

## UKS2 The Great War: Trenches Warfare

### Essential Knowledge

By the end of this unit children will know...

- The names of countries that formed part of the British Empire.
- The key events that triggered the start of the First World War
- What life was like for men, women and animals that served on the battlefields during the First World War.?
- About key events during the first world war such as 'The Christmas Truce'.
- How the war ended and the impact of the Treaty of Versailles
- The legacy of The Great War.



### Launch

#### Local Exhibition Visit

Visit a local art gallery to see how images of life in the trenches were represented by different famous artists.

### Explore

#### Special Edition!

Find out about how your local town or city will be commemorating the event. Become a journalist and create a special edition of the school newspaper covering the events being held locally. Interview local councillors etc.

### Energise

#### Peace Party

Take part in a whole school WW1 Armistice celebration event/party with music and songs from WW1, food dances etc.

### Celebrate

#### Come and Share

Children set up a gallery/museum to showcase the work that they have completed as part of their project. Invite parents into school, show photographs, share theme books etc.

## Core Subjects:

Links to theme

### English

- Children read a range of poems written about the experiences of world war one and evaluate the different perspectives that they show.
- Children read different accounts of 'The Christmas Truce' told in different ways and evaluate the differences between narrative accounts and factual eye-witness accounts.

### Mathematics

Linked activities as suggested in 'Trench Warfare' Maths Quest

### Science

N/A

## UKS2 The Great War: Trench Warfare: Theme Content

### Personal Development

#### Spiritual

Discuss the contrasting attitudes held towards war by a number of different religions. Is there ever such a thing as a 'just' war?

#### Moral

What does the word 'sanction' mean? Discuss the morality of the armistice agreement. Were the Allied Forces right to impose such strong penalties on Germany—what was the impact of this?

#### Social

Children will work as part of both ability and mixed ability groups to create presentations about different aspects of WW1.

#### Cultural

Research the different nations that formed the British Empire.  
Find out about the different armed forces that formed part of the 'Allied Forces' - what countries did they come from?

### Foundation Subjects

#### History, Geography and Citizenship

##### History

- Children research the history and power of the British Empire.
- Children find out about key events that triggered the start of the First World War—placing them on a timeline.
- Children use a variety of historical sources to find out what life was like in the trenches during The Great War.
- Children research the lives of key women involved in the war effort.
- Children find out about the roles that animals played on the front line.
- Children find out about the events of 'The Christmas Truce' of 1914.

##### Geography

- Children use maps of Europe to identify: countries that once formed the British Empire, Countries that were part of the central powers during the First World War, Countries which formed the Allied Forces during the First World War, key areas of Europe affected by the Great War e.g. Northern France.

#### Art and Design and Design Technology

##### Art

- Use a range of different artistic media to create evocative images of the trenches.

##### Design Technology

- Design, plan, make and evaluate a model of the trenches using a range of different materials.

#### Computing

Children use ICT to research facts and publish/present their work in a variety of ways.

# UKS2 The Great War: Trench Warfare: Links to National Curriculum Framework

## Core Subjects:

### English

#### Reading

- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across texts.
- Draw inferences such as inferring character's feelings, thoughts and motives from their actions and justifying inferences with evidence.
- Plus suggested activities linked to topic themes in linked English quests.

### Mathematics

See linked Maths quests for suggested activities for different areas.

### Science

N/A

## Foundation Subjects

### History, Geography and Citizenship

#### History

- Describe the main changes in a period of history.
- Identify periods of rapid change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- Use dates and terms accurately in describing events.
- Use sources of evidence to deduce information about the past.
- Use original ways to present information and ideas.

#### Geography

- Describe and understand key aspects of human geography including: settlements, land use, economic activity including trade links.
- Describe how countries and geographical regions are interconnected and interdependent.

### Art and Design and Design Technology

#### Art

- Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
- Use a choice of technique to depict movement, perspective, shadows and reflection.

#### Design Technology

- Generate, develop, model and communicate their ideas through discussion, annotated sketches cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Select from and use a wider range of materials and components including constructional materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

# UKS2 The Great War: Trench Warfare: Assessment Opportunities/Tasks within theme

## Core Subjects

### English

- Can children evaluate the different perspectives that are depicted in the war poetry and offer suggestions for these contrasting perspectives?
- Children evaluate the differences between narrative accounts and factual eye-witness accounts of The Christmas Truce.
- Discrete Reading/Writing Assessments.

### Mathematics

Discrete Maths assessment

### Science

Discrete Science Assessment

## Foundation Subjects

### History, Geography and Citizenship

#### History

- Children demonstrate understanding of the key events of the First World War by creating a detailed, annotated timeline.
- Children demonstrate understanding of the conditions in the trenches, and the events of the 1914 Christmas Truce, through their accounts and letters.
- Children create posters to demonstrate understanding of the lives of three key women involved in the war effort out in the battle fields. Children can communicate key facts and compare their achievements.
- Through their fact files, children can demonstrate understanding of the roles that animals played on the front line.

#### Geography

- Children demonstrate that they can use maps of Europe to identify: countries that once formed the British Empire, Countries that were part of the central powers during the First World War, Countries which formed the Allied Forces during the First World War, key areas of Europe affected by the Great War e.g. Northern France.

### Art and Design and Design Technology

#### Art

- Children demonstrate that they can use a variety of media to create the effect of smoke, fire and darkness through their trenches artwork.

#### Design Technology

- Children demonstrate the ability to design, create and evaluate a 3D model of the trenches using a range of materials and techniques.

### Computing

- Children demonstrate the ability to use a range of computer programmes to depict the key events of world war one in interesting and creative ways.