

Key stages 1 & 2 Lesson plans

Remembrance - What does the poppy mean?

Learning objectives

Pupils should learn:

- Why people wear a poppy.
- What is the significance of a poppy.
- Who makes the poppy.
- What a symbol of Remembrance is.

Useful reference

The Royal British Legion section of the CD Rom.

Possible teaching activities

- Show pupils a poppy.
- Ask them if they have seen one before - have they worn one?
- Either through class discussion or in small groups, ask pupils why they wear a poppy. What do they think it stands for? Why is it not worn all year round? Record answers.
- Using The Royal British Legion Section of the CD Rom, 'The Role of the Poppy', to talk to pupils about the poppy; show pictures of poppies from the photographs section.
- Ask them to discuss what they saw, including who makes the poppies.
- Are there other ways of remembering?
- Play a clip with the music over it – eg The Royal British Legion Poppy Appeal.
- Finish with the poem "In Flanders Fields" by John McCrae, from the Soldier Poets from the First World War section. How does the poem make them think about the poppy?
- Homework or additional activities: Ask pupils to draw a picture which shows what the poppy stands for, or write a poem about the poppy and its role in Remembrance.
- Ask pupils to ask their own families if any of their relatives, including grandparents and great grandparents, fought or lived through wars. Record what they have found out.

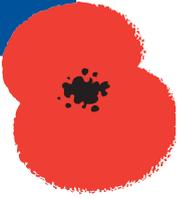
Learning outcomes

Pupils should understand:

- Why the poppy is a symbol.
- Who makes the poppies that are worn.
- What Remembrance means.
- That poppies are associated with a particular time of year.

Points to note

Contact The Royal British Legion through the website for poppies or to find your local branch.



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Remembrance - Who do we remember?

Learning objectives

Pupils should learn:

- How to record their findings so they can demonstrate to other people what they have learnt.
- To ask and answer relevant questions from the past.
- To recognise individual stories from the general narrative of the past.

Useful reference

The Royal British Legion section of the CD Rom

- in particular pictures of the Cenotaph and other memorials
- veterans

The History section of the CD Rom

- ethnic minorities in the British Forces
- role of women in war time

Possible teaching activities

- Show a picture of the Cenotaph (The History of the Legion section), another war memorial (there are some in the 'What we do' photographs section) and of the field of Remembrance. Discuss what these are symbols of, discuss that they are different from poppies because they are usually about specific people.
- If possible show a picture of a memorial from your town or area, or even school.
- Look at the name. Investigate what the memorial says and tells them about what it is and the names it lists.
- Option: investigate some of the names of the people on the local memorial or family members by using the Commonwealth War Graves Commission website.
- Do we just remember dead people or do we remember what happened?
 - Use the stories from the Veterans section 'Who do we thank for our freedom' and the stories from the 'Diversity in the British Forces' and 'The Role of Women in War time' sections.
 - You may also want to show some of the footage from the DVD about the Westward Ho evacuation or other material on the Home Front in that section.
 - What do they help tell us about those people who took part in war? Ask pupils to record their findings and to prioritise what they think are the important things that memorials can tell them.
- Discuss – what are the importance of memorials?
- Homework or additional activities: find other memorials to wars or for other significant events and record the information on them. Draw or design a memorial for a particular person, event or group.

Learning outcomes

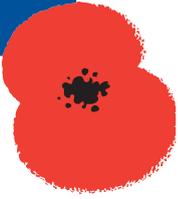
Pupils should know:

- What a war memorial can tell them.
- Why memorials exist.
- About some of the different people who are involved with conflict.

Points to note

There is an opportunity to link with Religious Studies. Examine why the cross is used. Do other faiths use different symbols?

In the photograph section of 'What we do' there are pictures of cemeteries (with standard headstones). Discuss if that is more acceptable to other faiths.



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Remembrance - Why do we have Remembrance Day?

Learning objectives

Pupils should learn:

- That commemorations are linked to specific events in the past that really happened.
- When the First World War and Armistice Day occurred.
- Why specific symbols are associated with commemorations.

