


## REMEMBRANCE – A history Mini project

### Main themes per year group including the creative Art/DT element.

The hook into the project will be an assembly introducing Penistone Cenotaph and the names of soldiers from our locality who have died at war. Our Remembrance project should have those soldiers at the heart of it and all learning should be brought back to the soldiers from Penistone. Following on from last year's feedback, The creative element can be one of the outcomes from the project. Each creative task has been linked specifically to Art and DT skills which are year group appropriate. As Remembrance Day is in the middle of the project this year, instead of the display being ready for this day, it will be created at the end of the project as a celebration of the learning which has taken place over the previous 2 weeks. The boards will be similar to those created last year. Potentially Each **year group** (Nursery and Reception joint EYFS board) to create a display on the mini project boards which could then be displayed locally (possibly in church or Tesco?) for the people of Penistone to see. Where possible the idea is to create a poppy waterfall reminiscent of the installation from The Tower of London a few years ago, on display boards. These will be located in the entrance at both sites. It would also be nice if the groups of chdn visiting the cenotaph could take a cross on behalf of the whole school and place on the cenotaph.

<p>Nursery</p>	<p>Poppies – Why are poppies the symbol of Remembrance? Placing poppies at Penistone Cenotaph.  <b>Golden Threads: Conflict and Disaster – War (fighting) happened because countries didn't agree.</b>  <b>Legacy – The poppy has become the symbol of remembrance to help us remember the soldiers who died in the war.</b></p> <p>End of Unit Outcome – UTW Past and Present- Investigate          Children will be able to understand the past and sequence events in their own life and remember key historical events such as Remembrance Day.</p>
<p>St John's curriculum          UTW Past and Present – investigate objectives - first milestone</p>	<p>Key Explicit knowledge and vocabulary</p>
<p>Children can talk about special times, celebrations/ birthdays they remember in their life.          Children understand that some places are special to members of their community.</p>	<ul style="list-style-type: none"> <li>• A soldier is someone who fights for their country. They protect the people living in a country.</li> <li>• When countries fight against each other it is called a war.</li> <li>• <b>Every year there is a celebration to remember Soldiers who died in wars.</b></li> <li>• This celebration is called Remembrance Day</li> <li>• <b>People show that they are remembering by wearing poppies</b></li> <li>• <b>A poppy is a red flower</b></li> <li>• <b>The people of Penistone place Poppies at the cenotaph outside church in Remembrance of the soldiers from Penistone who died.</b></li> </ul> <p>Key vocabulary - past, present, today, history, war, Remembrance</p>
<p>Creative element</p>	

<ul style="list-style-type: none"> <li>EAD Nursery</li> </ul> <p>Creative – Pipe cleaner poppies</p> 	<p><b>SKILL:</b></p> <ul style="list-style-type: none"> <li>-Use pipe cleaners and coil into a snail shape.</li> <li>-Twist 2 pipe cleaners together to join them.</li> </ul> <p><b>LEARNING QUESTIONS</b></p> <p>Can I make 3D forms?</p> <p><b>Key Vocabulary</b></p> <p>Coil, fingers, sculpture, furry, twist, attach</p>
<p>Reception</p>	<p>Poppies – Why are poppies the symbol of Remembrance? Placing poppies at Penistone Cenotaph.</p> <p><b>Golden Threads: Conflict and Disaster</b> – War (fighting) happened because countries didn't agree.</p> <p><b>Legacy</b> – The poppy has become the symbol of remembrance to help us remember the soldiers who died in the war.</p> <p>In Penistone each year there is a parade and service to remember and honour the fallen soldiers from WWI and conflicts which have occurred since.</p> <p><u>End of Unit Outcome – UTW Past and Present- Investigate</u></p> <p>Children will be able to understand the past and sequence events in their own life and remember key historical events such as Remembrance Day.</p>
<p>St John's curriculum</p> <p>UTW Past and Present – investigate objectives</p>	<p>Key Explicit knowledge and vocabulary</p>
<p>Begin to recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago (His) (2<sup>nd</sup> Milestone)</p> <p>Children can sort objects/images into old and new and begin to use vocabulary linked to history topic. (His) (4<sup>th</sup> milestone)</p>	<p><b>Know that:</b></p> <p>As nursery +</p> <ul style="list-style-type: none"> <li>• Poppies are the symbol of remembrance because they started to grow on the Battlefields.</li> <li>• A battlefield is the place where the fighting took place</li> </ul> <p>Key Vocabulary – History, past, present, remember, remembrance, symbol, battlefields</p>
<p>Creative element</p>	
<p>EAD - Air dry clay poppies</p>	<p><b>SKILL:</b></p> <ul style="list-style-type: none"> <li>-In clay, balls and using a rolling pin to create flat pieces.</li> </ul> <p><b>LEARNING QUESTIONS:</b></p> <p>Can I make different 3D forms?</p> <p>Can I use a rolling pin?</p>



