

## Remembrance and Peace

### Virtual Activities and Digital Resources

#### Key objectives

#### Pupils should:

1. Be able to locate World War I on a time line and recall key facts about the impact of the war in Bradford, nationally and internationally
2. Be able to articulate different ways in which we remember and commemorate things of importance in the Cathedral and locally, nationally and internationally
3. Locate evidence in the Cathedral, of memorials and commemoration and a wish for peace
4. Be able to describe and use peace symbols appropriately and modify and or design their own.

#### Content

##### 1. Introduction

Introduction to the Cathedral. Look at panoramic views and close ups from the 360° Trail <https://bradfordcathedral.org.uk/visit-us/what-to-see#360-tour>

First impressions? What do you feel as you sit here? What can you see?

Explain that most of the places in the space, objects, and artefacts remind Christians of things, either Christian stories, beliefs, responsibilities, or special times; other things in the Cathedral are **memorials**, they remind us of people, things or events that have happened in the past

##### 2. Development

What do **we** remember and why?

Ask the children to work with a partner or in a group and make lists of things they try to remember and commemorate

- as individuals
- as a school
- as a community
- nationally
- internationally

Armistice Day (11<sup>th</sup> hour, of the 11<sup>th</sup> day, of the 11<sup>th</sup> month) and Remembrance Sunday what, when and why do we remember this time of year? How do we do this?

A short resume of WWI, place it as a 'significant' event on a time line; discuss its impact on the children, women and men (use Harry Roberts as an example) of Bradford and others nationally and internationally; draw out some key facts. For example:

- a) There were local volunteer battalions mainly made up of very young men and boys 'The Bradford Pals', part of the West Yorkshire Regiment.
- b) The largest number of volunteer soldiers who fought for Britain during WWI came from what is now India and Pakistan.
- c) Women also joined the forces, as nurses, as drivers; they joined the Land Army and took on lots of jobs at home that they would not normally do e.g. delivering the post, policing the streets, driving trams etc. (page 6 – 7 booklet).
- d) There was a strong movement against the War (particularly amongst women in Bradford) as it progressed; not everyone thought that the war was justified or a good thing. They demonstrated for peace.
- e) The war touched everyone in Bradford (and many people across the globe) in some way
- f) It is thought that on all sides about 11 million people died in the 'Great War'; 6 million on the Allies' side, 4 million on the Central Powers' side. These figures are estimates and no one really knows how many were killed.

**NOTE: for visual context use the 'Remembrance and Peace' power point.**

People who lost family members in World War I were very keen that they were not forgotten. We often talk about the sacrifice these people made. What does this word mean? How do we remember them? Is it important to remember WWI and how can we continue to do this?

Symbols of remembrance and what they represent –

- Things we can see: red, purple, white poppies, regimental colours, memorial stones and plaques, the World War I Memorial window, peace medals (page 7-8 booklet)
- Things we can hear: the ten Memorial Bells and what and who they commemorate (page 14 – 19 booklet), songs, music.
- Where they may be found in the Cathedral.

### 3. Craft and Writing Activities

Children could work together to:

- Design a logo or a symbol for a WWI commemoration event to remember all those who lost their lives in the War or who have been affected by war and conflict.
- Design a peace memorial for the Cathedral (a window, a plaque or a 3D memorial. A class activity could be for children as individuals to design a pane of glass for a class 'memorial' window.
- Design and decorate a memorial bell and write on the bell a message of peace and remembrance, cut out and display.
- Write a poem, prayer or wish for peace on a dove template, cut out and display.
- Make poppies for peace and remembrance in different colours. These could be to pin on oneself, 3D to stand in oasis foam and make a field of poppies or just coloured 2d representations.

#### **4. Reflection**

What has been the most interesting thing you have discovered?

Do you think it is important to still remember World War I?

Why?

Is it important to value peace?

Why is peace a good thing?

Can remembering conflict help us to choose and work for peace?

#### **Useful Books.**

Chalcraft. B and Hadwen. D (2013) Choices Then and Now. Peace Museum (available from the Peace Museum, price £19.99)

Hadwen. D (2018) The World War I Memorial Bells. Bradford Cathedral (available free from the Cathedral)

Hughes. K (2014) Great War Britain: Bradford. The History Press

Seidel. B (2002) When Christmas Comes Again: World War I Diary of Simone Spencer. Scholastic

Wilding. V (2008) Road to War – a First World War Girl's Diary 1916-1917. My Story/Scholastic.

Williams. M (2007) Archie's War: My scrapbook of the First World War 1914-18. Candlewick Press.