

<p style="text-align: center;"><b>Remembrance World War I Local History Study</b></p>
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**Rationale:** Our study of an aspect of history from a period beyond 1066 that is significant in the locality is an exploration of what the local war memorials reveal about the impact of World War I in Borough Green and the surrounding villages. Examining this topic in November allows us to remember the past in a personal and meaningful way. We will trace how national history is reflected in novels, poetry, letters and memorials in the local area. The poetry studied will also be linked to “Sea Prayer” by Khaled Hosseini to further develop our understanding of the refugee crisis our world is currently facing and to compare wars in the past to war today. We will also consider the geography of Borough Green – what sort of a place is it? Using maps and documents produced by the local authority, we will explore how Borough Green has changed since WWI and the sorts of buildings here now.

**Links to Prior Learning:**

In “The Arrival” Year 5 and 6 considered the current refugee crisis.

Previous History experiences have introduced the interpretation of sources such as photographs and letters. All history experiences have contributed to an understanding of chronology.

In Year 3 and 4, pupils were introduced to the geography and current situation in Syria when reading “The Boy at the Back of the Classroom”.

In Year 1 / 2, pupils studied the local area in “Town Planners”; we will develop pupils’ understanding of our locality. This will prepare us to compare Borough Green to California when we study California Dreaming in Term 3.

**Hook:** We will look at old photographs of Borough Green and surrounding area to arouse a sense of curiosity about our local past.

**Outcome:**

Comparison of extracts from “Private Peaceful” by Michael Morpurgo and poetry with the letters from soldiers.

<p style="text-align: center;"><b>CLA (Core Learning Area)</b></p>
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**History**

Pupils study a range of sources and interpret different and contrasting attitudes to the war understanding why people’s views changed over time.

They consider how history can be represented in different ways, from multiple perspectives and understand that sources have varying degrees of reliability.

Pupils begin to consider how war and attitudes to war have changed by comparing the Great war to the current conflict in Syria.

The Skills of History:

- know and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world including the follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'war' and 'empire'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends
- frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### **Geography**

What questions would a geographer ask about Borough Green?

- What types of buildings can we find and what are they used for?
- What different types of land-use can we find?
- Are there any green spaces and what are they used for?
- Who lives here and what do they do?
- How do people use this landscape in different ways?
- Are there any local 'landmarks'?
- What was this place like in the past?
- How and why is it changing?

### **Art**

Pupils experiment with layered collage, using a range of media to overlap and layer, creating interesting colours, textures and effects.

They sketch the local war memorial, working in a sustained and independent way to create a detailed drawing.

### **Literacy**

Pupils study authors' intentions considering how the 'Boomtastics' techniques of The Write Stuff Approach by Jane Considine, are reflected in prose and poetry.

They compare authors' techniques and messages in two poems.

They experiment, refining their own use of poetic technique in writing inspired by "Sea Prayer" and the first two verses of "Dulce Et Decorum Est".

Values: creativity, tolerance, empathy, remembrance, gratitude	Skill: contrast and compare, interpret, analyse, ask questions
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How Long? 3 weeks	When? Term 2: Weeks 8 - 11
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Continuous Learning: Literacy, Maths, Music, PSHE, French, PE
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Visit: Walk to the Borough Green War Memorial
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<p><b>Parental Involvement:</b> Parents will be encouraged to take their children on the woodland walk in Platt: <a href="http://plattmemorialhall.org/historytrail/">http://plattmemorialhall.org/historytrail/</a> This is related to the Second World War and so develops a sense of chronology beyond our current study. Another place of interest is Crow Hill.</p> <p><b>Homework:</b> Children should continue to read at home to an adult at least 3 times a week. Children will continue to be set a weekly homework task, which will be attached inside their reading record.</p>
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