

Where and when:

Date: Wednesday, 8 November 2023

Time: 11:00

Duration: 30 minutes

Location: bbc.co.uk/livelessons

This programme is available to view from home or school, and no sign-up is required.

Simply visit the website on the day and follow the instructions on the page to watch.



Curriculum links:

Key Stage 2 (Ages 7-11) / 1st and 2nd Level:

Pupils should:

- Discuss the meaning and purpose of poems, noting devices that capture the reader's imagination
- Explore and experiment with figurative language, rhyme and rhythm to create original poems
- Reflect on and imaginatively respond to spiritual, moral, social and cultural issues around remembrance
- Compare and contrast the lives, experiences, feelings and viewpoints of people in other places and times
- Develop an understanding of change over time, the consequences of specific events and how the past has affected the present

Setup:

This Live Lesson will be available from Wednesday, 8 November on the BBC Teach website, and is scheduled to be broadcast at 11:00 on the CBBC channel. It will remain online afterwards to be used as a teaching resource whenever you need it.

We will be running a live commentary page on BBC Teach during the broadcast to share contributions from children watching from home and school.

How much space and equipment is needed?

The lesson can be viewed in a classroom or at home with a device (computer, tablet or mobile phone) linked to a reliable broadband connection or watched on a television on the CBBC channel. We will ask children to get involved in activities throughout the lesson and have provided downloadable [activity sheets](#) to help guide them through this.

You may wish to hand these out in advance, along with stationery such as pens and pencils. Pupils will still be able to follow the activities if they don't have printed activity sheets to hand.

Lesson content:

This programme supports work around creative writing. It is designed to engage primary learners from ages 7- 11. It covers learning objectives across:

- Key Stage 2 English, Citizenship and History (National Curriculum, England)
- Key Stages 1 and 2, Language and Literacy; The World Around Us; Personal Development and Mutual Understanding (Northern Ireland Curriculum, Primary)
- Literacy and English; Social Studies, Second Level (Scotland, Curriculum for Excellence)
- Languages, Literacy and Communication; Humanities; History, Progression Step 2 (Curriculum for Wales)

This lesson is designed to support students and classrooms across the UK as they mark Remembrance Day in their schools through a literacy lesson. By looking at war poetry, memorials and artefacts in Imperial War Museum North the presenters and children will explore why we still remember and learn how to write their own poems.

Section 1- Introduction:

The presenters will introduce this special Live Lesson at Imperial War Museum North, marking this year's Remembrance Day, in front of a display of ceramic poppy sculptures (*Poppies* Tom Piper, Paul Cummins and 14:18 Now). They will begin by introducing Children's Laureate, Joseph Coelho, and explaining how and why we mark Remembrance Day every year.

Joseph will read an extract from the war poem 'In Flanders Fields' by John McCrae, explain how poppies became a widespread symbol of 'Remembrance' and challenge the audience to write their own poem about why we remember. To help them with this poetry mission, our hosts enlist the help of a local group of children.

Section 2 - Word Bank:

This section begins with an explanation of what a word bank is and how children can use it to build inspiration for their own poems. The team will explore the question 'Why do we still remember?' and use their answers to start building the word bank. They will be encouraged to keep adding to it throughout the lesson.

Download word bank activity sheet [here](#).

A video will then play featuring school children across the UK explaining why they think we still remember.

The team will look at how poets reflect on and respond to each other's work and look to McCrae's famous poem, 'In Flanders Fields', for some inspiration. This will then lead on to the first activity in which students will be invited to circle the words in the poem that stand out to them, pick one and explain why they have chosen it.

Download activity sheet 1 [here](#).

Section 3 - Reflection:

The presenters will explore why they think that McCrae's poem is so powerful. They will notice his use of alliteration, repetition and imagery and explain how poetic devices help transform words into poetry.

The presenters will then explain that Remembrance Day isn't just about marking World War One, it's about reflecting later conflicts too. From the Battle of Britain Memorial in Folkestone, Joseph will give a brief overview of World War Two and consider how such memorials help us to pause and reflect.

In the following section, the team will look at the museum's artefacts and read out the letter a young naval trainee named William sent to his mum during World War Two. They will discuss the importance of using these items to tell personal stories and realising that they were people just like us.

They will introduce veteran JJ Chalmers who fought in Afghanistan, a more recent conflict, where he will answer questions asked by the young team of budding poets.

This will lead to activity 2. The audience will be asked to listen to JJ's answers and think about how they made them feel. Using words, symbols or pictures, they will be asked to complete an emotion map.

Download activity sheet 2 [here](#).

Section 4 - Constructing the Poem:

In this section students will begin constructing their poem.

Joseph will perform a poem inspired by the footballer and World War One soldier, Walter Tull, and introduce some more poetic devices including similes and rhythm.

The presenters will then look at how they can use their word bank to start writing their poem about why we still remember. They turn to the young team of children in the studio to come up with an overall theme for their 'Remembrance' poem. Reflecting on everything they've learned, the children will emphasise the importance of coming together and finding community. Using related vocabulary from the word bank, the presenters will put together the first few lines of their poem.

The presenters will then invite the audience to use everything they've learned in the lesson and their word bank to continue writing the poem, or write their own poem from scratch.

Download activity sheet 3 [here](#).

Section 5 - The Poem Reveal:

In the final part of the programme the children will perform the two lines they have written together. The presenters will praise the team for their amazing work and powerful use of language and poetic devices. Joseph will thank everyone for stepping up to his poetry challenge and encourage everyone to keep writing after the lesson.

Useful links:

- [Remembrance In The First World War: KS3 | IWM Learning](#)
- [Poppies | Imperial War Museums \(iwm.org.uk\)](#)
- <https://www.poppyscotland.org.uk/learning/home>
- <https://literacytrust.org.uk/resources/remembrance/>
- <https://www.iwm.org.uk/learning/talking-to-children-about-ongoing-conflict>

Follow-up activities:

War memorial research

Ask students to find local examples of war memorials. In November, memorials are easy to identify because of poppy wreaths left in remembrance. Students could visit a memorial and note any quotations, verses or symbols that form a part of the design.

Remembrance map

Students could develop a sketch map noting the locations of all the memorials (e.g. plaques, monuments, sculptures) they have found locally.

Quotation archive

Students could collect an archive of quotes from verses about war in poetry anthologies, or songs or stories about war, for example from War Horse by Michael Morpurgo or the song No Man's Land (also known as The Green Fields of France) by Eric Bogle.

Poppy still life

Students could use a range of art materials and techniques (from pencil to pastel to watercolour to collage) to make their own still-life study of a vase of poppies.