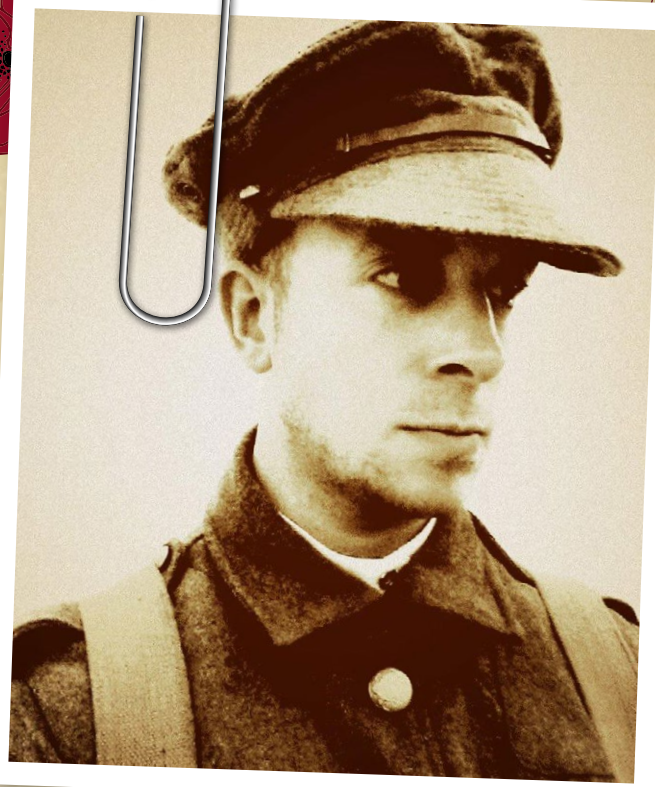


Tatton to the Trenches: World War 1 (Key Stage 2)



Overall Theme: A Tatton Soldier's Journey

This learning resource is for the teachers who are interested in World War 1 at Key Stage 2. It is suitable for teachers with a general interest in World War 1 and also those with an interest in the local history of Tatton Park and Cheshire at the time of World War 1.

This resource includes cross curricular activities in the following subjects: English, Maths, Science, History, Geography, PSHEE, Art and Design, Design and Technology. It follows some of the experiences of a typical Tatton soldier throughout the war.

Contents

1. Recruitment during WW1
2. The Fronts: Where did Tatton soldiers serve?
3. The British Tommy:
 - a) Vital Statistics
 - b) Food, glorious food
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5. What did women do during the war?
6. War refugees and enemy aliens in Cheshire
7. Uniforms: What did soldiers wear?
8. How did Tatton soldiers get on?
9. What medals did British soldiers receive?
10. How do we remember soldiers from WW1?

Appendices

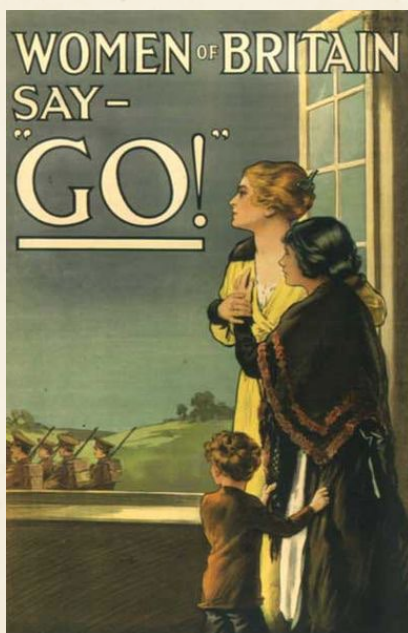
- i) Bibliography
- ii) The Tatton Memorial Book Project
- iii) 'Gassed' A4 sized image

Recruitment during WW1

From the summer of 1914, there was a great deal of pressure on the young men (in Tatton and around the country) to enlist for military service.

There were national poster campaigns appealing to duty to king and country and also duty to protect family and friends. They made enlisting sound like an adventure. Memorable posters (see below) helped to influence young men.

They were very successful as thousands of young men rushed to join up.





Recruitment tram in Chester. © Copyright Grosvenor Museum

A recruiting office opened in Knutsford near Tatton Park, by August 1914. Lord Egerton (owner of Tatton Park) chaired the first meetings calling for volunteers. Local vicars made speeches encouraging recruitment.

The town band played marching tunes. It was probably hard to get away from war fever. By January 1915, six hundred men had volunteered locally.

Conscription

By 1916, more recruits were needed so conscription was introduced for the first time in Britain. This meant that all unmarried men aged between 18 and 41 were forced to enlist.

