**LKS2 The Great War: Your Country Needs You!**

**Essential Knowledge**

*By the end of this unit children will know...*

- The key events that triggered the start of the First World War.
- About the process of enlistment, understanding key facts about who enlisted and why.
- How the war affected daily life in Britain.
- About what life was like and how life changed for children and women during the First World War.
- Who the key British figures involved in the First World War were and what their roles were.
- How the war ended and details about The Treaty of Versailles.

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**Launch**

**Local Museum Visit**
Visit a local museum or art gallery to see an exhibition based on World War 1.

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**Explore**

**Special Edition!**
Find out about how your local town or city will be commemorating the event. Become a journalist and create a special edition of the school newspaper covering the events being held locally. Interview local councillors etc.

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**Energise**

**Peace Party**
Take part in a whole school WW1 Armistice celebration event/party with music and songs from WW1, food dances etc. Invite older members of the local community.

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**Celebrate**

**Come and Share**
Children set up a gallery/museum to showcase the work that they have completed as part of their project. Invite parents into school, show photographs, share theme books etc.
### Core Subjects: Links to theme

<table>
<thead>
<tr>
<th>English</th>
<th>Foundation Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Development</strong></td>
<td><strong>History, Geography and Citizenship</strong></td>
</tr>
<tr>
<td>Spiritual</td>
<td><strong>History</strong></td>
</tr>
<tr>
<td>Discuss the contrasting attitudes held towards war by a number of different religions.</td>
<td>- Children find out about key events that triggered the start of the First World War and other key wartime events from the start of the war to the end—placing them on a timeline.</td>
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<tr>
<td>Moral</td>
<td><strong>Geography</strong></td>
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<tr>
<td>Discuss issues to do with the morality of war. Can a war ever be morally justified? Is it ever morally right to kill another human, whatever the circumstances?</td>
<td>- Children use a range of sources to research and collate information on some key British wartime figures and the roles that they played in the war.</td>
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<tr>
<td>Social</td>
<td><strong>Art and Design and Design Technology</strong></td>
</tr>
<tr>
<td>Children will work as part of both ability and mixed ability groups to create presentations about different aspects of WW1.</td>
<td><strong>Art</strong></td>
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<tr>
<td>Cultural</td>
<td>- Children use graphical art materials to create their own propaganda posters in the style of those created in the First World War.</td>
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<tr>
<td>Find out about the different countries involved in the First World War. Who were the Allied Forces? How far did people travel to fight in the war?</td>
<td><strong>Design Technology</strong></td>
</tr>
<tr>
<td>- Children use a range of sources to find out about what life was like for women, families and children in Britain during the First World War and the impact that the war had on society back home.</td>
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### Mathematics

Linked activities as suggested in the ‘Your Country Needs You’ Maths Quest.

### Science

N/A
### Core Subjects:

**English**
- Prepare poems to read aloud with expression, volume, tone and intonation.
- Draw inferences such as inferring character’s feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.
- Plus suggested activities linked to topic themes in linked English quests.

**Mathematics**
See linked Maths quests for suggested activities for different areas.

**Science**
N/A

### Foundation Subjects

**History, Geography and Citizenship**

**History**
- Place events, artefacts and historical figures on a time line using dates.
- Understand the concept of change over time, representing this, along with evidence, on a timeline.
- Use dates and terms to describe events.
- Use appropriate historical vocabulary including dates, time period, era, change, and chronology.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Use evidence to ask questions and find answers to questions from the past.

**Geography**
- Name and locate the countries of Europe and identify their main physical and human characteristics.

**Art and Design and Design Technology**

**Art**
- Develop ideas from starting points throughout the curriculum.
- Collect information, sketches and resources.
- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.
- Use different hardness of pencils to show line, tone and texture.
- Use shading to show light and shadow.

**Design Technology**
- Design with purpose by identifying opportunities to design.
- Make products by working efficiently.
- Refine work and techniques as work progresses, continually evaluating the product design.

**Computing**
Children demonstrate the ability to use a range of computer programmes to depict the key events of world war one in interesting and creative ways.
### Core Subjects

#### English
- Children demonstrate an understanding of different character’s perspective in ‘A wartime scrapbook’ by creating written accounts ‘in role’ as a child living during the First World War.
- Children create an eBook/factfile about toys and games that would have been popular during wartime.
- Children write their own peace poems/prayers with the theme of reconciliation.
- Discrete Reading/Writing Assessments.

#### Mathematics
- Discrete Maths Assessment

#### Science
- Discrete Science Assessment

### Foundation Subjects

#### History, Geography and Citizenship

##### History
- Children demonstrate understanding of the key events of the First World War by creating a detailed, annotated timeline.
- Children demonstrate understanding of the processes involved in enlistment and the thoughts and feelings of those who signed up to go to war through the letters sent home.
- Children create posters to demonstrate understanding of the lives of key figures within the war effort. Children can communicate key facts and compare their achievements.
- Through their fact files, children can demonstrate understanding of how women contributed to the war effort and how their role in society changed as a result of the war.
- Through their peace poems/prayers, children demonstrate their understanding of how attitudes changed during the course of the war.

##### Geography
- Children demonstrate that they can use maps of Europe to identify key European countries that were involved in the First World War and to compare the strengths and weaknesses of different counties in terms of size, protective borders etc.

#### Art and Design and Design Technology

##### Art
- Children demonstrate that they can use a range of printing and graphic design techniques to create their own propaganda posters.

##### Design Technology
- Children demonstrate the ability to design, make, decorate and evaluate a model airship in the style of a German Zeppelin.

#### Computing
- Children demonstrate the ability to use a range of computer programmes to depict the key events of world war one in interesting and creative ways