Useful reference

History section of the CD Rom

- First World War
- Soldier poets from the First World War

DVD – First World War

- Liveliness on the Front
- Women's Land Army

Possible teaching activities

- Explain that as well as memorials, poems and the poppy there is also a specific day about Remembrance.
- Explain the importance of the First World War:
Use the materials from History (First World War section) to assist you.
(you may wish to use the written material as background for yourself and just use the maps, pictures and sound extracts with the pupils. The maps are particularly useful for trying to understand what was happening).
- October 1914 and July 1916 have moving sound and newsreel footage.
- Show the following footage from the DVD the First World War; The Somme in The Great War; Liveliness on the Front; Women's Land Army
Please note the silent Battle of the Somme footage is not suitable for younger pupils but short extracts might be useful with an older class.
- After each section, discuss the piece of film and what it tells them about the First World War.
- Explain how the war ended and the importance of the 11 November. Show the footage from the DVD of Armistice Day.
- Use some of the figures from the sections on Women and Ethnic minorities in the First World War from the School's Pack to explore some of the numbers of those involved.
- Tell the children that the soldiers saw the poppies growing in the battlefields and how they came to represent both loss and hope.
- You may want to use the "In Flanders Fields" poem again and ask if it means any more to them now that they know about the event it was written about. Explain that the date that they associate with wearing a poppy is the same day that the First World War ended. Do they think that is important?
- Discuss if it is important that the First World War is remembered. Why?
- Homework or additional activities: find out and explain what the following terms mean: Armistice, conscription, trenches, No Man's Land.
- Explore more First World War poetry from the poetry section.

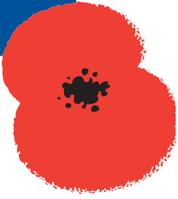
Learning outcomes

Pupils should:

- Know that the First World War happened a long time ago and that many soldiers from all over the world died in the war.
- Make links between the date of the Armistice and the subsequent timing of Remembrance Day.
- Explain why the poppy was chosen as a symbol of Remembrance.

Points to note

Contact the Legion through the website either for poppies or to find your local branch.



Key stages 1 & 2 Lesson plans

Remembrance - What happens on Remembrance Day?

Learning objectives

Pupils should learn:

- How some historic events are commemorated by pageantry or celebrations and that these usually stay the same every year.
- To compare and contrast information about Remembrance.

Useful reference

The Royal British Legion section of the CD Rom
DVD: The Royal British Legion Poppy Appeal

Possible teaching activities

- Discuss with the pupils what happens in the local community on Remembrance Day. Do they know?
- Explain that now Remembrance Day is to remember all the people that were affected by conflict and war since the First World War.
- Show an extract of a Remembrance service from the DVD or show pictures from The Royal British Legion section of the CD Rom.
- Ask the children to identify the special features of the commemoration, eg wearing poppies, the march past the Cenotaph, wreath laying, involvement of HM The Queen and government representatives, Two Minute Silence, special music. Are the Remembrance Day events different to other commemorative events?
- Discuss how remembering war helps people to think about the importance of peace.
- Ask the pupils to create a display about Remembrance that can be put up in the school hall. It should contain all the things that they think are important to tell people about Remembrance Day.
- Homework: ask the pupils to prepare an assembly for Remembrance time. They can use the assemblies on this CD Rom to help.

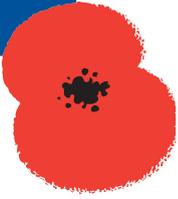
Learning outcomes

Pupils should:

- Recognise and name some features of Remembrance Day.
- Make simple comparisons between Remembrance Day locally and nationally.
- Identify similarities and differences between Remembrance Day and other events that are commemorated.

Points to note

It is important that the pupils understand that Remembrance Day is about all people affected by war.



Key stages 1 & 2 Lesson plans

Remembrance - Is it important that we remember?

Learning objectives

Pupils should learn:

- That some important events are commemorated by people in Britain and the wider world.
- That Remembrance can be personal.
- That organisations are created to help people remember about the past.