**Key Vocabulary:**

Clay, roll, ball, rolling pin, flat, pinch, palms, fingers, 3D, shapes, forms, sculpture.

**Key Stage 1**

**Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.**

- They should know where the people and events they study fit within a chronological framework
- They should use a wide vocabulary of everyday historical terms.
- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

**Pupils should be taught about:**

- Events beyond living memory that are significant nationally or globally or events commemorated through festivals or anniversaries.
- Significant historical events, people and places in their own locality.

Year 1

Who do we remember on Remembrance Day?

Why do we have Remembrance Day?

**Golden Threads: Conflict and Disaster** – World War 1 involved many countries across the world and many soldiers lost their lives fighting.

**Legacy** – The poppy has become the symbol of remembrance to help us remember the soldiers who died in the war.

**Society and Cultural Change** – Change occurred because women had to take on the roles that men had traditionally done.

**NC Objectives**

**Key Explicit knowledge and vocabulary**

Historical Interpretations

B - observe and use pictures, photographs and artefacts to find out about the past;

Historical Investigations

A - observe or handle evidence to ask simple questions about the past;

Chronological Understanding

**Know that:**

- World War One was a major global conflict that began on 28 July 1914 and ended on 11 November 1918.
- Remembrance Day marks the very day that World War One ended in 1918.
- World War One ended, at 11am on the 11th day of the 11th month, in 1918
- World War 1 lasted 4 years

B - order dates from earliest to latest on simple timelines;  
Knowledge and Understanding of Events, People and Changes in the Past

C - know and recount episodes from stories and significant events in history;

D - understand that there are reasons why people in the past acted as they did;

Presenting, Organising and Communicating

A - show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;

B - talk, write and draw about things from the past;

- **Soldiers lost their lives fighting in the war (and all wars after)**
- **Remembrance Day helps us to remember the soldiers who lost their lives**
- **The people of Penistone remember local soldiers who died during the conflict.**
- **Poppies are placed at the local cenotaph to show respect for these soldiers.**
- **Women had to do a lot of the roles that their husbands/father's/sons had done before the war**
- **Children and wives/mothers would write to their fathers/husbands/sons and vice versa whilst they were away**
- **Women were allowed in war zones as nurses. **Edith Louisa Cavell** was famous for treating soldiers from both sides during WWI**
- The English Channel is the body of water that separates England from France
- A trench is a channel dug out of the ground where soldiers lived in between fighting
- Poppies started to grow where the trenches were, once the war had ended
- War affected everyone, not just the soldiers
- People help us and care for us in many different ways
- Know that Princess Mary sent the soldiers gift boxes to lift their spirits

Key Vocabulary – History, past, present, today, here, now, then, order, remember, remembrance, died, Britain, British, war, beyond, living memory, soldier

### Creative element

- A&D Rock printing – poppies on rock using found objects



#### SKILL: |

- Print using found objects.(bottle cap, cork, sponge, potato)
- Select object to print from for their shape.

#### LEARNING QUESTIONS:

Can I find objects to print with?  
Can I create pictures or patterns by printing? Can I name different shapes?

