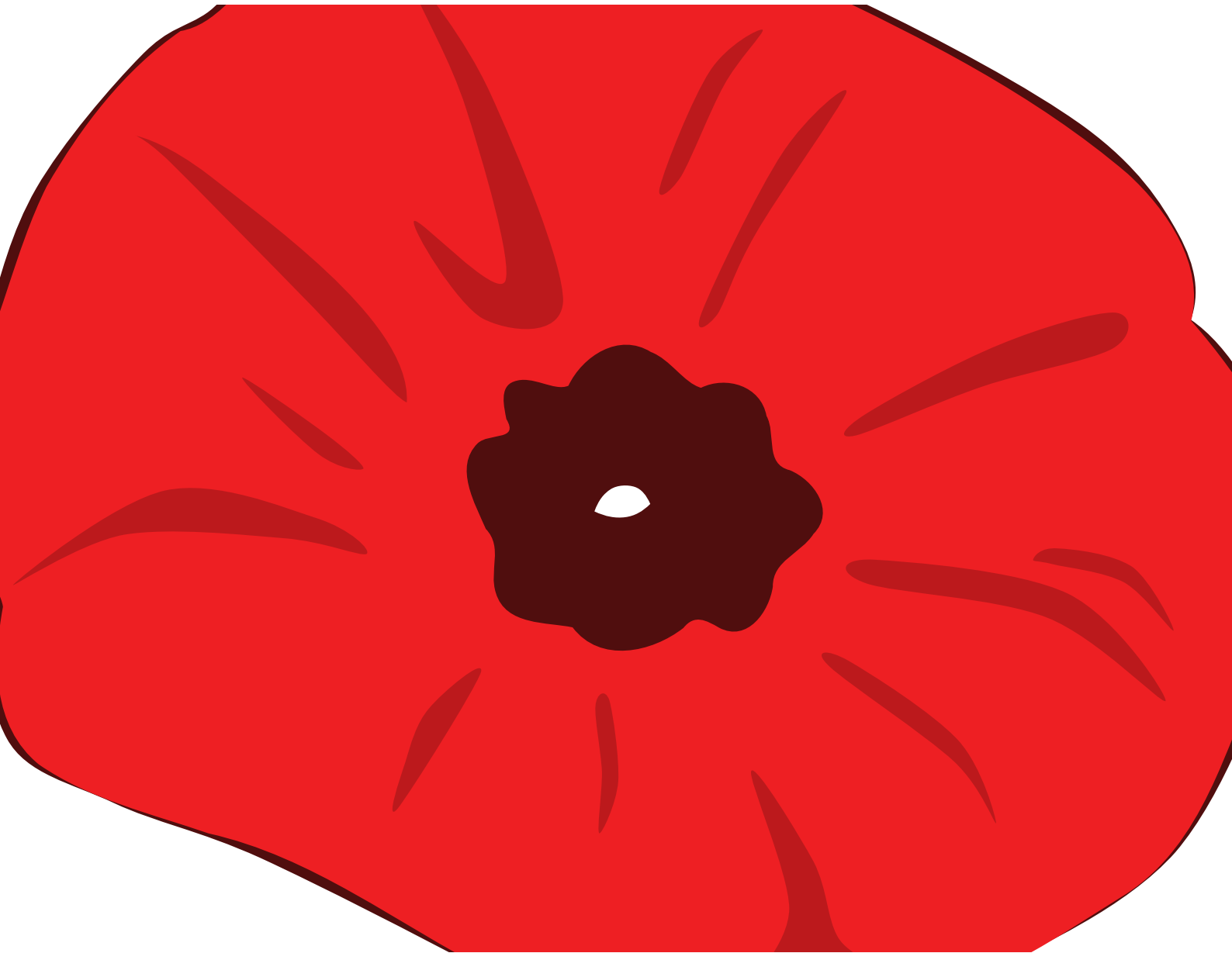


1914 1918
FIRST WORLD WAR

Active Worksheet Pack



LONDON
GRID FOR LEARNING

KS1/2/3

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GRID FOR LEARNING



Computeam develops ActiveWorksheet Packs for KS1, 2 & 3 and also develops cross-curricular projects for primary schools.

Our **Active** Worksheet Packs combine the traditional worksheet with the latest mobile device and augmented reality technology.

We really hope you enjoy using our Active Worksheets and we would love to hear about your experiences using them. You can contact us at:

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Taking care of IT 

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What is an ActiveWorksheet?

At Computeam we believe in blending technology seamlessly into the learning experience. We want to make sure that when technology is used in the classroom, it enhances pupils' learning whilst still providing the engagement and wow factor we have come to expect from today's hi-tech devices. With this in mind we created the *ActiveWorksheet*, a blend of the traditional worksheet and cutting edge augmented reality technology.

Using the *ActiveLens* augmented reality app for iOS and Android, we can bring the worksheet to life with videos, audio, 3D models and animations. Words can't describe how powerful the *ActiveWorksheet* is, so follow the directions below to get the LGfL *ActiveLens* app on your device and see them in action yourself.



