

## Year 5- Remembering Heroes



Term:	Spring 2
Concepts:	Legacy and Leadership
Subject focus:	History and Art
Non-Fiction:	Balanced Argument
Fiction:	Poetry

Concepts	
History	Art
Legacy/Leadership/Perspective	Inspiration/Creativity/Critique
<p>The National Curriculum states that children are to learn about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. This topic allows them to achieve this whilst exploring a period of history which is more recent in time.</p> <p>Learning about WW1 teaches the children about the mistakes made in the past and the consequences on a large scale. Children will learn about the significant impacts that World War One had, including the huge advances in technology which transformed the way that people all around the world travelled and communicated. They will learn about the medical innovation created as a result of this war, linking to their future topic <i>Doctor, Doctor</i>.</p> <p>This unit gives children the opportunity to learn about the West Indian Regiment and how they helped Britain in the war. They learn about how the soldiers from the West Indies were treated, compared to their white counterparts, providing opportunities to discuss inequality and the importance of treating everyone equally.</p> <p>Finally, this topic prepares the children for their future topic, WW2, giving the children the opportunity to see how the consequences of WW1 may have contributed the beginning of the Second World War.</p> <p>The art unit in this topic gives children the opportunity to apply skills they have learnt in previous years (as well as develop them further by studying the work of Jaqueline Hurley) to create a piece of art using a range of mediums.</p>	

## History

### National Curriculum

<p><b>History</b></p> <ul style="list-style-type: none"> <li>• I can use dates to order and place events on a timeline</li> <li>• I can compare sources of information available for the study of different times in the past</li> <li>• I can make comparisons between aspects of periods of history and the present day</li> <li>• I can understand the type of information available depends on the period of time studies</li> <li>• I can evaluate the usefulness of a variety of sources</li> <li>• I can present findings and communicate knowledge and understanding in different ways</li> <li>• I can provide an account of a historical event based on more than one sources</li> <li>• I can give some reasons for some important historical events</li> </ul>	<p><b>Art</b></p> <ul style="list-style-type: none"> <li>• I can develop different ideas which can be used to explain my choices for the materials and techniques I have used</li> <li>• I can confidently and systematically investigate how I can use new and unfamiliar materials and use these learnt techniques within my work</li> <li>• I can talk about my work and how close it came to what I wanted to do</li> <li>• I can research and discuss various artists and discuss their processes and explain how these were used in the finished product</li> <li>• I can use line, tone and shading to represent things seen, remembered or imagined in three dimension</li> <li>• I can mix colours to express mood, divide foreground from background or demonstrate tones</li> <li>• I can add a collage to a background that I have already painted, drawn or printed</li> <li>• I can experiment with using layers and overlays to create new colours/textures</li> <li>• I can return to work over longer periods of time and use a wider range of materials</li> </ul>	<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• I can select appropriate software to use for a given task</li> <li>• I can confidently use a range of software tools</li> <li>• I understand how to choose online content for my age group</li> <li>• I can use more advanced features when searching online</li> <li>• I can use a range of search tools to find exactly what I am looking for</li> </ul>
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## Year 5

