



HISTORY CLASS 5

Cycle B Autumn 2

World War 1 and Remembrance Day

Substantive Knowledge		Markers for Assessment	Below	Above
<ul style="list-style-type: none"> • To understand the causes & consequences of WW1. • To understand how armed forces communicated with friends and family. • To find out about life for soldiers in the trenches. • To understand the significance of poppies. 				
Disciplinary Knowledge		<ul style="list-style-type: none"> • Can children explain key facts of life in the trenches? • Can children explain the main causes of World War 1? • Can children handle a range of sources of evidence, including local history archives or monuments, and use them to generate questions & draw conclusions? 		
<ul style="list-style-type: none"> • To inform their response through thoughtfully selected relevant information. • To explore how we can learn about WW1 from our local war memorial/archives. • To understand concepts of cause & consequence and use these to make connections, draw contrasts, analyse trends, frame valid questions, and create own structured accounts. 				
Prior Substantive Knowledge		Vocabulary Substantive: Conscription, assassination, Imperialism, alliances, trenches, artillery, rationing, home front, munitions, armistice, remembrance Disciplinary: Propaganda, change, continuity, valid, rigorous, evidence		
<ul style="list-style-type: none"> • Children use appropriate historical terms eg culture, social, economic, to describe the past. • Children can identify causes & results of great events, and the impact these had on people. 				
Prior Disciplinary Knowledge				
<ul style="list-style-type: none"> • Children can order an increasing number of significant events, movements and dates on a timeline, using accurate dates. • Children can identify & note connections, contrasts and trends in the lives of ordinary people. • Children understand how our knowledge of the past is constructed from a range of sources, and that differing versions may exist. 				
Questions (potential 'hook' questions for lessons)		Cross-Curricular/Enrichment Art – poppies Maths – chronology, timelines Drama – role play trench life Geography – locate key countries & locations on maps English – diaries, newspaper articles, reading for information, persuasive writing		
<ul style="list-style-type: none"> • Why did WW1 start? • What was life like in the trenches? • How did the soldiers keep in touch with family back home? • Why do we wear poppies in November? 				
Key Concepts Warfare & Invasion Public Health				