

Key stage 2 cross curricular war memorials topic planning

Each lesson described in this overview is accompanied by a detailed lesson plan showing suggested activities and questions. The helpsheets described in the resources column are also available from War Memorials Trust's learning website. These lessons can be taught in sequence, forming a complete cross curricular topic, or teachers may prefer to choose and adapt the individual lessons most relevant to their class and school. Guidance on differentiation for higher and lower ability pupils is also provided with individual lessons. Each lesson could be developed further to cover several sessions, and suggestions for further work that links the lesson to a range of subjects, including literacy, numeracy and RE, are given at the end of each lesson plan.



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	Learning objectives	Learning outcomes	Main activities	Resources
1	<ul style="list-style-type: none"> •When the First and Second World Wars took place •Why November 11th is known as Remembrance Day and how it is marked 	<ul style="list-style-type: none"> •Explain when the key events being remembered happened •Explain what happens on Remembrance Day and why it is around November 11th •Give reasons why these events occur and are important to many people 	<ul style="list-style-type: none"> •Discuss what is meant by the word 'Remembrance' and what it refers to. •Discuss how Remembrance commemorations originated after the First World War, and find out when it still takes place each year. •Examine why people still commemorate Remembrance Day and some of the key things that often happen during Remembrance services. •Look at some well known wartime poems and wartime footage to reflect on what Remembrance is for and why it should continue. 	Timeline, Remembrance artefacts and questions about them, 'Teachers' information about war memorials' primary helpsheet, PowerPoint

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2	<ul style="list-style-type: none"> •What a war memorial is and why it was created •Some different types of memorial and the range of information given on them 	<ul style="list-style-type: none"> •Explain what a war memorial is and what their purpose is •Describe some well known types of memorial and understand why they vary 	<ul style="list-style-type: none"> • Explore what war memorials are with groups looking at different examples. Link them to Remembrance commemorations studied in previous lesson. •Find out about different types of war memorials, the similarities and differences between their appearance and key features, and the reasons for the large variety. •Consider when many memorials were created and the reasons behind their creation by communities. •Prepare for visiting a war memorial to identify its features. 	<p>‘Teachers’ information about war memorials’ and ‘Types of war memorial’ primary helpsheets, PowerPoint, timeline and war memorial number cards</p>
3	<ul style="list-style-type: none"> •Where war memorials are in the local area •Identify features of a local war memorial •Add to an online record of war memorials 	<ul style="list-style-type: none"> •Know where a local war memorial is situated •Describe some of the key features of the local war memorial •Know who is commemorated on the local war memorial •Add or update records on War Memorials Online 	<ul style="list-style-type: none"> •Ideally this lesson would be carried out by visiting a war memorial in the local area. If this is not possible, photographs of a suitable memorial could be used instead. •Use our ‘Planning a visit to a war memorial’ primary helpsheet to help you decide on the specific activities to carry out during your visit. •Examine the war memorial so pupils can see what features it has, and take photos of it for use in future lessons. Particular attention should be given to recording the inscriptions on the war memorial. •Back in the classroom, add a record of the memorial to the War Memorials Online website or update existing records 	<p>‘Planning a visit to a war memorial’ primary helpsheet, camera, internet access. Other resources will depend on the activities chosen.</p>