### History

#### Remembering Heroes

#### Foundation subject Knowledge and skills

<p><b>When did this happen</b></p>	<p><b>When did this happen?</b></p> <ul style="list-style-type: none"> <li>• Know that Archduke Frank Ferdinand of Austria was assassinated on June 28<sup>th</sup> 1914</li> <li>• Know that Austria-Hungary declared war on Serbia on June 28<sup>th</sup> 1914</li> <li>• Know that Germany declared war on Russia on August 1<sup>st</sup> 1914</li> <li>• Know that Germany declared war on France on August 3<sup>rd</sup> 1914</li> <li>• Know that Britain declared war on Germany after Germany invaded Belgium on August 4<sup>th</sup> 1914</li> <li>• Know that the Battle of Marne was on 5<sup>th</sup> September 1914 and trench warfare began</li> <li>• Know that allied forces won the first Battle of Ypres (19<sup>th</sup> October-22<sup>nd</sup> November 1914)</li> </ul>
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	<ul style="list-style-type: none"> <li>• Know that the Ottoman Empire enter the war on 29<sup>th</sup> October 1914</li> <li>• Know that the Allies declare war on the Ottoman Empire on November 5<sup>th</sup> 1914</li> <li>• Know about the Christmas Truce</li> <li>• Now that the USA join the war on May 7<sup>th</sup> 1915</li> <li>• Know that the Battle of the Sommes begins on July 1<sup>st</sup> 1916 Know that Russia leaves the war on December 17<sup>th</sup> 1917</li> <li>• Know that on July 15<sup>th</sup> 1918 the Second Battle of the Marne begins and ends in a victory for the Allies</li> <li>• Know that on November 11<sup>th</sup> 1918 an armistice is agreed and guns fall silent at 11am on the 11<sup>th</sup> day of the 11<sup>th</sup> month</li> <li>• Know that the Treaty of Versailles is signed by Germany and World War I officially ends</li> </ul>
<b>Who were the significant people?</b>	<ul style="list-style-type: none"> <li>• Know how were the alliances and identify them on a map</li> <li>• Have an understanding of why the war began</li> <li>• Know why Britain joined the war</li> <li>• Know about attacks on England during the war</li> <li>• Know about the lives of children during the war: evacuation; child labour; young teenagers joining the army</li> <li>• Know about life for soldiers in the trenches</li> <li>• Know what a typical day in the trenches was like</li> <li>• Know what soldiers kept in the trenches with them</li> <li>• Know about the Home Front</li> <li>• Know what propaganda is and how it was used</li> <li>• Know what happened on the Christmas Day Truce</li> <li>• Know how the roles of women in Britain changed during the war</li> <li>• Know that more than 350000 soldiers fighting the war were from African backgrounds</li> <li>• Know about the role that the British West Indian Regiment played in fighting and winning the war.</li> <li>• Know that the British West Indian Regiment played a significant role in the First World War, especially in Palestine and Jordan where they were employed in military operations against the Turkish Army.</li> <li>• Know that there were 15600 men of in the BWI Regiment</li> <li>• Know that men from the continent of Africa, from India, and black Britons, who were eager to support 'the mother country' but refused entry into the white units of the British Army because of their race, also joined the BWIR</li> <li>• Know that although the BWRI had 12 battalions, all commanding officers in the regiment were required to be white, and black and other men of colour did not rise above the rank of sergeant</li> <li>• Know that George A Roberts served in WW1. He served in the Middlesex Regiment and was from Trinidad. Born in 1890, he signed up to the European Service and worked his way over to England. During the war he was sent to the Front in France. Know more about his achievements in WW1 and then he went on to serve in WW2.</li> <li>• Know about some of the discrimination they faced when young men wanted to sign up to fight to for England.</li> </ul>

<p><b>What was life like then?</b></p>	<p><b>What effect did it have at the time?</b></p> <ul style="list-style-type: none"> <li>• Know that WWI was called 'The Great War'</li> <li>• Know that it was thought to be the 'War to end all wars'</li> <li>• Know how London was affected during and after the war</li> <li>• Know that after the war women's rights slowly began to change</li> <li>• Know that after the war, developments in medical care were needed to help the thousands of injured soldiers</li> <li>• Know what some of these developments were (plastic surgery, mental health)</li> <li>• Know that there were great advances in aviation and technology during the war and in the years after</li> <li>• Know what life was like for soldiers after they returned from war</li> <li>• Know what life was like for the soldiers of the British West Indian Regiment after the war had finished</li> </ul>
<p><b>How did this period affect today's world?</b></p>	<p><b>How did this effect life today?</b></p> <ul style="list-style-type: none"> <li>• Know that when the war ended, the Treaty of Versailles redrew the map of the Middle East</li> <li>• Know that the year 1918 radically reshaped the map of central and eastern Europe</li> <li>• Continuing development in medical care, plastic surgery for victims, blood transfusion, stem cells etc.</li> <li>• Continuing developments in the support for people who suffer with poor mental health</li> <li>• Know that Armistice Day marks the end of the war and is on 11<sup>th</sup> November every year</li> <li>• Know how soldiers are remembered on this day and why it is important to remember them</li> </ul>
<p><b>Art</b></p>	
<p><b>Year 5</b></p>	
<p><b>Art: Mood, materials and layering</b></p>	
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• Explore the work of Jacqueline Hurley</li> <li>• Understand the medium she uses in her work and the stories behind her work</li> <li>• Discuss likes and dislikes of her work, how she has created mood and the effect of using contrasting colours</li> <li>• Explore using charcoal and chalk to make different effects</li> <li>• Explore photographs from the battlefields of WWI (teacher to provide children with images to ensure they are suitable)</li> <li>• Look for areas of dark and light in the photos</li> <li>• Make outline drawings of the main subjects in the photographs</li> <li>• Design a charcoal drawing influenced by the work of Jacqueline Hurley and the photographs studied</li> <li>• Create mood in their art to tell a story</li> <li>• Add to their work with a contrasting colour and different medium</li> </ul>

<b>Writing Outcomes</b>	
<b>Non-Fiction</b>	<b>Fiction</b>
Should Britain have fought in World War I?	Text: BWIR Poetry Poetry including the use of personification and metaphors