# World War I Primary Resources: Overview

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| Contents Overview  Lesson 1: Film and French  Lesson 2: History  Lesson 3: H&W, PSE, PSHE, PMDU  Lesson 4: PE  Lesson 5: Literacy  Lesson 6: Science  Lesson 7: Maths  Lesson 8: Art  Overview of curriculum links: England, Wales, Northern Ireland and Scotland |

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| Introduction |
| It has been over 100 years since the start of World War I (WWI) and the British Red Cross has created a suite of eight primary lesson plans to support a CBBC ‘Operation Ouch WWI special’ film.  The suite of session plans includes classroom activities and discussion ideas, linked to the film.  The lesson plans encourage pupils to understand, conceptualise and reflect on the impact of armed conflict from a humanitarian perspective.  Each 40-minute lesson plan is linked to a specific area of the curriculum for 7–11-year-olds. |
| Background to learning |
| The First World War began in August 1914. Fighting ended by agreement – a truce or armistice – on 11 November 1918. The official end of the war didn't come until ‘The Treaty of Versailles’, which was signed in June 1919.  It is sometimes called World War I, or just shortened to WWI. Another name is the Great War – signifying what a massive upheaval it was and how many soldiers and countries were involved.  The sides opposing each other were:   * the Entente powers, or Allies, including the UK and Commonwealth countries, France, Russia, Japan and later the US, and * the Central powers, including Germany, Austria-Hungary and Turkey, or more accurately the Ottoman empire.   It is estimated that around 10 million soldiers and 7 million civilians died. Around 20 million were wounded. Disease caused a large proportion of the deaths. |
| The Red Cross |
| Between 1914 and 1918 90,000 volunteers gave their time and skills to help the sick and wounded. The Red Cross did everything from nursing and air raid duty to searching for missing people and transporting the wounded. Learn more about the work of the Red Cross during WWI here: <http://www.redcross.org.uk/About-us/Who-we-are/History-and-origin/First-World-War> |
| Display board |
| Throughout the lessons, pupils will be creating artwork and poems and other pieces of work linked to WWI. Why not set up a display board now that children can add to through the coming weeks? |

# World War I Primary Resources: Lesson 1

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| Subject: Film |
| Curriculum links: See curriculum links from England, Wales, Northern Ireland and Scotland |
| Cross curricular opportunities: History, English |
| Year Group / Class: |
| Date of lesson: |

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| Learning objectives | | |
| * Watch CBBC Operation Ouch film to gain an overall understanding of the history of WWI. * Recognise and compare words with another language – French. | | |
| Success criteria | | |
| * Have a greater understanding of WWI through watching the film. * Identify some words used by British soldiers in WWI borrowed from the French as a result of the close contact between the French & British troops. | | |
| Key vocabulary | | |
| * Toot sweet * Plonk * Skive * Camouflage * Souvenir | | |
| Resources | | |
| * CBBC Operation Ouch film and white board / lap top. | | |
| SEQUENCE OF LESSON – (based on 40-minute lesson) | | | |
| Timings5 minutes­ | Introduction Introduce class discussion around the five English words and phrases below. These came from French words around the time of WWI.  Ask pupils if they can explain the word, say what it means and which French word or expression it might come from.  **Toot sweet**  This means now, immediately, straightaway. It's from the French tout de suite, meaning ‘at once’.  **Plonk** This means cheap, everyday wine. It's probably from the French blanc, short for vin blanc – or white wine.  **Skive** This means play truant, or evade, it’s most likely from the French word esquiver which means to escape, avoid.  **Camouflage** This means conceal or disguise, derived from the French word Camoufler which means disguise.  **Souvenir** This replaced the English word “keepsake” as the primary word for memento. The French soldiers gave the British soldiers presents when they fought together in the trenches and called those presents souvenirs. | | |
| 34 minutes | Group or class activities Introduce the CBBC ‘Operation Ouch WWI special’ film.  Play the film. | | |
| Time available | Plenary  * Ask pupils what they have learnt from this lesson * Which part of the CBBC Operation Ouch film did they like the most? * How important is language in making yourself understood? * Why did French words come into the English language during the First World War? * How do shared words make people feel? * What other forms of communication can help you make yourself understood if you don’t speak the same language as others? * How might you feel if you couldn’t communicate with someone else? | | |
| Extension activities | * The Red Cross emblem is an international symbol of neutrality and protection. The principal users of the emblem are the medical services of the armed forces of each country. Did pupils notice the use of the Red Cross Emblem anywhere in the film?  Learn more about the significance of the Red Cross with an assembly activity: <http://www.redcross.org.uk/What-we-do/Teaching-resources/Assembly-kits/The-red-cross-emblem> * Ask pupils if they can think of different ways in which the English language is evolving – e.g. through language of text messages, social media and gaming. | | |
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| Opportunities for Assessment | | Differentiation | |
| * Speaking & Listening * Observations | | * Task * Outcome * Questioning | |
| Evaluation | |  | |
| What worked really well in my lesson?  What do I want to focus on to improve future lessons? | | | |

