

Key stages 1 & 2 Lesson plans

Local history - Using a local memorial

Visit to a local war memorial

Learning objectives

Pupils should learn:

- Where their local war memorial(s) is.
- What is the significance of a local war memorial.

Possible teaching activities

- In advance, locate the local war memorial nearest to your school or choose a large one in your town that is easy to get to.
- Arrange for you class to visit the local war memorial and whilst there, to record all the details on it. Pupils can draw the memorial and/or make a series of rubbings of the memorial and the names. Ask them to also make a note of where the memorial is – eg near a church, in the centre of town etc.
- Ask the pupils if they have walked past the memorial before – have they ever paid any attention to the memorial? Did they know what the memorial was? Have they ever seen anything on the memorial (eg a poppy wreath)?
- Keep all their drawings, rubbings etc as they will need them for the next lesson.

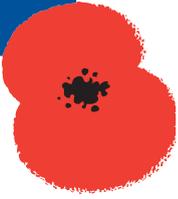
Learning outcomes

Pupils should understand:

- Where a memorial is in their area.
- What is written on the memorial.
- That a memorial is a particular type of statue or symbol.

Points to note

This activity can be extended or shortened, depending on how far away the local memorial is. Try and find a memorial that has names or a regiment on it rather than just a reference to those that fought.



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Local history - Using a local memorial

Looking at memorials

Learning objectives

Pupils should learn:

- The significance of war memorials.
- Some of the people that fought in, or were affected by the First World War; what their lives were like.
- About the Cenotaph.

Useful reference

- The section on memorials in the Legion School's Pack and the World War One section on the CD Rom.
- On the DVD, World War One – "Armistice Day 1920" and "The 90th anniversary of the Battle of the Somme".
- Photographs of local war memorials.
- Download a couple of the case studies of people from the First World War from the CD Rom such as those on Edith Cavell, Noel Chavasse, Walter Tull or the Brain brothers.

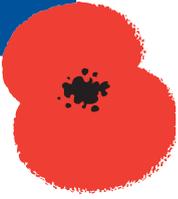
Possible teaching activities

- Ask students to look at the pictures of a local war memorial (and at their own drawings etc if you were able to visit one).
- What do they think a memorial is for – what is a war memorial for?
- Show the pupils some of the footage of Armistice Day 1920 on the DVD in the History section "the First World War".
- What do they think is important both about the Cenotaph and their local memorial?
- Using the Remembrance section from the Legion School's Pack, tell the pupils how war memorials have come about.
- Ask the pupils what they know about the people who fought in the war?
- Distribute some of the case studies and ask them to record what they have found about some of the people involved in wars: eg gender, age, occupation, professional soldier, how they were killed, anything about their families.
- Finish by showing them the film 'Liveliness at the Front' or "90th anniversary of the Battle of the Somme".

Learning outcomes

Pupils should understand:

- Where their local war memorial(s) is.
- About the history of war memorials in Britain.
- That different types of people can end up fighting in wars.
- That those who fight in wars can be ordinary people.



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Local history - Using a local memorial

Finding out about the First World War and my area

Learning objectives

Pupils should learn:

- About the First World War.
- About the men from their area who served.
- How to research local history and the First World War.
- The men who fought from all over the world.

Useful reference

- CD Rom – the First World War section.
- <http://www.armymuseums.org.uk/amot-search/default.asp?Category=AMOT&Service=Museum-Search>
- <http://www.nationalarchives.gov.uk/militaryhistory/?WT.ac=MHhomepage>
- A local regimental Museum website.
- <http://www.lastpost.be/index.php?p=/en/pictures/> Or <http://www.firstworldwar.com/today/meningate.htm>
- <http://www.cwgc.org/find-a-cemetery.aspx>

Possible teaching activities

The CD Rom and the Legion School's Pack provide a general overview to the First World War, especially that men from lots of different backgrounds either volunteered or were called up. That meant that nearly everyone knew someone who was fighting overseas. Also tell them about the women and older men who had to try and fill the jobs at home that the soldiers used to have.

Depending on age and ability, you may want to use the short film 'The Somme in the Great War' on the DVD.

- Using the names or the regimental information from the local war memorial, either visit a local archive or:
 - Go to the National Archives website and trace the names and any information.
 - Go to the Commonwealth War Graves Commission (CWGC) website and if you type in the names it will tell you what is known about the men and where they are buried.
 - Check if the names list a local regiment and find out what happened to that regiment. (Local regimental museums can help with that information, as can the National Archives).
 - Find out about the men, as volunteers or professional soldiers.
 - What did they do before the war and who took their place whilst they were fighting?
 - Local archives or libraries often have newspaper sections – if you have the date of death (from the CWGC site) this may lead you to old newspapers. You could find out whether or not the person was listed as killed in action and if it says anything about their families.
- The pupils can then begin to create personal records of the people whose names are listed.
- Finish by showing your local war memorial again and then showing a picture of the Menin Gate. There is a good selection here: <http://www.lastpost.be/en/x/60/photos>
Or <http://www.firstworldwar.com/today/meningate.htm>

