



How did World War One impact the world as we know it?

Pre-Learning Experience and/or Hook:

How did World War One impact the world as we know it? KWL grid?

Visits/Visitors:

WW1 specialists to visit?

Local, National and Global links:

Centenary links – British Legion – Draycott/Breaston

Post Learning Experience:

How did World War One impact the world as we know it? Chn reflect on thinking questions from LC cover sheet.
Centenary display.

Reading, Writing and Maths opportunities

War Horse, Private Peaceful – Michael Morpurgo
Archie's War, War Game.
Letters home, diary/scrapbook
Inference from primary/secondary sources.

Suitcase for life including key words (Vocab Blast sessions)

Triple Entente, Triple Alliance, central powers, Tommy talk, empathy, assassination, alliance, allies, trench warfare, stale mate, armistace, neutral, propaganda.

Science

Can they identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood?
Can they recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function?
Can they describe the ways in which nutrients and water are transported within animals, including humans?
Can they explore the work of medical pioneers, for example, William Harvey and Galen and recognise how much we have learnt about our bodies?
Can they compare the organ systems of humans to other animals?
Can they make a diagram of the human body and explain how different parts work and depend on one another?
Can they name the major organs in the human body?
Can they locate the major human organs?
Can they make a diagram that outlines the main parts of a body?

History

Can they say where a period of history fits on a timeline?
Can they place a specific event on a timeline by decade?
Can they place features of historical events and people from past societies and periods in a chronological framework?
Can they summarise the main events from a specific period in history, explaining the order in which key events happened?
Can they summarise how Britain has had a major influence on world history?
Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?
Can they describe features of historical events and people from past societies and periods they have studied?
Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?
Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?
Can they identify and explain their understanding of propaganda?
Can they describe a key event from Britain's past using a range of evidence from different sources?
Can they suggest relationships between causes in history?
Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?
Can they trace the main events that define Britain's journey from a mono to a multi-cultural society?
Can they suggest why there may be different interpretations of events?
Can they suggest why certain events, people and changes might be seen as more significant than others?
Can they pose and answer their own historical questions?

Art

Do their sketches communicate emotions and a sense of self with accuracy and imagination?
Can they explain why they have combined different tools to create their drawings?
Can they explain why they have chosen specific drawing techniques?
Can they create models on a range of scales?
Can they create work which is open to interpretation by the audience?
Can they include both visual and tactile elements in their work?
Do their sketch books contain detailed notes, and quotes explaining about items?
Do they compare their methods to those of others and keep notes in their sketch books?
Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?
Can they make a record about the styles and qualities in their work?
Can they say what their work is influenced by?

DT

Can they use a range of information to inform their design?
Can they work within constraints?
Can they follow and refine their plan if necessary?
Can they justify their plan to someone else?
Do they consider culture and society in their designs?
Can they use tools and materials precisely?
Do they change the way they are working if needed?
How well do they test and evaluate their final product?
Would different resources have improved their product?
Can they justify why they selected specific materials?
How have they ensured that their work is precise and accurate?
Can they hide joints so as to improve the look of their product?
Can they justify why the chosen material was the best for the task?

Music – Archie Dobson's War

Can they sing a harmony part confidently and accurately?
Can they perform parts from memory?
Can they take the lead in a performance?
Can they take on a solo part?
Can they provide rhythmic support?

P.E – Dance

Can they perform to an accompaniment expressively and sensitively?
Can they perform dances fluently and with control?
Can they warm-up and cool-down independently?