# World War I Primary Resources: Lesson 2

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| Subject: History |
| Curriculum links See curriculum links from England, Wales, Northern Ireland and Scotland |
| Cross curricular opportunities: Art |
| Year Group / Class: |
| Date of lesson: |

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| Background to learning |
| The First World War began in August 1914. Fighting ended by agreement – a truce or armistice – on 11 November 1918. The official end of the war didn't come until ‘The Treaty of Versailles’ which was signed in June 1919.  The traditional image of the First World War for people in the UK is of the trenches, lines separating the allied and central powers stretching across Northern France. That is the western front, a series of offensives, mostly indecisive, that lasted for years. Hostilities were also in the eastern front, around Russia and Poland, and in southern Europe and in the middle east. There was also a naval war. Attacks on shipping by submarines brought the US into the war.  There was fighting in Asia and the Pacific and colonial forces of the main powers also fought in Africa. It helps to have this broader picture, if only to explain why it was a "World War", rather than a war fought between Britain and Germany in Northern France, which is the main reference in popular media in the UK. |
| Learning objectives |
| * To think about the reasons why people in the past acted as they did and to be aware of the consequences of those actions. * To understand how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. * To compare and contrast a society in the past with our own and contribute to a discussion of the similarities and differences. |
| Success Criteria |
| * To begin to understand who was involved in World War I and why we call it a ‘World War’. * To be able to describe how prosthetics developed during WWI, and how that might influence our lives today. |
| Key vocabulary |
| * Armistice Day * Western front * Allies * Ottoman Empire * Entente Powers * Central Powers * Prosthetics |
| Resources |
| * White board / lap top * Operation Ouch film (section 18:33–21:57) * Paper, crayons, post its and flip chart paper |

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| SEQUENCE OF LESSON – (based on 40-minute lesson) | |
| Timings10 minutes­ | Introduction Ask pupils what they remember from the film shown in lesson 1. Explore Ask pupils to write down on a ‘post it’ one thing they know about WWI and one thing they want to find out about it. Place on flip chart paper.  Look at the maps of the Western front and the map of Europe in WWI and see where the main battles took place. Map of Western front <http://www.greatwar.co.uk/places/ww1-western-front.htm#mapwesternfront> Map of Europe WWI <http://www.mapsofworld.com/world-maps/world-war-i-map-of-europe.html>  Now think of some words that seem to sum up how we see WWI. Examples Trenches, Mud, Football, Shooting, Battle of the Somme, Enemy, Bombs, Long way from home, Afraid, With friends… |
| 25 minutes | Group or class activities One of the major consequences of WWI was the terrible injuries sustained by the soldiers. This was the first time that powerful weapons and machinery were used and this resulted in a high number of amputees.  41,000 soldiers lost an arm or leg from the fighting – they wanted to work and look after their families so the UK Military Technicians came up with a solution and started making artificial limbs known as prosthetics.  Watch the Operation Ouch film, section 18:33–21:57, which shows how the making of prosthetics has changed in the last 100 years.  Sophie Kamlish had her right leg amputated when she was aged nine and she went onto become a Paralympian competing in both the 100m and 200m events using a modern carbon fibre leg.  Prosthetics transformed the lives of thousands of soldiers after the war and are still helping people today.  Ask pupils to think about what it might have been like to lose a limb in WWI. What wouldn’t they be able to do that they can now? What might they say to someone who had lost a limb? How would they support them?  Now think what it must have been like in WWI if you were a soldier who had been injured. They may have been a long way from home, in hospital, with their family and some friends still at home. The only contact they would have had was through sending and receiving letters.  On Platform 1 of Paddington station in London there is a statue of a WWI soldier who is reading a letter. People have been encouraged to think about what they might have wanted to say to the soldier 100 years ago and then write the letter he is reading. Have a look at some of the letters here: <http://www.bbc.co.uk/schools/0/ww1/27110879>  Now write a letter to a soldier who has been injured in WWI. Decide what injury he might have and how you might be able to help him. Think about who you are going to be – are you a son, daughter, sister, brother, parent or friend.  What nationality is the soldier going to be, what nationality are you going to be?  What could you say in a letter to make him feel better?  Would you try and take his mind off his injuries by telling him what is going on at home, would it be a positive letter looking forward to when he comes home? |
| Time available | Plenary  * Look at some of the questions on the post its. Put them on the flip chart and talk about them. (The post its can be used throughout the series of lessons and followed up finally in Lesson 8 Art.) * Read out some of the letters. * Ask the pupils if they have any letters at home that were written to their family in WWI that they can bring in to show the class. |

