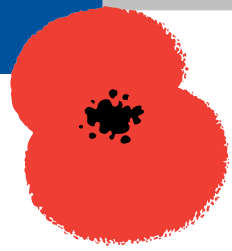


Lesson Plans - Key Stages 1 & 2

There are a total of ten lesson plans in this section: the first five lessons relate to Unit 1 Remembrance, and the next five lessons relate to Unit 2 Local History – using a local memorial. Each of the two units is outlined in detail, followed by the relevant lesson plans in numerical order.



Unit 1 - Remembrance

Focus: History, Citizenship and English

Unit 1 Remembrance

Focus: History, Citizenship and English

About this unit

In this unit pupils will be introduced to the idea of Remembrance. Based on the framework created by the QCA on Remembrance, this scheme uses the materials in this CD Rom and DVD and the School's Pack and Posters, all created by The Royal British Legion to deliver lessons.

This unit aims to help pupils be aware of what Remembrance is, how it might relate to their own lives and those of their families and the communities that they live in.

Through exploration and discussion, pupils learn about the significance of the poppy, why there is a Remembrance Day and what happens on that day. They will also be asked to reflect on whether they think it is important to have these days and what they think they can learn from it.

(Please check all the material in advance of using.)

Intended outcomes

By the end of this unit pupils will:

- know why the Poppy is a symbol of Remembrance
- know about some of the experiences of people who live in the communities around them
- understand what is commemorated on Remembrance Day
- appreciate why Remembrance is important to different groups
- understand that what is remembered can relate to lots of people
- understand that Remembrance Day relates to specific events
- appreciate why Remembrance Day is not remembered with a celebration or party
- reflect on what they think is important on Remembrance Day
- learn how to take part in an act of Remembrance.

Key Resources within the CD Rom and DVD for use in this unit

Lesson 1

The Royal British Legion Section of the CD Rom

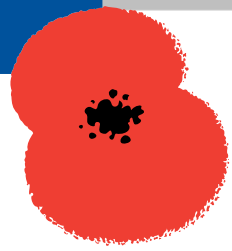
Lesson 2

The Royal British Legion Section of the CD Rom

- in particular pictures of the Cenotaph and other memorials
- veterans

The History section of the CD Rom

- ethnic minorities in the British Forces
- role of women in war time



Unit 1 - Remembrance

Focus: History, Citizenship and English

Lesson 3

The History section of the CD Rom

- The First World War
- Soldier poets from the First World War

DVD – The First World War

- Liveliness on the Front
- Women's Land Army

Lesson 4

The Royal British Legion Section of the CD Rom

The DVD: The Royal British Legion Poppy Appeal

Lesson 5

The Royal British Legion Section of the CD Rom

- The History of The Royal British Legion
- The work of The Royal British Legion

Additional resources: The Royal British Legion School's Pack and Posters – click on the Legion website for more copies.

Related Schemes of Work

QCA Unit 17

QCA Unit 9

Additional websites

www.cwgc.org/

www.national-army-museum.ac.uk/

www.st-dunstans.org.uk/

Curriculum links

History

Unit 17

Citizenship

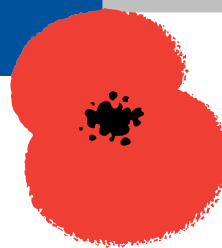
Debate and discussion skills

Learning about the communities and societies in which we live

Key Stage 2

English

Literacy skills through reading and discussion



Unit 1 - Remembrance

What does the Poppy mean?

Learning objectives

Pupils should learn:

- Why people wear a Poppy
- What is the significance of a Poppy
- Who makes the Poppy
- What a symbol of Remembrance is.

