**Hooks for Learning:**

Archie’s War – Marcia Williams

The Pigeon Spy - Terry Deary

Charlie's War - Mick and Britta Granstrom

That History Bloke in school

Trip to Blyth Battery

Bravest Street Slides and Ch in role.

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**Responsible Team:**

**Client:** Benwell Community Action Group

**Commission:** Research WW1, in order to design and make amemorial to commemorate 100 years since

the end of WW1, and the bravest Street in Newcastle

**As ‘artists and makers’ can we…?**

* Design a suitable war memorial
* Be inspired by the work of Norman Wilkinson
* Develop their techniques,
* Develop our creativity, experimentation and an
* Increasing our understanding of different kinds of art, craft and design.

**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
* write a balanced argument
* write a non-chronological report use scientific language
* draw and write a biography of a fictional character
* Descriptive passage
* write postcards and letters in role
* write a newspaper report
* write a message between characters in role

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

* demonstrate our respect for other cultures and countries
* respond to issues such as designing and a suitable memorial for WW1
* respond to issues such as opposition

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

* Label, measure and use scientific language to explain fertilisation and reproduction
* Use co-ordinates to locate areas of specific interest to WW1
* recognise that they need light in order to see things and that dark is the absence of light
* notice that light is reflected from surfaces
* recognise that light from the sun can be dangerous and that there are ways to protect their eyes
* recognise that shadows are formed when the light from a light source is blocked by a solid object
* find patterns in the way that the size of shadows change.

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**As Thinkers and Problem Solvers can we…?**

Research and design a suitable commemorative memorial

**As Historians can we…?**

* Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past
* Begin to understand why certain countries in Europe were hostile to one another
* Understand the effect of war on Britain
* To explore the effect of those ‘left’ at home
* Locate memorials are and how/why we remember those from the past

**As Geographers can we…?**

* Locate the main countries that were involved in WW1
* Locate the boundaries between the relevant countries
* Understand about geographical features on a map
* Identify different landscapes
* Locate different regiments in the immediate area.

**Big Questions**

**Significant Themes in British history**

**Local History**

•A study of Local History taking account of a period of history that shaped the locality

Why do people feel they need to fight and represent their country?

**Year 3 – World War 1**

Significant Themes in British history

(Preferably from a Local interest point of view)