**As ‘artists and makers’ can we…?**

* Recreate WW1 artefacts
* Learn about the work of others
* Experiment with different painting styles (recreate images from FArTHER

**As responsible members of a team ( can we…?)**

* research before producing initial ideas
* be creative in terms of producing different ideas
* present our ideas
* listen and comment positively on others’ ideas

**As writers and communicators can we…?**

* communicate with a client
* share our ideas with each other
* demonstrate speaking and listening skills in role when talking to a client
* - discuss and debate points of view (discussion writing)
* Write an estate agents report on a house
* Create letters from the trenches
* Write diary entries
* Think about the people left at home – what would they write to their loved ones in France?
* - develop our understanding using these texts:
	+ FArTHER - Grahame Baker-Smith
	+ Dear Jelly – Sarah Ridley
	+ The Trenches – Jim Eldridge
	+ Line of Fire - Barroux

**Responsible Team:** Hopeful Wings

**Client:** Family members

**Commission:** create a multisensory capsule of WW1 memories

**As STEM thinkers and problem solvers can we…?**

* Plan, make and test a shelter which would house soldiers in the trenches
* Plan, make and test a bridge which would connect soldiers and towns

**As Historians can we…?**

•say where a period of history fits on a timeline?

•place a specific event on a timeline by decade?

•summarise the main events from a specific period in history, explaining the order in which key events happened?

•summarise how Britain has had a major influence on world history?

•recognise and describe differences and similarities/ changes and continuity between different periods of history?

•look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?

•identify and explain their understanding of propaganda?

•describe a key event from Britain’s past using a range of evidence from different sources?

**As Geographers can we…?**

* Locate countries of Europe
* Locate Major cities of Europe
* Locate major rivers and mountain ranges of Europe
* Understand the water cycle (impact of rain on battlefields?)
* Calculate accurate distances and journey times to the front line
* Report on ways in which humans have both improved and damaged the environment? (shell damage?)

**Big Questions**

* Why is it important to remember people?
* Why are memorials important?
* How did the war affect the people ‘left’ behind?
How do we remember people from the past and is it important? "

**Hopeful Wings**

**Hooks for Learning:**

* FArTHER **-** Grahame Baker-Smith
* GR’s WW1 letters
* JH family postcards
* WW1 box of delight