the Archduke and his wife due to visit on 28th June 1914?
  
  
  
  
  
  
  
  
  
  
  
- 3) Give the ways in which the Archduke avoided assassination at first.
  
  
  
  
  
  
  
  
  
  
  
- 4) Why did Gavrilo Princip end up in the coffee shop near the Archduke?
  
  
  
  
  
  
  
  
  
  
  
- 5) How was the Archduke finally killed?

## Homework 2 – World War One true/false.

Read each statement and decide whether it is true or false. Correct any false statements in the space provided.

Statement.	True/False.	Corrected statement.
France was the leading country in science, technology and culture.		
Russia was ruled by a king prior to World War One.		
Britain had the world's largest empire in 1914.		
The Triple Entente was made up of Britain, France and Russia.		
The Triple Alliance was made up of Britain, Germany and Austria-Hungary.		
Britain produced the Schlieffen Plan.		
The Schlieffen Plan relied on the Russians taking around six weeks to get their armies ready to fight		



## Homework 3 – Revision

Task – Complete a revision activity to revise for your end of unit assessment. Use page 13 of the knowledge organiser to give you some ideas of how you could revise.



## Wider Reading/Resources

- Moment of Truth – Michael Pryor
- The Trenches: A First World War Soldier, 1914-1918 – Jim Eldridge
- The Penguin Book of First World War Stories – Penguin Classics
- The Story of the First World War (Usborne Narrative Non Fiction) – Paul Dowswell
- The First World War, 1914-1918 – John Malam
- Road to War – a First World War Girl's Diary, 1916-1917 – Valerie Wilding
- Private Peaceful – Michael Morpurgo
- War Horse – Michael Morpurgo
- Corporal Jack: a Dog's Life in the First World War – Marjorie Quarton

### Other places to extend your knowledge:

World War One - KS3 History - BBC Bitesize

WW1 (The Great War) Worksheets | KS3 & KS4 Lesson Plans Resources (schoolhistory.co.uk)

World War 1 (In One Take) Video | KS3 & GCSE History | History Bombs

KS3 first world war - also known as world war one (educationquizzes.com)

BBC - Britain's Great War

### Films to watch:

A Little Princess (U)

Private Peaceful (12A)

The Railway Children (U)

War Horse (12A)