

Heroes: KS2 History and English Workshop

What makes a hero? Students tackle this key question by using case studies of REME medal winners. In small groups the pupils explore the museum finding key objects. Pupils help retell the soldiers' heroic story by using storyboards. This Key Stage Two workshop focuses on History and English but also includes Art and understanding British values.

Workshop Outcomes

All: Gain experience in reading and using primary sources. Have a greater understanding of the dangers forces people face and being able to express this using written word and artistic creativity.

Most: Engage with source material and be able to discuss what they have learnt. Have a greater knowledge of the value of medals and the risks of conflict. Able to express this using written word and artistic creativity.

Some: Using the source material, able to comprehend and discuss wider historical events (such as World War One, D-Day, etc.). Have a greater knowledge of the value of medals and the risks of conflict. Create engaging work that reflects their level of understanding.

Sample Timetables

Timetables can be tailored to suite your classes requirements, please talk to our Education Officer for more details.

One class timetable (maximum of 34 pupils plus adults)

Time	Duration	Task
9:45 - 10:00	15 min	Arrival, cloakroom and toilet visit
10:00 - 10:10	10 min	Welcome brief by museum staff member
10:10 - 10:20	10 min	Starter
10:20 - 10:45	25 min	Task 1: Go find
10:45 - 11:45	60 min	Task 2: Storyboard
11:45 - 11:55	10 min	Plenary

11:55 - 12:00	5 min	Feedback
12:00 - 12:30	30 min	Lunch*
12:30 - 1:45	75 min	Explore the museum with curricula quiz in groups*
1:45 - 2:00	15 min	Depart and goodbye*

*optional extra, time can be adjusted to suit your class requirements.

Two class timetable (maximum of 68 pupils plus adults)

Time Team A	Tasks Team A	Task Team B	Time Team B
9:45 - 10:00	Arrival, cloakroom and toilet visit		9:45 - 10:00
10:00 - 10:10	Welcome brief by museum staff member		10:00 - 10:10
10:10 - 10:15	Starter	Self-led exploration of the museum with a curricula quiz.	10:20 - 11:55
10:15 - 10:45	Task 1: Go find		
10:45 - 11:45	Task 2: Storyboard		
11:45 - 12:00	Plenary		
12:00 - 12:30	Lunch		12:00 - 12:30
12:30 - 14:20	Self-led exploration of the museum with a curricula quiz.	Starter	12:30 - 12:35
		Task 1: Go find	12:35 - 13:05
		Task 2: Storyboard	13:05 - 14:05
		Plenary	14:05 - 14:20
14:20 - 14:30	Depart and goodbye		14:20 - 14:30

Proposed schedule

Arrival (15 min)

The school group will be greeted by a member of staff on arrival. They will be escorted to the cloakroom, be shown where the toilets and where the group is to gather for the briefing.

Welcome Briefing (10 min)

A member of museum education staff will brief the group. A great chance to welcome the group to the museum and explain what the outcome of the day will be. Before getting into any detail, a safety announcement should be made, highlighting what to do in a fire, etc.

A brief overview of REME and some basic facts about the Corps should then be given. This will help the group gain a context for the day. Discuss the aims of the group's visit, what they will achieve. If needed a run through of the day's timetable may help speed things up later on as everyone will know what is happening and when.

Starter (5 min)

Start by asking some questions: What are medals? What are they awarded for? Who can get them? The aim of this is to consolidate any knowledge they have on the topic. Also it is a chance to go beyond the Victoria Cross and dispel any myths. Civilians as well as forces can be awarded them. Many ordinary people are honoured. However focus them back on the Army, as that is what we will be talking about today.

Provide a brief Army and REME context. Use a few images of REME past and present in action to give an overview of what REME have done and are doing now. Quickly discuss ranks of the army.

Main task Pt 1 (25 min)

Divide the class into groups of three or four.

Each group chooses an REME soldier, all of which will be projected on the board. A pre-prepared pack on each soldier is handed out. Each contains a copy of their citation, images and maybe some supporting evidence as well as objects that they need to find in the museum.

Groups have a chance to explore the museum; find the relevant objects; read through the information and discuss what their soldier did to get the medal.

Time for a quick feedback from each group about their individual.

Main Task Pt 2 (60 min)

Introduce the comic strip idea, tell them what they need to do with what they have read, discussed and learnt.

Get the groups to make a brief plan and decide who is doing which segment.

Hand out resources needed, storyboards, images, glue, colour and writing pencils
Each group takes time to make the comic strip, each member needs to focus on one section of the whole strip.

Feedback from each group about their comic strip

Plenary (15 min)

Discuss Cpl Dean John's case, who was he? Who did he leave behind? Do you think he won any medals?

If there is time, visit the memorial to repatriated personal outside the museum.

Finally ask again the first question, what makes a hero?

Curriculum areas covered

English: Reading comprehension (read non-fiction material structured in different ways for a range of purpose. Compare and discuss the meaning and context of the material. Retrieve, record and present information from non-fiction.)

English: Writing Composition (including planning, writing and evaluation)

Art: Develop Techniques

History: Significant turning points in British history