Teacher Guide

Museums can enhance, enliven and reinforce what is traditionally taught in the classroom. The fundamental way in which they do this is through the study of objects, photographs and archival records. In the website are hundreds of objects connected with the Second World War, from gas masks to ration cards to old photographs to military medals.

Material from the Public Record Office of Northern Ireland (PRONI) has also been gathered to represent the documentary evidence of what people did and thought, providing the authentic voice of the past. PRONI’s rich public and private archives documenting the War include official files, wartime handbooks, diaries and photographs.

The Primary School Activity Pack has been designed to complement the learning material found in the Primary Schools section of www.secondworldwarni.org. Activities can be tailored for use with pupils from Key Stage 1 and 2, and should provide a stimulus for learning for pupils of different levels and abilities. The activity pack covers History, Geography, English & Literacy, Art, Design & Technology, ICT and Music.
The website and activity pack are broken up into 4 units of study:

- Unit 1 – Timeline
- Unit 2 – The Home Front
- Unit 3 – The Blitz
- Unit 4 - Evacuation

Each unit contains a series of activities which utilise the learning materials and resources found on the website. The tasks have been designed to help pupils gain a greater understanding of the experiences of people in Northern Ireland during the war.
# Activity Guide

## UNIT 1 – SECOND WORLD WAR TIMELINE

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<tr>
<th>Activity</th>
<th>Curriculum Links</th>
<th>Description</th>
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<tbody>
<tr>
<td>Allies, Axis &amp; Neutral Countries</td>
<td>Geography</td>
<td>In this map activity, pupils learn about allies, axis powers and neutral countries. They are given a blank map of Europe and are asked to use a colour key and colour in the countries which were part of the allies and Axis Powers.</td>
</tr>
<tr>
<td>Build a Timeline</td>
<td>History</td>
<td>As pupils make their way through Unit 1, they can fill out their own Second World War Timeline worksheet, which will provide them with a broad overview of key people and events.</td>
</tr>
<tr>
<td>The Start of the War</td>
<td>History</td>
<td>In this listening comprehension activity, pupils use a selection of video and audio source material to learn about the start of the war.</td>
</tr>
<tr>
<td>Story: Ronnie Cartwright's Capture</td>
<td>English</td>
<td>In this reading comprehension activity, pupils examine a personal testimony from a Royal Air Force serviceman, which documents when his plane was shot down and he was captured by the enemy.</td>
</tr>
<tr>
<td>Story: Tommy Jess' Boat Rescue</td>
<td>English</td>
<td>In this reading comprehension activity, pupils examine a personal testimony from a Royal Navy serviceman, which documents the sinking of his ship and rescue. A selection of Royal Navy terms are explained.</td>
</tr>
<tr>
<td>Military Uniforms</td>
<td>History / Art</td>
<td>This section contains a range of archive photographs and objects which detail the regalia worn and used by various Allied servicemen and German soldiers.</td>
</tr>
<tr>
<td>Sketch A Soldier</td>
<td>Art</td>
<td>After examining archive objects and photographs of military uniforms and regalia, pupils make their own detailed drawings of a serviceman based on the artefacts examined. Pupils also learn how to draw facial expressions to relay the emotions of a subject.</td>
</tr>
<tr>
<td>Dancing in the Streets</td>
<td>English</td>
<td>Pupils examine audio and video testimonies describing the end of war in Europe. Pupils must then fill in the blanks of a passage about the end of the war with appropriate vocabulary terms.</td>
</tr>
<tr>
<td>Digital Diary of a Soldier</td>
<td>English, Art, ICT</td>
<td>In this activity, pupils use PowerPoint or similar software to create a ‘digital diary’ of a soldier. Pupils will write a soldier’s account of key events of the war based on the information they learned from studying the war’s timeline and people’s personal testimonies.</td>
</tr>
<tr>
<td>Glossary</td>
<td>English, History</td>
<td>A selection of key vocabulary words and terms are provided which relate to the Timeline unit.</td>
</tr>
</tbody>
</table>