#### Key Vocabulary:

Print, object, paint, tray, press, find, pattern, picture, circle, square, triangle, rectangle, printing.

<p>Year 2</p>	<p><b>What happens on Remembrance Day?</b>  <b>Why is it important to remember?</b>  <b>Golden Threads: Conflict and Disaster</b> – World War 1 involved many countries across the world and many soldiers lost their lives fighting.  <b>Legacy</b> – The poppy has become the symbol of remembrance to help us remember the soldiers who died in the war.  In Penistone, and around the UK, each year there is a parade and service to remember and honour the fallen soldiers from WWI and conflicts which have occurred since.</p>
<p><b>NC Objectives</b></p> <p><u>Historical Interpretations</u>  B - observe and use pictures, photographs and artefacts to find out about the past;</p> <p><u>Historical Investigations</u>  A - observe or handle evidence to ask simple questions about the past;  B - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</p> <p><u>Chronological Understanding</u>  B - order dates from earliest to latest on simple timelines;</p> <p><u>Knowledge and Understanding of Events, People and Changes in the Past</u>  A - recognise some similarities and differences between the past and the present;  C - know and recount episodes from stories and significant events in history;  D - understand that there are reasons why people in the past acted as they did;</p> <p><u>Presenting, Organising and Communicating</u>  A - show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;  B - talk, write and draw about things from the past;  C - use historical vocabulary to retell simple stories about the past;</p>	<p><b>Key Explicit knowledge and vocabulary</b></p> <p><b>Know that:</b>  <b>As EYFS &amp; Year 1 +</b></p> <ul style="list-style-type: none"> <li>• People attend memorial services/go to church on Remembrance Sunday – Penistone parade and service.  <a href="https://www.youtube.com/watch?v=95ahHqbGuy4">https://www.youtube.com/watch?v=95ahHqbGuy4</a> Penistone 2018</li> <li>• Remembrance Sunday is always on Remembrance Day (the closest Sunday which this year is 12<sup>th</sup>)</li> <li>• There is often a parade on Remembrance Sunday</li> <li>• The service usually takes place at a war memorial.</li> <li>• A memorial has names and dates on it and is the place where wreaths are laid.</li> <li>• The cenotaph is a large memorial in London</li> <li>• The King will attend the parade and service in London</li> <li>• People are usually quiet and still during the service.</li> <li>• There is a 2 minutes silence for people to remember.</li> <li>• The Last post is played prior to the silence.</li> <li>• Not everyone wanted to remember the war.</li> </ul> <p><b>Key Vocabulary – As Year 1</b></p>
<p><b>Creative element</b></p>	

- A&D Poppy printing – string on a card block



**SKILL:**  
 - Create own design of printing blocks with string  
 - Apply ink/ready mix paint using a thin layer rolled (use a printing roller) into a tray.  
 -Keep background clean and apply paint sparingly to allow for a clean/crisp print.

**LEARNING QUESTIONS:**  
 Can I create a printing block?  
 Can I apply ink or paint by rolling it in a tray?

**Key Vocabulary:**  
 Print, object, paint, tray, press, printing, colours, clean, crisp, shape, texture, rough, smooth, bumpy, contaminate, artist, printmaker, technical, subject matter, block, roller.

### Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.


They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.