How To:

The Inspyro *ActiveLens* is a free app available for both iOS and Android devices, including smartphones and tablets. Follow the instructions below to get the *ActiveLens* app onto your device:

1. Open the App Store if you're using an iOS device or the Google Play Store if you're using an Android device.
2. Search for "LGfL *ActiveLens* WW1"

3. When you have found the app, download it to install on your device.
4. When the app has finished installing, open it.
5. With the app open and running, focus the camera onto an ARtefact image. **ARtefact images are tagged with the symbol below.**



6. The ARtefact image will trigger an augmented reality 3D model, video, audio track or animation.
7. If you ever need reminding of how to use the app simply tap the "Instructions" button on the app. This will play a short video explaining how to use the app.

INTRODUCTION

Using this **Active**Worksheet Pack

Our Active Worksheet Pack comes with a set of augmented Worksheets and an accompanying Teacher Guide. The guide contains instructions for activities the class can complete using the **AR**tefacts in our Active Worksheets.

ARtefact = Augmented Reality Artefact

Alternatively you can use the Active Worksheets as a starting point and develop your own lessons around them.

What you will need:

- iOS or Android Device with rear-facing camera.
- The free LGfL ActiveLens: WW1 app.
- A QR Code Reader app (there are many free apps available that perform this function).

Why use **Active**Worksheets?

Active Worksheets allow you to unify different pedagogical approaches and strategies and accommodate pupils' preferred learning styles in a single resource.

Individual or Group Work

ActiveWorksheets can be given out to each pupil in your class or to a group of pupils. Our worksheets and activities are flexible and allow for both individual and group work exercises. This also reduces dependency on the number of devices you have available in your classroom.

Learning Styles

As our worksheets can deliver video, audio and 3D models & animations, you can tap into each individual's preferred learning style using a single resource. This helps EAL and/or SEN pupils who may struggle reading or listening to a resource.

Seamless ICT integration

Using **Active**Worksheets the ICT becomes an almost invisible tool to enhance the learning experience. Pupils are no longer focusing on the device itself, but through it into the worksheet and its varied resources.

QR Codes

Many of the worksheets contain QR codes that link to further information or resources that support the activity. The codes link to resources on the LGfL WW1 microsite.

Trigger Images

The trigger images used in the pack are available to download through the accompanying microsite - ww1.lgfl.org.uk. Using these images you can create your own augmented reality resources or enhance the existing activities. Try printing the cenotaph trigger out in A3 or insert a trigger image into your school newsletter for parents to experience!

List and Description of Active Resources

ARtefact = Augmented Reality Artefact

QR1 = QR Code Link

All **AR**tefacts and QR Code Activities are labelled and easy to find on the worksheets.

Worksheet 1

ARtefact 1 - Video animation of veteran describing going "over the top".

QR1 - Link to transcript of veteran's speech.

QR2 - Link to article detailing the recruitment of women during WW1.

Worksheet 2

ARtefact 2 - 3D model with sound of a WW1 era tank.

Worksheet 3

ARtefact 3 - 3D model of the Cenotaph.

QR3 - Link to the Commonwealth War Graves Commission website.

QR4 - Link to location of Cenotaph in Google Maps.

ARtefact 4 - Video of the unveiling of the Italian Cenotaph in 1933.

Worksheet 4

ARtefact 5 - Video animation of statue reading "In Flanders Fields" by John Alexander McCrae.

Worksheet 5

ARtefact 6 - 3D model of Zeppelin airship.

QR5 - Link to a webpage containing a transcript of the Zeppelin Raid.

Worksheet 6

ARtefact 7 - 3D model of a gramophone which plays the Ivor Novello song *Keep the Home Fires Burning*.

QR6 - Link to a webpage with the lyrics of the Ivor Novello song *Keep the Home Fires Burning*.

ARtefact 8 - Audio clip of *The Last Post* played at the Menin Gate, site of the Battle of Ypres.

Worksheet 7

ARtefact 9 - 3D model of a Fokker DR1 tri-plane.

QR7 - Link to Manfred Von Richthofen's autobiography on the Gutenberg Project website.

QR8 - Link to "Blogging from the Past" activity resources.

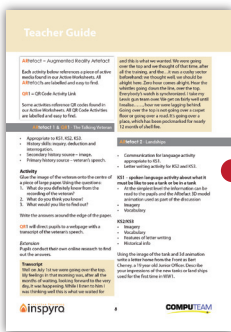
QR9 - Link to a paper model kit of the Red Baron's plane, the Fokker DR1 tri-plane.

Worksheet 8

ARtefact 10 - 3D model of a Remembrance Poppy with *Nimrod* from Elgar's *Enigma Variations*.

QR10 - Link to an ebook version of "For the Fallen", a 1917 collection of war poetry.