## UNIT 2 – THE HOME FRONT
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<thead>
<tr>
<th>Activity</th>
<th>Curriculum Links</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>iSpy!</td>
<td>History</td>
<td>Pupils analyse and examine a selection of propaganda posters issued by the British government to its people to be on alert for enemy spies.</td>
</tr>
<tr>
<td>Secret Codes</td>
<td>Technology</td>
<td>Pupils examine a video about Wireless Stations in Northern Ireland and learn the Morse Code alphabet before sending and receiving secret messages to classmates.</td>
</tr>
<tr>
<td>Rationing</td>
<td>History</td>
<td>In this listening comprehension activity, pupils extract information from a range of video and audio testimonies about rationing during the war. A selection of archive documents and photographs are provided and pupils provide the correct captions for them.</td>
</tr>
<tr>
<td>Ration Stamp Game</td>
<td>History</td>
<td>Pupils experience what it was like to live with rationing and are given their own ‘modern day’ ration stamps to use.</td>
</tr>
<tr>
<td>Make Do and Mend</td>
<td>History</td>
<td>In this listening comprehension activity, pupils extract information from a range of video and audio testimonies about having to ‘make do and mend’ during the war.</td>
</tr>
<tr>
<td>The Salvage Campaign</td>
<td>History</td>
<td>Pupils analyse and examine a selection of posters issued by the British government encouraging people to salvage the most useful items. Pupils must then place the correct items which would have been salvaged in the ‘Salvage Collection Box’. Pupils are asked to make links with how people salvage, or recycle, today.</td>
</tr>
<tr>
<td>Propaganda Posters</td>
<td>ICT</td>
<td>After having explored a range of information about life on the home front, pupils design a propaganda poster to encourage people to help ‘win the war’. Posters can be made using Microsoft Word, Comic Life, or similar software with both drawn images and archive photographs and using a selection of key vocabulary terms.</td>
</tr>
<tr>
<td>Smuggling</td>
<td>History</td>
<td>In this listening comprehension activity, pupils extract information from video and audio source material to examine the smuggling of goods from the Republic of Ireland into Northern Ireland.</td>
</tr>
<tr>
<td>Story: White Bags in</td>
<td>English</td>
<td>In this reading comprehension activity, pupils analyse a story about the temptations of smuggling during the war.</td>
</tr>
<tr>
<td>the Moonlight</td>
<td></td>
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</tr>
<tr>
<td>‘Red Sails in the Sunset’</td>
<td>Music</td>
<td>In this music activity, pupils will compose their own lyrics to a song about rationing and smuggling goods during the war.</td>
</tr>
<tr>
<td>Employment</td>
<td>History</td>
<td>Using archive video and photographs, pupils examine wartime industry and how women’s roles changed during the war.</td>
</tr>
<tr>
<td>Entertainment</td>
<td>History</td>
<td>In this listening comprehension activity, pupils</td>
</tr>
</tbody>
</table>
listen to people’s accounts about how they were entertained during the war and compare and contrast this with how people are entertained today.

**War Songs**

Music  
Pupils can sing along to a selection of war songs. The lyrics are provided and they can listen to audio files of people singing the songs that were sung during the war to lift people’s spirits.

**Snakes & Ladders**

Art  
Pupils can colour in and play their own Snakes and Ladders game.

**Home Front Word Search**

English  
Pupils find vocabulary words associated with the home front.

**Home Front Quiz**

History  
In the Home Front Quiz, pupils fill in the blanks to answer questions about what they learned in this unit.

**Glossary**

English, History  
A selection of key vocabulary words and terms are provided which relate to the Home Front unit.

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**UNIT 3 – THE BLITZ**

**Activity** | **Curriculum Links** | **Description**
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**Gas Attack!** | History | Pupils listen to audio and video accounts about the fear of gas attack during the war before analysing a range of archive photographs, documents and objects.

**Make a Model Gas Mask** | Art, Technology | In this craft activity, pupils make their own model gas mask using a gas mask template and a variety of materials.

**Air Wardens** | History | In this listening comprehension activity, pupils extract information from a range of audio and video source material discussion the role of the air warden. Pupils must fill in the blanks to complete a set of picture descriptions.

**Design An Air Warden’s Poster** | ICT | In this ICT activity, pupils take on the role of an air warden and design an information poster for the local public about how to wear a gas mask, what to do when an air raid siren sounds and enforcing the rules of the blackout. Desktop publishing software such as Comic Life or Microsoft Word can be used.

**Build a Model Anderson Shelter** | Art, Technology | In this craft activity, pupils learn how to construct a model Anderson shelter using a variety of materials.

