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| T:\Logo NEW SJH Sept.2012\SJH LOGO HIGH RES.jpg | ASSESSMENT / MARKING FEEDBACKWorld War I – life in a trench | SJH To Greater Heights logo black |
| **Assessment task / checklist:**Using your notes from your homework and from the lessons, write a **diar**y for **one week** imagining you are in a trench during the Great War. Include the following facts, use the primary sources on p[ages 26 and 27 to inspire you: (use key words)* Monday- arrive at the front line, repair the trenches and receive a letter.
* Tuesday – terrible rainstorm, rumours of big attack coming (clean and prepare weapons)
* Wednesday- close friend killed by a German grenade.
* Thursday- German artillery pounds your trench.
* Friday- waiting and thinking about another attack that is due the following day.
* Saturday- over the top at dawn to attack German trench
* Sunday – up to you!

(**Extension**: Explain your feelings about events and add additional information to help add colour and detail to your diary, you may be reflective about why you joined up and was it a mistake?) |
| **What I think went well (WWW):**I know some things about events in the past but cannot put them into a story. I can remember some historical words but sometimes muddle their meanings. (F1)I can tell simple stories about different periods of history that I have studied. I can remember a range of historical vocabulary relevant to the period I am studying and can use them to describe some things about the past. (F3)I can write a narrative of events in the past and I begin to use supporting details. I can remember historical vocabulary from more than one period I have studied and can begin to see similarities and differences in the language used. (1) | **Literacy** target: (See circled target below)Use capital letters for proper nouns (including I) Correct the mistakes circled.Go back and add in capital letters for the start of sentences.Add punctuation into section marked; use it to break up ideas.Go back and add connectives to organise your ideas (firstly, next…) or to compare ideas (however, whereas…) |
| **Even better if (EBI):**I used the assessment criteria above to ensure I answered **all** of the points raised. I added additional details from research gathered.  I explain how I felt and why I felt like thisI start to explain my motives for signing up to the army and question if it was the right choice?Other comments (what could you do to improve your work?): | Numeracy target:A numeracy target is not relevant for this work |
| Grade/level: | Target grade/level: |
| Date:WB 25/4/16 | Vivo: |
| Student reflection:Did you have any real choice when signing up to WW1? |