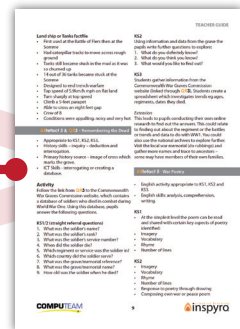
Curriculum Map



Page 9
Activities 1 & 2

History

English

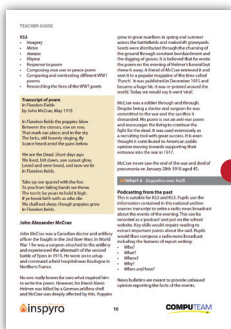


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Activities 3 & 4

History

ICT

English



Page 11
Activity 5

ICT

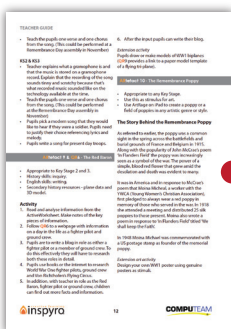
English



Page 12
Activity 6

History

Music



Page 13
Activities 7 & 8

English

Art

History

Teacher Guide

ARtefact = Augmented Reality Artefact

Each activity below references a piece of active media found in the Active Worksheets. All **AR**tefacts are labelled and easy to find.

QR1 = QR Code Activity Link

Some activities reference QR codes found in our Active Worksheets. All QR Code Activities are labelled and easy to find.

ARtefact 1 & QR1 - The Talking Veteran

- Appropriate to KS1, KS2, KS3.
- History skills: inquiry, deduction and interrogation.
- Secondary history source – image.
- Primary history source – veteran’s speech.

Activity 1

Glue the image of the veteran onto the centre of a piece of large paper. Using the questions:

1. What do you definitely know from the recording of the veteran?
2. What do you think you know?
3. What would you like to find out?

Write the answers around the edge of the paper.

QR1 will direct pupils to a webpage with a transcript of the veteran’s speech.

Extension

Pupils conduct their own online research to find out the answers.

Transcript

Well on July 1st we were going over the top. My feelings in that morning was, after all the months of waiting, looking forward to the very day, it was happening. While I listen to him I was thinking well this is what we waited for

and this is what we wanted. We were going over the top and we thought of that time, after all the training, and the...it was a cushy sector beforehand; we thought well, we should be alright here. Zero hour comes alright, hear the whistles going down the line, over the top. Everybody’s watch is synchronized. I take my Lewis gun team over. We get on fairly well until I realise....., how we were lagging behind. Going over the top is not going over a carpet floor or going over a road. It’s going over a place, which has been pockmarked for nearly 12 month of shell fire.

ARtefact 2 - Landships

- Communication for language activity appropriate to KS1.
- Letter writing activity for KS2 and KS3.

KS1 – spoken language activity about what it must be like to see a tank or be in a tank

- At the simplest level the information can be read to the pupils and the ARtefact 3D model animation used as part of the discussion
- Imagery
- Vocabulary

KS2/KS3

- Imagery
- Vocabulary
- Features of letter writing
- Historical info

Activity 2

Using the image of the tank and 3d animation write a letter home from the Front as Bert Cheney, a 19 year old Junior Officer. Describe your impressions of the new tanks or land ships used for the first time in WW1.

Land ship or Tanks factfile

- First used at the Battle of Flers then at the Somme
- Had caterpillar tracks to move across rough ground
- Tanks still became stuck in the mud as it was so churned up
- 14 out of 36 tanks became stuck at the Somme
- Designed to end trench warfare
- Top speed of 5.9km/h mph on flat land
- Turn sharply at top speed
- Climb a 5-foot parapet
- Able to cross an eight feet gap
- Crew of 8
- Conditions were appalling, noisy and very hot

Artefact 3 & QR3 - Remembering the Dead

- Appropriate to KS1, KS2, KS3.
- History skills – inquiry – deduction and interrogation.
- Primary history source – image of cross which marks the grave.
- ICT Skills - interrogating or creating a database.

Activity 3

Follow the link from **QR3** to the Commonwealth War Graves Commission website, which contains a database of soldiers who died in combat during World War One. Using this database, pupils answer the following questions.

KS1/2 (straight referral questions)

1. What was the soldier's name?
2. What was the soldier's rank?
3. What was the soldier's service number?
4. When did the soldier die?
5. Which regiment or service was the soldier in?
6. Which country did the soldier serve?
7. What was the grave/memorial reference?
8. What was the grave/memorial name?
9. How old was the soldier when he died?

KS2

Using information and data from the grave the pupils write further questions to explore:

1. What do you definitely know?
2. What do you think you know?
3. What would you like to find out?

KS3

Students gather information from the Commonwealth War Graves Commission website (linked through **QR3**). Students create a spreadsheet which investigates trends eg ages, regiments, dates they died.

Extension

This leads to pupils conducting their own online research to find out the answers. This could relate to finding out about the regiment or the battles or trends and data to do with WW1. You could also use the national archives to explore further. Visit the local war memorial (do rubbings) and gather more names and trace to ancestors – some may have members of their own families.

Artefact 5 - War Poetry

- English activity appropriate to KS1, KS2 and KS3.
- English skills: analysis, comprehension, writing.

Activity 4**KS1**

- At the simplest level the poem can be read and shared with certain key aspects of poetry identified:
- Imagery
- Vocabulary
- Rhyme
- Number of lines

KS2

- Imagery
- Vocabulary
- Rhyme
- Number of lines
- Response to poetry through drawing

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- Composing own war or peace poem
- KS3**
- Imagery
 - Metre
 - stanzas
 - Rhyme
 - Response to poem
 - Composing own war or peace poem
 - Comparing and contrasting different WW1 poems
 - Researching the lives of the WW1 poets

Transcript of poem

In Flanders Fields
by John McCrae, May 1915

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.