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| Opportunities for Assessment | Differentiation |
| * Speaking & Listening * Observations | * Task * Outcome * Questioning |
| Evaluation |  |
| What worked really well in my lesson?  What do I want to focus on to improve future lessons? | |

# World War I Primary Resources: Lesson 3

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| Subject H&W, PMDU, PSE, PSHE | | | |
| Curriculum links See curriculum links from England, Wales, Northern Ireland and Scotland | | | |
| Cross curricular opportunities: History, Science | | | |
| Year Group / Class: | | | |
| Date of lesson: | | | |
| Learning objectives | | |
| * How to manage risk to physical, emotional health and wellbeing. * How to respond to a range of emergency situations. | | |
| Success Criteria | | |
| * Describe what improvising is; explain its advantages and disadvantages. * Be able to demonstrate basic first aid for bleeding, broken bones and burns. * Be able to discuss why it’s important to help others. | | |
| Key vocabulary | | |
| * Improvise * Regimental Aid Post * First aid | | |
| Resources | | |
| * White board / lap top * Operation Ouch film (section 2:38–4:31) * Everyday items – towels, shirts, sweat shirts, cushions, water. | | |
| SEQUENCE OF LESSON – (based on 40-minute lesson) | | | |
| Timings10 minutes­ | Introduction Ask who knows what the word IMPROVISE means. Write it so everyone can see it, and invite contributions.  When you don't have the right materials, and you have to make do with something else, you are improvising. When you haven't prepared or practised something, but you go ahead and do it, you are improvising.  Invite examples and discuss. If you want a drink of water but haven't got a cup - what might you use instead? For example, your hands, a bowl, a plastic bag, a shoe...  Discuss as many other examples as you need to be sure pupils understand the idea.  For example, how might you...   * butter some bread without a knife * rest your head without a pillow * walk a dog without a lead * change the television channel without a remote * play football without a ball * cut paper neatly without scissors | | |
| 25 minutes | Group or class activities Improvising is a great survival skill. Sometimes improvised ideas turn out to be so good, they are kept and are still used years later.  Of course, not all the ideas you come up when improvising are good ideas. Some are definitely to be avoided. Like the section in the CBBC Operation Ouch film which shows the clip of the regimental aid post.  Show the Operation Ouch film section 2:38–4:31 and ask pupils to watch out for a bad improvised idea.  Did pupils see Dr Xand going to knock out the patient with a piece of wood? What was wrong with that as a substitute for an anaesthetic? Those trying to provide emergency health care to injured soldiers had to do a lot of improvising at the regimental aid post.  Many improvised ideas became really effective like the invention of the ‘Thomas splint’ which helped to stop soldiers dying of a broken leg and is still used today.  Remember Charley the little boy who broke his arm and was given an operation – during the First World War his mother would have had to improvise with a rolled up newspaper to use as a splint. There was no NHS and you would have to pay for an X-ray which most people couldn’t afford to do. There would be no operation and the likelihood is the elbow would be permanently damaged.  How we deal with first aid today is very different because we learn what works best and techniques have evolved over time.  Pupils can practise a number of first aid skills by working in pairs or groups.  **If someone has a broken bone…**  The key point to remember is to keep it still and support it.  Pupils must keep the injury still and support it to stop it moving.  Pupils should work in pairs; they can use a number of items – their hand, cushions or an item of clothing – to prevent any unnecessary movement of the other pupil’s arm or leg. The floor is very good at supporting a leg, which can then have padding placed around it. Remind them of the need to get help and to continue supporting the injury until help arrives. Tell an adult. Call 999  **If someone has a bad bleed…**  The key point to remember is press on it.  Putting pressure on a bleed will help slow down and stop the bleeding.  Pupils should imagine their friend has a wound on their hand which won’t stop bleeding. Get them to work in pairs to practise applying pressure. They can improvise by using everyday items like towels or shirts.  Remind them of the need to get help if there is a bad bleed and to continue pressing on the injury until help arrives. Tell an adult. Call 999.  **If someone has a burn…**   1. Look out for the hot thing. 2. Put the injury under cold running water. 3. Keep the injury under cold water for at least ten minutes. 4. Tell an adult or call 999.   Pupils should work in pairs and discuss how they can improvise if there is no water available what else could they use? E.g. milk, orange juice etc.  Look at the British Red Cross website, where there are lesson plans, games, quizzes and films which can help in teaching first aid to primary students: <http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children> | | |
| Time available | Plenary Ask pupils what they have learnt from this lesson.  Ask: Why might they help someone? What might happen if they didn’t help? How might they feel if they were injured and needed help?  Ask how they can help someone with an injury. Reinforce key learning points:   * When helping others, they must always keep themselves safe. * How to give first aid in a variety of common situations. * In an emergency, they should tell an adult AND make sure someone calls 999. | | |
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| Opportunities for Assessment | | Differentiation | |
| * Speaking & Listening * Observations | | * Task * Outcome * Questioning | |
| Evaluation | |  | |
| What worked really well in my lesson?  What do I want to focus on to improve future lessons? | | | |