Possible teaching activities

- Show pupils a Poppy
- Ask them if they have seen one before - have they worn one?
- Either through class discussion or in small groups, ask pupils why they wear a Poppy. What do they think it stands for? Why is it not worn all the year round? Record answers.
- Using The Royal British Legion Section of the CD Rom. Use 'The Role of the Poppy' to talk to Pupils about the Poppy; show pictures of Poppies from the photographs section
- Ask them to discuss what they saw, including who makes the poppies.
- Are there other ways of Remembering?
- Play a clip with the music over it – e.g. The Royal British Legion Poppy Appeal
- Finish with the poem "In Flanders Fields" by John McCrae (– you will find it in The Soldier Poets from the First World War section. How does the poem make them think about the Poppy?
- Homework or additional activities:
 - Ask pupils to draw a picture which shows what the Poppy stands for or write a poem about the Poppy and its role in Remembrance.
- Ask pupils to ask their own families if any of their relatives, including grandparents and great grandparents, fought or lived through wars. Record what they have found out.

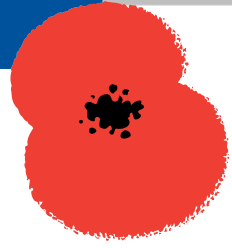
Learning outcomes

Pupils should understand:

- why the Poppy is a symbol
- who makes the Poppies that are worn
- what Remembrance means
- that Poppies are associated with a particular time of year.

Points to note

Contact The Royal British Legion through the website for poppies or to find your local branch.



Unit 1 - Remembrance

Who do we Remember?

Learning objectives

Pupils should learn:

- how to record their findings so they can demonstrate to other people what they have learnt
- to ask and answer relevant questions from the past
- to recognise individual stories from the general narrative of the past

Possible teaching activities

- Show a picture of the Cenotaph (The History of the Legion section), another war memorial (there are some on the 'what we do' photographs section) and of the field of Remembrance. Discuss what these are symbols of, discuss that they are different from Poppies because they are usually about specific people.
- If possible show a picture of a memorial from your town or area (or even school).
- Look at the name. Investigate what the memorial says and tells them about what it is and the names it lists.
- Option: investigate some of the names of the people on the local memorial or family members by using the Commonwealth War Graves Commission website.
- Do we just remember dead people or do we remember what happened?
Use the stories from the Veterans section 'Who do we Thank for our Freedom' and the stories from the 'Diversity in the British Forces' and 'The Role of Women in Wartime' sections.
You may also want to show some of the footage from the DVD about Westward Ho about evacuation or other material on the Home Front in that section.
What do they help tell us about those people who took part in war? Ask pupils to record their findings and to prioritise what they think are the important things that memorials can tell them.
- Discuss – what are the importance of memorials?
- Homework or additional activities: find other memorials to wars or for other significant events – record the information on them.
Draw or design a Memorial for a particular person, event, or group .

Learning outcomes

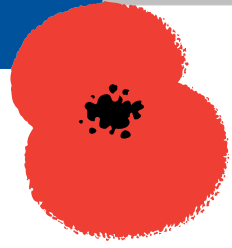
Pupils should know:

- what a war memorial can tell them
- why memorials exist
- about some of the different people who are involved with conflict.

Points to note

There is an opportunity to link with Religious Studies. Examine why the cross is used. Do other faiths use different symbols?

In the photograph section of 'what we do' there are pictures of cemeteries (with standard headstones) Discuss if that is more acceptable to other faiths.



Unit 1 - Remembrance

Why do we have Remembrance Day?

Learning objectives

Pupils should learn:

- that commemorations are linked to specific events in the past that really happened
- when The First World War and Armistice Day occurred
- why specific symbols are associated with commemorations.

