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| **Mantle of the Expert – World War 1**  **Class:** Year 1 and 2  **Term:** Autumn Term Part 2  **Main curriculum focus**: History  **Expert team**: Historians  **Client(s):** A WW1 soldier’s grand-daughter  **Commission**: To research the life of the soldier during WW1 and afterwards. To produce a shared biography for the great-grand-daughter  **Context: (based on ‘The Little Hen and the Great War book):**  During WW1 a man called Arthur left his home farm in England and went to war in France. While in France he came across an abandoned, neglected hen. He took her to the trenches with her where he cared for her, despite teasing from his fellow soldiers. Gradually she got stronger and healthier and started to produce eggs for the soldiers. 100 years later, Arthur’s grand daughter would like to know more about him. |

*What can the children do? How can we increase the challenge in each step? What can we prepare as givens? What will the teacher do? What will the children do? What will we do together? How will we publish what we know at each stage?*

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|  | | | **Steps in** | | | **Opportunities/tasks/challenge.** |
| **Steps into the fiction** | **Step 1** | | Ask chn if they’d like to go back in time. Create a 1914 farm together using photos. Establish that it will sometimes be in England, sometimes in France | | | Co-creating the farm Differences between 1914 and 2018 farming |
| **Step 2** | | Introducing the character of Arthur. Children take on the role of Arthur and act out his day of farm chores. Freeze framing as appropriate | | | Acting out 1914 chores and comparing to now |
| **Step 3** | | The call up: looking at conscription posters and considering what Arthur might be thinking about it | | | Writing in thinking bubbles: what is Arthur thinking about going to war? |
| **Step 4** | | AIR as Arthur: leaving for war.. | | |  |
| **Step 5** | | Creating hens for the French farm. Narrative voice telling the story of how the farmer left the farm/hens due to the war nearby. One hen was all alone and went to hide in a bush. | | | Art work - hens |
| **Step 6** | | Share the story of ‘The Little Hen and the Great War’ with the children. | | | Children in role as Arthur painting portraits of their hens using watercolours. |
| **Step 7** | | AIR as Arthur’s Granddaughter: she has found some of his things and needs some historians to find out more about him: she’d like a book to remember him by | | | Create the responsible team |
| **Possible episodes within the Mantle (order and activities are flexible)** | | | | | | |
|  | | **Commission** | | **Fictional world: the team** | **Activities/purpose** | |
| 1 | | Overarching commission: to produce a book of information about Arthur, for his granddaughter | | * Reproducing ‘photographs’ using charcoal and observational drawings | The biography we are producing needs some images of Arthur in the trenches | |
| 2 | | * Finding out what Arthur’s life on the farm was like: going back in time | To be able to write about/understand Arthur’s daily life | |
| 3 | | * Going back in time and freeze framing moments in the trenches | To understand what life was like for Arthur. Postcards written from the trenches will be included in the biography | |
| 4 | | * Using Morse Code to decode a message Arthur sent | To add to our understanding of Arthur’s daily life in the trenches. | |
| 5 | | * Mapping Arthur’s journey to France | The great-granddaughter would like to journey in his footsteps as a way to remember him. Can we help? | |
| 6 | | * Re-creating the medals that Arthur won but that have been lost. | To find out what Arthur won the medals for | |
| 7 | | * Designing and making a WW1 memorial for Arthur’s friends who were lost in the war | As a way for Arthur’s great-granddaughter and others to remember the soldiers who died during WW1 and WW2 | |
| 8 | | * The team creates poppies for the local church | To show their respect for and understanding of Arthur and his friends who served and died during WW1 | |
