


Reception and Year One: Hedgehogs
Autumn 2: Why do we wear poppies?

<p>Prior Knowledge/Skills: The children have talked about/sequenced events in their own lives and taken part in remembrance celebrations.</p>	<p>New Sticky Knowledge/Skills: Children will now use pictures and artefacts to gain a deeper understanding about WW1 (an event beyond their living memory) and why we wear poppies during remembrance. Children will also learn about the life of a significant individual who lived during WW1.</p>
<p>Key Texts: A Day to Remember Where the Poppies Now Grow Walter Tull Scrapbook</p> <p>Poem: In Flanders Field</p> <div data-bbox="107 730 309 983" data-label="Image"> </div> <div data-bbox="349 730 548 983" data-label="Image"> </div> <div data-bbox="618 730 813 983" data-label="Image"> </div>	<p>Key Vocabulary: past, present, World War 1, soldier, officer, compare, differences, similarities, battle, front line, remembrance, memorial, trenches, no man's land, Allied Powers, western front, Europe, Central Powers, ambulance horse, ammunition, carrier pigeon, Cher Ami, casualty dog, Sergeant Stubby, honour, propaganda, munitions, Women's Land Army, Home Front, armistice, Cenotaph, poppy, peace, statue, refugee, relief print, Ukraine, Israel, evacuation.</p>
<p>Wow Beginning: Find a time capsule buried in the school grounds which contains lots of war memorabilia, including photographs, letters etc. These will be referred to in lessons and used as resources.</p> <p>Visit to Davidstow.</p>	<p>Celebration: Sponsored 3k walk for the Royal British Legion wearing their capes.</p>
<p>Elicitation Task: How do we celebrate Remembrance? Children draw a picture and write a short paragraph.</p>	<p>Final Assessment: Children repeat the elicitation along with a 1:1 discussion while they work.</p>

<p style="text-align: center;">The Learning Journey SOCIETY: Me and my community. Where are we in place and time? Who are our significant war heroes? What was life like during WW1? What is remembrance and how do we celebrate it? How can we mark remembrance?</p>				
<p>Question - the knowledge and understanding you want the children to acquire.</p>	<p>Subject area - which subject/s will best answer this question?</p>	<p>Learning Intention (Refer to subject specific skills progressions for annual coverage).</p>	<p>Lesson Content - what the children do during the lessons to develop the skill – what is produced at the end?</p>	<p>Assessment – how will assessment of the lesson take place? What next steps have been identified?</p>
<p>Who was Walter Tull?</p>	<p>History English</p>	<p>I can find out about the life and death of Walter Tull.</p> <p>I can understand some of the differences in how Walter Tull lived, compared with today.</p> <p>I can find out how Walter Tull has been remembered.</p> 	<p>Look at photographs of Walter Tull’s family. Discuss how we know that this photo was taken in the past. Are their clothes like the ones we wear today? Show the dates when Tull lived on the timeline, explaining he was born over 100 years ago.</p> <p>Use the pictures/photographs to tell the children about Walter’s childhood and his successful footballing career (in the form of a letter).</p> <p>Introduce the next part of his life as a soldier in the First World War and emphasise his significance as the first black officer.</p> <p>Discuss what happened to Walter during the war and his death in 1918.</p> <p>Look at the images which show how he has been remembered by Northampton FC and Thee Royal Mint.</p> <p>Children design a football trophy for him which includes images of his life. Put these on display with their booklets to create our own memorial.</p>	<p>Children make a book about his life as part of a play project.</p>

