

## English:

### Non-Fiction:

Persuasive Writing – using writing in propaganda in WW1 / using persuasive language within letters back home to portray different points of view.

Diary Writing – consider how diaries and letters became key evidence of life in the trenches. Write diary entries from a soldier's perspective.

Recount – writing recounts of events. After their trip to Waterloo Cottage Farm the children write up the day as a recount of the event.

Biographies – writing biographical texts related to local history links. Focused on two main local heroes: Edgar Mobbs and Walter Tull.

### Fiction:

Poetry – writing descriptive poems that paint a picture of war and both its horrors and heroics. Learning focused on using language choices to paint the picture for the audience.

Poetry & Grammar – exploring the simplicity of developing poems using nouns, verbs and adjectives.

Narrative – creating stories from war themes.

Books: 'Wargame' by Michael Foreman  
'Private Peaceful' by Michael Morpurgo.  
'Warhorse' by Michael Morpurgo

## History

### World War One:

How the war started / Propaganda / What countries were involved / A Soldier's Life from signing up through to trench warfare.

### Super Starter:

World War One Visitor – the children took part in a full day of learning and hands on experiences with a wide selection of weapons and equipment to immerse them in the topic.

# War Game

### Fantastic Finish:

Trench Cooking – creating stews from authentic wartime recipes.

## Maths

Number and Place Value  
Rounding and Estimation  
Angles  
Measure  
Addition  
Subtraction  
Statistics  
Fractions

## Music

Music and War – the children learnt songs from WW1 and found out about their importance both on the frontline and at home.

Music and Film – the children learnt about making choices for music to add to the aims of a project. They used music choices to enhance the audience's experience and help convey a message.

## Geography

The children considered the impact of war upon both the **physical and political landscape** of Europe. They learnt about the countries that were involved and how the shape and make up of those countries changed with conflict, as well as the effect on the countryside itself.

## Science

### Earth, Sun and Moon

Considering the solar system and how it came about. Learning about what lies within our solar system and how objects orbit the sun with links to the historical understanding of our solar system. The children have also been learning about the planets in detail.

### Light

How does light travel? The children have been considering how light travels and how the eye works. They created trench periscopes to show this.

## Computing

iMovie: the children created **films** to reflect the idea of remembrance. This incorporated the use of **still image photography** and using light and images to consider moods. They also had to consider the use of **music within film** and the effect it can have. The children created **sound bites** to use in their film with poems written either by themselves or famous extracts. Using iMovie the children then had to **edit and create a final piece** with images, moving images, sound and music involved.

Internet Explorer – the children have learnt to use **search engines** more effectively to aid them when researching a project.

## Art/DT (Including Cooking)

**Art** – War art using Paul Nash as inspiration the children created images of war.

**Textiles** – the children created a remembrance cloth using their cutting and sewing skills.

**Modelling** – 3D models of trenches were created showing their understanding of life in the trenches.

**Cooking** – the children saw how a sausage comes from the farm to the fork having visited the farm and then watched the process as a sausage is created. They then cooked a sausage stew for visiting guests. The children also cooked a trench stew using a wartime recipe.