MINI SCHEME OF WORK

Key Stage 2 – child mill workers (English, history)

To mark 100 years since the end of the First World War, The Royal British Legion is leading a national movement to say 'Thank You' to all who served, sacrificed and changed our world during the First World War. We want to look beyond traditional commemoration of British servicemen and celebrate the efforts of an entire generation, with the movement based around themes of:

- The arts
- Commonwealth
- Women
- Children
- Pioneers
- Armed forces

This mini scheme of work focuses on the contribution of Reginald Cooper, a child who worked in a cotton mill during the First World War. The lessons have been planned by the National Literacy Trust and support children in Key Stage 2 to write a thank you letter to Reginald as their personal act of remembrance.

The lessons are aimed at pupils in Years 3 and 4 and we have provided lesson plans, a powerpoint and activity sheets. In addition to literacy outcomes, the lessons provide an opportunity for children to practise their research and inquiry skills.

By delivering this scheme of work your school will become part of The Royal British Legion's Thank You movement. You can celebrate this by sharing the pupils' work in the following ways:

On Facebook: https://www.facebook.com/groups/thankyou100
On Twitter: @PoppyLegion
Contact The Royal British Legion at thankyou@britishlegion.org.uk and let them know you're involved. By sharing your school's logo with the Legion you can become a Thank You school and your activity can be shared on the Thank You website.

To find out more about the ways your school can get involved with the Thank You campaign, please visit www.rbl.org.uk/thankyou

KS2 UNIT OF WORK: REGINALD ALFRED JAMES COOPER (CHILD MILL WORKER IN WW1)

National Literacy Trust
Changing life stories

THE ROYAL BRITISH LEGION

Unit objective:

To examine and understand why children worked in factories in WW1 using literacy skills to read, comprehend and discuss. To use information and understanding to craft a written letter.

Lesson 1: The impact of WW1 on work	
Learning objective: To understand the impact that war had on the population at home and how children were affected. To also understand how the population at home adapted to support the war effort.	Description: This lesson will explore the outbreak of WW1 and the impact it had on the population of Britain, especially in relation to jobs.
Literacy outcomes: Speaking: articulate and justify answers, arguments and opinions Reading: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Teacher notes: This lesson assumes an awareness of WW1 and specifically looks at the impact of the outbreak of war on the jobs that people did in 1914. The purpose of the lesson is to provide context before pupils look more closely at the role of children in the workplace during the war.
Resources: Causes and consequences cards	Differentiation: Some children may find the discussion of children in the workplace upsetting. Please comply with your school safeguarding policy to ensure the wellbeing of all pupils. Challenging vocabulary includes: enlisting, conscripted

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Introduction

Explain how WW1 meant that working men had to become soldiers, and that this meant that there were not enough men to continue with the important jobs that ensured everyone had food and clothing and everything they needed to survive.

Develop a discussion where the children suggest key jobs during WW1 that were affected by the enlistment of men e.g. farming, building, factory work, transport etc. Ask children what they think might have happened to solve this problem. Elicit the idea that women and children were involved in supporting the war effort.

Look at the images of people working during WW1 (in the PowerPoint provided) considering similarities and differences from work today. Focus in particular on the image of children working:

- Where might they be working?
- What are they doing?
- Why might this have been important for the war?
- Could you do this? Why/why not?

Main activity

Causes and consequences matching game. Split the class into groups of four and provide each group with a set of causes and consequences cards. The idea is to match the cause with the consequence. This will be done through discussion of statements.

Plenary

Gather ideas about the matching. Do pupils agree? Were some comments more difficult to match? Were some relevant to more than one cause?

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Lesson 2: Child mill workers

Learning objective:

To understand the nature of work that a child would be required to do in a cotton mill.

Description:

This lesson will introduce children to a typical day at the mill and encourage them to empathise with children who worked in the mills.

Literacy outcomes:

Speaking: use relevant strategies to build their vocabulary

Reading: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Writing: plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar, discussing and recording ideas

Teacher notes:

In addition to the stated literacy outcomes, children will consider chronology. They can do this both by looking at the order of activities in Reginald's day and by looking at the timeline for laws about children in school.

Guide children to particularly consider a possible link between the work that children like Reginald did during WW1 and the school leaving age being raised in 1918.

Resources:

Reginald Alfred James Cooper biography

Highlighters

Storyboard worksheet

Colouring pens or pencils

Differentiation:

Challenging vocabulary in the biography is highlighted and defined in the glossary.