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| **Step 1: Theme**  WW1 | **Step 2: Overview of learning**   * For children to be introduced to WW1 and why we have ‘Remembrance Day’ * To learn what life was like at home 1914-1918 * To learn what life was like in the trenches and what made it difficult * History: a significant event, differences between ‘now’ and ‘then’, finding out about the past in a variety of ways, communicating about the past; what was life like in the trenches? What was life like in Britain in 1914? * Literacy: cross-curricular writing opportunities * Art: re-creating WW1 photographs * Science: what people need to survive * DT: cooking relating to rationing | | | **Step 3: List of things that make the theme interesting**   * Old photographs * Life in the trenches * Differences between life ‘then’ and ‘now’ * Farm life * Life of a child in 1914 * Codes, messages, spy work * The theme of war and battles | | | | **Step 4: Generate questions for inquiry**  *Social, political, historical, environmental, critical, ethical, philosophical, spiritual*  **Social:** What was life like in the trenches in WW1?  **Cultural:**  How was 1914 different to 2018? What do photographs tell us about WW1?  **Environmental:** How can we care for animals? Is it as important to care for animals as it is to care for people?  **Ethical:** Was it right to go to war?  **Spiritual:** | |
| **Step 5: Invent a narrative – include tension, location and time**  Based on the book ‘The Little Hen and the Great War’.  During WW1 a young man called Arthur left his family farm to fight in the war. During his time in France he came a cross an abandoned farm with one lone hen left. He took the hen to his trench and cared for her, nursing her back to health. In return she began to lay eggs which the soldiers enjoyed.  In 2018, Arthur’s great-granddaughter wants to find out more about him with the help of a group of expert historians | | | **Step 6: Select the expert team and list powers, responsibilities and values**  WW1 historians/researchers  Powers: to research Arthur’s life and to interview relevant people Responsibilities: to produce work of a high standard Values: respect for Arthur and his grandmother  (*Team’s powers, responsibilities and values to be decided upon with the class)* | | | **Step 7: Decide on the client and their role, purpose and authority**  Arthur’s great granddaughter: she would like a biography of her great grandfather to treasure and to pass on to her children and children’s children. | **Step 8: Devise the commission**  The Historians are asked by Arthur’s great-granddaughter to produce a biography (scrap book) about his life. To do this they must study artefacts from Arthur’s time in the army, research life in the trenches and life in Britain during WW1. They must produce photographs of Arthur and art work that he created while in the trenches. | | |
| **Step 9: Other points of view**   * Arthur and soldiers in the trenches * Arthur’s family back at home on the farm, 1914 * Villagers creating a memorial – how can we remember the soldiers * The ‘enemy’ (to be seen as human too) (possibly use Christmas day truce) | | **Step 10: Possible team tasks and classroom activities**   * Finding out about life in the trenches – writing a postcard home * Art work: re-creating images of soldiers * Comparing the life of a child in 1914 Britain with their lives * Decoding a message sent by Arthur * Learning about rationing: recreating a recipe found in Arthur’s belongings * Writing post cards and letters in role as Arthur * Considering how Arthur travelled to France * Designing and making a memorial for WW1 soldiers * Re-creating moments from the trenches to photograph in black and white | | | **Step 11: National Curriculum Links**  *Subject to change as the mantle develops*  **History:** studying a significant historical event, comparing aspects of the past with life today, finding out about the past using different sources **Science:** what humans and animals need to survive  **Art:** Using different materials to recreate WW1 photographs; develop observational art techniques  **DT:** Design and make a WW1 memorial. Creating ‘trench art’  **Geography:** using maps, identifying countries, travel between countries, features of farmyards | | | | **Step 12: Sequence of steps into the fiction**   1. See above |

**Stage 2: Context**

**Step 5: Invent a narrative: include tension, location and time**

**Step 6: select the expert team and create a list of powers, responsibilities and values**

**Step 7: Decide on the client and their role, purpose and authority**

**Step 8: Devise the commission**

**Step 9: Consider other points of view**

**Stage 1: Foundations**

**Step 1: Theme**

**Step 2: Overview of children’s learning**

**Step 3: List of things that make the theme interesting**

**Step 4: Generate questions for inquiry**

**WW1 Historians**

**Stage 4: The Start**

**Step 12: Plan a sequence of steps into the fiction**

**Stage 3: Activities and Curriculum Tasks**

**Step 10: Make a list of team tasks and classroom activities**

**Step 11: Link the tasks and activities to the National Curriculum**