Possible teaching activities

- Explain that as well as memorials, poems and the Poppy there is also a specific day about Remembrance.
- Explain the importance of the First World War:
Use the materials from History (– The First World War section) to assist you.
(you may wish to use the written material as background for yourself and just use the maps, pictures and sound extracts with the pupils. The maps are particularly useful for trying to understand what was happening.
- October 1914 and July 1916 have moving sound and newsreel footage.
- Show the following footage from the DVD – The First World War
 - The Somme in The Great War
 - Liveliness on the Front
 - Women’s Land Army
 (The silent Battle of the Somme footage is not suitable for younger pupils but short extracts might be useful with an older class.)
- After each section, discuss the piece of film and what it tells them about the First World War.
- Explain how the war ended and the importance of the 11th November. (Show the footage from the DVD of Armistice Day).
- Use some of the figures from the sections on Women and Ethnic minorities in the First World War from the School’s Pack to explore some of the numbers of those involved.
- Tell the children that the soldiers saw the poppies growing in the battlefields and how they came to represent both loss and hope.
- You may want to use the “In Flanders Fields” poem again and ask if it means any more to them now that they know about the event it was writing about. Explain that the date that they associate with wearing a Poppy is the same day that the First World War ended. Do they think that is important?
- Discuss: is it important that the First World War is remembered. Why?
- Homework or additional activities: find out and explain what the following terms mean: Armistice, conscription, trenches, No-mans Land.
- Explore more First World War poetry from the poetry section.

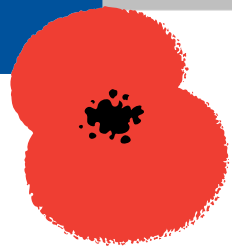
Learning outcomes

Pupils should:

- know that the First World War happened a long time ago and that many soldiers from all over the world died in the war
- make links between the date of the Armistice and the subsequent timing of Remembrance Day
- explain why the poppy was chosen as a symbol of Remembrance.

Points to note

Contact The Legion through the website, either for poppies or to find your local branch.



Unit 1 - Remembrance

What happens on Remembrance Day?

Learning objectives

Pupils should learn:

- how some historic events are commemorated by pageantry or celebrations and that these usually stay the same every year
- to compare and contrast information about Remembrance

Possible teaching activities

- Discuss with the pupils what happens in the local community on Remembrance Day. Do they know?
- Explain that now Remembrance Day is to remember all the people that were affected by conflict and war since the First World War.
- Show an extract of a Remembrance service from the DVD eg. The Royal British Legion Poppy Appeal
Or show pictures from The Royal British Legion Section of the CD Rom – 2004 and 2005
- Ask the children to identify the special features of the commemoration, e.g wearing poppies, the march to the Cenotaph, wreath laying, involvement of HM The Queen and government representatives, two-minute silence, special music. Are the Remembrance Day events different to other Commemorative events?
- Discuss how remembering war helps people to think about the importance of peace.
- Ask the pupils to create a display about Remembrance that can be put up on the school hall. It should contain all the things that they think are important to tell people about Remembrance Day.
- Homework: ask the pupils to prepare an assembly for Remembrance time. They can use the assemblies on this CD Rom to help.

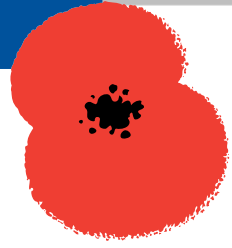
Learning outcomes

Pupils should:

- recognise and name some features of Remembrance Day
- make simple comparisons between Remembrance Day locally and nationally
- identify similarities and differences between Remembrance Day and other events that are commemorated.

Points to note

It is important that the pupils understand that Remembrance Day is about **all** people affected by war.



Unit 1 - Remembrance

Is it important that we Remember?

Learning objectives

Pupils should learn:

- that some important events are commemorated by people in Britain and the wider world.
- that Remembrance can be personal.
- that organisations are created to help people remember about the past.

Possible teaching activities

- Ask the children to think about why we still have Remembrance Day. Develop the discussion to include other commemorations, eg international, national, local and family events as appropriate. Help children to identify, through discussion, why some commemorations are national/international events.
- Discuss if commemorative events are important. What can be learnt by them? Ask them to record their answers.
- Option: Discuss the role of organisations that work in Remembrance – why do they do it? Look at the History of The Royal British Legion and explore what welfare work it does.
- Option: Ask the pupils in groups to identify a person from a conflict that they might want to remember and to explain why. They can use some of the people in The Royal British Legion or from investigation or books choose someone else – e.g. Florence Nightingale, Mary Seacole, someone from their town, or someone from their family
- Option: Explore some of the commemorative events that have occurred in the last couple of years. What particular events have been remembered (there is material on the DVD to help)? Discuss: Do these extra events affect the importance of Remembrance Day?