# World War I Primary Resources: Lesson 4

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| Subject: Physical Education |
| Curriculum links See curriculum links from England, Wales, Northern Ireland and Scotland |
| Cross curricular opportunities: History, Science, Numeracy |
| Year Group/Class: |
| Date of lesson: |

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| Background to learning | | |
| Read the following so you understand the basic role of bacteria and macrophages and their relevance to life in the First World War trenches. These will form the two sides of the PE activity which follows.  Also view the section of the Operation Ouch film that runs from 07:26 to 11:07.  Ask pupils to imagine having a cut on their skin. Normally it heals, quickly and without trouble. But in some cases it can take much longer, and may even become infected. If you were to look at what is happening under a powerful microscope you would see a battle taking place.  On one side of the battle are helpful macrophages (Greek for "big eater") which are cells in your body that travel to a cut or wound. Their job is to "eat up" any dirt, germs or harmful substances and stop them causing damage to your body or slowing the healing process.  On the other side of the battle are the enemy bacteria which can cause infections that might make you ill, sometimes very ill. In really bad cases a wounded person might have to have their leg or arm amputated as the only way to stop the infection spreading.  We now have medicines called antibiotics which fight bacterial infections very effectively. But these weren't available at the time of the First World War. What is more, soldiers in the war were often wet, had poor quality food, and were tired through lack of sleep and high levels of stress. All those things weaken the immune system, making it more likely that the macrophages will struggle in the battle against the bacteria. | | |
| Learning objectives | | |
| * Develop and apply the skills needed to work with others & demonstrate tactics within competition. * Apply basic principles suitable for attacking & defending * Improve catching and throwing ball skills. | | |
| Success Criteria | | |
| * To be able to work with others as a team * To send and receive a ball with increasing confidence and control * Describe how macrophages help fight off infection and how bacteria will try to get into the body, through a cut or wound and cause illness. * Explain some of the factors, such as poor food and lack of sleep, that influence the outcome of the "battle" between macrophages and bacteria. | | |
| Key vocabulary | | |
| * Attacking/ Defending * Sending/ receiving * Tactics * Macrophages * Bacteria * Antibodies – help the macrophages fight bacteria. | | |
| Resources | | |
| * 50 tennis balls, 7 hoops, Bibs/ bands, 3 soft balls, 3 large mats * White board/ lap top. * Operation ouch WWI film section 07:26–11:07 | | |
| SEQUENCE OF LESSON – (based on 40-minute lesson) | | | |
| Timings5 minutes­ | Introduction Operation ouch WWI film section 07:26–11:07  Read the ‘Background to learning’ on Macrophages & Bacteria | | |
| 10 minutes­ | Warm Up: Rob the Trench **(Equipment needed – 50 Tennis balls / 7 hoops)**  Set the scene – the hoops are the trenches, the balls represent antibodies.  6 groups of 5 children standing behind the 6 hoops which have been evenly spaced around the room.  Balls (Antibodies) in hoop (trench) in centre of room.  (Aim of game is for each team to collect as many balls as they can)  To start, place a hoop in the centre of room with all the balls in it.  When the teacher blows a whistle one person from each group has to run to the centre hoop and pick up a ball and return it to their own team hoop. At this point the next person in the line can go from that group.  When the centre hoop is empty children may take the balls (antibodies) from any other trench.  No interference from other players is allowed.  Only one ball (antibody) allowed to be carried at a time.  The number of balls (antibodies) in each hoop (trench) at the end of the activity (suggest 3-4 minutes) are counted.  Emphasise that those groups that have more balls (antibodies) in their trench is very good news for the soldiers. They are more likely to be healthy and survive. | | |
| 20 minutes | Group or class activities **Bacteria ball (rules of dodge ball)**  Equipment needed – enough bibs/bands for the whole class to use, 3 soft balls, mats to be put along the centre of the hall.  Place the mats down the centre of the hall. These are signified as "no man's land", land that neither side holds and which is too dangerous to enter. Players must never cross the dividing line. They must stay in their area of the room.  Divide the class into two even teams – macrophages versus bacteria.  First team to eliminate the opposing team by reducing it to just one player wins that round. Suggest playing the best of five rounds  To start the game both teams must line up at the back of their area and the 3 balls are placed in a line along the dividing line which is the middle of the mats (this is the only time that the mats can be walked on).  When the whistle is blown the players from both teams have to run into the middle to retrieve a ball. Whoever gets there first takes the ball back into their own team area.  To switch an opposing player on to your side (macrophage or bacteria) you must   * hit them with a ball below the knee; or * catch a ball they have thrown.   Note the following:   * If the ball hits above the knee then the player has not been hit and the thrower has to join the opposing side.   When there is only one person left in a team the game is over and the other team has won. To start the game again the balls go back into the middle and the team that won gets a point. | | |
| Time available | Plenary Warm down stretching exercises  Ask pupils what they have learnt from this lesson   * What weakened the immune systems of soldiers in the trenches? (They were wet, had poor diets and were tired through lack of sleep and high levels of stress) * What do macrophages do? (Their job is to "eat up" any dirt, germs or harmful substances and stop them causing damage to your body or slowing the healing process.) * If the macrophage team in the bacteria ball activity had been wet, tired and stressed, how would their performance have been affected?  Extension Exercise The Red Cross seeks to preserve a measure of humanity in the midst of war and its work is based on the guiding principle that even wars have limits.  The Red Cross cares for prisoners, the wounded and sick, and civilians affected by conflict. The Red Cross is impartial, makes no discrimination as to nationality, race, religious beliefs, class or political opinions and endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.  Start a discussion around the following points.   * How important they think it is for wounded soldiers to have access to medical care? * Does it matter what side they are on? | | |
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| Opportunities for Assessment | | Differentiation | |
| * Speaking & Listening * Observations | | * Task * Outcome * Questioning | |
| Evaluation | |  | |
| What worked really well in my lesson?  What do I want to focus on to improve future lessons? | | | |

