

WW1 HISTORY PROJECT

SESSION ONE:

Imagine what life was like... introducing WW1

History/English/Geography | Key Stage 2

Duration: 1.5 hours

Suggested Lesson Format:
Classroom - Whole class, paired and individual work (with presentation)

Overview & Key Questions

Exploring the WW1 heritage of Hammersmith and Fulham. Handling archive materials, with creative writing activity.

What was life like and how did it feel to go to War?

Aims

- To consider what life was like 100 years ago and learn some basic facts about WW1
- To ask in what ways life changed in the local area following the outbreak of War in 1914
- To consider the different experiences of life on the 'home' and 'western' fronts
- To examine archive materials such as photographs and maps
- To create a postcard to send to a loved one at 'the front'

Intro

- Introduce the children to the whole project... Why are you doing it now?
- Use hands-up questioning to share what children already know about WW1 or WW2
- Establish some key important facts and explain plan for the session

Main:

- Present history of Hammersmith and Fulham from 100 years ago using archive photos and maps. Try to include pictures/maps which help you ask questions like... How has this street/area changed (and why?) – How do you think school/home/play would have been different to now? – What would it be like when so many men went off to war? – How do you think things kept running without men? – How might the War have affected children? What could children do to help with the war effort?

Activity 1: What would my life be like?

- In pairs ask children to examine a selection of photos, with headings such as *Hardly any cars; No TVs or computers; Playing games in the street; Stricter teachers and lessons; Mum working and not at home; Missing and worrying about Dad/brother...*
- Discuss in pairs which ideas they like the sound of (and which they don't) imagining how their lives would have been here 100 years ago, then create 'Like' and 'Not Like' lists
- Share and compare which ideas they like most and least with the class, with reasons

Activity 2: Write a postcard to 'The Front'

- Ask children to imagine a loved one going off to war. What would help you not miss them? What would help them stay strong and not miss you? How could you stay in touch?
- Show a clip to tell the story about wartime communication (and censorship)
- Ask children to write a postcard to their Dads/brothers/uncles away fighting in the war
- Consider including: News you want to share, eg how you are helping with War effort; What things are different; Familiar things about home; What not to ask about (censorship); What will keep their spirits up; ...and sending love.

Plenary

- Ask children to describe a photo they liked from the archive materials and share what was memorable about it. Explain you'll be exploring the local area for WW1 clues next session

Resources

- Prepare slides to present a selection of local archive photos and maps
- Printouts of some photos and headings
- Clip about wartime communication e.g <http://www.bbc.co.uk/guides/zqtmyrd>
- Postcard templates

Additional Activities

- Research how people looked and dressed 100 years ago. Children can decorate the front of their postcards by drawing portraits of their family in Edwardian style
- Find some different perspectives on war. Ask at home if there are any family stories from WW1 or WW2, which might be from other parts of the world or may tell different sides to the War.

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SESSION TWO:

What price did local people pay?... a local history trail

History/Geography | Key Stage 2

Duration: 1.5 hours

Suggested Lesson Format:

Quick intro in classroom. Local history trail with a guided questions (workcard)

Overview & Key Questions

History trail of the local area including a WW1 memorial (eg at Margravine cemetery).

What clues can we find around our local area to tell us about life in the last 100 years? What can we find out about Fulham's WW1 experience compared to life during WW2?

Aims

- To explore your local area looking for clues about life during and since the Great War
- To see how an old map compares to the local geography of today
- To understand how people on the Home Front also risked their lives for the war effort
- To appreciate the scale of the terrible loss of life felt by ordinary people everywhere

Intro

- PowerPoint introduction recapping main points from session one plus information and photos setting the scene for your discoveries this session ...try to include:
 - Local women going to do dangerous war work in munitions factories (eg Blake's)
 - Numbers of wounded soldiers in military hospitals (eg Fulham during The Somme)
 - Numbers of casualties in local newspaper and terrible loss of life

Main:

- Local history trail with a workcard of guided questions/activities:

Base if possible on your local area, having researched WW1 stories and memorials of interest... This could include cemeteries, local industries involved in war work, military hospitals and any places of interest connected to particular people or stories, etc.

Consider also areas which have changed dramatically due to bombing during WW2.
- * Design your trail workcard to include 3 or 4 stops and encourage thought, questioning and discussion around ideas such as:
 - How has the local area changed since WW1 map? Why? (possible WW2 damage?)
 - How do you think WW1 might have felt quite different to WW2 in Fulham?
 - What is a war memorial? What do you think it is for?
 - What do all the names on the memorial tell us about the price local people paid?
 - Is there an interesting local story we could find out more about?

