

## 1. Session Description

Based at Newarke Houses, students will participate in an immersive workshop taking a trip back to the First World War to discover the experiences of soldiers from the Leicestershire Regiment and what life was like for their families back at home.

Key Stage 2: History and English

Topics: The First World War, Local History, Communication, Changes in the 20th century

## 2. Session Structure and Breakdown of Timings (90 mins)

Time	Activity	Running length of activity
15 mins	Introduction to the First World War	15 mins
10 mins	Royal Leicestershire Regiment exhibition	25 mins
20 mins	The Trenches	45 mins
10 mins	Communication with Home	55 mins
10 mins	The Home Front and What Happened Next	65 mins
15 mins	Life in Leicester	80 mins
10 mins	Remembrance	90 mins

## 3. Learning Objectives

- To develop knowledge and understanding of First World War trench warfare and home front conditions
- To introduce the changing role of women during the First World War
- To know and understand types of written communication used during the First World War and how this contrasts with communication today
- To identify changes and events that took place locally, nationally, and internationally during the 20th century

## 4. History and English curriculum links

### History:

KS2 pupils should be taught about:

- a local history study (e.g., a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality)
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

### English:

KS2 pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
  - identifying and discussing themes and conventions in and across a wide range of writing
- understand what they read by:
  - drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence

- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

## 5. Pre-visit activity suggestions

- Understand when the First World War happened and who was involved. Use timeline activities to understand its length and place in the 20th century.
  - An interactive timeline of war in the 20th Century, showing world maps of countries involved, is available here: [publish.uwo.ca/~acopp2/historyofwar/timeline.html](http://publish.uwo.ca/~acopp2/historyofwar/timeline.html)
- Look at different forms of written personal communication past and present, including letters, emails, texts, telegrams, newspapers, social media. What are their features? How have our forms of communication changed over the past 100 years, and why?
- Look at examples of propaganda used in a historical context, e.g., wartime posters, pamphlets, and films. What were the key messages? What were they trying to persuade people to do, and how? Do you think they were effective?
- Use atlases to be able to locate and label the countries of Europe. Looking at a range of maps, identify the main features, similarities, and differences, thinking about scale, key, bird's eye view, two-dimensional aspect, symbols, place names, directions.

## 6. Post-visit activity suggestions

- Choose an activity from the 'World War 1 Activity Pack for 7-11 years', such as making your own periscope: [leicestermuseums.org/learning-engagement/learn-with-leicester-museums/resources-and-activity-sheets/newarke-houses-learning-activities/](http://leicestermuseums.org/learning-engagement/learn-with-leicester-museums/resources-and-activity-sheets/newarke-houses-learning-activities/)
- Write your own 'Save time postcard' for a First World War context or modern-day context. Which options will you include? How will you make sure it is suitable for lots of different people to use?
- Write a diary entry or letter in character as: A First World War soldier, a nurse working near the front lines, or a child living in Leicester during the War.
  - The National Archives have collections of letters from soldiers in the First World War: [nationalarchives.gov.uk/education/resources/letters-first-world-war-1915/](http://nationalarchives.gov.uk/education/resources/letters-first-world-war-1915/), [nationalarchives.gov.uk/education/resources/letters-first-world-war-1916-18/](http://nationalarchives.gov.uk/education/resources/letters-first-world-war-1916-18/)
- Listen again to the poem 'In Flanders Fields'. Draw a picture of the scene described. Can you identify the images and themes used in the poem? Can you describe the poppy fields using your own similes, metaphors, and personification?
  - This video features a reading of the poem as the soundtrack to a film of a "Poppy pilgrimage" laying memorial wreaths at memorial sites across Leicestershire as part of the University of Leicester's centenary celebrations in 2019: [youtube.com/watch?v=HugRAGfSS\\_o](https://youtube.com/watch?v=HugRAGfSS_o)
- Look at some First World War haiku poetry (for example, [thehaikufoundation.org/juxta/juxta-2-1/snapshots-haiku-in-the-great-war/](http://thehaikufoundation.org/juxta/juxta-2-1/snapshots-haiku-in-the-great-war/)) and write a haiku of your own.
- Explore local war memorials.
  - There is a comprehensive searchable and filterable record of Leicestershire's war memorials at [leicestershirewarmemorials.co.uk](http://leicestershirewarmemorials.co.uk)

## 7. Staffing Requirements

Museum facilitator led plus at least 3 accompanying adults from the school.

## 8. Room Requirements

Not applicable - the session takes place entirely on gallery.