This move was widely unpopular, but as the war was stuck in stalemate, it was the only way to provide the men necessary to continue fighting.

Conscientious Objectors

Some people refused to fight. They were called 'conscientious objectors'. Some conscientious objectors believed it was wrong to kill people. Others refused to enlist because they believed that the war was being fought for the wrong reasons.

History Activity

NC: National history reflected in a locality, using a range of sources, critical thinking, use of empathy

- **Look at the posters.**

Write down all the different reasons the posters give to make young men enlist.

- **Choose a recruitment poster you like.**

- 1) What's happening in picture?
- 2) Who is it aimed at?
- 3) What does it want them to do?
- 4) Who do you think made the poster?
- 5) How does it make you feel and can you give a reason why?

Example: Women of Britain say GO!

- 1) A mummy, big sister and small boy are looking out of the window. Outside in the countryside there are men dressed as soldiers marching off. It looks like the women are saying goodbye to the men in uniforms.
- 2) It is aimed at women with children, men with families
- 3) It tells women to make the men in their families go, and join the army
- 4) The government probably made the poster
- 5) How does it make me feel?
 - It makes me feel guilty. I should do something
 - Everyone else is going to fight, so I should too
 - If I was a woman, it would make me encourage men (friends, neighbours, family) to join the army
 - If I didn't want to join the army, my family might be upset.
 - If I was a man, I would feel I'm protecting women and children by joining the army
 - If I didn't want to join the army, I would feel embarrassed and ashamed.
 - If I didn't want to join the army, my family might be upset.



English/Art and Design Activity

NC: Persuasive writing, use of empathy, awareness of different kinds of art and design (propaganda)

- **Design your own recruitment poster.**

Be clear about who it's aimed at, what you want to persuade them to do.

You can use some of your own drawing or pictures from a magazine or website. Work out what words it will have and where the pictures will go.

Plan out your poster first in your notebook.



- **Persuasive writing.**

Write a diary entry. How would the posters have persuaded you to have acted if you were a young man, aged 18, in 1914





Where did Tatton soldiers serve?

The War of 1914-18 was called a 'World War' because there were British men fighting on different 'fronts'.

The most well known is of course the 'western front' in France, but there were also Tatton soldiers fighting in smaller campaigns in the Middle East (Egypt, Palestine, Iraq), Turkey (Gallipoli) and Greece (Salonika).

What a front is:

A front is the furthest position an army has reached, where the enemy is or may be reached, or engaged. (NB. There was also the Eastern Front, but our soldiers did not serve there.)



Leaving for the front - Macclesfield Train Station.
Image courtesy of Cheshire Archives and Local Studies

Geography/History/English Activity

NC: Understand geographical similarities and differences of a region of the UK and a region in a European country; use of empathy; reading to find out information.



Imagine you are a Cheshire soldier and have gone from being a footman at Tatton Park to serving in World War I. It is the first time you have left Cheshire. You have been sent to an foreign country – France.

The fighting is in trenches in north eastern France, near the border with Belgium. The opposing power are the Germans. Life here is completely different from back home:

- the weather
- the landscape is different
- people speak a different language here.
- people have a different religion
- the food is different
- what French words would you need to know when you met French soldiers

Look up in an encyclopedia some basic facts about France. Use your research to help you write a letter home. How do you feel about your new posting?



The British Tommy: Vital Statistics

During World War I, British soldiers were known as Tommies by their friends and enemies.

This was because a rank-and-file soldier in the British Army, was typically called known as 'Tommy Atkins'.

| | |
|-----------------------|--------------------------------------|
| Average Age: | 30 years in 1914 18 years in 1918 |
| Average Height: | 5ft 5 inches (165cm) |
| Average Weight: | 8 stone (50.8kg) |
| Average Daily Ration: | 4607 calories a day |
| Youngest Soldier: | 13 years old (he lied about his age) |
| Oldest Soldier: | 51 years old |

History/Maths Activity

NC: Statistics, drawing graphs relation to two variables, arising from their own enquiry in other subjects, calculating means; a range of historical sources, critical thinking.

- **Work out the difference in height and weight between a 1917 soldier and a 2017 average British man. Suggest a reason for this.**

| 1917 | 2017 Average British Man |
|---------|--------------------------|
| 165 cm | 175 cm |
| 50.8 kg | 83.6 kg |

- **What was the average Tommy's age in 1914 and then in 1918?**
Put this information in a line graph. Use your graph to find out what the mean age would have been in 1916?

