

<b>Year Group: 5</b>	<b>Term: Autumn 1</b>	<b>Topic: World War 1 and the Home Front</b>
<b>Historical strands</b>		
War and Conflict; Civilisation and Technology		
<b>NC Links</b>		
An aspect of British History that extends children's knowledge beyond 1066; A local study		
<b>Other Curriculum Links</b>		
English - diaries / war poetry; Geography - Europe; Art - trench art		
<b>Links to Rights Respecting</b>		
Article 28 - every child has the right to an education		
<b>Links to North East Ambition</b>		
Link a lesson to the career of a museum education officer Gatsby Benchmark 4 - Linking curriculum learning to careers		
<b>Topic Overview</b>		
<p>In this unit, pupils will develop a good knowledge and understanding of the circumstances leading up to the start of WW1, how it developed and its effects, including key dates, people and events, using a wide range of relevant historical terms. Pupils will look in detail at trench warfare and the Home Front - how the war affected the everyday lives of people in Gateshead and the North-East. As well as demonstrating an understanding of chronology by sequencing events on a timeline, pupils will carry out their own research and identify and evaluate a range of sources.</p>		
<b>Possible Visits/Visitors</b>		
Beamish - WW1 workshop; Gateshead Archive (Library); Gateshead Cenotaph; That History Bloke; Box of Delights - Home Front / Front Line		
<b>Historical Concepts</b>		
<p><b>Continuity and Change</b> - in and between time periods</p> <ul style="list-style-type: none"> <li>Identify similarities / differences between life during WW1 and today / WW1 and previous wars (Y4 Anglo-Saxons) / role and representation of women</li> </ul> <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>Knowledge and understanding of cause and effects of WW1 / changing role of women</li> </ul> <p><b>Similarity and Difference</b> - within a period / situation (diversity)</p> <ul style="list-style-type: none"> <li>Knowledge and understanding of role / representation of women before and during WW1</li> </ul> <p><b>Significance</b> - of events / people</p> <ul style="list-style-type: none"> <li>Key events and figures of WW1</li> </ul>		
<b>Learning Intentions (for use in self assessment at end of topic)</b>		
<ul style="list-style-type: none"> <li>Mind-map: what is history? Why study history? How do we know about history?</li> <li>To know and understand the main causes of WW1</li> <li>To identify the main countries and people involved in WW1</li> <li>Describe key events of World War 1 - place between 5-10 events on a timeline</li> <li>To describe and explain the main effects of WW1</li> <li>To discuss and evaluate a range of historical sources, including propaganda - understand how this shaped people's ideas during wartime.</li> <li>To describe in detail trench warfare and what life was like in the trenches</li> </ul>		

- To be able to understand and describe some of the experiences of British people on the Home Front in WW1 (e.g. army recruitment / bombing / reduced workforce / DORA)

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### Essential skills to be covered and possible activities

#### Historical Knowledge and understanding

- Mind map: What is history? Why is it important to study history / history of WW1? How do we find out about history?
- Discuss, explore and explain the main causes and effects of WW1
- Discuss, explore and describe the main countries / leaders involved in WW1
- Make comparisons between warfare in WW1 and Anglo-Saxon times (e.g. sorting activity)
- Discuss, explore and describe trench warfare and life in the trenches
- Discuss, explore and describe the Home Front, e.g. army recruitment, work, bombing
- Discuss, explore and describe the (changing) role / representations of women in WW1
- Explore different views of the war - including use of propaganda

#### Chronological understanding

- Explore chronology by using sheets of toilet paper to represent time
- Place between 5 and 10 events on a timeline

#### Historical vocabulary

- Explicitly teach relevant historical vocabulary. Use knowledge organiser
- Use appropriate historical vocabulary and terms in discussion and writing

#### Interpretations of history

- Identify a range of historical sources, e.g. photographs, oral accounts, diaries, paintings, images, objects, newspaper reports
- Consider how accurate and reliable different sources are: think about who created the source and why (distinguish between fact and fiction)
- Evaluate different sources in terms of what they can and cannot tell us about the past (i.e. their usefulness)
- Suggest why there might be different versions of events (e.g. contemporary newspaper articles and textbook accounts / British and German propaganda)
- Discuss propaganda - and how this was used during the war to influence people
- Use the library and the internet to research with increasing confidence

#### Historical enquiry

- Begin to recognise primary and secondary sources
- Use evidence (a source or sources) to build up a picture of an aspect of WW1
- Select the relevant information to write historical accounts

#### Organisation and communication

- Writing an explanation of WW1 in terms of cause and effect, using evidence to support your work and using appropriate dates and terms
- Drama / role-play, e.g. hot-seating soldiers in trenches / army recruits / conscientious objectors; war correspondents
- Reports / recounts / diaries relating to WW1 / significant people / role of women and the Home Front

- Whole-class discussion / debates for and against war / conscription / conditions in trenches / use of propaganda
- Create displays about WW1
- Using iPads / computers to create PowerPoints / Word presentations

### **Suggested Strategies for Recording Learning**

- Practical activities - drama / role-play / be war correspondents describing conditions / interviewing soldiers / army volunteers (recorded on iPads and linked to QI codes)
- Group work to discuss enquiry questions / debate pros and cons of war / conscription / rationing (recorded on iPads and linked to QI codes)
- Sorting activities to compare WW1 with Anglo-Saxon / Viking conflicts
- Sequencing events on a timeline
- Writing narratives / comics / reports / recounts / diaries / persuasive pieces supported by historical sources, using appropriate dates and terms
- Create class displays about WW1 and Home Front
- Sorting sources into fact and fiction
- Comparing sources and offering reasons for different versions of events
- Create own propaganda posters to convey a message relevant to the time
- PowerPoint / Word presentations

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Assessment			
Ongoing assessment from guided activities, quizzes, observations, discussions, questioning and work.			
	5.1	5.2	5.3
<b>Historical knowledge and understanding</b>	<p>With support, explain some of the main causes and effects of WW1 and who was involved.</p> <p>With support, describe in some detail an aspect of the Home Front.</p>	<p>Explain some of the main causes and effects of WW1 and who was involved.</p> <p>Describe in some detail at least one an aspect of the Home Front.</p>	<p>Explain the main causes and effects of WW1 and who was involved.</p> <p>Describe in some detail some aspects of the Home Front.</p>
<b>Chronological understanding</b>	With support, pupils place up to five events on a timeline and use dates appropriately.	Pupils place at least five events on a timeline and use dates appropriately.	Pupils place up to 10 events on a timeline and use dates appropriately.
<b>Historical vocabulary</b>	With support, use some appropriate historical terms.	Use some appropriate historical terms.	Confidently use a range of appropriate historical terms.
<b>Interpretations of history</b>	With support, recognise and evaluate the usefulness of some sources.	Identify and evaluate the usefulness of a range of sources.	Identify and evaluate the usefulness and reliability of a range of sources.
<b>Historical enquiry</b>	<p>With support, use evidence to build a picture of the past, selecting relevant information.</p> <p>With support, begin to use the library internet for some of your research.</p>	<p>Use evidence to build a picture of the past, selecting relevant sections of information.</p> <p>Use the library and internet for some of your research with more confidence.</p>	<p>Use a range of evidence to build a picture of the past, selecting relevant sections of information.</p> <p>Use library and internet for independent research.</p>
<b>Organisation and communication</b>	With support, communicate knowledge and understanding through discussion, drama /role-play, writing and ICT.	Communicate knowledge and understanding through discussion, drama / role-play, writing and ICT.	Confidently communicate knowledge and understanding through discussion, drama/role-play, writing and ICT