# World War I Primary Resources: Lesson 5

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| Subject: English / Literacy |
| Curriculum links See curriculum links from England, Wales, Northern Ireland and Scotland |
| Cross curricular opportunities: History, Art |
| Year Group / Class: |
| Date of lesson: |

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| Learning objectives |
| * Express thoughts and feelings in imaginative writing * Create a poem showing interesting characters and settings so that the meaning is clear to an audience. |
| Success Criteria |
| * To be able to explore and develop ideas using stimulus of poems or other objects. * To have a deeper understanding of the physical and emotional impact of the First World War on the soldiers involved in it. |
| Resources |
| * White board / lap top. * Operation Ouch film section 1:39–2:55 * Web site <http://brendawilliamspoet.co.uk/Warhorse.html> |

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| SEQUENCE OF LESSON – (based on 40 minute lesson) | | |
| Timings10 minutes­ | Introduction Discuss with the class that during WWI there was little media which described what was happening. People relied on war reporters to tell them in their own words what they could see.  Often this was through the writing of poems and there were a number of WWI poets who wrote about the terrible events from a first-hand perspective.  Look online for poems written during WWI and choose one that is appropriate for your class – depending on age range/maturity – to look at as a group.  Below are some suggestions for short poems that you might want to look at:  Siegfried Sassoon, *Does it matter*  Wilfred Gibson, *Back*  John McCrae, *In Flanders fields*  Read your chosen poem aloud and ask pupils to write down one word to say what they think the poet might have been feeling when they wrote the poem. | |
| 25 minutes | Group or class activities The WWI poets wrote about things they saw on the battlefield.  Ask pupils to think about what they have seen in the Operation Ouch film and write a poem about someone who was involved in WWI.  It could be from a soldier, a soldier’s friend or family, or a reporter.  Use the first person perspective and think about how that person might feel, what words they could use to describe their feelings and emotions.  It could even be about a horse getting injured after going into battle.  As a further stimulus look at the website <http://brendawilliamspoet.co.uk/Warhorse.html> This is a poem called ‘War horse’ written by Brenda Williams who was inspired by the book ‘War Horse’ by Michael Morpurgo. | |
| Time available | Plenary Ask pupils what they have learnt from this lesson.   * What made the war poets write the way they did and choose the words they did? * How does poetry from the First World War help us understand the impact of war on individuals? * How might someone be affected by exposure to war and other situations of conflict? * Get the children to read some of their finished poems out loud. * Talk about how war reporters nowadays use Skype and video links to communicate what is happening with people around the world. How does this change how we understand and perceive conflict? | |
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| Opportunities for Assessment | | Differentiation |
| * Speaking & Listening * Observations | | * Task * Outcome * Questioning |
| Evaluation | |  |
| What worked really well in my lesson?  What do I want to focus on to improve future lessons? | | |

# War I Primary Resources: Lesson 6

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| Subject: Science | | | |
| Curriculum links See curriculum links from England, Wales, Northern Ireland and Scotland | | | |
| Cross curricular opportunities: History | | | |
| Year Group/Class: | | | |
| Date of lesson: | | | |
| Learning objectives | | |
| * Recognise that vibrations from sound travel through a medium to the ear. * Explain how sound vibrations can be carried. | | |
| Success Criteria | | |
| * Identify some scientific principles related to the First World War and describe their relevance and operation in today’s world. * Appreciate some of the long term effects of conflict – injury and impairment – and the impact they might have on someone’s life. | | |