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Introduction

Recap on the previous lesson and recall how children worked to support the war effort.
As a class, read the biography of Reginald Alfred James Cooper. Discussion questions might include:

- Why did Reginald want to work?
- What did he do at the mill?
- Did he enjoy working at the mill? Why/why not?

Main activity

Ask pupils to highlight any information in the biography about Reginald's day e.g. the things he did and the times he did them.

In pairs or small groups ask pupils to create a timeline of Reginald's day. It might look something like this:

05:00	Get up Walk to work with 'can and box' lunch
06:00	Arrive to start work Hang up jacket on a nail and put working overalls on Take off socks and shoes Work (describe activities as a tuber or a piecer)
13:00	Finish work
13:30	Start school

Ask children what we don't know about Reginald's day and what else might have happened (e.g. when might he have eaten his lunch, when might he have got home, eaten tea, gone to bed, etc.)

Pupils will draw and caption a storyboard demonstrating his day. They have to decide which six illustrations will show what Reginald did. Some facts can be combined in one picture. It is important that they are in chronological order.

Plenary

Ask the children to look at the timeline of laws about children going to school in the UK and see what age Reginald would be allowed to leave school. Tell them that children could stay in school for longer and go to university but this was usually only possible for wealthier families.

If pupils have already studied the Victorians, it may be useful to think about why the law was introduced in 1879 (to prevent children from working in factories, down mines, up chimneys and in other unsafe places).

Ask children when WW1 took place. Notice that the school leaving age was raised in 1918, the same year that the war ended. Challenge: Do the children think there might have been a link?

Point out that it is now compulsory for children to stay in school until aged 18. Challenge: why might it be important that children stay in school for longer today than it was in Victorian times and during WW1?

Lesson 3: School life in WW1	
Learning objective: To learn about school life in WW1.	Description: Children will think about the similarities and differences between school during WW1 and today and present them using drama.

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Lesson 3: School life in WW1

Literacy outcomes:	Teacher notes:
Speaking: participate in discussions, presentations, performances, role play, improvisations and debates Reading: retrieve, record and present information from non-fiction Writing: compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	This is a drama lesson where pupils are encouraged to explore the experience of school during WW1 to build empathy with children like Reginald. The introductory video and interactive tool can be used to stimulate discussion about similarities and differences between school now and in WW1. These should form the basis of the scenes the children develop.
Resources: Film and interactive classroom tool: https://www.bbc.com/bitesize/articles/z39wjxs	Differentiation: We have provided suggested scenes for any pupils struggling to identify an element of school during WW1 to present in their scene. Make clear that not everybody has to have a speaking part.

Introduction:

Watch the film at https://www.bbc.com/bitesize/articles/z39wjxs

Ask the children what the similarities and differences are between school during WW1 and today.

It may be useful to explore the interactive classroom tool on the same webpage underneath the film to point out some of the similarities and differences in the classroom environment.

Some similarities might be:

- Children sit at desks (maybe in rows)
- Teacher stands at the front
- There is a board at the front of the room
- Subjects include maths and PE

Some differences might be:

- Use of a dunce cap and the cane as punishments
- Writing on a slate or blackboard with chalk
- Picture of King George V on the wall

Main activity

Pupils will prepare a short play about school life in WW1. Ask them to aim for a five minute performance. They should use their knowledge of school life to create their play. Ideas might include:

- Children (including Reginald Cooper) arriving at school after working in the mill
- A maths lesson where the children are learning their times tables
- The children sitting in silence and how a teacher tells a child off for talking
- Children learning facts off by heart and repeating them to the teacher
- Use of the dunce cap
- Isa's second day at school (character from the BBC animation)

Make sure everyone has a role. Someone will be a teacher. The other children can be pupils. Not everyone has to speak, some people may prefer a silent role.

Plenary

Pupils present their scenes to each other and audience members point out any details that are useful for helping to show what life was like for children during WW1.

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Lesson 4: Children in WW1

Learning objective:

To understand how important the roles of children were in WW1.

Description:

An inquiry lesson where children will research and discuss the role of child mill workers in WW1 considering all aspects of their life.

Literacy outcomes:

Speaking: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Reading: retrieve, record and present information from non-fiction

Writing: noting and developing initial ideas, drawing on reading and research where necessary

Teacher notes:

There are four different discussion sheets:

A. Mill workers
B. School life
C. Leisure life
D. Other jobs done by children

We would recommend that children work in groups of five or six. Discussion sheet D provides 10 ways children contributed to the war effort and this could therefore be given to more than one group if need be.

