



World War Two

Teachers and Parents

This theme is about the memories of World War Two: from when the war began and the everyday changes it brought, from preparing the beaches for invasion, the trials of rationing and having identity cards, to building air raid shelters in the hope of protection from the daily threat of air attack bombings.

This was also a time of great movement of people; be it child evacuees and overseas soldiers joining the community, as well as local people being conscripted to foreign places whether to fight or work. And finally this theme looks at how the war changed the town - the celebrations of VE and VJ day and the slow journey back to peace.

Please click the link below for suggestions on how to use the material to support teaching and learning in a classroom setting.

[History Keystage 3](#)

[Drama Keystage 3](#)

[Further study links for Keystage 3](#)



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History Keystage 3

Schemes of Work

History, Unit 18: Hot war, cold war why did the major twentieth-century conflicts affect so many people? Section 5: What do local people remember about the main conflicts?

Objectives

- about the impact of world events upon ordinary people
- to select and use a variety of local source material to contribute to an investigation

Activities

Using the extracts explore what local people remember about the Second World War. Discuss the impact of the war on the local area.

Outcomes

Identify some of the key events of the Second World War in the local area.

Explain the impact of 'total war' on local people.

Suggested tasks

Divide class into groups to look at one of the following themes:

- Ask the group to explore the impact of war on the local area and population e.g., disability, death, mental health, poverty, rationing, memorials, housing, local politics, women's rights. The group could report back to the class through making a multimedia presentation.



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1. Discuss what the pupils think of when they think of 'World War Two'.

- Do they have anybody in their family that went to war?
- Is there a memorial in Brighton for those who served in the war?

2. Read the section, 'Diary of a teenager, 1943'.

- Ask the pupils to sit in a space on their own and imagine that they are a person of roughly the same age as them in 1939 and they've just been told that their country is officially at war. Pupils to think about what might be going through their character's head that night before they go to sleep. Teacher goes around the room and points to each student who speaks aloud any thoughts that they have. Encourage them to be serious. (*suitable for Year 9*)
- *Extension* - Pupils to write a monologue of their thoughts and feelings. (*suitable for Year 9*)

3. Ask pupils to imagine that they are a young man of serviceable age who has been called up. In groups, create a scene of packing and saying goodbye to each member of your family. What objects do you pack to remind you of your family? - make this clear in the scene. (*suitable for Year 9*)

- *Extension* - When the pupils as soldiers arrive at their new barracks, they are put through their places by their strict sergeant, played by a teacher in role or talented student. They are made to march in strict unison and their appearance and attitude are checked. (*suitable for Year 9*)
- *Further extension* - Teacher asks pupils to arrange the space to resemble army barracks, with suggestion of beds etc., and pupils, as soldiers, get into a frozen image of what they might be doing after training is over for the day. The teacher then signals for this to go into a spontaneous improvisation of the soldiers getting to know each other and talking about what they have left behind and how they feel about the war. What are the different attitudes of the soldiers? (*suitable for Year 9 & Keystage 4 Drama/English Year 10*)



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Drama Keystage 3 - continued

- *Further extension*- The soldiers have been at the barracks for a few weeks. Set up a tableau of them relaxing in the barracks: it's effective if they are mid action e.g., playing cards, cleaning shoes. Teacher or student in role come in as the sergeant and tell them that they will be going into combat the next day. How do the soldiers react? Replay the scene adding a dramatic pause at the point when they hear the news. How does their body-tension change in the action they are doing? (*suitable for Year 9*)
- *Further extension* - Pupils write a letter in role, for their family back at home. It may be the last letter that they write, so what do they need to say? (*suitable for Year 9*)
- *Further extension* - Teacher leads an exploration exercise of how different injuries sustained to different body-parts would affect the way the soldiers might move. This can lead into a solo or group scene where the soldier returns home after the war, having been injured and lost comrades. What is different about the Brighton they left? How do people react to them? How are they different? (*suitable for Year 9*)



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Drama Keystage 3 - continued

After reading '[Diary of a teenager in 1943](#)', why not link here for another teenager's wartime diary -

http://www.mybrightonandhove.org.uk/norman_foord_diary.htm

Read [Molly Mitchell and the Canadian soldier](#). Further accounts of the terrible air raid that led to the bombing of much of Brighton, including the London Road viaduct, can be found at -

http://www.mybrightonandhove.org.uk/ww2_memories18.htm

http://www.bbc.co.uk/southerncounties/history/brighton_raid/brighton_raid.shtml