Year 3	<p><b>What is the role of Monuments and memorials in remembrance? (with focus on Penistone monuments and memorials.)</b></p> <p><b>Golden Threads: Conflict and Disaster</b> – World War 1 involved many countries across the world and many soldiers lost their lives fighting.</p> <p><b>Legacy</b> – Penistone (and other towns and cities around the UK) have memorials and monuments to help us remember the fallen soldiers from many different conflicts.</p>
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NC Objectives	Key Explicit knowledge and vocabulary
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<p><u>Historical Interpretations</u>  <u>Historical Investigations</u></p> <p>A - use a range of primary and secondary sources to find out about the past;          B - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p> <p><u>Chronological Understanding</u>  <u>Knowledge and Understanding of Events, People and Changes in the Past</u></p> <p>A - note key changes over a period of time and be able to give reasons for those changes;          B - describe connections and contrasts between aspects of</p>	<p>Know that:          As EYFS &amp; KS1</p> <ul style="list-style-type: none"> <li>• A war memorial is erected to commemorate those who died in a war</li> <li>• War memorials and monuments help us to remember those in military service who have lost their lives</li> <li>• War memorials and monuments offer a place of reflection and remembrance</li> <li>• Memorials can be dedicated to those who have no known grave</li> <li>• Penistone has a war memorial – it displays the names of local men who have died during wars.</li> <li>• There are 2 famous memorials on Whitehall in London – The cenotaph and The women of World War II memorial.</li> </ul>
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<p>history, people, events and artefacts studied</p> <p><u>Presenting, Organising and Communicating</u></p> <p>A - use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</p> <p>B - present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</p>	<ul style="list-style-type: none"> <li>• The tomb of the unknown soldier is in Westminster Abbey</li> <li>• National Memorial Arboretum is in Staffordshire</li> <li>• There are graveyards in many countries dedicated to the soldiers who lost their lives</li> <li>• Some memorials/gravestones don't have names on them.</li> </ul> <p>Key Vocabulary – As Year 2 + military, commemorate, memorial, cenotaph, reflection</p>
<p><b>Creative element</b></p>	
<ul style="list-style-type: none"> <li>• A&amp;D Stained glass window poppies – chdn make outline design, cut and then use tissue paper to make stained glass effect</li> </ul> 	<p><b>SKILL:</b></p> <ul style="list-style-type: none"> <li>- Create texture by folding, rolling, ripping materials to create contrasting effects.</li> <li>- Cut along a drawn line accurately.</li> </ul> <p><b>LEARNING QUESTIONS:</b></p> <p>Can I select materials for purpose? Can I create different effects by treating the same materials in different ways? Can I cut along a drawn line accurately?</p> <p><b>Key Vocabulary:</b></p> <p>Scissors, materials, select, rough, smooth, fabric, paper, card, PVA glue, spreader, attach, collage, cut, layer, apply, fold, roll, rip.</p>
<p>Year 4</p>	<p><b>Who are the soldiers from the cenotaph? A local study</b></p> <p><b>Golden Threads: Conflict and Disaster</b> – World War 1 involved many countries across the world and many soldiers lost their lives fighting, including many from Penistone</p> <p><b>Legacy</b> – Penistone (and other towns and cities around the UK) have memorials and monuments to help us remember the fallen soldiers from many different conflicts. The names of the soldiers are inscribed on the monuments to help us remember who they were. At the Remembrance parade there is a roll call and 2 minutes silence to honour these soldiers.</p>
<p><b>NC Objectives</b></p>	
<p><u>Historical Interpretations</u> <u>Historical Investigations</u></p> <p>A - use a range of primary and secondary sources to find out about the past;</p> <p>B - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p> <p>E - begin to undertake their own research.</p> <p><u>Chronological Understanding</u> <u>Knowledge and Understanding of Events, People and Changes in the Past</u></p>	<p>Key Explicit knowledge and vocabulary</p> <p>Know that: As EYFS, <b>KS1 &amp; Y3 +</b></p> <ul style="list-style-type: none"> <li>• An archive is a place that stores historical information</li> <li>• Penistone Archive holds information and many artefacts about the Penistone area.</li> <li>• We can use primary and secondary sources of evidence to help us find out about the past</li> <li>• We can use information held at the archives to find out about the soldiers from Penistone.</li> </ul>



