

ACET Junior Academies'

Scheme of Work for history

Unit 1: Why do we wear poppies?



About this unit:

This is the first history unit of Key Stage 1 and is adapted from one provided by the Historical Association about Remembrance Day. In this unit, pupils will be introduced to the concept of Remembrance Day and will learn by some people in Britain choose to wear poppies. Through learning about Remembrance, pupils will understand that there are events beyond living memory that are significant nationally and globally. They will also have the opportunity to study an aspect of local history and about the life of a significant individual, Edith Cavell, and how she contributed to national and international achievements. Pupils will learn to identify key features in sources and to ask questions about the past in addition to identifying similarity and difference between the lives of those in the past and present. Key concepts will focus on the development of the use of adverbial phrases but there will also be an opportunity for pupils to be introduced to specific historical concepts which will be revisiting through the Key Stages.

Unit structure

This unit is structured around five sequential history enquiries:

1. Why are people wearing poppies this week?
2. Who do we remember on Remembrance Day?
3. Why do we have Remembrance Day?
4. What happens on Remembrance Day?
5. Why is it important to remember?

National Curriculum unit:

- Events beyond living memory that are significant nationally or globally.
- Local history.
- The lives of significant individuals in the past who have contributed to national and international achievements.

Links to previous and future National Curriculum units

- A study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066 (KS2)
- Challenges for Britain, Europe and the wider world 1901-present. (KS3)

Enquiry 1: Why are people wearing poppies this week?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>This is the first history unit of Key Stage 1. From the EYFS pupils should have started to differentiate between past and present and that in the past, sometimes things were different.</p>	<p>Substantive knowledge: (What the children should know.) There are lots of events throughout the year that we choose to remember. Some of the events are celebrations and others are serious/sad. We wear poppies in November to remember people who have died in past wars, especially the First World War.</p> <p>Second order concepts: (What students should understand) Chronology.</p>	<ul style="list-style-type: none"> • Chronology - sequence events or objects in chronological order. <p>Key concepts:</p> <p>War Month Year Century Past Present</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - Describe a poppy? - Identify events celebrated throughout the year and put some in the correct chronological order? - Begin to explain why people wear poppies in November? 	<p>Horizontal:</p> <p>Vertical:</p>
<p>Suggested activities:</p>		<p>Resources:</p>	<p>Useful links:</p>	
<p>Pupils could start by being shown a poppy - what do they know about it? This could then be linked to Remembrance Day in November.</p> <p>Pupils could then be shown a calendar with the months of the year clearly depicted. Using the calendar, pupils could locate November on the calendar (they could maybe stick a poppy on it). Next they could then locate other events on the calendar using pictures - Bonfire Night, Halloween, Christmas, Easter, Diwali, Ramadan etc. Children could then be encouraged to think about other festivals and events that they celebrate/commemorate throughout the year.</p> <p>Next, pupils could produce their own yearly planner with pictures of key events. It is important that they remember the poppy for Remembrance. Finally, pupils could watch a clip or look at a range of pictures linked to Remembrance Day. Explain to pupils that Remembrance Day is about remembering people who have died in past wars, in particular the First World War, and that not all events we remember are happy. Why is would we want to remember sad and serious past events.</p>		<p>A poppy or a large image of one.</p> <p>A 'class calendar' where pupils can stick pictures of festivals/events.</p> <p>Pictures of a range of festivals/events.</p> <p>Pupil calendars and pictures showing events (or pupils could draw them in).</p> <p>Clip/pictures/book outlining Remembrance Day.</p>	<p>Ten key facts about Remembrance Day: https://www.veterans.gc.ca/eng/remembrance/information-for/educators/quick-facts/remembrance-day</p> <p>For a range of information and photos on Remembrance Day: https://www.bbc.co.uk/newsround/15492228</p> <p>A book aimed at 4-11 year olds: Hilary Robinson, <i>Where the poppies now grow</i> (2014)</p>	

Enquiry 2: Who do we remember on Remembrance Day?