**STORY: Parachutes in the Sky** | English | In this reading comprehension activity, pupils analyse a story about the night a family in Derry experiences an air raid.

**Blitz Comics** | Art, ICT | In this activity, pupils bring to life an account of
someone’s memory of an air raid by turning it into a comic strip. Using desktop publishing software such as Comic Life or Microsoft Word, pupils can combine their own drawings and archive photographs to illustrate their story.

**Radio News Alert!**  
**Sound**  
Pupils take on the role of a news reporter and make a news report about the bombings at Messines Park and the Belfast Blitz. Using music recording software such as Audacity, pupils will record their news report which can be turned into a podcast to upload to the Internet and share with others.

**War Art**  
**Art**  
Pupils can explore how the war can be visually represented by artists. Pupils study the artwork entitled ‘18 Drawings of War’ by the artist Henry Moore in detail before researching other war artists.

**Animate the Blitz**  
**History**  
Pupils will create their own short animated visual representations of war using drawings, paper cut-outs or real objects. Pupils will storyboard their ideas for their animation using a storyboard worksheet before using software such as Movie Maker or Photo Story to assemble their animations.

**Blitz Picture Match**  
**History**  
In this activity, pupils have to match the correct captions to archive photographs and objects relating to the Blitz.

**Glossary**  
**English**  
A selection of key vocabulary words and terms are provided which relate to The Blitz unit.

### UNIT 4 – EVACUATION

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<tr>
<th>Activity</th>
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<tbody>
<tr>
<td><strong>Government Orders</strong></td>
<td>History</td>
<td>Pupils learn a selection of vocabulary terms relating to evacuation during the war and examine a selection of government notices relating to the evacuation of Belfast school children and billeting arrangements. Pupils then demonstrate their understanding of the archive documents through a True or False exercise.</td>
</tr>
<tr>
<td><strong>Packing Up</strong></td>
<td>History</td>
<td>Pupils extract information and explore what it was like to be a child evacuee during the war from a range of source material.</td>
</tr>
<tr>
<td><strong>An Evacuee’s Suitcase</strong></td>
<td>History</td>
<td>Pupils pretend they are a child evacuee and must pack a suitcase with the items they would take with them to their new home.</td>
</tr>
<tr>
<td><strong>Evacuee Label &amp; Identity Card</strong></td>
<td>History</td>
<td>Pupils cut out an evacuee label and identity card and fill them in with their details.</td>
</tr>
<tr>
<td><strong>Homework in the Country</strong></td>
<td>History</td>
<td>Using archive video of a country classroom from the 1940’s, pupils compare and contrast school</td>
</tr>
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</table>
life then and now and explore how children would have felt to have started in a new school during the war. Links are also made with local museums as ideas for school trips where pupils can travel back in time and visit old schools.

STORY: Mildred Davidson's Move to Ballymoney English In this reading comprehension activity, pupils explore a woman's account of growing up in a fire station in Belfast during the Blitz and being evacuated to Ballymoney.

STORY: Bert Slader's Farm Journey English In this reading comprehension activity, pupils explore Bert Slader's account of being evacuated to a farm in north Antrim. Bert escaped the rationing, air raid sirens and the blackout in the city to experiencing a whole new way of life in the country.

City & Country Match History Pupils must match out of a list of descriptions as to whether it describes the life in the country which many evacuees experienced or life in a war time city.

Digital Storytelling Letters Home ICT, English Pupils take on the role of a child evacuee and write a letter home to their parents describing their new home and experiences. Their letter is turned into a digital story using software such as Photo Story to combine drawings, archive photographs, narration and music. Pupils will also learn how to storyboard and plan for their digital story.

Sleeping in the Fields History Pupils examine an archive newspaper article describing the nightly evacuation of 20,000 people from Belfast during the air raids.

The Woodside Diary English In this reading comprehension activity, pupils examine an extract from a diary which was kept during the war which is an invaluable record of the Belfast Blitz and its aftermath. The extract describes the panic evacuation which followed, the state of the refugees and their physical condition.

Millisle Farm's Jewish Evacuees History Pupils learn about Kindertransport during the war when Jewish children stayed with families and on farms across Britain. One such farm was based in Millisle, Co. Down. In this activity, pupils examine 'A Kinder Place, A Different World', which is a film by the 2004-05 Primary 5 class of Millisle Primary School. Using interviews and on location shots they recreated some of the stories of the children at the Millisle farm.