<p>A - find out about the everyday lives of people in time studied compared with our life today;  C - explain how people and events in the past have influenced life today;  D - identify key features, aspects and events of the time studied;</p> <p><u>Presenting, Organising and Communicating</u></p> <p>A - use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;  B - present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;  C - start to present ideas based on their own research about a studied period.</p>	<p>Key Vocabulary – As <b>Year 3 +</b> primary, secondary, sources, evidence, historical, archive, research</p>
<p><b>Creative element</b></p>	
<ul style="list-style-type: none"> <li>• <b>A&amp;D Clay poppies – Fire and glaze – create own slip and join pieces of clay together.</b></li> </ul> 	<p><b>SKILL:</b>  - Make own slip.  - Use slip to add decorative pieces.</p> <p><b>LEARNING QUESTIONS:</b>  Can I create a product for a specific user?  Can I make my own slip?  Can I use slip to add decoration?</p> <p><b>Key Vocabulary:</b>  Clay, roll, coil, 3D form, shapes, forms, sculpture, tools, cut, mould, carve, imprint, tools, textures, sculpt, slip, decoration.</p>
<p>Year 5</p>	<p><b>How did soldiers from the commonwealth support us at war?</b>  Brothers in arms – soldiers from the Commonwealth  <b>Golden Threads: Conflict and Disaster</b> – World War 1 involved many countries across the world and many soldiers lost their lives fighting, including many from Penistone  <b>Legacy</b> – Remembrance Day helps us to remember all soldiers, not just those from our own locality/country.</p>
<p><b>NC Objectives</b></p>	<p>Key Explicit knowledge and vocabulary</p>
<p><u>Historical Interpretations</u>  E - show an awareness of the concept of propaganda;</p>	<p>Know that:</p>



<p><u>Historical Investigations</u></p> <p>A - recognise when they are using primary and secondary sources of information to investigate the past;</p> <p>B - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</p> <p>C - investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p><u>Chronological Understanding</u></p> <p>B - accurately use dates and terms to describe historical events;</p> <p><u>Knowledge and Understanding of Events, People and Changes in the Past</u></p> <p>B - use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</p> <p>C - examine causes and results of great events and the impact these had on people;</p> <p><u>Presenting, Organising and Communicating</u></p> <p>A - know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</p> <p>B - present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</p> <p>C - plan and present a self-directed project or research about the studied period.</p>	<p>As previous years +</p> <ul style="list-style-type: none"> <li>• Arch Duke Franz Ferdinand was assassinated on June 28<sup>th</sup> 1914.</li> <li>• Assassinated means killed</li> <li>• Arch Duke Franz Ferdinand was assassinated in Sarajevo</li> <li>• <b>We remember soldiers from all around the world</b></li> <li>• <b>The commonwealth is a political association of 56 member states, the vast majority of which are former territories of the British Empire</b></li> </ul> <p>Key Vocabulary – As Year 4 + assassinated, Commonwealth, territories, British, political,</p>
<p><b>Creative element</b></p>	
<ul style="list-style-type: none"> <li>• A&amp;D Poly block scraping and printing</li> </ul> 	<div style="display: flex; justify-content: space-between;"> <div data-bbox="842 874 1133 1289" style="background-color: #e1bee7; padding: 5px;"> <p><b>SKILL:</b></p> <ul style="list-style-type: none"> <li>- Create own printing blocks using poly tiles.</li> <li>-Create texture by scraping in lines or textures.</li> <li>-Ink up using rollers, applying appropriate amount of ink to get a bold print but not to slip or smudge the detail with too much ink.</li> <li>- Apply depth of colour with a sponge.</li> <li>-Prep and care for block so as to be able to re-use a number of times.</li> </ul> <p><b>Artist Link – William Morris</b></p> </div> <div data-bbox="1227 874 1518 1289" style="background-color: #e1bee7; padding: 5px;"> <p><b>LEARNING QUESTIONS:</b></p> <p>Can I create a printing block? Can I create texture? Can I ink up and print with care to produce clean images? Can I apply depth of colour with a sponge? Can I reprint from the same block?</p> <p><b>Key Vocabulary:</b> Print, ink, tray, press, printing, colours, clean, crisp, relief, printmaker, block, sponge, modern, roller, even, pattern, block, reprint, clean.</p> </div> </div>
<p><b>Year 6</b></p> <p><b>How did WW1 reshape the modern world? What did we learn from the war and how did it bring about positive change - Remembrance and the future.</b></p> <p><b>Golden Threads: Conflict and Disaster – World War 1 involved many countries across the world and many soldiers lost their lives fighting, including many from Penistone</b></p>	

**Monarchy and Power** - The War occurred because the leaders of countries didn't agree. Following the war, Countries borders were redrawn and WWI contributed to the beginning of WWII.