| Key vocabulary | | |
| * Sound * Voice box * Vibrations | | |
| Resources | | |
| * White board / lap top * Operation Ouch WWI film section 22:21–27:00 * Drum, recorder, sand paper, wood block, loudspeaker, Balloons, blind fold. | | |
| SEQUENCE OF LESSON – (based on 40 minute lesson) | | | |
| Timings15 minutes­ | Introduction Ask the children to come and sit in a circle.  Ask them how they heard your instruction? Where did the sound start?  The vibration made by a voice box vibrates tiny invisible particles in the air causing the sound vibration to cross through the air and vibrate in their ear drums.  Blindfold a volunteer   * Class stand in a ring around the volunteer. * Children take turns to make gentle noises, such as a clap of the hands, a click of the fingers or a quiet call. * After each sound, the person with the blindfold should point to where they think the sound is coming from.   Sound doesn’t just travel through air, but through other materials too.  Sound is a form of energy. For sound to be produced vibrations must be set up by a source.  Ask the pupils to work in small groups to experiment with sound; by hitting (drum), blowing (recorder), stroking (sand paper on wood) and if possible electrical (loudspeaker).  Discuss with the class:  The vibrations travel through a solid, liquid, or gas and reach our ears where it can be heard. If the vibrations have a lot of energy then they are loud. If they have little energy then the sound is quiet. Sometimes the vibrations can be seen or felt on the skin. | | |
| 25 minutes | Group or class activities In groups of two, experiment using a balloon to hear and feel sound vibration.   * Get the children to blow up balloon * Then hold it against their ear * Then ask their partner to press their lips against balloon and speak * Switch over so both children have a go.   Whole group – talk about how you can hear and feel the vibrations through the balloon. Sound is created when an object moves and the air around it vibrates creating sound waves.  Show the section of the CBBC Operation ouch film 22:21–27:13  If the sound travels as vibrations in the air at high levels it can cause damage to the delicate mechanisms in the ear which is what Dr Chris & Dr Xand are talking about in the film.  Many of the WWI soldiers went home with damaged hearing when the war finished. | | |
| Time available | Plenary Ask pupils what they have learnt from this lesson   * Think of some sounds (whispering, fireworks, car alarms, insect buzz, electric drill, ukulele playing, vacuum cleaner...) and put them in order of loudness. * How did it feel to be blindfolded? How would it feel to be unable to hear instructions? How much do we rely on our senses and how would it feel for one of those senses to be impaired? What would change about your everyday life? What wouldn’t change? How would you want other people to treat you?  Extension Activity Dr Chris at the end of the section in the film talks about how although we have learnt a lot since WWI, explosions are still a part of modern conflicts and are still in the news today.  Go to British Red Cross Website and download or show them the picture of the mystery object <http://www.redcross.org.uk/What-we-do/Teaching-resources/Quick-activities/Mystery-object>  Land mines have changed in the last 100 years – they are not big and clumpy anymore, they are often coloured green so they can blend into the background.  Explain that the photograph is a picture of a butterfly mine ask whether they think a child would pick it up if they saw it lying in the street or in a bush?  In countries where mines have been left scattered around, children often don’t realise the danger and play frisbee with them.  If you pick them up by the thin wing and throw them, nothing happens. However, if you apply pressure on the other end (the fat wing), the device will explode, causing terrible injuries.  Ask children to design a poster warning of the dangers of landmines | | |
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| Opportunities for Assessment | | Differentiation | |
| * Speaking & Listening * Observations | | * Task * Outcome * Questioning | |
| Evaluation | |  | |
| What worked really well in my lesson?  What do I want to focus on to improve future lessons? | | | |