Colouring In Art Pupils can colour in scenes of a city devastated by an air raid and a scene depicting evacuation during the war.

Evacuation Word Search English Pupils find vocabulary words associated with evacuation.

Glossary English A selection of key vocabulary words and terms are provided which relate to the Evacuation unit.
The Website and Activity Pack supports the Programme of Study for History at Key Stage 1 by:

- Developing pupils’ observation, talking and listening, reading and writing skills by looking at evidence from their own lives and the lives of others, and by observing the environment around them, including photographs, objects, buildings, personal memorabilia and radio and television broadcasts;
- Developing pupils’ observation, talking and listening, reading and writing skills by listening and talking about stories about the past;
- Developing awareness of differences between the past and the present and of change over time by focusing on a specific period of time to help pupils develop a sense of period by reference to characteristics of the period, for example, way of life, clothes, transport, food; and the particular conditions which existed then, e.g. war-time conditions; and changes which have taken place over time;
- Support EMU/Cultural Heritage by helping pupils to understand and appreciate their own way of life, their environment and culture and that of others and the interdependence of people by exploring their personal and family history/ how people co-operated and depended on each other in the past;
- Exploring historical skills and concepts by developing a sense of the past by identifying obvious differences between past and present, for example, pupils could identify in drawings, photographs and film, features which differ from the present;
- Exploring historical skills and concepts by developing a sense of the past by talking about possible reasons why people may have acted as they did in the past and how they may have felt;
- Exploring historical skills and concepts by developing an awareness of evidence by talking about evidence and artefacts which give us information about the past, for example pupils talking about how we can find out about the past from pictures, objects, stories, songs, and museum displays;
- Exploring historical skills and concepts by developing communication skills by describing events, photographs and objects, or drawing pictures of what they have seen or heard;
- Exploring historical skills and concepts by developing communication skills by using appropriate words, phrases, captions or simple sentences, and IT as appropriate under the guidance of the teacher;
- Exploring the past significance and build up timelines of topical events of local or national significance, such as VE Day; and people from the past, for example Adolf Hitler.
- Consider the differences between the past and the present and the things which have changed over time, in particular life during the War and changes in life during this century.

The Website and Activity Pack supports the Programme of Study for History at Key Stage 2 by:

- Investigating an aspect of history in both local areas and Northern Ireland as a whole;
- Investigating a range of historical sources (including pictures, photographs, objects, artefacts, written sources, buildings and site visits, and museum reconstruction) pupils will begin to recognise the importance of evidence in piecing together our knowledge of the past and that it can be done in different ways;
- Providing the opportunity to look at history from different angles, such as the social and economic condition of the periods, so pupils recognise that history comprises a variety of perspectives;
- Support EMU / Cultural Heritage by encouraging pupils to understand and appreciate their own way of life, their environment and culture and that of others, and the interdependence of people by exploring how their identity, way of life and culture has been shaped by influences from the local and wider world, and how Ireland is, and has been, interdependent with other parts of these islands and beyond through time.
- Support the learning of historical skills and concepts by developing a chronological awareness by sequencing events and changes in the periods studies, for example making a simple timeline of the period, marking major events and changes.
- Support the learning of historical skills and concepts by developing a sense of the past and a range of depth of knowledge and understanding, by identifying some of the characteristic features of past societies and some of the main events;
Support the learning of historical skills and concepts by developing a sense of the past and a range of depth of knowledge and understanding, by identifying some similarities and differences between ways of life at different times;

Support the learning of historical skills and concepts by developing a sense of the past and a range of depth of knowledge and understanding, by identifying some of the feelings people may have had at a time in the past;

Develop an awareness of evidence, historical enquiry and interpretations by using sources of information appropriate to their age and ability to gain information about an aspect of the past, for example the use of museum and archive material to describe what life was like during the war;

Develop communication by constructing basic historical narratives describing what happened organised in paragraphs, for example giving a description of key events of the war or life during the war;

Explore an area of local study, for example, investigating aspects of the community during the war.

Supporting the UICT Accreditation Scheme
The Activity Pack’s ICT Activities can support CCEA’s UICT Accreditation Scheme by contributing to the following desirable features: Animation, Desktop Publishing, Moving Images, Working with Text, Working with Sound, Presentation, Researching and Exchanging and Exhibiting.