- Explain that the Menin Gate in Ypres, Belgium, lists the 54,900 names of the men who were killed and whose bodies were not recovered - 'It commemorates those of all Commonwealth nations, except New Zealand, who died in the Salient, in the case of United Kingdom, casualties before 16 August 1917 (with some exceptions. Those United Kingdom and New Zealand Service men who died after that date are named on the memorial at Tyne Cot)'. Included on that memorial are Indian troops (covering Muslims, Sikhs, and Hindus from across the Indian subcontinent) and Gurkha troops; and troops from Africa and the Caribbean. Names can be found at http://www.cwgc.org/search/cemetery_reports.aspx?cemetery=91800&mode=1

Learning outcomes

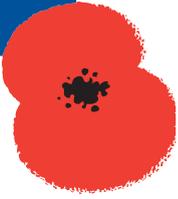
Pupils should understand:

- That the First World War was a truly global conflict.
- That men from their area were killed in the First World War.
- That families in their area were affected by the First World War.
- That they can find out about the past using the internet and archives.

Points to note

This could easily become two lessons, including an actual visit to a local archive, regimental museum or library.

If this does become two lessons it would be worth spending more time looking at the memorial at the Menin Gate.



Key stages 1 & 2 Lesson plans

Local history - Using a local memorial Different forms of Remembrance

Learning objectives

Pupils should learn:

- That a war memorial is a symbol for a whole community.
- That there are different memorial symbols that reflect war and conflict.
- What Remembrance means.
- Why Remembrance is important to people.
- Why Armistice day is significant.

Useful reference

- The History section of the CD Rom
 - First World War
 - Soldier poets from World War One: 'In Flanders Fields' by John McCrae and either, 'In the Trenches' by Isaac Rosenberg or 'Anthem for Doomed Youth' by Wilfred Owen.
- The Remembrance section of the CD Rom.

Possible teaching activities

- Spend some time reminding pupils and recapping with them what they have learnt so far. Ask them what stands out for them.
- Show the picture of the memorial again and of the Cenotaph – ask the pupils if they know who paid for the memorial? Nearly all the memorials erected around the country were funded through public subscription or private donors – they were not paid for by the government. Sometimes it says on the memorial who paid for it.
- Ask the pupils why they think that is the case? Do they think the memorial is the only way to remember what happened in World War One?
- Get the pupils to read one or both of the following poems – 'In Flanders Fields' by John McCrae and either, 'In the Trenches' by Isaac Rosenberg or 'Anthem for Doomed Youth' by Wilfred Owen. What do they think the poems stand for?
- Do they think that the poems are a type of memorial? What does it tell them about the war? Does it tell them different things to the war memorial?
- Tell pupils that most of the time the memorials only list the names of those who were killed but that many men came back injured from World War One, scarred mentally or physically, often for the rest of their lives. Ask them if they think those people should be remembered.
- In the poems they have just read another symbol was mentioned that we associate with war memorials – what was it? Do they know the history of the poppy?
- Explain that the poppy is now a symbol to remember all those affected by conflict. However, it is only usually worn at a certain time of the year – Remembrance time. Remind them of the film they saw about the Cenotaph – you might want to show it again. This means that the war memorial they have been investigating, and the men that they now know about, started the way in which we remember all the people whose lives are affected by conflict today. Do they think it is important that they now know about their local memorial?

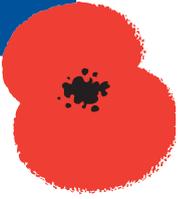
Learning outcomes

Pupils should understand:

- Why the poppy is a symbol.
- What Remembrance means.
- Why different people use different ways to remember.
- That war affects people and families, even when those who fight are not killed
- What Remembrance Day means.

Points to note

Contact The Royal British Legion through the website for poppies or to find your local branch.



Key stages 1 & 2 Lesson plans

Local history - Using a local memorial

Creating memorials

Learning objectives

Pupils should learn:

- How to use some of the information that they have learnt.
- Why their local history matters.
- How to prepare for Remembrance.

Useful reference

- Pictures of memorials from the Legion School's Pack and the DVD.
- Creative materials.

Possible teaching activities

This should be a creative session. Pupils should be encouraged to create a visual or poetic memorial for display. It can be a book recording everything they have learnt and the information about the men who are on the memorial. It could be a poster telling people about what should be remembered at Remembrance time, or they could design their own modern memorial about those affected by war. Some pupils could write their own poetry. In the last 15 minutes of the lesson, the pupils should arrange their findings and creative outcomes for either a hall display or for an assembly.

Learning outcomes

Pupils should understand:

- Why it is important to remember their local history.
- How they can engage with Remembrance.
- How to reflect on the significance of Remembrance.

This unit can be developed to be used with secondary level students – the existing lesson plans could be used for more in-depth study focussing on:

- Finding out if any of those that were killed have family still living in the local area.
- Through the Commonwealth War Graves Commission, finding out where those named were buried or their names recorded.
- Using information from Regimental Museums or from the internet, students could create visual records or maps showing where local regiments and soldiers from their local area fought.

An example of using a local war memorial to build a unit of local study, can be found on the Legion website in the school's section. One teacher's journey and findings are summarised, along with his experiences of taking up a local investigation and creating a piece of study for his class and local area.