

# Session Plan 2

## How were people at home involved in the First World War?

**This session introduces young people to some fascinating insights into the Home Front, 1914–18.**

*The activities are designed to support the National Curriculums in England, Wales and Northern Ireland at Key Stage 2 and are suitable for pupils in Scotland following the broad general education phase of the Curriculum of Excellence. They are relevant for the KS2 'Local History Study' in England and Wales, 'The World Around Us' at KS2 in Northern Ireland, and support experiences and outcomes in Social Studies at Levels 2-4 in the broad general education of the Curriculum for Excellence. The activities are also tailored for youth groups such as Young Archaeologists' Clubs, Scouts and Guides.*

## Session aims

- For your group to investigate how people at home were involved in the First World War.
- For your group to discover the range of activity across the Home Front and to start using some of the terminology that relates to the Home Front.

## Session outcomes

Your class or group will have discovered the extent and range of activity on the Home Front, as well as some stories involving men, women and children. They will have started to use some of the key words and phrases, such as munitions factory, Munitionettes, army camp, hospital, and airfield.

## Resources required

## Illustrations:

The illustrations show different aspects of the Home Front Landscapes of the United Kingdom during the First World War. They can be downloaded as A3-sized PDFs using the links below:

- Town
- Air
- Army Camp
- Countryside
- Coast

The illustrated landscapes are imagined, but all the buildings, military activity and people going about their day-to-day business are based on real places and events that formed part of the Home Front story. The illustrations can be joined together to create a wall display.

## Illustrated Clue Cards:

Each of the five Home Front illustrations has a set of six clues that connect to the activity to be found in the picture.

## Story Cards:

Each of the five Home Front illustrations has a story connected to it. The story card tells the particular story of an event or activity.

## Character Cards

Each of the five Home Front illustrations has characters in conversation. These are highlighted on the character cards.

## Historic Photographs...

Each of the five Home Front illustrations has a set of six historic photographs that connect to the clues and to the activity to be found in the picture.

The clue cards, story cards, character cards and historic photographs can all be downloaded from the [Home Front Legacy section](#) of the YAC website.

## Session plan

Start your session by investigating the Home Front Legacy illustrations. What types of buildings and people can you spot? Is there any evidence of military activity?

*Why not try... working in five small groups and investigate one image each. After spending time looking at the pictures, ask each group to report back on what they have spotted.*

## Using the clue cards and historic photographs:

In some of the illustrations, the Home Front activity is quite hidden from public view and will not be evident until the clue cards and historic photographs are introduced.

The clue cards work in conjunction with the historic photos. Each clue card links to a historic photo, as well as a scene in the picture. Can you connect a photograph to a clue and then to a scene in the picture? There are six historic photographs and six clues per picture.

*Inspirational idea...* can your pupils or group members choose one of the buildings depicted on a clue card and in a historic photograph and describe how it was used to support the war effort on the Home Front?

### Using the story cards:

The story cards will help your pupils or group members to research a Home Front story in more depth. Read the story cards and use them to inspire further research into subjects such as the roles of women on the Home Front, the Zeppelin raids, and the stories of Belgian refugees. Your pupils or group members can present their research in a number of different media, for example as posters, written reports, PowerPoint presentations, or even cartoon strips.

## Using the character cards:

The character cards show pairs or groups of people involved in conversations (often whilst other activity is also taking place). Can your pupils or group members work in

pairs to improvise a dialogue that might be taking place between the characters that are illustrated on the cards? What might they be talking about? Are they talking, whispering or shouting? Is their conversation about the war effort, or are they talking about something else?

*Inspirational idea... can your pairs perform their dialogues to the rest of your group?*

*Writing challenge...* can your pupils or group members write down their dialogue as a play script? Remember to include stage directions!

## Final question

At the end of this session, your pupils or group members should be able to answer the question: ***How were people at home involved in the First World War?***