



Medium Term Unit Planning

Topic Name: The First World War

Learning outcome:

By the end of this topic the children will have a good understanding of how the First World War started, what it was like to live during this time both those who fought on the front line and those who remained at home. The children will understand the relationships between the different countries and those countries relationships with their people and how they supported the war effort. They will finally be able to understand how the war came to an end and the importance of symbolism to mark the end of the war and anniversaries of the war since then.

Hook: Trenches (live in the classroom)

Topic Showcase (e.g. display, museum, performance, presentation)

Poppy Art

Oracy: The children will have the opportunity to present their ideas on how it would have felt in the trenches for soldiers and those who were left at home.

Key Vocabulary:

First World war, Axis, Allies, Trenches, Trench foot, the Somme, the frontline, no man's land, over the top.

Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):

Archie's War
Walter Tull Scrapbook
The frightful First world war (Horrible Histories)
Respect the Walter Tull Story
War game, Village green to no man's land



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Citizenship/Community Opportunities:

(Focus – change in attitude/increase knowledge and awareness/make a difference)

The children will develop an understanding of how the war effected our local area and will be able to compare their lives to that of the First World war and be able to see how fortunate their lives are now.

Experiences/Visits/Visitors

Replicate Trenches in the classroom

Trench foot experiment

Visit to war memorial

Main Subjects covered: History, Geography, Art and DT

Subject 1 Threshold concepts

History

Investigate and interpret the past

- This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

Build an overview of world history

- This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

Understand chronology

- This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

Communicate historically

- This concept involves using historical vocabulary and techniques to convey information about the past.



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Subject 2 Threshold Concepts

Geography

Investigate places

- This concept involves understanding the geographical location of places and their physical and human features.

Investigate patterns

- This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.

Communicate geographically

- This concept involves understanding geographical representations, vocabulary and techniques.

Subject 3 Threshold Concepts

Art and Design

Develop ideas

- This concept involves understanding how ideas develop through an artistic process.

Master techniques

- This concept involves developing a skill set so that ideas may be communicated.

Subject 4 Threshold Concepts

Design Technology

Master practical skills

- This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed).

Design, make, evaluate and improve

- This concept involves developing the process of design thinking and seeing design as a process.

Notes:



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Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
<ul style="list-style-type: none"> ○ Causes of the War. Relationships between countries and plotting these on a timeline. ○ To be able to chart the passing of time during the First world War. 	<p>Understand chronology This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p> <p>Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.</p> <p>Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<ul style="list-style-type: none"> ○ Use evidence to ask questions and find answers to questions about the past. ○ Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. ○ Suggest causes and consequences of some of the main events and changes in history. ○ Compare some of the times studied with those of other areas of interest around the world. ○ Use dates and terms to describe events. ○ Understand the concept of change over time, representing this, along with evidence, on a time line. 	<ul style="list-style-type: none"> ○ Introduce the children to the concept of the First World War. ○ Think about why people argue and disagree with each other. ○ Should this ever be sorted out by fighting. ○ Look at the important dates and deduce why the war started. ○ Plan these out on a timeline and then act out the different disagreements.
<ul style="list-style-type: none"> ○ Life on the western front. What a soldier needed and life in the trenches. 	<p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an</p>	<ul style="list-style-type: none"> ○ Use evidence to ask questions and find answers to questions about the past. 	<ul style="list-style-type: none"> ○ Look at the different experiences of fighting on the front line.



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<ul style="list-style-type: none"> ○ To be able to Interpret information from the past and voice opinions on this. 	<p>understanding that life is different for different sections of society. Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none"> ○ Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. ○ Describe the social, ethnic, cultural or religious diversity of past society. ○ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> ○ Look at the trenches and how these worked. ○ What was life like in the trenches. ○ Role play this by playing bomb noises and sitting under tables. ○ Discuss the impacts on people's health such as trench foot. ○ Design their own trenches out of things in the classroom.
<ul style="list-style-type: none"> ○ The home fronts. What was life like at home and war posters. ○ To be able to Interpret information from the past and voice opinions on this. 	<p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society. Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none"> ○ Use evidence to ask questions and find answers to questions about the past. ○ Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. ○ Suggest causes and consequences of some of the main events and changes in history. ○ Describe the social, ethnic, cultural or 	<ul style="list-style-type: none"> ○ What was life like back at home. ○ Discuss what life was like for people at home when the men were gone. ○ Opportunity to write letters to the front. ○ Look at war time posters and think about the messages they were trying to communicate. ○ Design their own war time poster to send a message.



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		<p>religious diversity of past society.</p> <ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	
<ul style="list-style-type: none"> War is over, act out how the different nations would be feeling, create flags and talk about how they would feel. To be able to Interpret information from the past and voice opinions on this. 	<p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <p>Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none"> Suggest causes and consequences of some of the main events and changes in history. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> Discuss how each nation celebrated the war ending and what happened afterwards. Talk about the consequences that Germany had to face and think about whether they agree or disagree with these. <ul style="list-style-type: none"> Colour the flags of the nations and have an armistice party.
<p>5. Remembrance and Poppies.</p> <ul style="list-style-type: none"> To be able to Interpret information from the past and voice opinions on this. 	<p>Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p>Build an overview of world history</p>	<ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and 	<ul style="list-style-type: none"> Why do we remember? How do we remember? Look at the symbolism of the poppy and how it is recognised around the world. What did other countries do to remember?



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	<p>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<p>experiences of men, women and children.</p>	<p>Design a poppy piece of art to show remembrance.</p>
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