



THE GREAT WAR

LIVING ARCHIVE MILTON KEYNES

Remembered



Lesson Plan, KS2 Local study: Children's lives in WW1 (Y5/6)

Learning objectives:

Cross-curricular including History, English, ICT, Geography

- Understand how knowledge of the past is constructed from a range of sources
- Distinguish between fact and opinion
- Consider and evaluate different viewpoints

Written and spoken outcomes:

- Poster summaries/ A3 paper with list of facts and opinions
- Verbal presentations of research by each group: facts vs opinions, different viewpoints
- Video/ photograph learning outcomes

Activity plan:

1. Intro - establish context:

- When was WW1 on timeline, outline effects locally, what is an archive?
- Tell chn that the skill of a historian is to use different viewpoints and sources to build a picture and to know fact from opinion.
- Clarify the keywords to be used.

2. Reading/audio clip: George Cook audio interview about games at school.

Qus: What did George do at school? What are the facts? What are his opinions? What is different to modern school activities?

3. Group tasks: Split into 4 groups (25 mins)

Answer research questions and present in a group at plenary:

- 1 - Belgian refugees and secondary students' experience (CHN1 and 8)
- 2 - Clothes and school life (CHN2, 3 and 4)
- 3 - Egg collection scheme and soldier's letter (CHN5 and 6)
- 4 - Primary-aged children's health and activities in school (CHN7)

4. Plenary (15 mins)

Each group presents their research to the class:

Qus - What facts did you find out? Give examples of opinions in or about the source? Can you tell us two different viewpoints about the event or picture?

Next steps: What would you like to find out more about? How?

Resources:

- Audio clips: George Cook or Jack Rowledge
- CHN1 Belgian refugees image and news article
- CHN2 Children images, shows clothes and school uniforms
- CHN3 School room images, parade and schoolroom
- CHN4 Bow Brickhill School log describing important events
- CHN5 Eggs news article about a soldier's thanks
- CHN6 Egg thank you letter from a soldier to Lily Dytham, school girl
- CHN7 Bradwell Infants School Log book, 1918: health needs, charity and trip
- CHN8 Wolverton County School (secondary) minute book, 1915-17: meals, military service, charity fund-raising
- Follow up work: www.greatwarmemoriesmk.co.uk for independent research

Differentiation:

SEN: adult support, VAK tasks, selection of more visual sources

EAL: visual instructions, use of photos

Able, gifted and talented: sustain a viewpoint, lead a group, compare sources, selection of sources requiring higher reading ability

Learning outcomes. By the end of the session, students:

- Must have had experience of using primary sources to answer relevant historical questions.
- Should understand how local childrens' experience of WW1 fits into the national and international historical context.
- Could make further progress, leading a group or work independently, comparing and contrasting a variety of primary sources.

Key words:

First World War, The Great War, military service, join up, archive, artefact, primary source, fact, opinion, research



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Example medium term plan for Year 6, using primary sources from Living Archive MK, First World War Collection

(For many more resources, some free downloads and printable: <http://www.greatwarmemoriesmk.co.uk/teaching-resources.html>) and other pages on this website.)

Phase 1: Establish the historical context of study (2 lessons)

- Introduce topic using engaging audio, video and originals of letters (on display), children discuss their ideas about what unit may be about
- Locate the First World War period on a historical timeline (washing-line), using familiar dates and naming historical periods
- Use keywords in a card-sort activity, sorting into WW1 words and general history terms, display on wall
- Children interview each other on existing knowledge and opinions about the WW1 and how they think MK area (Great Linford/New Bradwell) has changed since
- Visit local war memorial (or photos) with Royal British Legion representative or local historian to explain the meaning and relevance of monument, significance of Remembrance Day and the centenary commemoration events in 2014 worldwide

Phase 2: Understand and use primary historical sources (3 lessons)

- Listen to, read and summarise key points in a range of primary sources from Living Archive website. Present scenes in a storyboard style summary, digital presentation or as a drama
- Identify common features and themes found in different types of source, eg. lack of suitable food, fund-raising on Home Front, school
- Compare use of informal and formal language, eg. compare Albert French letters 15/18 (May) with 16/17(Dad) and 20 (Pennell).
- Answer questions on historical facts, comparing situation of the soldier with the family at home eg. entertainment, shops, work, money
- Discuss women's dilemmas: the need for War work in factories, supporting a family with husband on very low wage and away, care of children, social change
- Prepare, act and film role-play "freeze-frames" with a narrator reading texts (in small groups of 4) to show the opinions and feelings at key moments

Phase 3: Independent research and multimedia presentation (3 lessons and event)

- Discuss how as historians we can ask relevant and useful questions to clarify understanding or to find out more about topic of research
- Write notes for quiz-style questions about old MK communities, its people and their experiences during WW1 (soldiers, women, work, families)
- Carry out internet and text-based research to answer questions, using the sources, websites for Living Archive *Xmas letter*, Joining up section on *Days of Pride*, *Your loving brother* CD Roms on laptops, Hawtin Munday's description of *No Man's land*, *War Horse* extract, local maps and archive on women and work in Bletchley, KRR website with War Diary (A,G&T task)
- Plan, evaluate and improve work as multimedia story-telling or Moviemaker films, using children's audio voices performing authentic words from primary sources
- Present work to an audience of local families, including some older residents whose parents and families were affected by WW1
- Evaluate learning and repeat the audio interviews with children about their perceptions and learning about WW1
- Select work to include on school VLE or website, adding extracts from children's interviews about their learning from the project.