- **Did the age go up or down? Can you think of a reason why?**

(In 1914 the British Army were older professional soldiers. Then they were replaced by younger volunteers and in 1916 conscription was introduced for unmarried men aged 18 to 42.)

Maths Activity

NC: Statistics – calculating means, putting large numbers into a graph.

- **Present information about army sizes in the table into a line graph**
- **Calculate the mean army size during WW1**

| Country | Army size (rounded up to the nearest million) |
|---------|---|
| USA | 4 million |
| England | About 8 million |
| France | About 8 million |
| Germany | Nearly 11 million |
| Russia | 12 million |

Food, Glorious Food

Tommies were generally well fed when they joined the army. The high protein, high carbohydrate army rations meant that they put on weight.



Rations were calculated to provide 4607 calories per day (equivalent of 15 hamburgers!). In peace time the average British man ate 330 calories per day (about 11 hamburgers) at home.

Field Rations for a British soldier in summer 1917

| | |
|-----------------------------|-------|
| Meat (fresh or frozen) | 1lb |
| or | |
| Meat (preserved) Bully Beef | 9oz |
| Bread | 1lb |
| Biscuit | 10oz |
| Bacon | 4oz |
| Cheese | 8oz |
| Fresh Vegetables | 2oz |
| Tea | 5-8oz |
| Jam | 2oz |
| Butter | 2oz |
| Sugar | 3oz |
| Rice | 1oz |
| Milk (condensed) | 1oz |
| Salt, Pepper, Mustard | |



Diet sheet for week

| Meals | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|-----------------------------|---|---|--|--|---|---|--|
| Battalion Breakfast | Tea, Bread, Butter, Kippers | Tea, Bread, Butter, Bacon | Tea, Bread, Butter, Sausage | Tea, Bread, Butter, Bacon | Tea, Bread, Butter, Fritters | Tea, Bread, Butter, Boiled Bacon | Tea, Bread, Butter, Rissoles |
| Left half Battalion Dinner | Bake meat, Potatoes, Plain pudding, Syrup | Irish Stew, Dumplings, Bread & Butter Pudding | Roast Meat, Potatoes, Currant Roll | Boil Beef, Carrots, Potatoes, Bakewell Pudding | Roast Meat, Potatoes, Yorkshire Pudding | Curried Mutton, Rice, Mashed Potatoes | Meat Pudding, Potatoes, Pear, Blancmange, Jam |
| Right half Battalion Dinner | Irish Stew, Dumplings, Bread & Butter Pudding | Bake meat, Potatoes, Plain pudding, Syrup | Boil Beef, Carrots, Potatoes, Bakewell Pudding | Roast Meat, Potatoes, Currant Roll | Curried Mutton, Rice, Mashed Potatoes, Jam Roll | Roast Meat, Potatoes, Yorkshire Pudding | Brown Stew, Rice, Potatoes, Bread & butter Pudding |
| Battalion Tea | Bread, Butter and Jam | Bread, Butter, Sultana Cake | Bread, Butter, Watercress | Bread, Butter, Beetroot Salad | Bread, Butter and Jam | Bread, Butter, Plain Cake | Bread, Butter, Lettuce |
| Battalion Supper | Bread, Cheese, Pickles | Pea Soup | Tomato Soup | Barley Soup | Lentil Soup | Vegetable Soup | Bread & Cold Meat |

Early tea & biscuits at 6.30a.m.

From Log Book of Private A. Flintley

p. 14, Robertson, Andrew, Feeding Tommy: Battlefield Recipes from the First World War (The history Press, 2013)

Maths Activity

NC: Converting imperial measurements into metric.

- **Look at 'Field rations for British Soldiers.'**
Convert pounds and ounces into kilograms.

Science/Design and Technology Activity

NC: A range of historical sources, keeping healthy bodies, relationship between diet and health, understand and apply principles of a healthy and varied diet.

- **Look at 'Field Rations for British Soldier'**
What did he eat a lot of? What did he not eat much of?
- **Look at soldier's 'Diet Sheet for Week'.**
Look at your school lunch weekly menu. Compare a 1918 meal with a healthy meal in 2018. Draw out two meal plates, one for 1918 and one for 2018.
- **Try out a recipe from World War 1.**
We recommend the trench cake or beef stew recipes from Andrew Robertshaw, *Feeding Tommy: Battlefield Recipes from the First World War*, The History Press 2013.



What jobs did Tatton soldiers do?

Most soldiers would have a daily routine in the trenches. However some of our soldiers from Tatton had a trade which mean that they could do skilled jobs.