Useful reference

The Royal British Legion section of the CD Rom

- History of The Royal British Legion
- Work of The Royal British Legion

Possible teaching activities

- Ask the children to think about why we still have Remembrance Day. Develop the discussion to include other commemorations, eg international, national, local and family events as appropriate. Help children to identify, through discussion, why some commemorations are national/international events.
- Discuss if commemorative events are important. What can be learnt by them? Ask them to record their answers.
- Option: Discuss the role of organisations that work in Remembrance – why do they do it?
- Look at the History of The Royal British Legion and explore what welfare work it does and who it helps.
- Option: Ask the pupils in groups to identify a person from a conflict that they might want to remember and to explain why. They can use some of the people in The Royal British Legion section or from investigation or books choose someone else – eg Florence Nightingale, Mary Seacole, someone from their town, or someone from their family.
- Option: Explore some of the commemorative events that have occurred in the last couple of years. What particular events have been remembered (there is material on the DVD to help)? Discuss: Do these extra events affect the importance of Remembrance Day?

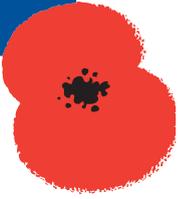
Learning outcomes

Pupils should know:

- That different people remember different events.
- Demonstrate knowledge of a range of events that are commemorated.
- Give reasons why some events are commemorated by countries across the world.
- Know about the importance of Remembrance for future generations.

Points to note

In this lesson it is possible to introduce the idea of reconciliation through Remembrance with high-ability pupils.



Key stages 1 & 2 Lesson plans

Remembrance - The people around us World Wars and commemoration

Learning objectives

Pupils should learn:

- That at Remembrance time it is people that are remembered.
- That conflict is something that has a lasting effect.
- That anniversaries and commemorations are part of Remembrance.

Useful references

- Case studies of David Monksfield and George Broomhead.
- Film on 'Armistice Day', the '90th anniversary of the Somme', 'VE Day 1945' and 2010 '65th anniversary of VE Day'.

Possible teaching activities

- Introduce the word Remembrance - ask pupils what they think it means.
- Show them the poppy - what do they think it is a symbol of? Do they think flowers are usually happy or sad things? Explain that the poppy was a symbol of hope on the battlefield.
- Ask the pupils how many wars they can name. Then ask them how many people who have been affected by or lived through wars they can name.
- Show them the film on Armistice Day – are they surprised at how many people were there?
- Show them the films on 'VE Day 1945' and 2010 '65th anniversary of VE Day'. Ask the pupils why they think people attend events such as those shown in the films.
- Use one of the case studies to read out to the pupils telling them the story of someone who has lived through a war. Highlight what it is that they are remembering.
- Ask the pupils to write down what they think the word Remembrance means to people that have lived through war. Then ask pupils to write a letter telling a friend what Remembrance means to people in the UK and who is remembered. Or ask them to draw a picture of a Remembrance event from the film they have seen.

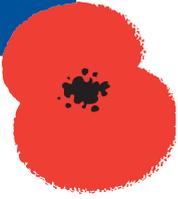
Extended work, homework or for advanced groups

Ask the pupils what they think is important to a Remembrance event.

Learning outcomes

Pupils should understand:

- Why Remembrance matters to people.
- That commemorations have been taking place for a long time.
- That wars are terrible things that shatter people's lives.



Key stages 1 & 2 Lesson plans

Remembrance - The people around us

Recent conflicts and the activities of The Royal British Legion

Learning objectives

Pupils should learn:

- That Remembrance is about more than those who died.
- That war affects families for years afterwards.
- What is done to help those whose lives are affected by conflict.

Useful references

Case studies of Kirianne Curley, Aron Shelton and George Taylor, and the films on Disk 1 'The Legion and Remembrance' and 'The work of the Legion today'.

Possible teaching activities

- Ask pupils to recap on what they learned in the previous lesson.
- Tell pupils the story of Aron or Kirianne – how do they think those people should be looked after?
- Show the films 'The Legion and Remembrance' and 'The work of the Legion today'. Divide the class in two and ask one side to write down the different ways that the Legion promotes Remembrance and the other to look at what it does to support serving and ex-Service people and their families.
- Ask each of the two sides to come up with new ways that people affected by wars could be remembered or helped.
- Tell them the story of George Taylor – do they think that they would like to come up with ideas for telling their school why Remembrance is important for people now and how they can help?
- Finish by asking pupils to work in groups to create a Remembrance event or activity (it just needs to be an idea, they don't need to actually do it). Who would be involved, where would it be and what would be included? They can include pictures or poems.

Learning outcomes

Pupils should understand:

- That young families are affected by war.
- That Remembrance is about activity as well as remembering.
- That young people can get involved with Remembrance.