John Alexander McCrae

John McCrae was a Canadian doctor and artillery officer (he fought in the 2nd Boer War). In World War 1 he was a surgeon attached to the artillery and experienced the aftermath of the second battle of Ypres in 1915. He went on to setup and command a field hospital near Boulogne in Northern France.

No one really knows for sure what inspired him to write the poem. However, his friend Alexis Helmer was killed by a German artillery shell

and McCrae was deeply affected by this. Poppies grew in great numbers in spring and summer across the battlefields and makeshift graveyards. Seeds were distributed through the churning of the ground through constant bombardment and the digging of graves. It is believed that he wrote the poem on the evening of Helmer's funeral but threw it away. A friend of McCrae retrieved it and sent it to a popular magazine of the time called 'Punch'. It was published in December 1915 and became a huge hit. It was re-printed around the world. Today we would say it went 'viral'.

McCrae was a soldier through and through. Despite being a doctor and surgeon he was committed to the war and the sacrifice it demanded. His poem is not an anti-war poem and encourages the living to continue the fight for the dead. It was used extensively as a recruiting tool with great success. It is even thought it contributed to American public opinion moving towards supporting their entrance into the war in 1917.

McCrae never saw the end of the war and died of pneumonia on January 28th 1918 aged 45.

Artefact 6 - Zeppelins over Hull!

Podcasting from the past

This is suitable for KS2 and KS3. Pupils use the information contained in the national archive sources transcript to write a radio news broadcast about the events of the evening. This can be recorded as a 'podcast' and put on the school website. Key skills would require reading to extract important points about the raid. Pupils would then compose a radio news broadcast including the features of report writing:

- Who?
- What?
- Where?
- Why?
- When and how?

Activity 5

News bulletins are meant to provide unbiased

opinion reporting the facts of the events.

However, you can encourage the pupils to provide a description of the events by tasking them with producing a piece of writing as a Hull resident who was part of the event. Add descriptive and emotive words to provide atmosphere.

KS2 and KS3

- Reading for information.
- Selecting key points.
- Writing for effect.
- 5Ws and an H in report writing.

Following [QR5](#) will open a webpage with a transcript of Major General Ferrier's report of a zeppelin raid over Hull.

NATIONAL ARCHIVE SOURCE FOR TRANSCRIPT OF REPORT ON ZEPPELIN RAID OVER HULL

Source 1 : Transcript of Report of the raid by Major General Ferrier, Commander Humber Defences 1915 (AIR 1/569/16/15/142/A)IR 1/569/16/15/142/A

1:- Information was received at 7.25 p.m. that two Zeppelins were in the North Sea. I attach a copy of the important messages received during the night = "A".

2:- At 9.30 p.m. I ordered all lights to be extinguished in Hull.

3:- At 11.47 p.m. Hedon, six miles from Hull, reported Zeppelin coming to Hull, and almost immediately, the engines were heard in my telephone office. My Staff Officer went outside the Hotel and saw a Zeppelin over head, very distinct against a clear sky, at a height estimated by him as 3,000 feet. He saw three bombs dropped. As each one left the Zeppelin the airship was clearly lit up. He then reported to me, and I heard five explosions, and I saw from my window that two fires had started.

6:- At 12.30 a.m. Brig. General Dixon reported several fires, one serious, which threatened Holy Trinity Church, several casualties, but all details working very well. Paul reported that the Zeppelin had passed over at 12.15 a.m. going S.E. - counted 32 bombs dropped in Hull City.

7:- All arrangements for collecting wounded and extinguishing fires worked very well. Great credit is due to the troops and fire brigade for saving Hold Trinity Church, which was only 27' away from Messes. Davis large establishment, which was burnt to the ground.

10:- From reports received I am of opinion that there were two Airships in the vicinity of Hull, but only one dropped bombs.

12:- The casualties up to date are 19 (5 men, 9 women & 5 children) killed, 24 seriously wounded, and 40 cases dealt with at dressing stations and sent to their homes.

17:- In conclusion I beg to state, I am submitting separately a letter giving my suggestions as to what is in my opinion urgently required in view of other raids.

From nationalarchives.gov.uk

Artefact 7 - Music of the War

- Appropriate to Key Stage 1, 2 and 3.
- Music skills: listening, singing and composition.
- History skills: knowledge.
- Primary source: music recordings.

Activity 6

KS1

- Teacher explains what a gramophone is and that the music is stored on a gramophone record. Explain that the recording of the song sounds tinny and scratchy because that's what recorded music sounded like on the

TEACHER GUIDE

technology available at the time.

- Teach the pupils one verse and one chorus from the song. (This could be performed at a Remembrance Day assembly in November)

KS2 & KS3

- Teacher explains what a gramophone is and that the music is stored on a gramophone record. Explain that the recording of the song sounds tinny and scratchy because that's what recorded music sounded like on the technology available at the time.
- Teach the pupils one verse and one chorus from the song. (This could be performed at the Remembrance Day assembly in November)
- Pupils pick a modern song that they would like to hear if they were a soldier. Pupils need to justify their choice referencing lyrics and melody.
- Pupils write a song for present day troops.