When they joined the army or navy, they sometimes learned a specific trade during their service. For example young men sometimes joined the navy to qualify as radio telegraphists, a highly skilled and in-demand line of work.

| Name | War Time Trade/Job | What did they do? |
|-----------------------------|-------------------------------------|--|
| Edwin Bailey, 22 | Machine Gunner | Handling the large rapid-fire gun on the frontline |
| Walter Hope, 20 | Staff Driver in Palestine | Driving officers and top brass. More likely to be a motor car driver |
| Thomas Newton Jackson, 15 | Radio Telegraphist in Merchant Navy | A 'high-technology' job - used a telegraph key to send/ receive Morse Code in order to communicate between ships and land during WW1 |
| Charles William Johnson, 23 | Cold Shoer - Horses | Fitting cold (rather than hot) shoes to horses feet by carefully trimming the hoof and hammering the shoe to fit |
| Percy Harold Jones, 19 | Driver - Royal Field Artillery | Driving teams of horses pulling the light guns. Expected to be skilled with horses |
| Harry Lowndes, 19 | Army Cyclist | Ferried messages, orders and morale-boosting post to and from the soldiers. Cyclists were quieter and more reliable than horses! |

Science Activity: Build a Bridge

NC: Year 2 – identify and compare the uses of a variety of everyday materials.

Year 5 - unsupported objects fall because of gravity, making and testing different shapes to counter gravity

Tatton soldiers would have built bridges for the troops and horses to cross. Build a bridge for your tank to cross without collapsing.

Materials

- Bridge ends: 3 books at either end
- Materials to test: A4 paper, plain card, corrugated card, straws, toilet rolls, newspaper
- A weight e.g. moving car

Method

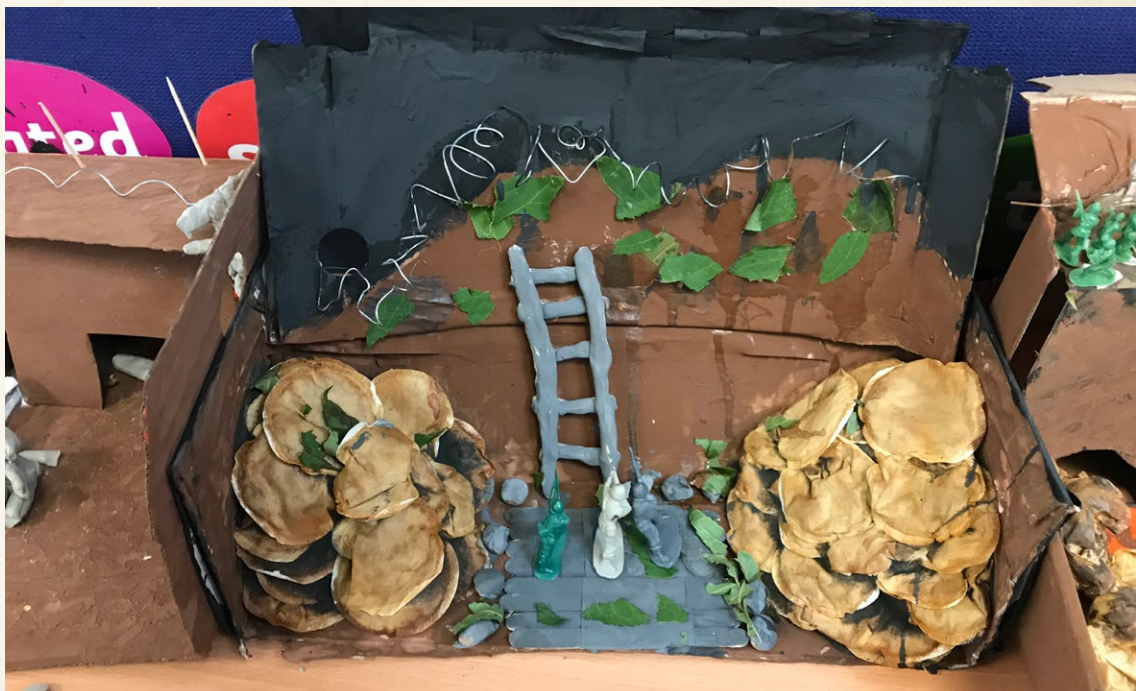
This can be a simple investigation for Year 2, looking at how strong the different materials are. Or it can be made more challenging for Year 5.



Design and Technology Activity

NC: Use research and develop design criteria; generate, develop and communicate ideas through discussion, cross-sectional diagrams; select from and use construction materials according to their functional and aesthetic properties, evaluate the design.

