

History Medium Term Summer 1 Year 6

Unit **Basil Arthur Horsfall and The Accrington Pals**

Substantive concept: Leaders and pioneers

Disciplinary concept: Historical Significance

Enquiry Question: Why do we remember the Accrington Pals? Why was Basil Arthur Horsfall awarded the Victoria Cross?

Prior Learning Knowledge	Prior Learning Skills	Prior Knowledge Vocabulary	Reading Links	
<p>Reception/ KS1- the meaning of significance and who is significant in their own lives. (Studied- King Charles III, Queen Elizabeth II, Learie Constantine, Accrington, Neil Armstrong, Family, our headteacher, Marcus Rashford, Florence Nightingale, Mary Seacole,</p> <p>Year 1/2 (From academic year 26/2027) Learie Constantine- The Trinity Cross</p> <p>Year 3- Historical significance- The Lancashire Cotton Industry (From academic Year 26/2027) Local history</p> <p>Year 5- historical significance- the Ancient city of Baghdad</p> <p>Year 6- Transatlantic Slave Trade- Significant people and events</p>	<ul style="list-style-type: none"> ▪ Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time. ▪ Use a wide range of sources as a basis for research to answer questions and to test hypotheses ▪ Regularly address and sometimes devise historically valid questions about change and continuity, consequence and significance. ▪ Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?' ▪ Describe the results of historical events, situations and changes e.g. the impact on people's lives ▪ Evaluate sources and make inferences ▪ Describe aspects of cultural, economic, military, political, religious and social history ▪ Discuss and debate historical issues acknowledging contrasting evidence and opinions 	<p>Significance/significant,</p>	<p>Daisy and the Unknown Warrior By Tony Bradman</p> <p>Black Poppies: The Story of Britain's Black Community in the First World War by Stephen Bourne</p> <p>Flo of the Somme by Hilary Robinson</p> <p>Archie's War By Marcia Williams</p>	
Year 6 Essential knowledge end point (substantive)	Year 6 Disciplinary Knowledge: (Working, Talking, Writing like a Historian)	Equality Diversity & Justice	Vocabulary	Writing opportunities
<p>The meaning of significance</p> <p>The Victoria Cross</p> <p>Who Basil Arthur Horsfall was</p> <p>WWI began in 1914 and ended on 11 November 1918 at 11am</p> <p>Propaganda was used to recruit soldiers such as the Accrington Pals</p> <p>Pal brigades were created all over the country</p> <p>The conditions these soldiers faced in the trenches</p> <p>The Accrington Pals fought during the battle of the Somme and suffered huge numbers of casualties</p>	<ul style="list-style-type: none"> • Describe the results of historical events, situations and changes e.g. the impact on people's lives • Recognise that some events, people and changes are judged as more historically significant than others • Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends • Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales • Describe aspects of cultural, economic, military, political, religious and social history • Discuss and debate historical issues acknowledging contrasting evidence and opinions • Use appropriate vocabulary when discussing and describing historical events and concepts e.g. bias, reliability, democracy, parliament, peasantry and society • Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines 		<p>Armistice, propaganda, alliance, militarism, empire, assassination, Great war, recruit, pals brigade, casualties, trenches, Somme</p>	<p>Annotations during enquiry and opportunities for paragraph writing to make hypotheses</p> <p>Vocabulary definitions</p> <p>Completed timeline</p> <p>Persuasive writing showing their understanding of propaganda techniques</p> <p>Trench sketch and labelling</p> <p>Diary entry</p>

Substantive concept: Leaders and Pioneers

Disciplinary concept: Historical significance

Enquiry Question: Why do we remember the Accrington Pals? Why was Basil Arthur Horsfall awarded the Victoria Cross?