Links to previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>Pupils know that in November some people wear poppies to remember those that have died in wars, especially the First World War.</p>	<p>Substantive knowledge: <i>(What the children should know.)</i> In the First World War, some soldiers fought in trenches. The trenches were very dirty and dangerous. Lots of soldiers died in the First World War. The trenches have changed a lot since the First World War.</p> <p>Second order concepts: <i>(What the children should understand)</i> Chronology Similarity and difference</p>	<p>Historical skills:</p> <ul style="list-style-type: none"> - Chronology. - Range & depth - recognise similarity and difference across time. - Enquiry - identify simple features in picture sources to find out about the past. <p>Key concepts: War Century A long time ago Then/now</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - Describe when the First World War was using phrases such as 'a long time ago'? - Describe conditions in a trench using simple adjectives? - Identify similarities and differences between the trenches then and now? - Give reasons why the trenches have changed but it is still important that we remember? 	<p>Horizontal:</p> <p>Vertical:</p>
<p>Suggested activities:</p>		<p>Resources:</p>	<p>Useful links:</p>	
<p>Pupils could begin by looking at a picture of soldiers in the First World War - what can they see, smell, hear, taste, feel? How do you think the soldiers are feeling? How are they similar/different to modern soldiers? The teacher could then explain to pupils that the First World War was over 100 years ago - this could be marked out using footsteps - one per year (age of pupils/teacher/TA etc could also be marked on as a comparison). The teacher could then explain that a lot of the fighting took place in France, that it lasted four years and lots of British soldiers died.</p> <p>Next pupils could learn about the trenches - they could watch the first bit of the BBC clip 'T is for trench', showing actual footage of the trenches. What would it have been like in the trenches? The footage is silent. What noises would the soldiers have heard? Would it have been noisy all of the time? Pupils could then produce their own soundtrack. Using their knowledge, they could then be given a picture of a trench to write/stick suitable adjectives/sentences around to describe the trench.</p> <p>Finally, pupils could look at a picture of the trenches today - what is similar and what is different? Why have they changed? Why is it important that we remember even when the trenches have gone?</p>		<p>Picture of soldiers in a First World War trench.</p> <p>Video clip showing the trenches.</p> <p>Musical instruments?</p> <p>Worksheet showing a trench which pupils can annotate.</p>	<p>For background information on the trench system during the First World War: https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/z8sssbk</p> <p>The Imperial War Museum also has some excellent resources on the First World War: https://www.iwm.org.uk/history/first-world-war</p> <p>For the BBC video 'T is for trench': https://www.bbc.co.uk/teach/class-clips-video/history-ks1--ks2-ww1-a-to-z/zmcdpg8</p>	

Enquiry 3: Why do we have Remembrance Day?

Links to previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>Pupils know that during the First World War some soldiers fought in trenches and that the trenches were often dirty and unpleasant.</p>	<p>Substantive knowledge: <i>(What the children should know.)</i> The government made posters to encourage men to go and fight. The fighting took place a long way from home. People kept in touch by writing letters. Sometimes those fighting also received gifts. The gifts people were received were similar/different from those we would send today.</p> <p>Second order concepts: <i>(What the children should understand)</i> Similarity and difference.</p>	<p>Historical skills:</p> <ul style="list-style-type: none"> - Range & depth - they know and recount stories from the past. - Enquiry - use sources to answer simple questions about the past. - Enquiry - use artefacts to find out about the past. <p>Key concepts: War Evidence Propaganda Past/present Then/now</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - Give reasons as to why men joined the armed forces? - Describe that the war was fought a long way from home and that people wrote to each other? - Describe how the men were often sent presents and how these presents were similar/different to those we might send today? 	<p>Horizontal:</p> <p>Vertical:</p>
<p>Suggested activities:</p>		<p>Resources:</p>		<p>Useful links:</p>
<p>Pupils could first of all start by looking at the WWI recruitment poster - 'Women of Britain say 'Go''. As a class, pupils could think about what the poster means and why women might want their men' to fight.</p> <p>Next with teacher support, pupils could all locate the trench front line on a map, they could then locate where they live. Pupils could also be shown other places where the soldiers/sailors fought. How far away is it? Would fathers and brothers have been able to come home? How would they have felt - both those fighting and those left at home? How would they have kept in contact? Emphasise the difference in methods of communication - no phones etc.</p> <p>Next, explain to pupils that people sent letters and gift boxes to men on the frontline to keep in touch and show that they weren't forgotten. Pupils could look at the Princess Mary gift boxes sent at Christmas 1914 - what was in them? How are they different to gifts we might send today? - a volunteer could act out receiving a letter/gift box.</p> <p>Finally, pupils could think about people who do difficult jobs today and are maybe not with their family at Christmas - what gifts would they send them? How would they be similar/different to what was sent in 1914 by Princess Mary? Why is it important that we remember them?</p>		<p>'Women of Britain say 'Go'', recruitment poster.</p> <p>Map showing key areas of fighting in WWI and Britain.</p> <p>Examples of letters sent during the war.</p> <p>Photos/examples of Princess Mary gift box.</p> <p>Props for the role play.</p> <p>Worksheet/props for pupils to put together their own letters/boxes.</p>		<p>For a selection of WWI recruitment posters: https://www.iwm.org.uk/learning/resources/first-world-war-recruitment-posters</p> <p>For an example of a Princess Mary gift box: https://www.iwm.org.uk/history/look-inside-the-princess-mary-gift-fund-1914-box</p> <p>For a reconstruction of soldier opening a gift box: https://www.youtube.com/watch?v=HnkwyF20tqg</p> <p>For letters and transcripts from those fighting: https://www.nationalarchives.gov.uk/education/resources/letters-first-world-war-1915/?show=all#more</p> <p>For letter from those at home to those fighting: https://www.iwm.org.uk/history/letters-to-loved-ones</p>