Design a trench diorama in a cardboard box



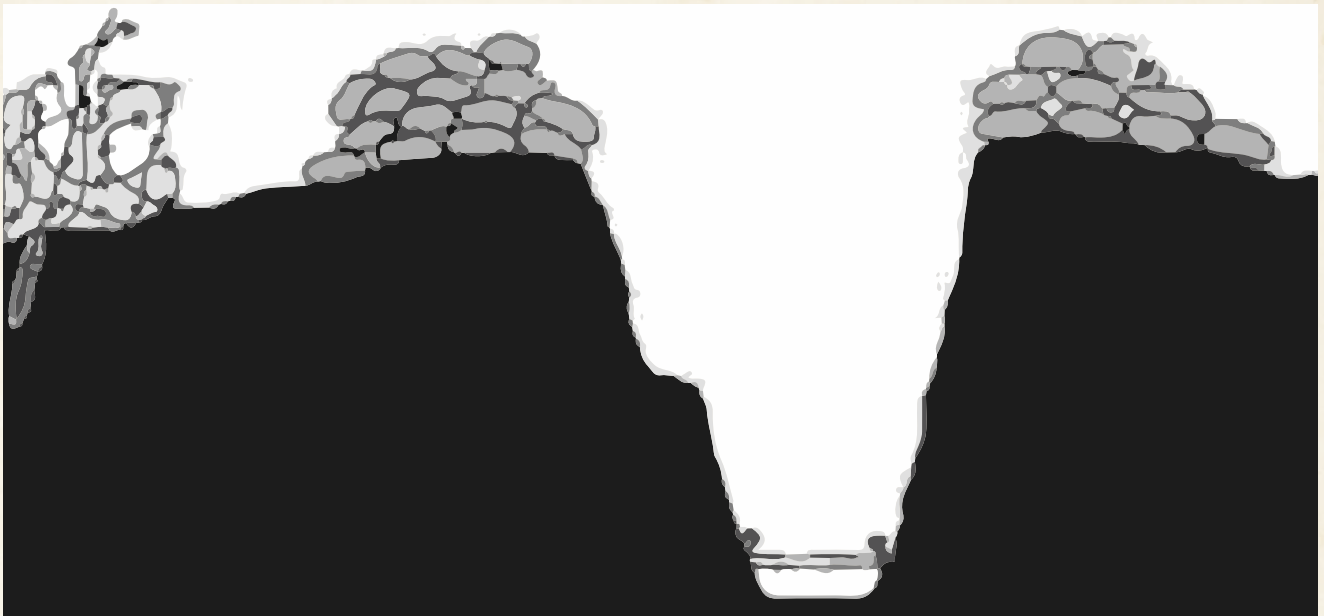
Images courtesy of Bexton Primary School, Cheshire

Research

Find some pictures of trenches from World War 1 (see bibliography for suggestions). Use this list to design and build your own trench.

| Feature | What are they for? | What can I make this out of? |
|-------------------|--|------------------------------|
| V-shaped sides | To stop the trench collapsing | |
| Re-inforced sides | The sides need to be re-inforced to stop them collapsing | |
| Duckboards | Wooden slates for soldiers to walk on above the water | |
| A firing step | To stand on and fire on the enemy | |
| A ladder | For going 'over the top' to fight | |
| Sandbags | To protect soldiers' heads from enemy fire | |
| Barbed Wire | To stop the enemy reaching your trench | |
| A dug out | For soldiers to sleep in | |
| Soldiers | To live in the trench | |

Students might like to label some of these features on this cross-section of a trench: e.g. duckboard, sandbags, barbed wire, V-shaped sides, firing step.



Students can use their initiative and select materials they might want to use. They can be imaginative and use any spare materials from home or at school.

We suggest for example:

- Cardboard box e.g. 30cm x 35cm
- Polystyrene blocks for trench walls
- Corrugated cardboard or lolly sticks for sides of the trench
- Lolly sticks for duckboards
- Straws or thick cardboard to make ladders
- Rectangular tea bags for sandbags
- Twigs for dead trees in no-man's land
- Assorted paint colours: grey, brown, green
- Metal or plastic toy soldiers
- Black pipe cleaners or chicken wire for barbed wire
- Mud, sand, gravel to add to finished trench

Plan

- Students draw a floor plan, or a cross-section of the trench and label the features
- We suggest a U-shape trench might work best for this project.
- What is the back drop for the trench going to look like?

Evaluate

Students can take a picture of their trench diorama, then decide what worked well, what did not work so well. They can then report back.