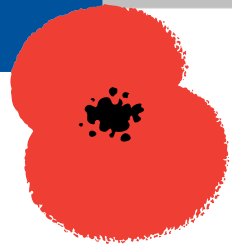
Learning outcomes

Pupils should know:

- that different people remember different events.
- demonstrate knowledge of a range of events that are commemorated.
- give reasons why some events are commemorated by countries across the world.
- know about the importance of Remembrance for future generations.

Points to note

In this lesson it is possible to introduce the idea of reconciliation through Remembrance with high-ability pupils.



Unit 2 Local history – Using a local memorial

This supports history, citizenship, and ICT. It can also support English, RE and Art and design.

Module overview.

Irrespective of age, one of the most engaging activities is to investigate a local war memorial. Schools all over the UK can do this.

Just about every village and almost certainly every town has a war memorial. Pupils can visit the memorial as a class or use photographs of the memorial. This unit is particularly useful if you are studying local history. Some schools even have a Roll of Honour that records the names of those that died during the world wars who were once pupils at the school.

In this unit, either the first or second lessons can be a visit to a local war memorial, however if this is too difficult to organize, it can remain an entirely classroom-based activity.

Inclusion and Community cohesion: If the focus is about inclusion of those from a variety of backgrounds and ethnicities, it might be useful to discuss the local war memorial and the Menin Gate. The Menin Gate lists the names of the men who were killed and whose bodies were not recovered: 'It commemorates those of all Commonwealth nations, except New Zealand, who died in the Salient, in the case of United Kingdom casualties before 16 August 1917 (with some exceptions. Those United Kingdom and New Zealand servicemen who died after that date are named on the memorial at Tyne Cot)'.

Included on that memorial are Indian troops (covering Muslims, Sikhs, and Hindus from across the Indian subcontinent) and Gurkha troops as well as troops from Africa and the Caribbean. Names can be found at http://www.cwgc.org/search/cemetery_reports.aspx?cemetery=91800&mode=1

This is a 4 -5 lesson unit that could be extended to include more lessons if further investigation into the local area is wanted.

Focus: History, Citizenship and English

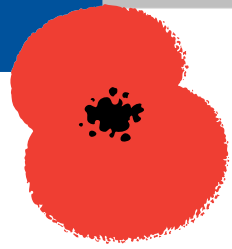
About this unit

In this unit, pupils will be introduced to the idea of local history and Remembrance. Based on the framework created by the QCA on Remembrance, this scheme uses the materials in this CD Rom and DVD and the School's Pack and Posters, all created by The Royal British Legion, to deliver lessons.

This unit helps pupils become aware of what Remembrance is, how it might relate to their own lives and those of their families and the communities that they live in.

Through exploration and discussion, pupils learn about the significance of local memorials and remembering those affected by wars. They will also be asked to reflect on whether they think it is important to have memorials and Remembrance days and what they think they can learn from them.

(Please check all the material in advance of using.)



Unit 2 Local history – Using a local memorial

This supports history, citizenship, and ICT. It can also support English, RE and Art and design.

Intended outcomes

By the end of this unit, pupils will:

- know about Remembrance
- know about a local war memorial
- know about some of the experiences of people who live in the communities around them
- understand what is commemorated on Remembrance Day
- appreciate why Remembrance is important to different groups
- understand that what is remembered can relate to lots of people
- understand that Remembrance Day relates to specific events
- appreciate why Remembrance Day is not remembered with a celebration or party
- reflect on what they think is important on Remembrance Day
- reflect on the significance of memorials and symbols of Remembrance
- know how to investigate an aspect of local history

Key Resources within the CD Rom and DVD for use in this unit

Lesson 2

The section on memorials in the Legion School's Pack and the First World War section on the CD Rom.