Pupils will need ICT facilities to access the links provided in each sheet.

Resources:

Group activity sheets

ICT facilities

Differentiation:

The discussion sheets for leisure life and other jobs (C and D) provide new information and may therefore provide greater challenge for pupils.

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Introduction

Children to recap what they know about life for children in WW1. Now ask them to consider what other roles children might have had in the war.

Show the 'Thank you – children' film: https://www.youtube.com/watch?v=3JUeo2nFFvk

Main task

In small groups of four or five children will undertake some research into the roles of children in WW1. The aim is to discover facts to share with the class.

Each group is given an activity sheet. The children discuss their sheet and find out at least three facts. They will record their facts ready to share with the rest of the group. The activity sheets focus on:

- Mill workers
- School life
- Leisure life
- Other jobs done by children (this sheet could be given to more than one group and the 10 items divided between them)

Plenary (allow 20 minutes)

Each group to share their facts with the class and answer questions from their peers.

Lesson 5: Thank you	
Learning objective: To write a letter thanking Reginald Cooper for his contribution to the war effort.	Description: Pupils have the chance to pull together their learning from throughout the week and write a thank you letter to Reginald Cooper as their personal act of Remembrance.

ALL WHO SERVED, SACRIFICED, AND CHANGED OUR WORLD
Thank you
1918 - 2018

Lesson 5: Thank you

Literacy outcomes:

Speaking: perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Reading: Analyse the features of a thank you letter

Writing: plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Teacher notes:

This year provides an opportunity for us to remember all the people who contributed to the war effort in some way including the soldiers on the frontline, the surgeons working to save injured soldiers' lives and the women who took on new jobs to keep the country running.

Writing this letter is an act of Remembrance for the work the female bus conductors did. You might want to make pupils aware that children all over the country are writing letters to thank people for their many and varied contributions to the First World War.

All of the symbols and ceremonies of Remembrance which are recognised today – such as the National Service of Remembrance at the Cenotaph, Two Minute Silence, and the poppy, were borne out of the First World War. Draw the link between this lesson and these symbols and ceremonies. While very different, all demonstrate participation in Remembrance activity which serves to highlight the personal nature of Remembrance.

Resources:

Model letter for pupils

Teacher's copy of model letter

Letter planning template

Differentiation

We have provided focused questions to support pupils in analysing the structure of a thank you letter.

The planning sheet has also been structured to enable pupils to gather ideas in pairs, small groups or as a class if necessary to ensure they are prepared to begin writing. If necessary, you may also want to model letter writing for your class.

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Introduction

Using the information gathered during the previous lessons each child will write a letter thanking Reginald Cooper for his contribution to the war effort.

As a class recap the role of the mill workers and why it is important for us today:
What can we thank Cooper for? Why was it important that children worked in the mills? Is there anything that has happened in pupils' lives that might not have been possible without the work of Cooper and the children like him?

If necessary, scribe the children's key achievements asking pupils to remember these in as much detail as they can.

Main task

Provide pupils with the model thank you letter. Ask them to read and discuss it in pairs, deciding on what they think the features of letter writing would be:

- Is it a formal or informal style of writing?
- What language features do you notice?
- How is it structured?
- What does each paragraph include?
- Which examples of good vocabulary could we borrow?
- Is there anything missing from this letter? (e.g. a personal anecdote)

Create a class checklist from this (teacher's copy has a version of this, can be amended if need be). Based on list of features and knowledge of the women, pupils to complete planning template with their ideas.

Pupils to write their thank you letters, providing examples (from their personal experience where appropriate) of the way Reginald Cooper had an impact on our lives.

Plenary

In pairs, ask pupils to share and read each other's letters and ask for examples of words or phrases that express an idea in a particularly clear or beautiful way.

Show 'ways to say thank you' video and explain that The Royal British Legion are encouraging everyone to do something special to thank the First World War generation for everything they did that means our lives are the way they are today.

Useful links:

www.rbl.org.uk/thankyou
http://www.newlanark.org/learningzone/clitp-jobsforchildren.php
https://www.gracesguide.co.uk/Shepley_Mills,_Glossop
https://www.iwm.org.uk/history/10-ways-children-took-part-in-the-first-world-war
http://www.bbc.co.uk/schools/0/ww1/25827997
http://www.funkidslive.com/learn/great-war/download-great-war-childs-eye-free-podcast-fun-kids/#