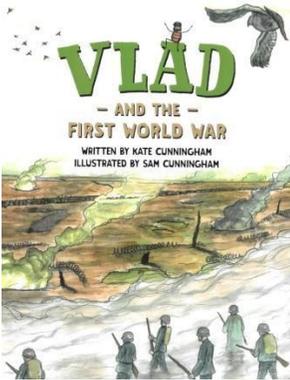


History Planning – First World War

This is a set of 7 lesson plans for the First World War history topic. **Highlighted powerpoints and worksheets for the work outlined in the lessons are available as free downloadable resources.**



A full colour illustrated story about Vlad the flea and Crisp VC the carrier pigeon with Vlad the flea as the narrator.

The story and pictures show what it looked like living in London in the seventeenth century and how the people reacted to the fire and its aftermath. The clothes and houses are shown along with artefacts as they would have been used 350 years ago.

All this is shared through the power of story which encourages the children to engage with the real people in history.

As well as other free teaching materials you can buy additional Reading Riddle resources that support the topic:

Vlad and the First World War Teacher's Guide

Take your own understanding of the events to a higher level and get a deeper understanding of the context, to guide you in providing quality first teaching with:

- a comprehensive overview of the **historical context** for teaching this unit
- page-by-page notes explaining how the illustrations incorporate artefacts, information from **primary sources** and knowledge so it can be drawn out through the story
- **Big Questions** about the people and events 250 years ago – take the pupil's understanding to the next level with wider discussion points about the consequences and impact

Vlad and the First World War Activity Book

- fun activities
- games suitable for homework or short lesson fillers

How to find or communicate with Vlad or Kate:



Click [here](mailto:readingriddle@gmail.com) to email me
readingriddle@gmail.com



@vlad_flea
[Click to visit](#)



@reading_riddle [Click to visit](#)
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National Curriculum:

Aims

- Gain and deploy a historically grounded understanding of abstract terms such as 'empire'.
- 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.

Subject content

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Example – a significant turning point in British history

Detailed aims of the Topic:

Substantive knowledge – to know that the First World War began in 1914 and ended in 1918. To be able to name countries involved in the conflict, including countries in the British Empire, and be able to identify who were allies. Able to discuss a range of ways people served both at home and overseas. Understand what the Western and Eastern Front were and why trenches existed along them. To know about advances in technology during the course of the war.

Second order knowledge – to know why the war started and spread. Discuss how the war changed life for men and women in Britain. Understand how the first world war affected independence in countries in the British Empire. Understand what happened after the war and how people remembered and commemorated the conflict.

Curriculum links:

- Maths – number lines /time lines. Place numbers in order and discuss their relative distance from one another
- DT – design a memorial
- PSHE – commemorating bravery and sacrifice; conflict and resolution
- Geography – map of the World and recognising countries on it
- Literacy – writing a newspaper article (see separate planning)

Planning - First World War

<u>Learning Objectives & Success Criteria</u>	<u>Teaching Sequence</u>	<u>Vocabulary & Resources</u>
<p>Lesson 1</p> <p><u>We are learning</u> when the First World War happened.</p> <p><u>What I'm looking for:</u></p> <ul style="list-style-type: none"> • I know when the First World War started • I know what key events happened on the run up and during the war. 	<p><u>Guiding Questions:</u> When did the First World War happen? What other events were happening around then?</p> <p><u>Introduction/Minds on:</u> Read the story of Vlad and the First World War. When do you think this story is set? What clues helped you think about that? [existence of vehicles and aircraft, professions such as nurses, no mobile phones, style of hair, monocles and moustaches]</p> <p>Look at KWL sheet.</p> <p><u>Introduction/Minds on:</u> Timeline Explain that a timeline is when we put dates in order and this shows us which events came first. Dates are numbers and deciding the order is like ordering any number on a line. Put interactive timeline on the board https://vladflea.co.uk/timeline-game/ Challenge children/teams to come up and complete a timeline together on the board. Emphasise that the smallest number goes first. Note: The ancient Egypt cards are the equivalent of minus numbers as most of the dates are BCE/BC. Therefore these numbers get larger as move to the left from the dividing point when dates change. This activity might be easier if it follows a maths lesson about numberlines.</p> <p>Use Vlad flea Timeline game cards, or own resources: Give groups a set of cards and piece of string. Ask children to put the cards in order using the dates at the top.</p>	<p><u>Vocabulary:</u></p> <p>Timeline Order (chronological order)</p> <p>more recent longer ago between years century</p> <p>x happened because of.....</p>

Compare the order of different groups by making a human timeline at the front with groups contributing by placing them correctly and checking their table timeline. Fine tune the timeline by grouping and spacing events to reflect different gaps in the timeframe ie 1665 is directly before 1666 but there is a larger gap between 1666 and 2012.