Maths Activity

NC: Statistics, converting imperial to metric, interpreting line graphs and using these to solve problems

Look at different forms of transport available during World War I

| | | | |
|-----------------|-------|-----------|--------|
| Running | 6mph | Bicycle | 12mph |
| Horse | 25mph | Camels | 25mph |
| Motor Ambulance | 30mph | Aeroplane | 100mph |

- Convert these miles per hour to kilometres per hour
- Present this information in a graph
- If you wanted to send a message 8km work out how long each method would take - running, bicycle, horse, motor ambulance, aeroplane.



War time hospital in Knutsford
Image courtesy of Cheshire Archives and Local Studies

What did women do during the war?

During World War I, women took over many of the jobs traditionally done by men. This was a revolutionary change because before the war, a woman's role was to stay at home, run the household and look after children.

The war broke down differences between men and women and also women of different classes.

Nursing

At first the British Army did not want ordinary women nursing injured soldiers, they relied on male orderlies. However as the war moved on, attitudes changed.

Thousands of women signed up to be VAD - Voluntary Aid Detachment nurses. They served in field hospitals near the western Front and also at home in local hospitals. The work the VAD's did was physically tough and often upsetting because they were looking after very severely injured soldiers. It could be dangerous, too, as the field hospital were near the battlefields.



Munition Workers at Brunner Mond, Northwich
Image courtesy of Cheshire Archives and Local Studies

Munitions Factories

The most well known women workers during World War 1 were the women working in munitions factories. By the middle of the war, there were 75,000 women employed in munitions.

It was dangerous and physical work: preparing fuses and detonators and filling shells with explosive chemicals. They worked in 12 hour shifts. Munitions work was better paid than domestic service, or shop work, but women were still paid only half what a man would get.

The munition women were important, not only to the war effort but because they changed attitudes towards women and work.

Did you know?

The chemicals going into shells were so toxic that they turned the girls' skin yellow. They became known as 'canary girls'.

Women's Land Army

The Women's Land Army was set up in 1917 to recruit thousands of women to work on farms. This was considered essential work because during wartime there were severe food shortages. Women took over farm jobs such as milking, tractor driving, hoeing, manure-spreading. They also cut timber and made fodder for the army's horses.

Some people doubted the Women's Land Army, but in 1917, they proved their usefulness. Food production improved and the harvest of 1917 was one of the best on record, which alleviated the food shortages.

Why were there food shortages?

Food was limited because there had been a series of bad harvests. Britain was also blockaded by the German Navy. Ships carrying food and supplies to Britain were liable to be torpedoed by German submarines.

Women in Tatton

Tatton had the UK's only female Recruiting Officer, Miss Symonds. Wartime leadership was also supplied by Lady Egerton, wife of the owner of Tatton Park. As Vice President of the Cheshire Red Cross, she organised local hospitals, welfare support and women workers into agriculture.

History/English Activity

NC: Historical continuity and change, connections between military and social history, English composition

Imagine you are a World War 1 woman worker. After the war, you are writing your memoirs.

Write about your life before the war, then what you did during the war. Use the information above to help you decide what you would have done. Have you seen any changes in your life?



Handforth Civilian Internment Camp
Image courtesy of Cheshire Archives and Local Studies

War refugees and 'enemy aliens' in Cheshire

World War I created a humanitarian crisis – with thousands of civilians fleeing the violence and uncertainty at home.

250,000 people entered Britain as refugees and approximately 2,000 refugees settled in Cheshire for some or all of the war. There were also fundraising efforts in Cheshire for the children of Belgium and Serbia.

Before the war there were Germans working in Cheshire in farming, industry and as shop keepers. However during wartime public opinion hardened and Germans were now considered 'enemy aliens'.

One of the country's largest civilian internment camps was based in Handforth, Cheshire.

Englische Feldarmee.



German poster identifying British soldiers' uniform, 1914
© Copyright Imperial War Museum

What did British soldiers wear?

Every British soldier wore a uniform- it was a vital bit of kit.

Uniforms kept soldiers warm, helped them blend into the landscape and helped them carry all their personal belongings and tools for survival.

In 1914 the uniform included:

- 1902 design khaki jacket and trousers made of thick wool
- soft cap with regimental brass badge.
- bandages around their ankles and carves called 'puttees'
- leather boots
- cotton webbing, to hold water bottles, wash kits, tools, ammunition
- great coat in wool



Cheshire Regiment Badge



© Copyright Nigel Player Photography

Khaki Green

British soldiers had traditionally worn bright red coats. But this was not practical as soldiers could easily be identified by the enemy. Gradually by the Boer War, British soldiers began wearing more practical khaki green uniforms.