Artefact 9 & QR6 - The Red Baron

- Appropriate to Key Stage 2 and 3.
- History skills: inquiry.
- English skills: writing.
- Secondary history resources - plane data and 3D model.

Activity 7

1. Read and analyse information from the ActiveWorksheet. Make notes of the key pieces of information.
2. Follow QR6 to a webpage with information on a day in the life as a fighter pilot and ground crew.
3. Pupils are to write a blog in role as either a fighter pilot or a member of ground crew. To do this effectively they will have to research both these roles in detail.
4. Pupils use books or the internet to research World War One fighter pilots, ground crew and Von Richthofen's Flying Circus.
5. In addition, with teacher in role as the Red

Baron, fighter pilot or ground crew, children can find out more facts and information.

6. After the input pupils can write their blog.

Extension activity

Pupils draw or make models of WW1 biplanes (QR9 provides a link to a paper model template of a flying tri-plane).

Artefact 10 - The Remembrance Poppy

Activity 8

- Appropriate to any Key Stage.
- Use this as stimulus for art.
- Use ArtRage on iPad to create a poppy or a field of poppies in any artistic genre or style.

The Story Behind the Remembrance Poppy

As referred to earlier, the poppy was a common sight in the spring across the battlefields and burial grounds of France and Belgium in 1915. Along with the popularity of John McCrae's poem 'In Flanders Field' the poppy was increasingly seen as a symbol of the war. The power of a simple, blood red flower that grew amid the desolation and death was evident to many.

It was in America and in response to McCrae's poem that Moina Micheal, a worker with the YWCA (Young Women's Christian Association), first pledged to always wear a red poppy in memory of those who served in the war. In 1918 she attended a meeting and distributed 25 silk poppies to those present. Moina also wrote a poem in response to 'In Flanders Field' titled 'We shall keep the Faith'.

In 1948 Moina Michael was commemorated with a US postage stamp as founder of the memorial poppy.

Extension art activity

Design your own WW1 poster using genuine posters as stimuli.



Recruitment Posters

Posters were used to encourage men to join the army. These posters were designed to make people feel it was their duty to join and also that it was a great adventure. Some posters were used to make men feel bad that they hadn't joined the army and that their families were disappointed with them.

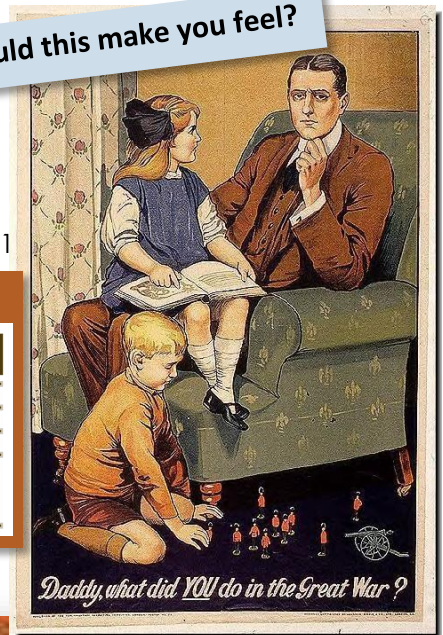
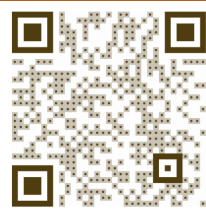
How would you feel if you had to join the army?

What could you do if you really didn't want to join the army?

How would this make you feel?

QR1

What did he say?



Daddy, what did YOU do in the Great War?

Recruiting Women

Not all posters were designed to recruit men. As the men joined the armed forces, no one was left to do their jobs. In those days, most women didn't work in factories or drive buses and ambulances. Many women joined up to serve as nurses and drivers at the front.

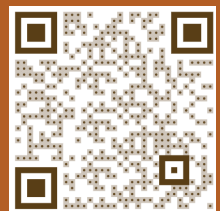
What effect do you think this had on women?

What kind of jobs did women do?

How did men feel about women doing their jobs?

QR2

Find out more





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to: o.Ang. | 1917 November - Dezember

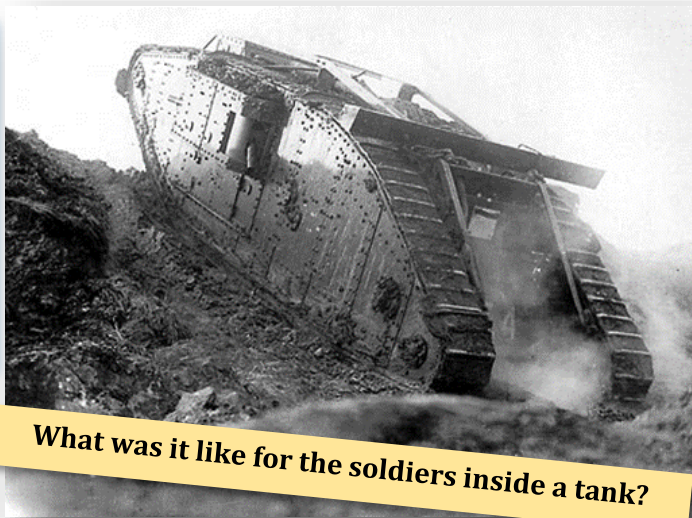
ARtefact 2



An early tank that was captured by the German Army in 1917

Land Ships

In 1916 strange vehicles were spotted rolling along the Somme battlefield towards the German trenches. The vehicles were called 'Land Ships'. They were slow and clumsy but bullets just bounced off them. The workers who made them thought they looked like water tanks and this is what we call them now, **Tanks!**