Consolidation:

Look for other date related material in class eg birthdays, calendars, timetables, displays relating to key annual events etc. Ensure children understand how we record events by day, month, year and times we commonly use this in our lives eg birthdays.

Ensure children remember that the First World War started in 1914 and ended in 1918. Discuss how some countries joined at later dates (eg USA), but that that does not alter when the conflict began.

Resources:

- <https://vladflea.co.uk/timeline-game/>
- Vlad flea timeline game (available to purchase from the Reading Riddle website or your own alternative date cards
- KWL sheet

Lesson 2

We are learning which countries were involved in the First World War.

What I'm looking for:

- I can identify key countries involved in the First World War and which side of the conflict they fought on.
- I can identify them on a map
- I can explain why some countries were allies

Guiding Questions:

Which countries were involved in the First World War?
Which side were they on?

Introduction/Minds on:

What countries were named in Vlad and the First World War?
Which side do you think they were fighting on?

Activities:

Read the Fact File and add to the information gathered at the start of the lesson. Use the list of countries and identify them in an Atlas. On a blank world map use one colour to mark Allies and a different colour for the Central Powers who were fighting the Allies.

Borders, country names and control of areas has changed, so colouring it exactly will be difficult eg Ottoman Empire.

This provides a discussion point that one of the outcomes of the First World War was to change power in many areas and affected independence and control.

Look up a list of Commonwealth countries. Many of these joined the fighting because they were colonies of Britain so their soldiers were expected to fight for us.

Consolidation:

Many countries such as India or Australia were a long way from where the war was being fought.

Why do you think they were involved?

Do you think they would have chosen to be part of a war on the other side of the world if they had been able to choose?

Vocabulary:

Allies
The Central Powers

Resources:

- List of countries in World War 1
- World maps to colour
- Atlases

<p>Lesson 3</p> <p><u>We are learning</u> what roles people took during the war.</p> <p><u>What I'm looking for:</u></p> <ul style="list-style-type: none"> I can name some of the different branches of the forces and the other roles people needed to fill I can name some roles that were important for civilians as well as the army and navy 	<p><u>Guiding Questions:</u> What were the main branches of the forces? (specifically the army and navy with an understanding that aircraft flew for both and RAF was formed after the war). What jobs did different people take? In what ways was this different from peace time?</p> <p><u>Introduction/Minds on:</u> What transport does Vlad flea and Crisp VC see during the story? (ships, trucks, aircraft). These reflect the different parts of the armed forces.</p> <p><u>Activities:</u> Many recruits joined with friends or work colleagues – Walter Tull joined the Footballers Battalion, there were many Pals Battalions which were men from the same village or area.</p> <p>Ask children to discuss why they think people signed up to fight. [Talk about patriotism, pressure from other people, wanting adventure, escaping badly paid/dangerous jobs, thinking it was the right thing to do, friendship, thinking it would be over quickly, not wanting to appear cowardly]</p> <p>Ask children to record what they think the recruits felt before they joined. In groups take a section of Vlad and the First World War (the sailors, in trench, hospital tent, pilots, Indian cavalry) What do you think they feel at this point in the story which is set in 1918? Consider how far from home some of the characters are, how long they have been in the War, how dangerous their situation is etc Discuss other sections eg volunteers who were stretcher bearers because they did not want to fight and would have gone to prison otherwise (eg Quakers who are pacifists).</p> <p><u>Consolidation:</u> Ask children which branch of the armed forces they would choose and why.</p>	<p><u>Vocabulary:</u></p> <p>Army Navy</p> <p>Soldiers Sailors Pilots</p> <p>Battalions Cavalry</p> <p>Recruits trenches</p> <hr/> <p><u>Resources:</u></p> <ul style="list-style-type: none"> Use the wordmat to help identify some of the language when talking about the forces
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<p>Lesson 4 and 5</p> <p><u>We are learning</u> about the records that help us find out about the First World War</p> <p><u>What I'm looking for:</u></p> <ul style="list-style-type: none"> • I can name some of the different sources that provide us with information • I understand which records are personal and which are more official • I can use the records to act out what happened. 	<p><u>Guiding Questions:</u> How do we know about different experiences? Is there only one type of record? Are they reliable records?</p> <p><u>Introduction/Minds on:</u> In groups or pairs think about how we find out about things now and if they would have been available in the First World War. Communications were different but cinema and photography was being used much more. Think about letters, official records, poems, newspapers, diaries.</p> <p><u>Activities:</u> Children work in groups and look at the different testimonies that have been transcribed from books and verbal records on the IWM website. (These have been chosen to be more accessible, but will need to be checked according to the age and appropriateness of your class). Ask children to read the pieces together and then take time to check that they have understood the testimony, clarifying any questions or misunderstandings.</p> <p>Children work together to either enact the event or create a tableau (frozen scene) to represent it.</p> <p>Once all the groups have had time to discuss and create their pieces they take turns to share it with the rest of the class. This will take 2 lessons to enable reading, discussion, arranging and performing.</p> <p><u>Consolidation:</u> As each group performs, allow time to discuss their work both to allow the rest of the class to ask questions, but also to feed back to the performers.</p>	<p><u>Vocabulary:</u></p> <p>Records Testimony</p> <hr/> <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Personal testimonies • Recording equipment to capture the work, both as a record and a resource for discussion and writing during the topic
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<p>Lesson 6</p> <p><u>We are learning</u> how the war ended.</p> <p><u>What I'm looking for:</u></p> <ul style="list-style-type: none"> • I know when the First World War ended • I know why it ended and who agreed to it 	<p><u>Guiding Questions:</u> How did the war end? What was the impact of the end of the war?</p> <p><u>Introduction/Minds on:</u> How do we solve fights or arguments? Do we forgive each other immediately or does it take a while to be friends again?</p> <p><u>Activities:</u> Look back at the map of countries and which side they fought on. Which side do you think had the most soldiers? Which side had more resources such as food? By 1918 Germany and its Allies were struggling to feed their population and pay soldiers. The Kaiser was overthrown and discussions began to end the War. On 11th November 1918 at 11:00 an Armistice started Armistice = truce or agreement to stop fighting. On 28th June 1919 the Treaty of Versailles was signed ending the war.</p> <p>Discuss whether the end of the War is the Armistice or the Treaty. Why do we celebrate the Armistice as the end of the war not the Treaty?</p> <p>After the war The League of Nations was established to try to prevent future conflict. Did it work? Design a flag to represent a worldwide organisation. This eventually was replaced by the United Nations (for light relief watch Kofi Annan on Sesame Street https://www.youtube.com/watch?v=RxqzWweOSbU)</p> <p>Do you think everything returned to “normal” after the war? [lots of injuries/disabilities, many families bereaved, less money (wars cost a lot), people wanting change eg women’s votes, independence in India]</p> <p><u>Consolidation:</u> Review what we know about the First World War. Review the KWL sheet and consider if there are still unanswered questions.</p>	<p><u>Vocabulary:</u></p> <p>Peace Armistice Cease Fire Treaty</p> <hr/> <p><u>Resources:</u></p>
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Lesson 7

We are learning how we commemorate the war.

What I'm looking for:

- I know when we commemorate the War
- I know why we remember it
- I know how we commemorate it

Guiding Questions:

Why do we commemorate those who took part in wars?

Introduction/Minds on:

Who do you think we should remember from the wars?

Encourage discussion of all the people and animals that were involved.

Should we also include people who did not fight such as medical staff, miners, farmers etc

Activities:

Look at the memorials powerpoint to see the range of memorials that have been created.

Design a memorial

Who would you commemorate?

What images represent them?

Would you include names or symbols on the memorial?

How big and what style of memorial would you create?

What material would you use to make it?

Draw a design to reflect your ideas?

Label key features to show your thinking.

The drawn image could be followed up with a lesson modelling and creating the design and evaluating it.

Consolidation:

Share the memorials and the ideas about remembrance.

Vocabulary:

Remembrance
Commemorate
Memorials
Conflict
Peace
Contribution

Resources:

- War memorial powerpoint