

**Year 1/2**

## **The Historical Association's Scheme of Work for Primary History**

### **Events Beyond Living Memory that are Significant Nationally or Globally – Remembrance Day**



**The  
Historical Association**  
*The voice for history*

#### **About this unit**

Pupils will be introduced to the concept of Remembrance Day and will learn why people in this country wear poppies in November. Through learning about Remembrance, pupils will understand that there are events beyond living memory that are significant nationally and globally, and that these are commemorated through anniversaries. Pupils will learn how to ask relevant questions about WWI and to deduce facts about the war based on their own investigations. Pupils will attempt to empathise with the people who lived through the war, and to use this knowledge to explain why it is important to remember significant past events, like WWI.

Key Vocabulary – Remembrance, poppy, war memorial, wreath, installation, British Legion, sacrifice

#### **Unit Structure**

This unit is structured around 5 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?**

#### **How this unit links to the new national curriculum for primary history**

- Stated as an overriding 'Aim' of the new 'History Programmes of Study', is that pupils: "know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind"
- The 'Subject Content' outlined for KS1 includes the 'target' that pupils should be taught about: "events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]"

## Enquiry 1: Why are people wearing poppies this week?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES
<p><b>Pupils should be able to answer the following questions:</b></p> <p>Can I describe what a poppy looks like and say when people wear them?</p> <p>Can I list other events celebrated throughout the year?</p> <p>Can I begin to describe the event people are remembering by wearing poppies?</p>	<p><b>Introduction</b></p> <p>Show a poppy to the class and invite the children to share what they know about it. Explain to the children that people wear poppies around a special time in November, called Remembrance Day. Introduce the concept of the yearly calendar with the months of the year clearly displayed. Explain that there are many events throughout the year that we choose to remember and celebrate.</p> <p><b>Activity 1</b> – As a whole class, the children help the teacher place pictures of special events such as: Christmas, Valentine’s Day, Halloween and peoples’ birthdays on an oversized calendar displayed at the front of the class. Encourage the children to think of other events and festivals that they celebrate throughout the year which they could add to the calendar. Ask the children to say what is good about celebrating or remembering different events throughout the year.</p> <p><b>Activity 2</b> - Independently or in pairs, pupils place pictures of annual events on a yearly planner. Pupils remember to place a picture of a poppy in the month of November. They add their friends’ birthdays to the calendar.</p> <p><b>Plenary</b> – Show the children an age-appropriate video clip or Powerpoint display of the symbolic images associated with Remembrance Day. Teach them that Remembrance Day is for remembering people who have died in past wars, in particular, WWI. Explain that not all things we choose to remember are happy events, some are very sad and serious. Can the children think of reasons why we would want to celebrate sad and serious past events?</p>	<p><b>Resources Needed</b></p> <p>A poppy (or an image of one)</p> <p>Pictures of annual festivals and anniversaries</p> <p>Worksheets showing the months of the year</p> <p>An introductory book, video clip or PowerPoint about Remembrance Day</p>

## Enquiry 2: Who do we remember on Remembrance Day?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES
<p><b>Pupils should be able to answer the following questions:</b></p> <p>Can I describe some of the features of a photo of soldier from WWI?</p> <p>Can I begin to describe what the trenches were like in WWI?</p> <p>Can I describe how the trenches have changed over time?</p>	<p><b>Introduction</b></p> <p>Play 'I Spy' with a photograph of a WWI soldier. For example, the pupils might say something like, 'I spy something beginning with M' and the rest of the class might say 'medal' or 'moustache'.</p> <p>Explain that in WWI, which happened more than 100 years ago, young men and some women went across the English Channel to France to help fight against people who wanted to take our country away from us. Explain how the war lasted four years and that many soldiers were killed. Show the children photos of the trenches from WWI and explain that the soldiers lived for many months in these trenches whilst they fought. Show an image of how the trenches look today, with fields of grass and poppies covering them.</p> <p><b>Activity 1</b> - Show a table with the five senses displayed (see, hear, smell, touch, taste) as column headings on the whiteboard. Ask the children to describe the poppy fields of today using their five senses. Add their ideas to the table.</p> <p><b>Activity 2</b> – In pairs, the children repeat the task from Activity 1 but using a photo of the trenches from WWI. They discuss what they would have seen, heard, smelt, felt and tasted if they had been there. They write down their ideas, or prepare to talk about them, and then feedback these to the class for discussion.</p> <p><b>Plenary</b> – With the help of the children, the teacher highlights some contrasting words to describe the trenches of today and in 1914. Ask the children to explain why the trenches look different today compared to one hundred years ago. Ask the children if they can think of any other examples of how places have changed over time.</p>	<p><b>Resources Needed</b></p> <p>Image of WWI soldier</p> <p>Images of trenches from now and in 1914</p> <p>Picture cards of eyes, ears, noses, hands, and mouths to use as discussion prompts</p>