Plenary

- Ask children to share something new they have learnt from exploring their local area
- Ask if there are any stories they would like to investigate further
- Explain that your next visit will be to a growing project to find out how the nation stayed fed during WW1

Resources

- PowerPoint presentation for recap and intro
- Prepared workcards, clipboards & pencils
- First Aid + risk assessment for local trail

Additional Activities

- Organise a talk from one of the 'Friends of' your local cemetery and ask the children to write questions to ask, for example about war graves or the history and future conservation of the war memorial at your cemetery

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SESSION THREE:

'Trench soup'... a visit to a food-growing project

History/Design Technology/Science | Key Stage 2

Duration: 2 hours

Suggested Lesson Format:

Out of school visit for hands-on growing and cooking session (+intro)

Overview & Key Questions

Visit to a local public food-growing project (eg Ravenscourt Park glasshouses)

What did people eat during WW1? What happened in the War to threaten the food supply the people of Britain? What did we do keep ourselves fed?

Aims

- To learn about WW1 food shortages and the government's 'Dig for Victory' campaign
- To understand what kinds of plants we can grow to provide us with food to eat
- To prepare and taste a nutritious meal from plants grown in the garden
- To understand and practice simple food plant growing

Intro: Introduce the historical context of WW1 Food shortages:

1. Food was in short supply and became precious and very expensive during the war; things like butter, cheese, meat, sugar, tea and bread were costly.
2. **Why?** Fuel for warmth and cooking plus these sorts of filling foods which were good for energy had to be saved and sent out to 'The Front' to feed the troops
3. So many men away fighting also meant less food being grown and harvested in the fields and produced in factories.
4. Lots of our food gets 'imported' but there was less food arriving from other countries because ships bringing supplies were often attacked by German submarines called U-boats
5. **What did we do?** Women went to farm the land [show a poster for 'Women's Land Army'] Even horses had been sent out to War so women had to pull the ploughs – very heavy work!
6. **Grow your own!** The government encouraged the public to go food-growing mad, to keep families nourished with homegrown produce from gardens and public allotments which were popping up on bits of public land everywhere. Children played an important role growing and picking fruit and veg throughout the War, and helping make fruit jam for the troops.

Main: Split the class into 2 groups to rotate these activities:

A. How to grow your own healthy food

- Soldiers got a small daily food 'ration' to eat.
- Pass round ingredients for Trench Soup: corned beef, potatoes, veg soup powder, stock cubes, rich tea biscuits, jam. *Can you think up a recipe to make these into a meal?*
- These were boiled together and eaten... *What do you think it would have been like to eat? What is missing from the soldier's diet? Why?*
- At home we got our greens from growing...
- **Demonstrate** seed planting activity, then allow children to examine some food plants, choose some seeds and plant (following packet instructions) and decorate labels with date, name, and pictures of their veggies

B. Making simple grow-your-own soup

- **Ask:** *What kinds of fruits and veg do we like best? What kinds of foods can we grow ourselves? Could we survive on mainly produce from the garden? Which foods would keep us nourished? What can we add to make things tasty?*
- **Demonstrate** how to safely chop/prepare leeks, carrots, peas, turnips etc. Children can help using safety knives
- **Demonstrate** how to make the soup with children's input. Frying veg in fat to soften/flavour, adding stock, boiling & simmering
- Children can explore herb beds for herbs to add for improved flavour
- **Involve everyone** in setting table for class to all sample a bowl of homegrown soup

Resources

- Pots, Soil, Easy quick seeds (baby carrots, radishes, cress etc), Labels, Food plants for reference
- Corned beef, Potatoes, Veg soup powder, Oxo cubes, Rich tea biscuits, Jam
- Access to cooking area/equipment
- Veggies: *leeks, carrots, peas, turnips etc*
- Child-safe knives, boards, bowls, spoons for preparation, cooking and sampling soup.

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History/English | Key Stage 2

Duration: 1.5 hours

SESSION FOUR:

Becoming historians... a visit to the local history archives

Suggested Lesson Format:

Out of school visit for hands-on primary archival research session (+intro)

Remember to prearrange access to your local history archives

Overview & Key Questions

Visit to local historical archives to conduct your own primary research, handling and analysing historical materials from the WW1 period.