**Legacy** – David Browns in Penistone contributed to the war effort by making munitions and tank parts. It provided the people of Penistone with jobs during and after the war.

**Society and Cultural change** – Role of women changed, severe financial hardship

**Invention and exploration** – huge advances in technology and medical innovation

<b>NC Objectives</b>	<b>Key Explicit knowledge and vocabulary</b>
<p><u>Historical Interpretations</u> A - find and analyse a wide range of evidence about the past;</p> <p><u>Historical Investigations</u> A - recognise when they are using primary and secondary sources of information to investigate the past; B - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; C - select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p> <p><u>Chronological Understanding</u> B - accurately use dates and terms to describe historical events; C - understand and describe in some detail the main changes to an aspect in a period in history;</p> <p><u>Knowledge and Understanding of Events, People and Changes in the Past</u> B - use appropriate historical terms such as culture, religious, social, economic and political when describing the past; C - examine causes and results of great events and the impact these had on people; D - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p><u>Presenting, Organising and Communicating</u> A - know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; B - present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; C - plan and present a self-directed project or research about the studied period.</p>	<p>Know that-</p> <p>As previous years +</p> <ul style="list-style-type: none"> <li>• World War One brought about huge advances in technology affecting the future of military tactics eg planes, submarine detection, gas masks, sound ranging, tanks, photography, sound recording</li> <li>• World War One brought about Medical innovation eg donating/giving blood, Thomas splint,</li> <li>• <b>How did David Browns Penistone contribute to the war effort? What did they manufacture during the wars? How did this impact on the people of Penistone?</b></li> <li>• World War One caused serious financial hardship</li> <li>• World War One caused a shift in the Role of Women and their standing in society</li> <li>• World War One caused Countries' borders to be redrawn</li> <li>• World War One contributed towards the start of World War 2</li> </ul> <p>Key Vocabulary – As Year 5 + political, society, impact, timeline, social,</p>
<b>Creative element</b>	

- DT – Sewing a poppy using old school jumpers (can include logo on Poppies)



**Design**  
 -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  
 -generate, develop, model and communicate their ideas through discussion, **exploded diagrams and pattern pieces**

**Make**  
 -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and **finishing**], accurately  
 -select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic Qualities

**Evaluate**  
 -investigate and analyse a range of existing products  
 -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

**Key vocabulary**  
 function, visual appeal, design criteria, finishing, aesthetic, embellish, embroidery, |

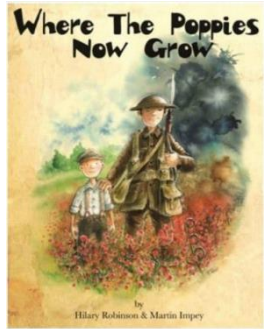
## Appendix

### Nursery

**Poppies**

Poppies are flowers that help people to remember about the soldiers that have been injured or killed in lots of different wars.





### Reception

<b>Enquiry 1: Why are people wearing poppies this week?</b>		
<b>LEARNING OBJECTIVES</b>	<b>KEY CONTENT AND SUGGESTED LESSON IDEAS</b>	<b>SUGGESTED RESOURCES</b>
<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><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</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>Can I begin to describe the event people are remembering by wearing poppies?</p>	<p>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>An introductory book, video clip or PowerPoint about Remembrance Day</p>
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### Year 1

Introduction		
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 the event people are remembering by wearing poppies?</p>	<p>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>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><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>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>

<p>Can I describe how the trenches have changed over time?</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>	
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### 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>)</p>	<p><b>Resources</b></p> <p>Propaganda posters from WWI showing women and children at home</p> <p>Letter writing frames</p>

	<p>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.</p> <p>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>	
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## Year 2