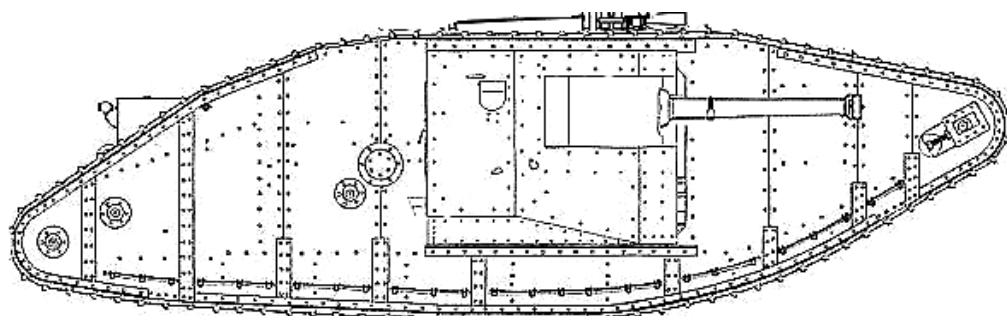


What was it like for the soldiers inside a tank?

Read what a soldier thought when he first saw one:

"We heard strange throbbing noises, and lumbering slowly towards us came three huge mechanical monsters such as we had never seen before".

*Bert Cheney, 19 year old
Junior Officer*



1914 1918 FIRST WORLD WAR



ARtefact 3

Remembering the Dead



The Cenotaph, London

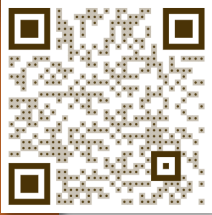
The Cenotaph is a war memorial that was originally built from wood and plaster for a peace parade at the end of the war. It is in an area of London called Whitehall.

Although the fighting stopped on November 11th 1918, the war didn't officially end until 1919. The Cenotaph was built for a 'Peace Parade' that was held on 19th July 1919.



In 1920 the Cenotaph was remade in stone ready for the homecoming of an 'unknown soldier'.

Cenotaphs became a very popular way of commemorating the dead of countries all over the world. Cenotaphs were made bigger and bigger including this vast monument, unveiled in Italy on the 15th anniversary of the armistice in 1933.



The names of 1.7 million war dead are recorded at the **Commonwealth War Graves Commission**.

QR3



ARtefact 4

Cenotaph means 'Empty Tomb'

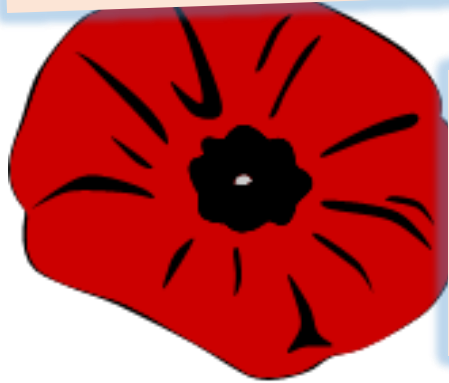
It was designed by the architect, **Edwin Lutyens**

Lutyens produced the design within a few hours of being asked by the government

QR4

Where is the Cenotaph?
What is it near?

What date is Remembrance Day? Why is it on that day?
What happens at the Cenotaph?



Do you have a war memorial where you live?
If you do, have a look at the names of the soldiers who died in the war. These are men who lived where you do and lost their lives in the 'Great War'. Are the names of soldiers who died in other wars on the monument?

1914 1918 FIRST WORLD WAR

In Flanders Field



AR ARtefact 5

When fields are ploughed by farmers the poppy seeds are spread and then grow. The shells exploding had the same effect and so the battlefield was full of poppies. It was a strange sight for soldiers to see amongst the devastation.



The poem was the most popular poem of the time and was used around the world to recruit soldiers and sell 'Victory Bonds'. McRae threw the poem away but it was recovered by a friend and sent to a magazine called 'Punch'.

What are 'Victory Bonds'?

Why did the poppy become a symbol of the war?

In Flanders fields the poppies blow
Between the crosses row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved, and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe:
To you from failing hands, we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.

The Author



Lieutenant Colonel John McRae

John McRae was a doctor who joined the Canadian Expeditionary Force. It is believed he wrote the poem after the funeral of his friend who was killed in action. McRae was **not** anti war and in the poem the dead soldiers call on their comrades to keep fighting for them.

John McRae died from pneumonia

1914 1918 FIRST WORLD WAR

Zeppelins over Hull!

