

## Line of Enquiry™

St. Stephen's Junior School

How did WW1 change lives ?

### WOW!

(An **engaging** event to capture interest and energise. Guided by an adult initially; a supported experience)

#### WW1 soldier experience:

- Marching drill with Lance Corporal Evans in full authentic uniform!

An engaging event, inspire children and families to learn more, generating excitement and intrigue. The WOW does not have to be related to the challenge, although it must lay the foundations for immersion.

Learners could discover an unmarked object; off-site visit or visitor; unexpected email; watch film or performance; challenged to produce something, etc.

### Immersion: skills

(Developing **empathy** of events, processes or people, exploring and enhancing language and social skills)

- Researching the key events of the First World War
- Exploration of different aspects of the War for British citizens.
- Note taking in the style of a reporter – gathering evidence for report.

#### Milestone

Children should have an understanding of how WW1 and how different key events affected different groups of people

### Immersion: knowledge

(Developing **knowledge** of events, processes or people, exploring and enhancing language)

- Teaching of the key events of the First World War
- Understanding of life in Britain during the First World War
- Key features of a news report
- Timeline the war and its events

#### Milestone

Children should have an understanding of how WW1 and how different key events affected different groups of people

Thinking about the skills and knowledge children will develop in Have-a-Go, what language and/or experiences will they need before this?

Learners could: create tableaux; hot seat; create work banks, glossaries; draw/make something, mindmap, visit off-site, interview visitors, explore something, research, create learning walls, etc.

### Have-a-go: skills

(Building on immersion, children have opportunities to acquire and **practice** skills in numerous ways)

- Write script and practise filming using green screens and editing with imovie.
- Practise reporting in a journalistic style.

#### Milestone

Children will be confident to plan and deliver a live report for a significant event in the First World War.

### Have-a-go: knowledge

(Building on immersion, children have opportunities to acquire and **develop** knowledge in numerous ways)

- Draft news report using accurate knowledge of the time/events
- Create news report ensuring comprehensive coverage

#### Milestone

Children will have an in-depth understanding of their chosen event and are confident in applying in a news report

In order for learners to be successful and independent in the challenge, what skills and knowledge will they need to **practice** and become familiar with?

Learners need opportunities to prepare for the challenge, or have-a-go at any tricky or unfamiliar elements, complicated tasks, team work, etc.

A challenge should be challenging, and enable children to **independently** show off newly acquired skills and knowledge. It should be as public as possible, different from the last and promote co-operation with others. Challenges can single, whole cohort events, or comprised of many elements. They should always be documented in some way and reflected upon by learners.

### The Challenge

(Combines skills and knowledge practiced in Have-a-go to, independently of adults, prove what they have learnt, by answering the question)

## Plan, cook and prepare a meal using rations

#### Documenting the challenge

Children will record their news reports.

#### Celebrating the challenge

Films/photos uploaded onto website.