On the DVD, the History section the First World War – "Armistice Day 1920" and "The 90th anniversary of the Battle of the Somme"

Photographs of local war memorials

Download a couple of the case studies of people from the First World War from the CD Rom such as those on Edith Cavell, Noel Chavasse, Walter Tull or the Brain brothers

Lesson 3

CD Rom – First World War section

<http://www.armymuseums.co.uk/amot-search/default.asp?Category=AMOT&Service=Museum-Search>

<http://www.nationalarchives.gov.uk/militaryhistory/?WT.ac=MHhomepage>

A local regimental Museum website.

<http://www.lastpost.be/index.php?p=/en/pictures/>

Or <http://www.firstworldwar.com/today/meningate.htm>

http://www.cwgc.org/search/cemetery_reports.aspx?cemetery=91800&mode=1

Lesson 4

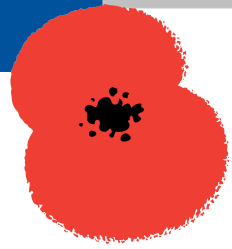
The History section of the CD Rom

- The First World War

- Soldier poets from the First World War

'In Flanders Fields' by John McCrae and either, 'In the Trenches' by Isaac Rosenberg or 'Anthem for Doomed Youth' by Wilfred Owen.

The Remembrance section of the CD Rom and the Poppy



Unit 2 Local history – Using a local memorial

This supports history, citizenship, and ICT. It can also support English, RE and Art and design.

Lesson 5

Pictures of Memorials from the Legion School's Pack and the DVD
Creative materials.

Additional resources: The Royal British Legion School's Pack and Posters – click on the Legion website for more copies.

Related Schemes of Work

QCA Unit 17
QCA Unit 18

Additional websites

www.cwgc.org/
www.national-army-museum.ac.uk/
<http://www.nationalarchives.gov.uk/militaryhistory/?WT.ac=MHhomepage>
<http://www.armymuseums.co.uk/amot-search/default.asp?Category=AMOT&Service=Museum-Search>

Curriculum links

History

Unit 17

Citizenship

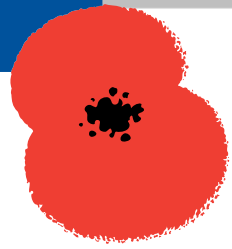
Debate and discussion skills

Learning about the communities and societies in which we live

Key Stage 2

English

Literacy skills through reading and discussion



Unit 2 Local history – Using a local memorial Visit to a Local War Memorial

(If this is not possible go straight to lesson 2)

Learning objectives

Pupils should learn:

- Where their local war memorial(s) is
- What is the significance of a local war memorial

Possible teaching activities

- In advance, locate the local war memorial nearest to your school or choose a large one in your town that is easy to get to.
- Arrange for you class to visit the local war memorial and whilst there, to record all the details on it. Pupils can draw the memorial and or make a series of rubbings of the memorial and the names. Ask them to also make a note of where the memorial is – e.g. near a church, in the centre of town etc.
- Ask the pupils if they have walked past the memorial before – have they ever paid any attention to the memorial? Did they know what the memorial was? Have they ever seen anything on the memorial (e.g. a poppy wreath)?
- Keep all their drawings, rubbings etc as they will need them for the next lesson.

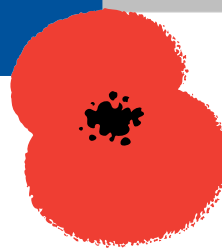
Learning outcomes

Pupils should understand:

- where a memorial is in their area
- what is written the memorial
- that a memorial is a particular type of statue or symbol

Points to note

This activity can be extended or shortened, depending on how far away the local memorial is. Try and find a memorial that has names or a regiment on it rather than just a reference to those that fought.