Learning objective	Essential knowledge end point and Disciplinary Knowledge: (Working, Talking, Writing like a Historian)	Activities
Lesson 1- Who was Arthur Basil Horsfall and why was he given an award? (enquiry)	Essential knowledge end point (substantive): The meaning of significance The Victoria Cross Who Basil Arthur Horsfall was Disciplinary Knowledge: (Working, Talking, Writing like a Historian) <ul style="list-style-type: none">Use a wide range of sources as a basis for research to answer questions and to test hypothesesRegularly address and sometimes devise historically valid questions about change and continuity, consequence and significance.Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?'Describe the results of historical events, situations and changes e.g. the impact on people's livesEvaluate sources and make inferences	Recap from previous learning: what does it mean to be significant? (There is no one definition.) Possible reasons for a person being significant. If s/he: • changed events at the time they lived. • improved lots of people's lives– or made them worse. • changed people's ideas. • had a long-lasting impact on their country or the world. • had been a really good or a very bad example to other people of how to live or behave. Ask: Who is significant in our own lives? • WHY are these people significant? • Class discussion of the similarities - and differences in the significant individuals chosen by the class Conduct an enquiry using the picture of the Victoria cross awarded to Basil Arthur Horsfall in resources (you could conduct an enquiry on this first then use the photo of Basil as a second enquiry to try and figure out who he was and why he was given this). Use book talk prompts to develop discussion, artefact mats and words such as: hypothesis, maybe, probably, certain, not sure, possibly etc to help children make hypotheses from what they infer. (Some examples of how the lesson might look in resources including strategies for adaptive teaching). Ask children to write what they see around the picture in books and then develop on this by using the book talk prompts and adult questioning. Why would someone have been given this? Is the date significant? Who would give it out? Etc. Reveal some information about what it is and who is in the picture to introduce the topic of the Accrington Pals. Children could finish with a short paragraph explaining what they have found out and what this tells them (example of child's work in resources). Explain that he was a member of the Accrington Pals during WW1. Discuss how the Pals were recruited across the country. Some of the info on these links could be used as an intro to the Pals regiments. https://www.bbc.co.uk/bitesize/articles/z4v9mfr#zcv88hv https://www.pals.org.uk/pals_e.htm Support: scribe, use talking prompts, pictures and words (wigit)
Lesson 2- What was the Great War and why did it start? (Chronology and enquiry)	Essential knowledge end point (substantive): How and why the Great War (referred to this at the time as no one knew there would be another huge war like this) started WWI began in 1914 and ended on 11 November 1918 at 11am. Causes: alliances, militarism, imperialism, nationalism, and the assassination of Archduke Franz Ferdinand. Disciplinary Knowledge: (Working, Talking, Writing like a Historian) <ul style="list-style-type: none">Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends	Might be a good starting point: How and why did World War One start? - BBC Bitesize <ul style="list-style-type: none">Timeline construction (make sure children understand where this event fits in a chronological framework of what they have already studied) Pupils build a timeline including: outbreak of war (1914), Somme (1916), Armistice (1918). The children may wish to add more to their timelines- you could limit them to 5 main events that happened to create their timeline (must include the 3 mentioned earlier in this section). Give them relevant timelines to look at with key events- discuss which they think are the main events that need to go on their own timeline.Explain that the 4 most prevalent factors leading up to the outbreak of WW1 were: Militarism, Alliance system, Imperialism and Nationalism explore the new Vocabulary as