Did you know?

- Khaki means 'dust' in Hindi.
- The khaki dye for British uniforms was made in Germany!

Puttees from India

British soldiers in India had copied Indian troops in bandaging their legs. Puttees were to support the soldiers' legs when they were tired, and to stop stones and water getting into soldiers boots.



Puttees

© Copyright Nigel Player Photography

The 'Trench' Coat

This full length coat became the coat of choice for officers during World War I.

It replaced the heavy, woolly great-coats traditionally worn by British and French officers. The trench coat was made of 'gabardine' a special material which was light weight, water repellent, breathable. It was also smart and practical.

Did you know?

Today, the Trench Coat is a design classic and is still worn by royals and celebrities e.g. Meghan Markle.

As the war developed into stalemate in the trenches, the uniform developed to meet the soldiers' needs:

- metal 'Tommy' hats replaced soft hats.
- more equipment given to each soldier
 - entrenching tools to dig a shallow hole to take cover
 - respirator for gas attacks
- extra socks were provided to each soldier to combat trench foot.
- officers started wearing the waterproof 'trench coat' rather than the woolly great coat.



PSHEE Activity

NC: School values discussion

Why do we wear uniforms?

What does your school uniform show about you? What did a British soldier's uniform in World War I show about them and how did it help them in their everyday life.

Science Activity

NC: Year 5- carrying out tests scientifically to answer questions, give reasons for the particular uses of everyday materials, find out about new man-made materials.

Material properties.

Test different material properties and see what might be suitable for uniforms: categorise based on: durability, waterproof, expense, smartness. e.g. wool serge, mackintosh or gabardine, cotton, linen, leather, rubber.

Design and Technology Activity

NC: Select textiles according to their functional properties and aesthetic properties., research and develop products that are fit for purpose

Design a Uniform.

Using the information from the previous activity, choose the materials you think are most suitable. You must include:

- A hat or helmet
- Jacket
- Trousers
- Shoes or boots
- Some way to carry your belongings e.g. wash kit, food tin, water bottle, gas masks, ammunition

Draw out your uniform, colour it in and label the different features.

How did Tatton soldiers get on?

We know from our original research that soldiers from Tatton had to battle a variety of health problems while being at the front, for example, trench foot, gas attacks.

However it is also true that the war did provide some good experiences. For example - learning a new trade or skill, improved diet, friendship with other soldiers and opportunities for leadership within the armed forces.

John Ambrose Smith: Tatton's Heroic officer

This officer, son of a Tatton land agent, had a heroic military career.

John and his regiment, the Lancashire Fusiliers were in the thick of the fighting at the Somme in 1915 and Ypres in 1918. He promoted three times by and was Lieutenant-Colonel by 1918.

In 1918, John was a leading officer in defending Kemmel Hill – a strategically important hill - to which the Germans were advancing . His bravery won him the respect of the French: he was awarded the French Croix de Guerre, becoming a member of the famous Legion d'Honneur.

The Tatton Memorial Book – contains more details about the life of John Ambrose Smith.



Trench Foot

Soldiers were left standing in water-logged trenches for long periods, which caused their feet to swell up and become numb. This was a very serious problem because gangrene (foot rot) could set in and soldiers could lose toes, or even a whole foot.



By the end of 1915, British soldiers were given at least 3 pairs of socks, and were expected to change their socks at least twice a day. Their officers held inspections of soldiers' feet and enforced the new rules about changing socks and drying out feet.



Gassed, 1919, by John Singer Sargent - based on the aftermath of a gas attack 1918.
© Copyright Imperial War Museum

Gas Attacks

One of the most shocking developments during World War I was the use of poison gas as a weapon. In 1915, at the Battle of the Marne, gas was first used by the Germans. Soon both sides were using gas as a weapon.

Gas could:

- Blind a soldier
- Make soldiers vomit
- Damage eyes, skin and lungs

Gas attacks could go wrong. If the wind blowing the gas changed direction, it could end up back in their own side's trenches. Each side developed gas masks, which were carried by individual soldiers. They were not always effective.

History Activity

NC: Range of historical sources, using empathy, critical thinking

Print out the A4-sized Gassed painting in appendices iii.

What is happening in the painting?

What part of the body is worst affected by the gas attack?

How do you think the men in the picture feel, now that their eyesight is gone?

History/English Activity

NC: Local History study, range of historical sources. Comprehension: reading in order to find information, summarising and identifying key details, asking questions to improve understanding.

Look at the Tattton Memorial Book.