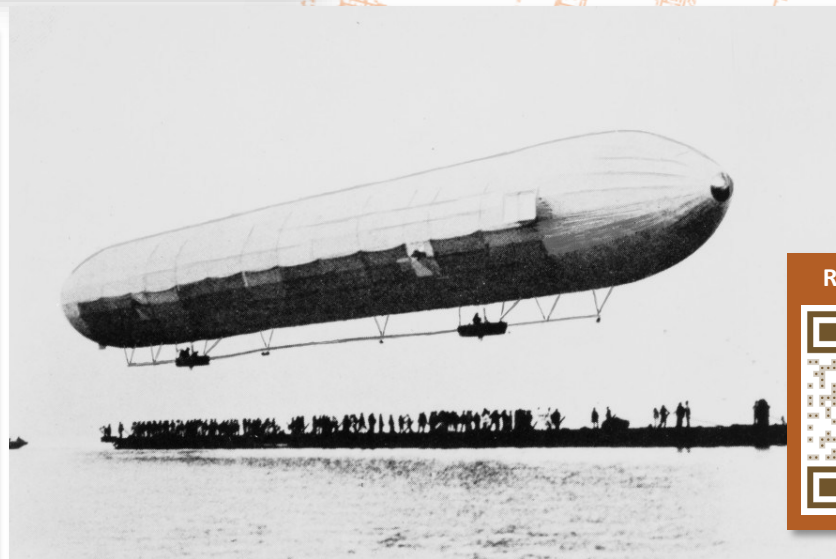


National Archive : <http://www.nationalarchives.gov.uk/>

On the night of 5th March 1916 two Zeppelins arrived over the skies of Hull. They were on their way to the Rosyth Shipyards to attack the British fleet. Strong winds prevented the airships from reaching the area and the two Zeppelin commanders decided to drop their bombs over the Hull area. The two huge airships were able to hover over Hull unchallenged and local residents attacked the Royal Flying Corps base the next day.

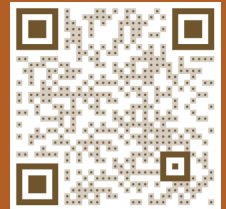
War from Above

This was the first time that people had looked up to the sky in fear of bombs falling on their homes and family. It was a terrifying experience and the newspapers were full of reports of huge Airships dropping bombs on unarmed civilians. It was considered cowardly and unfair.



ARtifact 6

Raid Transcript

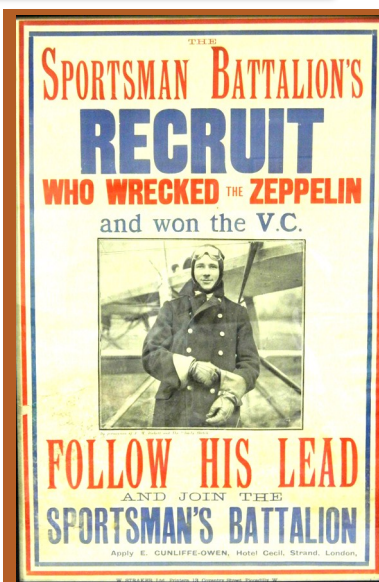


QR5

Bringing down the Zeppelins

Pilots who managed to shoot down zeppelins were instant heroes and were given the highest award for bravery, the **Victoria Cross**. Zeppelins were filled with hydrogen gas that was highly flammable.

Zeppelins are still flying today.
What gas do they use now?



1914 1918 FIRST WORLD WAR

'Till the Boys Come Home

Music has always been important to soldiers at war and has been used to comfort them and also to inspire them. Ivor Novello wrote 'Keep the Home fires Burning' in 1914 to remind everyone that they shouldn't forget the soldiers fighting in France, Belgium and beyond. Soldiers found the song very comforting even though it made them yearn for the comfort of their home and loved ones.

Carefully Chosen Words

The lyrics were written by **Lena Guilbert Ford**. They speak about how the men bravely came from across the whole of the country and from all walks of life to volunteer to fight for King and country.

It then asks all of those left behind to 'keep the home fires burning'. In other words keep everything going as well as possible, support and love your husbands and sons 'till the boys come home'.

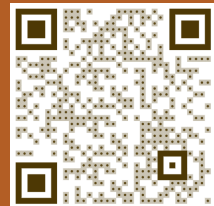
The version you can hear is a very popular 1915 recording by **Reed Millar** and **Frederick Wheeler** (Columbia).



ARtefact 7



Get the Lyrics



QR6

The Daily Bugle



Music wasn't just used to entertain soldiers, it was also used to control them.

The bugle has been used to pass information to soldiers for over 1,000 years. Soldiers were trained to recognise different short tunes that instructed them to get up in the morning or charge the enemy! Bugles are only used in ceremonies now as modern technology is a much better way to communicate!