# War I Primary Resources: Lesson 7

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| Subject: Maths |
| Curriculum links See curriculum links from England, Wales, Northern Ireland and Scotland |
| Cross curricular opportunities: History |
| Year Group / Class: |
| Date of lesson: |

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| Learning objectives | | |
| * Solve numerical problems using a range of methods. * Display data in a clear way using a suitable scale. | | |
| Success Criteria | | |
| * Do age-appropriate quick mental calculations * Be able to create a bar graph from the data supplied * Understand the vast numbers of people affected by different events during WWI. | | |
| Key vocabulary | | |
| * Bar graphs * Entente and Central powers | | |
| Resources | | |
| * White board / lap top, graph paper, pens   The photo: <https://www.flickr.com/photos/britishredcross/4398061673/in/set-72157623534102272/> | | |
| SEQUENCE OF LESSON – (based on 40-minute lesson) | | | |
| Timings10 minutes­ | Introduction **Mental maths**  Show pupils the photograph. Explain what it is - a temporary hospital set up in a large house in southern England to care for wounded soldiers. The nurses are volunteers, the patients are injured soldiers.  Ask the following quick questions   1. If one nurse can treat 8 patients a day and there are 7 nurses – how many patients will be looked after? (56) 2. If 2 wheelchairs are used equally through the day by 56 patients. How many patients does each wheelchair have to carry? (28) 3. 700 sets of dominos were distributed equally amongst 70 hospitals – how many sets of dominos did each hospital have? (10) 4. 200 chess boards and 2,000 jigsaw puzzles were distributed equally amongst 40 hospitals – how many chess boards and jigsaw puzzles did each hospital have? (5) + (50) 5. Multiply 10 chessboards by 8 sets of dominos and divide by 10 packs of playing cards – what is the answer? (8) 6. At the start of WWI, 624 patients had been given artificial limbs. By the end of the war over 26,000 patients were given limbs. Subtract 624 from 26,000 what is the answer? (25,736) 7. A standard emergency parcel contained 3 tins of beef, 2 tins of cheese or loaf goods, 1 tin of dripping and 2 tins of milk. How many tins were in each parcel? (8) 8. Sophie Kamlish ran a 100m using a prosthetic limb made in WWI in 56.5 seconds. Her personal best using her own blade is 13.69 seconds. How many seconds slower has she run using the WWI prosthetic? (42.81) 9. Explosions in the WWI measured over 140 decibels and gun shots could measure as much as 150 decibels, add the explosion and gunshot decibels together what is the answer? (290) 10. The fighting in WWI lasted for 4 years from 1914–1918. Multiply the number of years by the day of the month it finished on (the 11th). Subtract the number of hours of the time it finished (11am). What is the answer? (33) | | |
| 25 minutes | Group or class activities **Bar chart**  The estimated total number of military and civilian casualties in WW1 was over 37 million with 16 million deaths and over 20 million wounded. The Entente powers (also known as Allies) lost about 6 million the Central powers lost about 4 million, 2 million people died from diseases and 6 million people went missing presumed dead.  **Represent all or some of the following statistics in a bar graph** – this shows the military deaths (from all causes) in the majority of the Countries involved in the First World War. The information is taken from  <http://en.wikipedia.org/wiki/World_War_I_casualties#Casualties_by_1914_borders>  **Entente Powers (Allies)**  Australia – 59,330  Canada – 56,639  India – 64,449  New Zealand – 16,711  Newfoundland – 1,204  South Africa – 7,121  United Kingdom – 702,917  Belgium – 13,716  France – 1,357,000  Greece – 5,000  Italy – 460,000  Empire of Japan – 300  Montenegro – 3,000  Portugal – 7,222  Romania – 250,000  Russian Empire – 1,700,000  Serbia – 45,000  United States – 116,708  (Total = 4,866,317)  **Central Powers**  Austria- Hungary – 1,200,000  Bulgaria – 87,500  German Empire – 1,773,700  Ottoman Empire – 325,000  **(Total = 3,386,200)** | | |
| Time available | Plenary Ask pupils what they have learnt from this lesson   * What was the humanitarian impact of the war on individuals, communities, countries and the World? * Were more countries involved in WWI than they thought? * How did people help those who were involved with and affected by the war?   NB. In the next lesson (Art) there is a Remembrance Day activity where you can explore the importance of remembering those soldiers who died during WWI. | | |
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| Opportunities for Assessment | | Differentiation | |
| * Speaking & Listening * Observations | | * Task * Outcome * Questioning | |
| Evaluation | |  | |
| What worked really well in my lesson?  What do I want to focus on to improve future lessons? | | | |