Unit 2 Local history – Using a local memorial Looking at Memorials

Learning objectives

Pupils should learn about:

- The significance of War Memorials
- Some of the people that fought in, or were affected by the First World War; what their lives were like
- About the Cenotaph

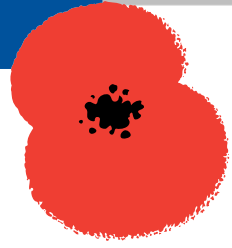
Possible teaching activities

- Ask students to look at the pictures of a local war memorial (and at their own drawings etc if you were able to visit one).
- What do they think a memorial is for – what is a war memorial for?
- Show the pupils some of the footage of Armistice Day 1920 on the DVD in the History section “the First World War”.
- What do they think is important both about the Cenotaph and their local memorial?
- Using the Remembrance section from the Legion School’s pack, tell the pupils how war memorials have come about.
- Ask the pupils what they know about the people who fought in the war?
- Distribute some of the case studies and ask them to record what they have found about some of the people involved in wars: E.g. gender, age, occupation, professional soldier, how they were killed, anything about their families
- Finish by showing them the film ‘Liveliness at the Front’ or “The 90th anniversary of the Battle of the Somme”.

Learning outcomes

Pupils should understand:

- Where their local war memorial(s) is
- About the History of War Memorials in Britain
- That different types of people can end up fighting in wars
- That those who fight in wars can be ordinary people.



Unit 2 Local history – Using a local memorial Finding out about the First World War and my area

Learning objectives

Pupils should learn:

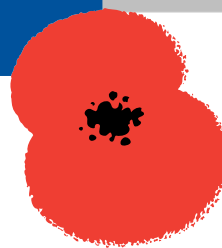
- About the First World War
- About the men from their area who served
- How to research local history and the First World War
- The men who fought from all over the world

Possible teaching activities

- Using the CD Rom and the Legion school's pack, provide a general overview to the First World War – especially that men from lots of different backgrounds either volunteered or were called up. That meant that nearly everyone knew someone who was fighting overseas. Also tell them about the women and older men who had to try and fill the jobs at home that the soldiers used to have.

NB Depending on age and ability, you may want to use the short film 'The Somme in the Great War' on the DVD.

- Using the names or the regimental information from the local war memorial, either visit a local archive or:
 - Go to the National Archives website and trace the names and any information
 - Go to the Commonwealth War Graves Commission (CWGC) website and if you type in the names it will tell you what is known about the men and where they are buried.
 - Check if the names list a local regiment and find out what happened to that regiment. (Local regimental museums can help with that information, as can the National Archives).
 - Find out about the men, as volunteers or professional soldiers.
 - What did they do before the war and who took their place whilst they were fighting?
 - Local archives or libraries often have newspaper sections – if you have the date of death (from the CWGC site) this may lead you to old newspapers. You could find out whether or not the person was listed as killed in action and if it says anything about their families.
- The pupils can then begin to create personal records of the people whose names are listed.
- Finish by showing your local war memorial again and then showing a picture of the Menin Gate. (There is a good selection here): <http://www.lastpost.be/index.php?p=/en/pictures/> Or <http://www.firstworldwar.com/today/meningate.htm>
- Explain that the Menin Gate in Ypres, Belgium, lists the 54,900 names of the men who were killed and whose bodies were not recovered - 'It commemorates those of all Commonwealth nations, except New Zealand, who died in the Salient, in the case of United Kingdom, casualties before 16 August 1917 (with some exceptions. Those United Kingdom and New Zealand servicemen who died after that date are named on the memorial at Tyne Cot)'
- Included on that memorial are Indian troops (covering Muslims, Sikhs, and Hindus from across the Indian subcontinent) and Gurkha troops; and troops from Africa and the Caribbean. Names can be found at http://www.cwgc.org/search/cemetery_reports.aspx?cemetery=91800&mode=1



Unit 2 Local history – Using a local memorial Finding out about the First World War and my area

Learning outcomes

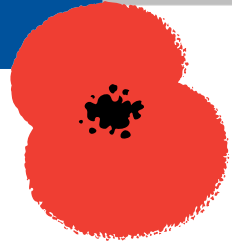
Pupils should understand:

- That the First World War was a truly global conflict
- That men from their area were killed in the First World War
- That families in their area were affected by the First World War
- That they can find out about the past using the internet and archives

Points to note

This could easily become 2 lessons including an actual visit to a local archive, regimental museum or library.

If this does become two lessons it would be worth spending more time at looking at the Memorial at the Menin Gate.