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4	<ul style="list-style-type: none"> •Why war memorials were important to communities in the past •Why memorials continue to be important to communities today •Some of the problems facing war memorials today 	<ul style="list-style-type: none"> •Explain why we have war memorials and why they are important •Understand some of the problems facing war memorials today •Give clear opinions about the importance of war memorials and listen to those of others 	<ul style="list-style-type: none"> •Explore opinions on memorials and whether they are still important to communities today. •Examine stories relating to war memorial theft and debate the issues surrounding memorials as we approach the centenary of the First World War. •Discuss relevance of Remembrance today – should we still make an effort to ‘remember’ events that are no longer in living memory? •Outline ideas behind In Memoriam 2014. 	<p>‘Teachers’ information about war memorials,’ and ‘Current issues affecting war memorials’ primary helpsheets, ‘Looking at a war memorial’ primary resource sheet, PowerPoint</p>
5	<ul style="list-style-type: none"> •That war memorials can be used to find out about the past •Some information about the history of a local war memorial •What other sources tell us about the past 	<ul style="list-style-type: none"> •Explain what we can find out from war memorials •Ask and begin to answer questions about a war memorial and the people named on it •Explain what other sources may be suitable for finding further information 	<ul style="list-style-type: none"> •Examine, using photos and prior knowledge, what information war memorials do and don’t tell us. Emphasise that this varies between memorials. •Compare the value of this information with other sources of information such as letters, photos, and written accounts. •Visit a local memorial (if not done previously – see lesson 3) to find out what type of information it has on it. Record with photos and list names. •Find out what other sources give information about the people named on the memorial, for use in future lessons. 	<p>‘Teachers’ information about war memorials’ and ‘Planning a visit to a memorial’ primary helpsheet, PowerPoint</p>
6	<ul style="list-style-type: none"> •Use the CWGC database as a source of information about people in the past 	<ul style="list-style-type: none"> •Use the database to find information about people named on a war memorial •Answer questions using the information they have found 	<ul style="list-style-type: none"> •Look at the names and inscriptions on the local war memorial, using your record or photos from previous lessons. •Recap what is known from the memorial and what could still be learned – create questions about the people named on the memorial that pupils want to find the answer to. •Model use of CWGC database to answer questions. •Pupils research names and draft a biography of an individual named on the memorial. Decide what still needs to be found out to complete the biography and how this can be done. 	<p>‘Researching the names on a war memorial’ primary helpsheet. Access to ICT resources, PowerPoint</p>

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7	<ul style="list-style-type: none"> •Use primary sources to find out about people, events and places in the past •Make comparisons between the past and present and suggest reasons for change 	<ul style="list-style-type: none"> •Use previous research to focus search for information •Use relevant sources to build up a profile of a soldier's life •Use local sources of information to research the war memorial's area and community in the past, and make comparisons to the present 	<ul style="list-style-type: none"> •This lesson consists of suggestions as to how war memorials can be used within a study of the history and geography of the local area. Actual content will depend on individual circumstances. •Link to previous research lessons by using local parish records and other sources as applicable to research the people named on the memorial, their families and their occupations and life before the war. •Study the local area in the present day and compare it to the time when the war memorial was created. •Research the war memorial's creation. •Involve the local community and consider ways of displaying information to the public. 	<p>'Researching the names on a war memorial' and 'Researching the history of a war memorial' primary helpsheets, local maps and photos (past and present), local parish records and other records as appropriate.</p>
8	<ul style="list-style-type: none"> •Some materials that war memorials are commonly made from and their characteristics •The effects of different variables when selecting materials for a purpose •Which material is best for a war memorial in a given location 	<ul style="list-style-type: none"> •Identify materials that war memorials are made from and their characteristics •Explain what factors affect a material's suitability for a war memorial •Understand some advantages and disadvantages of using different materials for war memorials 	<ul style="list-style-type: none"> •Identify some common materials war memorials tend to be made of. •Discuss main requirements of a war memorial e.g. visibility of inscriptions, long lasting, aesthetic appeal. •Predictions and practical work with material samples to test them for these properties. If practical work not possible examine range of photos of memorials made of the materials. 	<p>'Types of war memorial' primary helpsheet.</p>

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9	<ul style="list-style-type: none"> •Design an appropriate memorial for a specific purpose •Use a variety of methods to communicate ideas and feelings 	<ul style="list-style-type: none"> •Design a memorial, considering purpose and appropriate design •Use a variety of methods to communicate ideas and feelings 	<ul style="list-style-type: none"> •Look at designs of war memorials – what do they have in common? •Discuss why many typical features are used on war memorials and what they represent. •Think about memorials more widely, considering other reasons why people might want to create a memorial? •Pupils to choose a purpose for a new memorial (could be war or otherwise) and collect ideas for developing a design. •Pupils design and evaluate their memorial. They could be made if this is appropriate. 	<p>'Planning a visit to a war memorial' primary helpsheet (if visit is to be carried out) 'Types of war memorial' primary helpsheet</p>
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