Enquiry 4: What happens on Remembrance Day?

Links to previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>Pupils know that on and around Remembrance Day, some people choose to wear poppies to remember those that have died in wars, especially the First World War.</p>	<p>Substantive knowledge: <i>(What the children should know.)</i> On Remembrance Sunday some people go to church or may visit a war memorial. A war memorial normally has the names of local people who died in a war on it. <i>Details about their local war memorial.</i></p> <p>Second order concepts: <i>(What the children should understand)</i> Similarity and difference Significance</p>	<p>Historical skills: - Enquiry - use artefacts to find out about the past.</p> <p>Key concepts: War Respect Evidence Past</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - Describe what some people do on Remembrance Sunday? - Identify simple features of a war memorial? - Explain that people from their local area have died in past wars and that their names are on a memorial? 	<p>Horizontal:</p> <p>Vertical:</p>
<p>Suggested activities:</p>		<p>Resources:</p>	<p>Useful links:</p>	
<p>Explain to the children that on Remembrance Sunday, people go to church or to other memorial services to remember the people that have died fighting - pupils could watch a clip showing the ceremony at the Cenotaph in London. Explain to pupils the link to the 11th November and the minute's silence. What are people attending doing? How are they behaving?</p> <p>Next, pupils could look at pictures of local war memorials. What do they notice about them? Pupils could be given a list of features to find - dates, names, crosses, flowers, statues etc.</p> <p>Pupils could then visit a local war memorial - they could take poppies/wreath/messages that they have made. Pupils could sketch the memorial and make a list of names on the memorial - a local history group might be willing to come into school after/meet you there to tell pupils about some of the people included on the memorial.</p> <p>Finally, when back in school pupils could go over how they felt visiting the memorial - why was it important to show respect/be quiet? Links could be made back to the footage at the cenotaph.</p>		<p>Clip showing the ceremony at the Cenotaph in London/people observing the minute's silence.</p> <p>Pictures of a local war memorial and a list of features they have to find.</p> <p>Links to a local history group.</p>	<p>For background information about Remembrance Day: https://www.bbc.co.uk/newsround/15492752</p> <p>https://www.britishlegion.org.uk/get-involved/remembrance/remembrance-events/remembrance-sunday</p> <p>For the ceremony at the Cenotaph: https://www.bbc.co.uk/iplayer/episode/m000b9cz/remembrance-sunday-the-cenotaph-2019</p> <p>Cavendar 'Using war memorials as a local history resource', <i>PH 67</i> (summer 2014)</p> <p>To help with a search for local war memorials and the names of those on them: https://www.iwm.org.uk/memorials/search</p>	

Enquiry 5: Why is it important to remember?