Unit 2 Local history – Using a local memorial Remembrance – different forms

Learning objectives

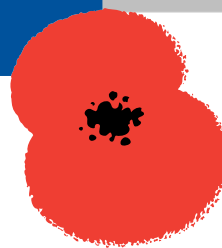
Pupils should learn:

- That a war memorial is a symbol for a whole community
- That there are different memorial symbols that reflect war and conflict
- What Remembrance means
- Why Remembrance is important to people
- Why Armistice day is significant

Possible teaching activities

- Spend some time reminding pupils and recapping with them what they have learnt so far. Ask them what stands out for them.
- Show the picture of the memorial again and of the cenotaph – ask the pupils if they know who paid for the memorial? Nearly all the memorials erected around the country were funded through public subscription or private donors – they were not paid for by the government. (Sometimes it says on the memorial who paid for it).
- Ask the pupils why they think that is the case? Do they think the memorial is the only way to remember what happened in the First World War?
- Get the pupils to read one or both of the following two poems – they can do this in pairs or groups – They must read 'In Flanders Fields'. What do they think the poems stand for?
- 'In Flanders Fields' by John McCrae and either, 'In the Trenches' by Isaac Rosenberg or 'Anthem for Doomed Youth' by Wilfred Owen.
- Do they think that the poems are a type of memorial? What does it tell them about the war – does it tell them different things to the war memorial?
- Tell pupils that most of the time the memorials only list the names of those who were killed but that many men came back injured from the First World War, scarred mentally or physically, sometimes for the rest of their lives. Ask them if they think those people should be remembered.
- In the poems they have just read another symbol was mentioned that we associate with war memorials – what was it? Do they know the history of the Poppy – tell them (all the information is on the CD Rom).
- Explain that the poppy is now a symbol to remember all those affected by conflict. However, it is only usually worn at a certain time of the year – Remembrance time. Remind them of the film they saw about the cenotaph – you might want to show it again. This means that the war memorial they have been investigating, and the men that they now know about, started the way in which we remember all the people whose lives are affected by conflict today. Do they think it is important that they now know about their local memorial?

Unit 2 Local history – Using a local memorial Remembrance – different forms



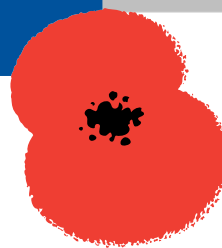
Learning outcomes

Pupils should understand:

- why the Poppy is a symbol
- what Remembrance means
- Why different people use different ways to remember
- That war affects people and families, even when those who fight are not killed
- What Remembrance Day means.

Points to note

Contact The Royal British Legion through the website for poppies or to find your local branch.



Unit 2 Local history – Using a local memorial Creating Memorials

Learning objectives

Pupils should learn:

- How to use some of the information that they have learnt
- Why their local history matters
- How to prepare for Remembrance

Possible teaching activities

This should be a creative session. Pupils should be encouraged to create a visual or poetic memorial for display. It can be a book recording everything they have learnt and the information about the men who are on the memorial. It could be a poster telling people about what should be remembered at Remembrance time, or they could design their own modern memorial about those affected by war. Some pupils could write their own poetry. In the last 15 minutes of the lesson, the pupils should arrange their findings and creative outcomes for either a hall display or for an assembly.

Learning outcomes

Pupils should understand:

- why it is important to remember their local history
- how they can engage with Remembrance
- how to reflect on the significance of Remembrance.

NB This unit can be developed to be used with secondary level students – the existing lesson plans could be used for more in-depth study focussing on:

- Finding out if any of those that were killed have family still living in the local area
- Through the Commonwealth War Graves Commission, finding out where those named were buried or their names recorded
- Using information from Regimental Museums or from the internet, students could create visual records or maps showing where local regiments and soldiers from their local area fought.

An example of using a local War memorial to build a unit of local study, can be found on the Legion Website in the school's section. One teacher's journey and findings are summarized, along with his experiences of taking up a local investigation and creating a piece of study for his class and local area.