What kinds of artefacts can we find at our local archives? What can archived materials tell us about life here during WW1? How can handling real objects help bring the past to life?

Aims

- To understand what local history archives are, how they work and what you can find there
- To examine local newspaper clippings from our period to find more detail about local stories
- To analyse old photographs and official documents (eg marriage certificates)
- To handle artefacts and consider what picture they paint of life for local people during WW1
- To explore the role of propaganda posters in gathering the nation's support

Intro

- Brief introduction with photos to illustrate how the nation 'all pulled together' – signing up to fight, being thrifty at home, going without nice things to eat and women taking up the slack doing jobs in the factories and farms.
- Share different examples of propaganda posters. Discuss how they were used by the government to try and persuade people, and what and how they attempted to persuade.
- Explain you are visiting the local history archives to study some materials from the past at first hand, and will be reflecting on what these 'primary sources' tell us about life during WW1

Main:

- Hear briefly from the archivist about what archives are and some rules about how to use them
- Have prepared and arranged on tables a range of different types of primary source materials for children to explore and investigate in small research teams, using your prepared workcard.
- * Your pre-session research should uncover archives of interest with links to WW1 in your area... e.g. about a local VC war hero, food/fuel exchange tickets, news clippings, photos etc
- * Include examples of old photos, official documents such as marriage certificates, posters, maps from the time, artefacts or memorabilia, news clippings etc to share with the class
- * Design your workcard with questions to encourage children to explore the sources and make discoveries, such as...
 - What kind of source is it? What date is it from?
 - Who or what is the photo of? What do you think the people in the photo are doing?
 - What 3 things can you find out from this source?
 - What does this tell us about life in our local area during WW1?

Plenary

- Ask each research team to feedback to the class about their discoveries, and to describe what kind of picture they think their source paints of the local area during WW1

Resources

- Prepared workcards and pencils
- Examples of WW1 propaganda posters (find online and print)
- Paper, coloured pens and pencils

Additional Activities

- Explore and analyse some interesting examples of WW1 propaganda posters and design your own posters for: signing up to fight or be a nurse, women's recruitment in factories or farms or for Home front thriftiness

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SESSION FIVE:

Local heroes...

a visit to discover a local soldier's story

History | Key Stage 2

Duration: 1.5 hours

Suggested Lesson Format:

Out of school visit, plus talk from a local expert

Overview & Key Questions

Visit to a place of interest to explore the story of someone local who fought in WW1

Where did your local hero live, work or go to school? What clues remain today from their lives and experience at war?

How was their story told 100 years ago and how is it remembered now?

Aims

- To understand more about the experience of soldiers fighting in the War
- To discover sites of commemoration to the achievement of individuals and reflect on the meaning of their stories.
- To be able to handle artefacts and hear from an expert about specific stories of local people

Intro

- Brief PowerPoint introduction with photos to set the scene for your hero's story
- * Include some essential information and enough detail to give context and meaning, and encourage further questions on what is special about this story.

Highlighting some of the dramatic signposts of these stories can help the children translate the message from their discoveries this session into a sharing performance or project artwork.

Main:

- Visit to site of interest for a local war story
- * In your pre-session research look for documentary evidence of local stories of interest which provide an opportunity to go and see something, possibly also including someone who can speak to children about the hero's story or the artefact.

This might be a local Victoria Cross hero with evidence the children can examine documenting their story, or a commemorative plaque from WW1 or a more recent site of commemoration to a WW1 hero.

- Small exhibitions about WW1 soldiers in the local area will be taking place throughout the centenary commemorations, providing opportunities to explore and make discoveries
- A local historian or expert can add memorable and lively details to bring characters to life

Plenary

- Back at class share and reflect on aspects children remember from the stories.
- Use questioning to build up a characterisation of the hero and their story, and as a class gather all the threads together and draw up what you found out from the visit, including how the children feel about this story:
 - What makes the story sad, frightening, exciting, devastating, mixed up, funny, inspiring?
 - Reflect on and discuss the stories you have discovered throughout the project and what might be a good way to remember these stories today.

Resources

- Prearranged visit to site of historical interest
- Access to a local expert
- Large sheets of paper and pens

Additional Activities

- Plan a performance or school artwork to weave together some of the favourite local WW1 stories the children have discovered during the project, and share and celebrate with the school and local community.