### Enquiry 3: Why do we have Remembrance Day?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES
<p><b>Pupils should be able to answer the following questions:</b></p> <p>Can I remember some of the things that my parents and carers do for me?</p> <p>Can I explain who we are remembering on Remembrance Day?</p>	<p><b>Introduction</b>            Explain to the children that many people, not just the young men who fought, were affected by the war. Explain that mothers, fathers, grandparents and children who were left behind were affected too.            Describe how, during the war, children were encouraged to remember their fathers at war and to think about how they could help their mothers at home.</p> <p><b>Activity 1</b> – Ask the children to think of all the things their mothers, fathers, carers did for them at the weekend. The children report their ideas back to the class and the teacher makes a list on the whiteboard. Ask the children to think of reasons why it is important to remember all the things people do for them?</p> <p>Show propaganda posters from WWI that show images of mothers at home with their children suffering due to absent husbands and fathers. Brainstorm all the things that the women had to do without the help of their husbands and brothers during WWI. Explain how there would have been food and clothing shortages during the war. <i>Shared Writing Task</i> – As a whole class, write a letter to an imaginary father fighting in WWI.</p> <p><b>Activity 2</b> – Children pretend to be children from 1914-1918, writing letters to their fathers in the trenches. Children describe what life at home is like and ask their fathers about the trenches. Children try to include something in their letter that would make their fathers happy to read.</p> <p><b>Plenary</b> – Explain that Princess Mary sent all the soldiers ‘Gift boxes’ to lift their spirits and to show thanks for their bravery.  <a href="http://www.iwm.org.uk/history/princess-mary-gift-fund-1914-box-and-contents">http://www.iwm.org.uk/history/princess-mary-gift-fund-1914-box-and-contents</a>            Show a picture of a WWI soldier and pretend that he has not received a letter from anyone yet. Ask the children to describe how he might feel. Ask the children to give reasons why it is important to remember people who are doing difficult jobs. Ask the children why it is important to remember the brave things people have done for us in the past.            Ask a volunteer to pretend to be a soldier receiving a Princess Mary gift box, ideally using props. They describe how they feel about receiving chocolate and tobacco.</p>	<p><b>Resources</b></p> <p>Propaganda posters from WWI showing women and children at home</p> <p>Letter writing frames</p>

## Enquiry 4: What happens on Remembrance Day?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES
<p><b>Pupils should be able to answer the following questions:</b></p> <p>Can I begin to describe some of the features of a WWI memorial by finding the features from my own investigation?</p> <p>Can I describe what a wreath looks like?</p> <p>Can I describe how people should act at a war memorial on Remembrance Day?</p>	<p><b>Introduction</b></p> <p>Explain to the children that on Remembrance Sunday, people go to church or to other memorial services to remember the people who have died fighting for our country. Show an image of the local war memorial and ask the children if they know anything about it. Tell the children that most memorials have: names, dates, pictures, steps, crosses, statues, flowers, wreaths and grass on or around them. Using an image of a war memorial, can the children label the features with picture-word cards?</p> <p><b>Activity 1</b> – Children look closely at images of WWI war memorials using magnifying glasses. They refer to a check list of taught features and tick off the feature if they find it in their photos.</p> <p><b>Activity 2</b> – As a whole class activity, and after some teacher modelling and looking at the British Legion website for ideas and inspiration (<a href="http://www.britishlegion.org.uk/remembrance/how-we-remember/wreaths/">http://www.britishlegion.org.uk/remembrance/how-we-remember/wreaths/</a>), the children make a poppy wreath to lay at the bottom of the WWI memorial they plan to visit. Each child makes a poppy out of art materials to add to the wreath. Children can add their own messages to the poppies.</p> <p><b>Plenary</b> – Show images or a video clip of the Queen, The Prime Minister and veterans at the Cenotaph in London. Ask the children to describe how these people are standing and acting, and to think about what these people might be thinking in their heads. Ask the children to explain why these people are not chatting and laughing. Ask the children to make a list of rules for how they would behave at a war memorial.</p>	<p><b>Resources Needed</b></p> <p>Images of WWI memorials</p> <p>Word banks/checklists for the main features of a war memorial</p> <p>Art materials to make a poppy wreath</p> <p>Images of the Cenotaph on Remembrance Day</p>

## Enquiry 5: Why is it important to remember?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES
<p><b>Pupils should be able to answer the following questions:</b></p> <p>Can I explain why it is important to remember the people who died in WWI?</p>	<p><b>Introduction</b></p> <p>Ask the children to list the reasons why some people wanted to forget about the war after it had finished.</p> <p>Talk about why it is important to remember the war, especially now that it has been over 100 years and peoples' knowledge of the war is fading.</p> <p>Look at the Tower of London poppy installation and discuss what makes it a good way to remember those who died.</p> <p><b>Activity</b> – Individually or in groups, children create 3D models or pictures of the Tower of London out of recycled cardboard. They use a variety of art materials of their choice to add poppies to the tower. Alternatively, the children can make clay poppies.</p> <p><b>Plenary</b> – Show images of the Duke and Duchess of Cambridge walking around the Tower of London poppy installation. Ask the children to imagine what they might be thinking about and remembering, while they are looking at the poppy installation. The children can add their own thought bubbles to the images.</p>	<p><b>Resources Needed</b></p> <p>Images of the Tower of London poppy installation</p> <p>Cardboard and various art materials</p>