	<ul style="list-style-type: none"> • Discuss and debate historical issues acknowledging contrasting evidence and opinions • Use appropriate vocabulary when discussing and describing historical events and concepts e.g. bias, reliability, democracy, parliament, peasantry and society • Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines 	<p>a class (use closing the word gap games, spelling strategies to embed the vocab (pre teach may be needed for some children prior to the lesson).</p> <ul style="list-style-type: none"> • Causes of WWI (MAIN) one cause may have been the assassination of Franz Ferdinand (teach and discuss- links with Nationalism) then: <p>Split children into groups to explore the 4 other potential causes of WW1 (Militarism, Alliance system, Imperialism and Nationalism) give groups a selection of information about each cause to conduct their own research.</p> <p>Each group then teaches the class their cause (add to WW so all children can access this info).</p> <ul style="list-style-type: none"> • Ask “Could war have been avoided?” Pupils weigh up evidence and form a judgement. You could do this as a class debate and then ask children to note down in their books their own opinions after having had chance to talk about it.
<p>Lesson 3- Why and how were Pals Battalions formed?</p>	<p>Essential knowledge end point (substantive): Propaganda was used to recruit soldiers such as the Accrington Pals Pal brigades were created all over the country</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Historian)</p> <ul style="list-style-type: none"> • Describe the results of historical events, situations and changes e.g. the impact on people’s lives • Recognise that some events, people and changes are judged as more historically significant than others • Use appropriate vocabulary when discussing and describing historical events and concepts e.g. bias, reliability, • Use a wide range of sources as a basis for research to answer questions and to test hypotheses 	<p>Task 1- Propaganda poster carousel https://www.iwm.org.uk/learning/resources/first-world-war-recruitment-posters</p> <p>In groups children to examine real WWI posters: What emotions are used? Who are they targeting? https://www.bbc.co.uk/bitesize/articles/zhw3jhy these can be stuck into floor books and annotated with the answers from children.</p> <p>Task 2- Local focus: The Accrington Pals Find out how they formed pals battalions and discuss the Accrington Pals being a famous well remembered battalion. Use photographs, enlistment records, newspaper advertisements. https://www.pals.org.uk/pals_e.htm https://www.iwm.org.uk/history/the-pals-battalions-of-the-first-world-war https://branches.britishlegion.org.uk/branches/the-village/features/pals-battalions/</p> <p>Task 3- Persuasive speech task Pupils write a short speech as a 1914 recruitment officer; emphasise historical accuracy over drama. They could create a propaganda poster as an alternative?</p>
<p>Lesson 4- What was it like for the Accrington Pals?</p>	<p>Essential knowledge end point (substantive): The conditions these soldiers faced in the trenches The Accrington Pals fought during the battle of the Somme and suffered huge numbers of casualties</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Historian)</p> <ul style="list-style-type: none"> • Evaluate sources and make inferences • Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales • Describe the results of historical events, situations and changes e.g. the impact on people’s lives • Recognise that some events, people and changes are judged as more historically significant than others 	<p>It would be nice to visit the memorial in Oakhill Park prior to this lesson! (Example source pack in resources) Show two short contrasting sources on the board:</p> <ul style="list-style-type: none"> • A patriotic newspaper headline from 1916 • A soldier’s diary description of trench life <p>Task: Pupils decide which source is more reliable and why (pair discussion). <i>Bridges trench reality → what happened to the Accrington Pals.</i></p> <p>Activity 1– Trench Experience Sort Give pupils a mixed set of short source extracts. Categories to sort into:</p> <ul style="list-style-type: none"> • Conditions • Emotions • Dangers • Daily routines <p>Challenge: Identify which aspects might have affected the Pals before going into battle. Activity 2– Mini Trench Diagram (ideas in folder)</p>

		<p>Pupils create a quick labelled cross-section of a trench using key terms (duckboards, parapet, fire step, dugout, No Man’s Land). This helps them visualise the environment the Accrington Pals fought from. Could use OPAL resources to build trenches and re-enact what it might have felt like?</p> <p>Activity 3– The Accrington Pals on 1 July 1916 Part A –Find out what happened at the Battle of the Somme https://www.iwm.org.uk/history/what-happened-on-the-first-day-of-the-battle-of-the-somme https://www.bbc.co.uk/news/uk-england-lancashire-36610675</p> <p>Part B –Discussion of Casualty Data</p> <ul style="list-style-type: none"> • Pupils read two contrasting testimonies from Pals survivors. • Provide a simplified casualty list from Accrington (in resources) <p>Activity 4 – Reconstruct a Diary Entry Pupils write a short diary entry for a soldier from the Accrington Pals <i>on the day of the Somme</i>, using evidence from the sources they have looked at. Focus on emotion, detail, and historical accuracy.</p>
<p>Lesson 5- Why do we remember the Accrington Pals?</p>	<p>Essential knowledge end point (substantive): The meaning of significance Who Basil Arthur Horsfall was Pal brigades were created all over the country The conditions these soldiers faced in the trenches The Accrington Pals fought during the battle of the Somme and suffered huge numbers of casualties</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Historian)</p> <ul style="list-style-type: none"> • Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines • Use a wide range of sources to support an argument • Evaluating significance using established criteria. 	<p>Answer the enquiry question: Why do we remember the Accrington Pals? Look at and discuss the 4 areas of significance the Accrington Pals could be considered under (in resources). Set up a gallery walk of previous learning Stations containing key sources:</p> <ul style="list-style-type: none"> ○ Recruitment posters ○ Trench photos ○ Somme maps ○ Casualty lists ○ Basil Arthur Horsfall info <p>Pupils collect evidence on a “Why we remember the Pals” table. Structured written answer Pupils answer the enquiry question: “Why do we remember the Accrington Pals?” Encourage use of:</p> <ul style="list-style-type: none"> ○ evidence ○ cause/effect ○ significance criteria ○ appropriate vocabulary (bias, reliability, society, continuity, legacy). <p>Deeper learning: Create a school mini-memorial Pupils design a remembrance panel or artwork using their historical understanding.</p>