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 how people should act at a war memorial on Remembrance Day?</p> <p>Can I describe how the 'Last Post' makes them feel and why it is played?</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 Remembrance parade and who is involved. Show the 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> – Show images 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>Plenary</b> – Play the chdn the Last post. Can they describe how this piece of music makes them feel? Explain that there is always a 2 minute silence at 11am. Why is the silence at 11am? This piece of music is played at the beginning of the 2 minutes silence. Watch a video clip from a remembrance service and observe what happens as the last post is played. Can they suggest reasons why this happens?</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>Images of the Cenotaph on Remembrance Day</p> <p>Recording of the last post</p> <p>Video of last post being played at the cenotaph</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>Share some images of the war and the effects of it on counties. Ask the children to suggest reasons why some people wanted to forget about the war after it had finished. Make a list.</p> <p>Talk about why it is important to remember the war, especially now that it has been over more than 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> – Ask chdn to write a prayer which reflects on the war and remembrance. Share them as a class.</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>

### Year 3

Look at the purpose of a memorial/monument. What are the features of a monument/memorial

Military cemeteries

<https://www.bbc.co.uk/newsround/28586782>

<https://www.cwgc.org/our-work/blog/the-importance-of-war-memorials/>

[https://www.britishlegion.org.uk/?\\_gl=1\\*1jg0is0\\*\\_up\\*MQ..\\*\\_ga\\*ODMwNDc1NDEzLjE2NjUwMTEwNjg.\\*\\_ga\\_N0H21K3H1R\\*MTY2NTAxMTE2OC4xLjAuMTY2NTAxMTE2OC4wLjAuMA..\\*\\_ga\\_Y6F7GNMDH2\\*MTY2NTAxMTE2OC4xLjAuMTY2NTAxMTE2OC4wLjAuMA..&gclid=EA1aIQobChMIxs-N9pnK-gIVB9Z3Ch0V9gSmEAAYASABEgLO8fD\\_BwE&gclid=aw.ds](https://www.britishlegion.org.uk/?_gl=1*1jg0is0*_up*MQ..*_ga*ODMwNDc1NDEzLjE2NjUwMTEwNjg.*_ga_N0H21K3H1R*MTY2NTAxMTE2OC4xLjAuMTY2NTAxMTE2OC4wLjAuMA..*_ga_Y6F7GNMDH2*MTY2NTAxMTE2OC4xLjAuMTY2NTAxMTE2OC4wLjAuMA..&gclid=EA1aIQobChMIxs-N9pnK-gIVB9Z3Ch0V9gSmEAAYASABEgLO8fD_BwE&gclid=aw.ds)

### Year 4

Research project on who the soldiers on Penistone's war memorial are. Visit to the Penistone Archive to find out about their work and to do some research about the names on the memorial. Who were these soldiers? Can you find anything out about them? Ideas for end product – who's who booklet? Obituaries?

Contact at the archive – Marlene Marshall

### Year 5

Explore a wide range of experiences and contributions made during WWII from people across different cultures and faiths, and the role that remembrance plays in continuing to build a peaceful future. Could use excerpts from Now or Never by Bali Rai.



How did WWI start, who had the biggest armies and why did Britain need more men to fight? Where did these soldiers come from?

Research project into the involvement that soldiers from the commonwealth had in world war 1 and why they fought? Which countries did they come from?

<https://www.nam.ac.uk/explore/commonwealth-and-first-world-war#:~:text=Over%203%20million%20soldiers%20and,in%20the%20First%20World%20War.>

<https://ww1.nam.ac.uk/stories/>

### Year 6

When you go home, tell them of us and say. For your tomorrow, we gave our today.

<https://www.bbc.co.uk/newsround/45966335>

<http://www.langsettandmidhopeatwar.co.uk/david-brown/>

<https://penistonearchive.co.uk/david-brown/>

### Useful sources

<https://www.chesswood.w-sussex.sch.uk/page/?title=Remembrance&pid=1451> – videos, music clips, speeches