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<p>What was the first world war?</p> <p>What was life like on the front line?</p>	<p>History ICT English</p>	<p>I can find out about the First World War.</p> <p>I can find out about soldiers' experiences in the First World War.</p>	<p>Show countries involved in the first world war on a large map. Look at the different battles in history and discuss the differences/similarities between them (armoury, use of weapons etc). Place them in order on the timeline - which battle looks most like the photograph of the first world war? Remind children that Walter Tull successfully fought in the Battle of Somme which led to him becoming an officer.</p> <p>Read the information about life in the trenches and what a typical day looked like. Look closely at the photographs and discuss what can be seen. What do we know from these photos? What would we like to find out?</p> <p>https://www.bbc.co.uk/teach/class-clips-video/t-is-for-trenches/z4hmhbk https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/z8sssbk</p>	<p>Children write a diary entry as though they are a soldier in the trenches.</p>
<p>What role did animals play in WW1?</p>	<p>History</p>	<p>I can find out about the role of animals in the First World War.</p>	<p>What animals do you think were involved in WW1? What roles did they have? Watch the following video: https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/zndqf4j</p> <p>Look at photographs of dogs on the front line and discuss the roles these dogs would be doing. Introduce Sergeant Stubby - a dog who helped American soldiers from 1917 onwards. Watch the video about him and read through his main achievements.</p> <p>The story of Sergeant Stubby - BBC Bitesize</p>	<p>Children design a dog collar for Stubby. Can they include a picture of his main achievements?</p>
<p>What experiences did women have during WW1?</p>	<p>History</p>	<p>I can find out about the experiences of women during the First World War.</p>	<p>Introduce the term 'Home Front' and what it means. Briefly discuss the roles of women pre-1914 and watch the animation. Also look at the propaganda posters. https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/zi8my9q</p> <p>Look at the photographs of women at work and discuss what it shows them doing. List all of the different jobs they had to do. Would you like to do any of these jobs? Why? Why not?</p>	<p>Children create their own propaganda posters for one of the jobs women had to do.</p>

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<p>What is Remembrance?</p> <p>This lesson will take place as close to 11th November as possible.</p>	<p>History Art</p>	<p>I can find out why November 11th is known as Remembrance Day.</p> <p>I can find out how Remembrance Day is marked.</p>	<p>Show the remembrance photo from the presentation and discuss what it is showing.</p> <p>Show WW1 and WW2 on a timeline. Make the link between WW1 starting and when children were born - over 100 years ago! How would you have felt if you were born then?</p> <p>Discuss the reasons for why we have remembrance day. Look at the pictures of the Cenotaph and discuss what happens each year. Explain that we also have our own, smaller memorial in Clawton.</p> <p>Discuss the significance of the poppy during the first world war and show the Cbeebies animation. Read the poem 'Flanders Fields'.</p> <p>https://www.bbc.co.uk/cbeebies/watch/poppies</p> <p>Children take part in Remembrance activities as enhancements:</p> <ul style="list-style-type: none"> ● Make poppy biscuits ● Craft poppies ● Apple relief print poppies ● Peg board poppies ● Poppy maths 	<p>Visit the war memorial in Clawton. What is this and why have we come here?</p>
<p>What is a refugee?</p> <p>(Several sessions linked to Planit Geography, Twinkl)</p>	<p>History Geography DT</p>	<p>I can describe what evacuees needed to take with them on their journey.</p> <p>I can explain when, where and why children were evacuated.</p> <p>I can describe how it might have felt to be evacuated.</p>	<p>Discuss the meaning of the words 'evacuation' and 'refugee'</p> <p>Explain how mass evacuation happened during WW2, with lots of children being sent to live with families in rural areas as these were safest.</p> <p>Show the suitcase - why do you think a child would have needed these objects? Read and discuss evacuation during WW2 and explain children would have arrived in Clawton and Holsworthy by steam train.</p> <p>Imagine a refugee has arrived in Clawton. What would we tell them about our local area? Over the next couple of sessions, children research our school and local area using lessons from Planit (Twinkl).</p> <p>Make a steam train from junk modelling materials for the refugee to travel on (wheels and axles). This can be part of the Play Project.</p>	<p>Design a brochure about our local area for a refugee.</p>

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			Explain that WW1 and WW2 were not the only wars to happen, and unfortunately they are still happening today. Show where Ukraine is on the world map and explain that refugees from this country have come over here to live because it is safer. People have helped by offering spare rooms in their homes and raising money.	
<p>How can we remember our war heroes?</p> <p>(Several session linked to White Rose Science)</p>	<p>Science (materials) DT</p>	<p>I can explore objects and materials.</p> <p>I can sort objects and materials.</p> <p>I can investigate materials.</p>	<p>Children investigate materials to design and make a cape for a war hero. What is our success criteria?</p>	<p>Children can explain why they have chosen certain materials for their cape.</p>