

FIRST WORLD WAR TOPIC

KEY STAGE TWO MEDIUM TERM PLANNING

6 weeks of planning from www.ww1schoolworkshop.co.uk

Theme and suggested activities	Objectives (pupils will learn ..)
<p style="text-align: center;">ANYWHERE WITHIN TOPIC:</p> <p style="text-align: center;">Book one of our in-school NO-GUNS workshops from www.ww1schoolworkshop.co.uk, consolidating all this planning and much more</p>	<ul style="list-style-type: none"> • About all the key events of WW1 • About a soldier's daily life using a full replica kit bag with over 60 items • How to bandage people using WW2 instructions • What it feels like to lie on a real WW1 stretcher • How to march like soldiers • How to sing like a soldier + MUCH MORE!!
<p>WEEK ONE: 1914 and the outbreak of war - Franz Ferdinand is shot and alliances are made Read the story of Franz Ferdinand's assassination on our website timeline page at www.ww1schoolworkshop.co.uk/timeline-of-ww1/ write an account from a bystander who has seen the assassination / find all the countries involved on a map / count up all the Allies' countries and all the Central Powers' countries - who had the most? What were their combined populations? Learn about the major leaders involved</p>	<ul style="list-style-type: none"> • The causes of the First World War • The major powers involved • To locate these countries on a map of the world
<p>WEEK TWO: The Christmas truce Read the story of the Christmas truce on our website timeline page at www.ww1schoolworkshop.co.uk/timeline-of-ww1/ / hot seat a German and a British soldier / look for online accounts of soldiers involved / reenact a game of football, with one side the Germans and one side the British / who won your match? Discuss how (although the Germans were supposed to have won) why nobody even mentions the result / design a football programme cover for the match (or even a full programme as a class!)</p>	<ul style="list-style-type: none"> • What a 'truce' is • The details of the Christmas truce • Why the generals didn't approve • Why it inspires people even today

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WEEK THREE: Zeppelin raids over England

Read the story of the Zeppelin raids on our website timeline page at www.ww1schoolworkshop.co.uk/timeline-of-ww1 / reenact an 'air raid' (as per WW2 topic) with pupils hiding under desks when the siren wails (siren sound on the BBC) / discuss how, unlike WW2, air raids were a new thing and the country was unprepared - hold a pretend 'war council' meeting with pupils playing the roles of ministers to discuss how the country needs to defend itself against air raids, then draw up a poster to inform the public about the dangers

- What an 'air raid' is
- How to protect yourself in an air raid
- How it must have felt to have been in an air raid

WEEK FOUR: Remember the Lusitania!

The sinking of the Lusitania had a massive effect on people signing up to fight - read the full article on our website timeline page at www.ww1schoolworkshop.co.uk/timeline-of-ww1 / discuss how you would have felt if you were a relative of someone who had died / draw a propaganda poster to recruit people to fight using the image of the Lusitania (there are many examples online, which a quick google search will pull up) / write a letter from the point of view of an American who wants to come to England to join the fight, enraged by the sinking

- About the U-boat war
- What 'propaganda' is and how it can be used to influence public opinion
- How the sinking affected the course of the war (i.e. caused more people to sign up)

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WEEK FIVE: Rationing

Rationing began in 1918 due to U-boats blockading English ports- read the full article on our website timeline page at www.ww1schoolworkshop.co.uk/timeline-of-ww1 / discuss how it must have felt to be so hungry / look at a map of the UK and try to work out where the German submarines would have operated to stop ships coming from A) USA B) Africa C) Australia (and any others you can think of) / it is estimated that between 60 and 70% of our foodstuffs and other products came from abroad in 1914 - how does this compare to today? Can pupils research where our food comes from nowadays? Make ration books in class and run a drama activity to show a queue of people in a butcher's shop or even create a semi-permanent grocer's shop role play area / look up WW2 rationing, when the Government was better prepared - how did this compare with WW1 rationing?

- What 'rationing' is and why it was introduced
- Where British food came from at the time
- How these food sources compare to today

WEEK SIX: The end of the First World War and remembrance

The First World War ended on the 11th November 1914 - read the full article on our website timeline page at www.ww1schoolworkshop.co.uk/timeline-of-ww1 / hold a WW1 'end of the war' party in class / discuss what it would have felt like for all the people involved - hot seat with these characters / many soldiers were not 'demobbed' (i.e. discharged) until late 1919 - how would this have felt? Hold a government meeting again and discuss how the country needs to prepare for the returning soldiers - they need good homes, jobs and a peaceful life / make poppies with a message for a soldier and visit a war memorial if possible / research a WW1 soldier / hold a remembrance assembly in school

- How and when the war ended
- Why it is important that we should remember the soldiers who died
- How to remember the soldiers who died