Links to previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>Pupils know that some men fought in trenches in during the war and lots of men died.</p>	<p>Substantive knowledge: (What the children should know.) Lots of people were affected by the First World War not just those fighting. Some women were nurses who helped the injured. A famous nurse was Edith Cavell. Edith Cavell was executed after she helped some British soldiers escape from the Germans. Lots of people believe that this was wrong.</p> <p>Second order concepts: (What the children should understand) Similarity and difference Significance Diversity</p>	<p>Historical skills: - Range & depth - they know and recount stories about the past.</p> <p>Key concepts: War Propaganda Women Past/present A long time ago</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - Identify different groups of people who were involved in the First World War? - Identify why nurses were important and describe what they did? - Describe who Edith Cavell was, what she did and what happened to her? - Devise some questions for Edith Cavell? 	<p>Horizontal:</p> <p>Vertical:</p>
Suggested activities:		Resources:		Useful links:
<p>First pupils could look at the propaganda poster 'Are you in this?' - what types of jobs can pupils find in the poster? Who was involved in the war effort? <i>NB. There is a good opportunity to discuss diversity here and how soldiers supported Britain from across the British Empire.</i></p> <p>Next, pupils could be shown some source pictures of nurses in the First World War - Why would nurses be needed? What types of jobs did they do? How are they similar/different to modern day nurses? <i>NB. It is estimated that 1500 nurses died in the First World War.</i></p> <p>Pupils could then learn about the lives of Edith Cavell - they could watch the BBC Bitesize clip and then write questions that they would like to ask Edith Cavell - the teacher or a volunteer could then take on the role of Cavell and answer them. Was Edith Cavell right to do what she did?</p> <p>Finally, pupils could look at the ways Cavell has been remembered - books, films, monuments, Cavell Nursing Trust, even a mountain named after her! Why is it important to remember?</p>		<p>'Are you in this?' First World War recruitment poster.</p> <p>Pictures of nurses in the First World War (Queen Alexandra Nurses)</p> <p>Video clip and information on Edith Cavell.</p> <p>Props for playing Cavell.</p> <p>Powerpoint slides showing how Cavell has been remembered.</p>		<p>For the propaganda poster 'Are you in this?': https://www.iwm.org.uk/learning/resources/first-world-war-recruitment-posters</p> <p>For a follow on from 'Where the poppies grow', try <i>Peace Lily</i> (2018) by Hilary Robinson.</p> <p>For background reading on Edith Cavell: https://edithcavell.org.uk/ Or: https://www.cavellnursestrust.org/what-we-do/who-was-edith-cavell/ Or: https://www.thehistorypress.co.uk/articles/10-things-you-didn-t-know-about-edith-cavell-nurses-mary-lindell/</p> <p>Also: Kitching 'Four faces of nursing and the First World War, <i>The Historian</i> (Autumn 2013) For the BBC Bitesize video on Edith Cavell: https://www.bbc.co.uk/bitesize/clips/z8dqmp3</p>

END POINTS:

Knowledge and second order concepts:

Substantive knowledge:

(What the children should know - this is not a definitive list but an outline of what might be expected.)

- There are lots of events throughout the year that we choose to remember. Some of the events are celebrations and others are serious/sad.
- We wear poppies in November to remember people who have died in past wars, especially the First World War.
- In the First World War, some soldiers fought in trenches which were dirty and dangerous - lots of soldiers died.
- The fighting took place a long way from home. People kept in touch by writing letters. Sometimes those fighting also received gifts.
- Sunday some people go to church or visit a war memorial.
- A war memorial normally has the names of local people who died in a war on it. *Details about their local war memorial.*
- Lots of people were affected by the First World War not just those fighting. Some women were nurses who helped the injured.
- A famous nurse was Edith Cavell. Edith Cavell was executed after she helped some British soldiers escape from the Germans. Lots of people believe this was wrong.

Second order concepts:

Children should start to have an understanding of:

Chronology

Similarity and difference

Significance

Diversity

Key concepts developed:

A long time ago

Century

Evidence

Month

Past

Present

Propaganda

Respect

Then

Now

War

Women

Year

Key historical skills developed:

By the end of the unit, children will have studied a series of question led enquiries. In do so, children will have had the opportunity to:

- sequence some events in chronological order.
- ask questions about the past.
- identify similarities and differences between the past and the present.
- identify some features from a source.
- use terms relating to the passing of time.
- investigate artefacts.
- answer simple questions about the past.
- find out about people in the past and the stories surrounding their lives.
- present their findings in a variety of ways.

The next step ...

This is the first history unit of Key Stage 1. Within this unit pupils have had the opportunity to investigate a range of sources and artefacts linked to the past. They have identified similarities and differences between the past and the present, and have learnt the stories of some people who lived in the past. Pupils have also learnt some history about their local area and why it is important to remember even when that event was a long time ago. In the next unit, pupils will go onto look at the life of Florence Nightingale, a different historical time period, and compare it to that of Edith Cavell.