# World War I Primary Resources: Lesson 8

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| Subject: Art | |
| Curriculum links See curriculum links from England, Wales, Northern Ireland and Scotland | |
| Cross curricular opportunities: History, Literacy | |
| Year Group / Class: | |
| Date of lesson: | |
| Learning objectives |
| * To be able to use different materials, tools and techniques experimentally & expressively * To express thoughts and feelings through art and design. |
| Success Criteria |
| * To be able to make a poppy using a range of materials * To be able to understand the significance of why poppies are still used for Remembrance today and to remember those soldiers who gave their lives for other peoples’ freedom. |
| Key vocabulary |
| * Flanders fields * Poppies |
| Resources |
| * White board / lap top, * Paper / card, glue, and scissors |

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| SEQUENCE OF LESSON – (based on 40-minute lesson) | | |
| Timings10 minutes­ | Introduction Look at the Great War website and the history of how we now use poppies to remember not only from WW1 but from all the other wars that have happened since. <http://www.greatwar.co.uk/article/remembrance-poppy.htm>  Read the poem *‘In Flanders Fields’* available at [www.greatwar.co.uk](http://www.greatwar.co.uk) which was written in May 1915 by John McCrae who was a soldier in the Canadian Army after the death of one of his friends. The poem has become one of the most memorable war poems ever written.  The poppy became a popular symbol for soldiers who died in battle and we still remember them today on the 11th November every year.  Ask pupils to look at a line or a couple of lines from the poem in pairs and describe what it means to them and what they think the poet was trying to say.  What is the significance of using poppies for remembrance day?  Why is it important to remember the soldiers who gave their lives during WWI? | |
| 25 minutes | Group or class activities Make a poppy field collage to remember all those soldiers who died in the First World War. What You Need:  * Paper (red and green) * Safety scissors * Glue * Heart Pattern  What You Do:  1. Using the red paper, create four small hearts for each poppy they will be making. 2. Once the hearts are cut out, they can be arranged to create a poppy shape. 3. Cut a small circle out of the green paper. 4. Fasten the hearts and circle together with glue to create a poppy.   Further ideas and suggestions including templates can be found on the Poppytime site here: <http://www.poppytime.com/poppy-craft-activities.htm>  Once the poppies are made, ask pupils to write down on a post-it, or piece of paper, one reason why they think it is important to remember the soldiers who died during WWI.  Include these ‘reasons to remember’ in the collage alongside the poppies. | |
| Time available | Plenary  * Ask pupils what they have learnt from this lesson? * Why is it important to remember the soldiers who died in WWI? * Think back to the History Lesson in Week 2 where they wrote down one thing they wanted to know about WWI, have they had their question answered? * What feelings will they take away from their learning? * What one thing will they remember most from the last 8 lessons on WWI? * What could they tell someone about what they have learnt?  Extension Exercise The Red Cross storyboard activity gives a background to the Red Cross movement. It shows the work of the Red Cross through photographs including some photographs from WWI:  <http://www.redcross.org.uk/What-we-do/Teaching-resources/Quick-activities/Red-Cross>  Students can use the storyboard to create a poster or comic book showing the work of the Red Cross in World War I. | |
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| Opportunities for Assessment | | Differentiation |
| * Speaking & Listening * Observations | | * Task * Outcome * Questioning |
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