ARtefact 8

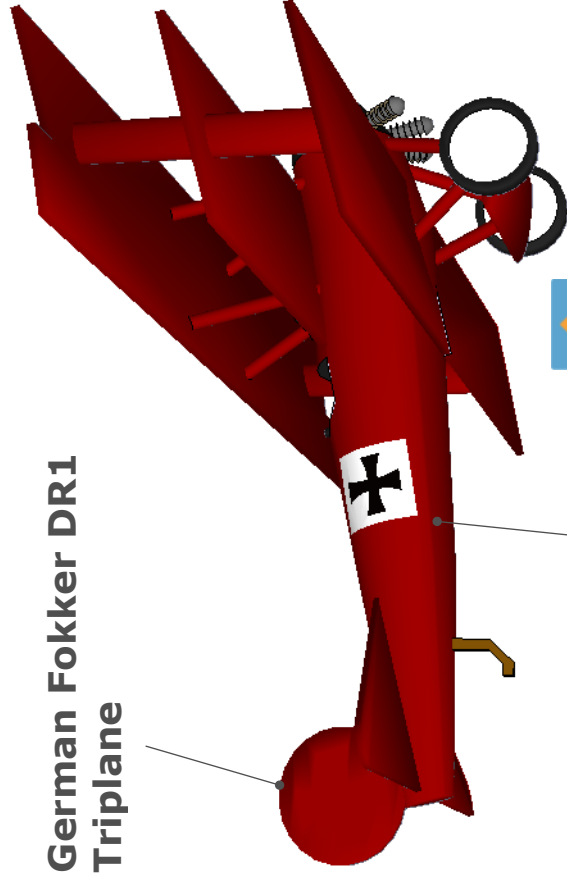
The **Last Post** was played at the end of the day or at the end of battle. It is often used to 'call out' to the dead, to remember them. It is always played on Remembrance Sunday.

Did you know?

A bugle has to be played by changing the shape of your lips to play each note. This is called 'embouchure'!

1914 1918 FIRST WORLD WAR

German Fokker DR1
Triplane



Crew: one pilot

Maximum Speed: 115mph

Range: 185 miles

Wingspan: 7.2m

Ceiling: 20,000 feet

QR8



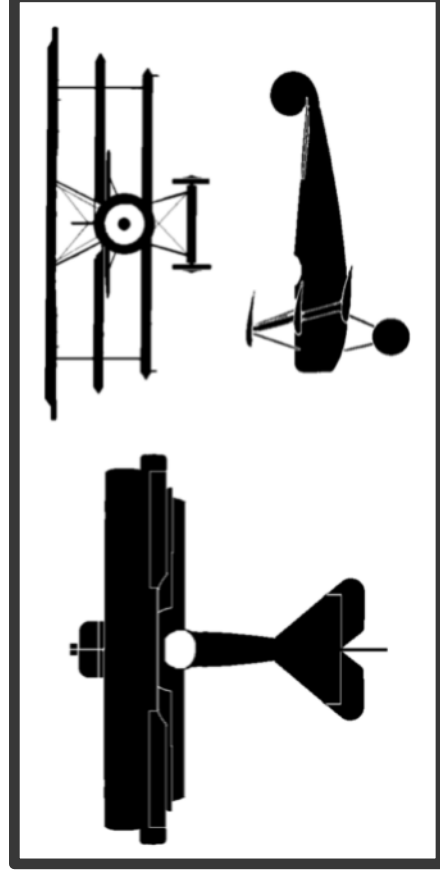
Blog from the past!



- ◆ Manfred Von Richthofen
- ◆ German fighter ace
- ◆ shot down 80 aircraft
- ◆ national hero in Germany
- ◆ shot down and killed on 21st April 1918



download his
autobiography



QR9

Make a flying model!

1914 1918 FIRST WORLD WAR

LONDON
GRID FOR LEARNING

Remembrance

AR

ARtefact 10

The First Memorial Poppy

It was in America and in response to John McCrae's poem 'In Flanders Field' that Moina Michael, a worker with the YWCA (Young Women's Christian Association), first pledged to always wear a red poppy in memory of those who served in the war. In 1918 she attended a meeting and distributed 25 silk poppies to those present. Moina also wrote a poem in response to 'In Flanders Field' titled 'We shall keep the Faith'.

In 1948 Moina Michael was commemorated with a US postage stamp as founder of the memorial poppy.

Ode to Remembrance

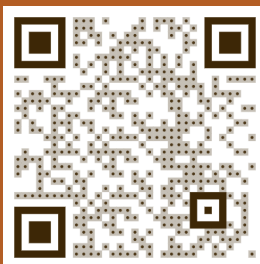
They shall grow not old, as we that are left grow old:
Age shall not weary them, nor the years condemn.
At the going down of the sun and in the morning,
We will remember them.



War poetry was very popular during the conflict.

"For the Fallen" was included in a collection of war poetry published in 1917. Scan the QR Code to download and read the whole collection.

QR10



The poem 'For the Fallen' was written by **Laurence Binyon**. It was first published in *The Times* newspaper in 1914. It was written to honour the dead of the *British Expeditionary Force* in France and Belgium.

The last verse (or stanza) of the poem is read out at every remembrance day service.

The music you can hear is from *The Enigma Variations* by **Edward Elgar**. This piece is called *Nimrod* and is played at Remembrance services. Along with the poppy they are powerful symbols of remembrance.





1914 1918 FIRST WORLD WAR

ActiveWorksheet Pack

The 1914 - 1918 First World War **Active**Worksheet Pack brings World War One to the classroom like you have never seen before. Combining the traditional worksheet with the latest mobile device and augmented reality technology, you can bring the subject to life with videos, audio & 3D models and animations all on your desk.

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