Can you find a soldier who was awarded with a medal or had trench foot or experienced a poison gas attack?

Build up a profile of your soldier and report back to your class.

Example:

| | |
|------------------------------|---|
| Name | John Ambrose Smith |
| Born | 1878, Lancashire |
| Job in 1911 | Land Agent and Surveyor |
| Age in 1914 | 36 |
| Rank | Lieutenant, Major, Lieutenant Colonel |
| Theatre of War | France |
| Medals | Crois de Guerre (a top French gallantry medal) |
| Were they killed or wounded? | Wounded in right shoulder, but survived. He applied for a disability pension after the war |
| What happened after the war? | He went to live in Canada. President of Imperial Veterans in Canada after the war |



'Pip, Squeak & Wilfred'

What medals did British soldiers receive?

Thousands of medals were awarded to British soldiers during World War I. Some of these are medals given for service in a particular campaign or length of service. Others were awarded to individuals for bravery in the field.

So many gallantry (bravery) medals were awarded during World War I, the British Army feared it would make them seem less special.

'Pip, Squeak & Wilfred'

If someone in your family served in World War I, they are likely to have been awarded these medals. They were worn as a trio and nicknamed Pip, Squeak & Wilfred, after some well-loved comic book characters: a dog, penguin and a rabbit.

- The 1914-15 Star ('Pip') was given those who had served between August 1914 and December 1915.
- The British War Medal ('Squeak') was given to those who had served between August 1914 and November 1918.
- The Victory Medal ('Wilfred') marked the successful conclusion of the war and went to those who had fought between 1914 and 1919.

Gallantry/Bravery Medals

Victoria Cross

The Victoria Cross was awarded for: 'most conspicuous bravery, or some daring act of valour or self-sacrifice, or extreme devotion to duty in the presence of the enemy'

Very few soldiers were ever awarded the Victoria Cross but 639 V.C.s were issued during World War I.

The soldiers awarded the V.C. were invited to Buckingham Palace to receive the award from the King.



PSHEE/Design and Technology Activity

NC: School values.

- **Discuss why medals are awarded?**
Discuss why medals are awarded at school / awarded during World War I.
- **Students can design their own medal**
e.g. for a good friend, healthy eater, helpfulness, teamwork, good at sharing stuff.

Maths Activity

NC: Statistics – construct pie charts

Numbers of medals awarded during World War 1.

| | |
|-------------------|-------------|
| 1914 - 1915 Star | 2.4 million |
| British War Medal | 6.4 million |
| Victory Medal | 5.7 million |

Present a pie chart showing how many medals were awarded of each type.



How do we remember soldiers from World War 1?

After the war, people felt very strongly that the soldiers who died should not be forgotten. A generation of young men had died and larger numbers still were left disabled, blind or shell-shocked.

War cemeteries were laid out near battlefields. Nearer to home, war memorials were built in every town and village. These memorials are often very sad because they list the names of the young men who died.

Poppies

We remember the dead and the terrible cost of war, every year on November 11. There are ceremonies, we wear red poppies, have one minute's silence and put poppy wreaths on the memorials.

Why do we use the Poppy?

This is because wild red poppies grew over the battlefields of the western front, in France.



Knutsford War Memorial
Image courtesy of Cheshire Archives and Local Studies

Appendices

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www.imperialwarmuseum.co.uk/

The Great War

[/www.greatwar.co.uk/research/education/teacher-ww1-resources.htm#cwgc](http://www.greatwar.co.uk/research/education/teacher-ww1-resources.htm#cwgc)

Cheshire Image Bank

<http://cheshireimagebank.org.uk/index.php>

Cheshire East Reflects

<https://cheshireeastreflects.com/>

Salonika Society Campaign

<https://salonikacampaignsociety.org.uk/campaign/>

BBC website

<http://www.bbc.co.uk/guides/zs3wpv4>

ii) Tatton Memorial Book Project

In 2014 volunteers at Tatton Park started work on a book about employees of Tatton Park who served in the Great War 1914-18.

The Memorial Book gives us snapshots of what happened to this Cheshire community during the war. It shows us the stories of individual servicemen.

Unfortunately there is no definitive list of Tatton's employees.

The soldiers included in Tatton's Memorial Book were therefore chosen from the following sources:

- Lists of names from local newspaper articles in The Knutsford Guardian.
- Absent Voter lists from 1918. They mention servicemen connected with addresses in Tatton, Rostherne, Ashley and parts of other parishes. These made up the 'Cheshire Estate' of the Egertons.



iii) Gassed, 1919 by John Singer Sargent. © Imperial War Museum