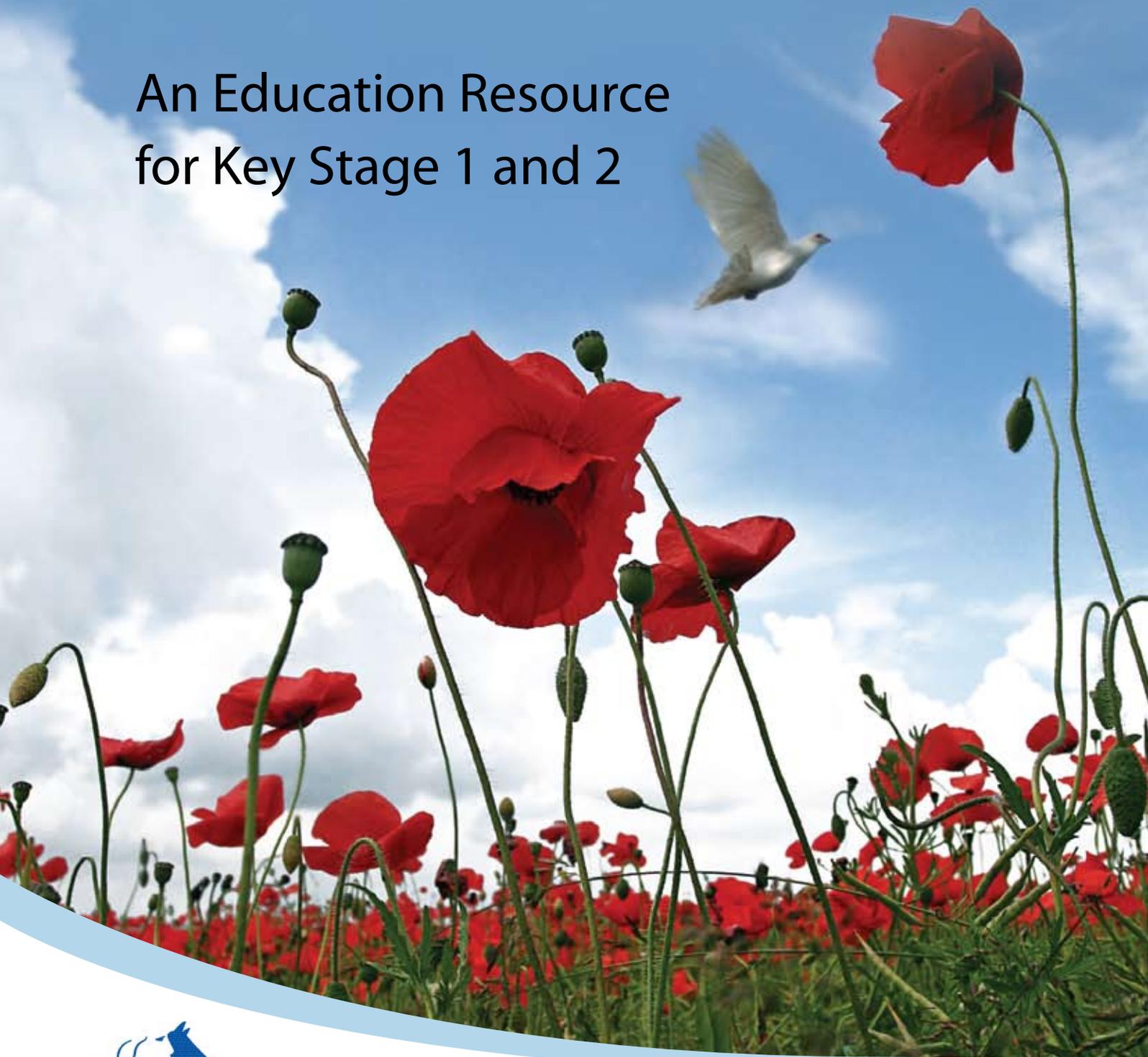


# Remembrance

## in the War Memorial Park

An Education Resource  
for Key Stage 1 and 2





They shall grow not old, as we that  
are left grow old;  
Age shall not weary them, nor the  
years condemn.  
At the going down of the sun and in  
the morning  
We will remember them.

*Fourth stanza of 'For the Fallen' by Laurence Binyon (1869-1943)*





# Introduction

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Welcome to the education pack about using the War Memorial Park as a place of Remembrance. This pack contains activities that can be used both in the classroom and during a visit to the Memorial Park.

## This pack covers the following topics

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1. Why do people wear poppies around Remembrance Day?
2. Who do we remember on Remembrance Day?
3. Why do we have Remembrance Day?
4. What happens on Remembrance Day?
5. Why it is important to remember?

## Curriculum links

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This pack is based around **History Unit 17: What are we Remembering on Remembrance Day?** It covers the following areas of the National Curriculum:

### 1. *Chronological Understanding*

- 1a) Place events and objects in chronological order based on the primary evidence.
- 1b) Use common words and phrases relating to the passing of time.

### 2. *Historical Enquiry*

- 2a) Find out about events, people and changes from a range of sources of information including ICT based sources.
- 2b) Ask and answer questions and select and record information relevant to the focus of enquiry.

### 3. *Organisation and communication*

- 3a) Recall, select and organise historical information.
- 3b) Use dates and historical vocabulary to describe the periods studied.



## These are possible learning outcomes which may be relevant to War Memorial Park activities

<p><b>Most children will:</b></p>	<p>Know that Remembrance Day has its origins in events in the past which really happened; appreciate that Remembrance Day touches directly on some people's lives today through their personal experience of war in the past and/or now; sequence the main events covered in the unit; recognise that there are different types of evidence for these events; ask appropriate questions and gather information from different sources of evidence; communicate their findings through speaking, writing and drawing</p>	
<p><b>Some children will not have made so much progress and will:</b></p>	<p>Sequence some of the events in the unit; gather information from a limited range of evidence for these events; talk about their findings</p>	
<p><b>Some children will have progressed further and will:</b></p>	<p>Recognise that different types of evidence for the events in the unit tell us different things; use dates and technical vocabulary accurately when sequencing events; communicate their findings through written narrative</p>	



# Section 1

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## **Why do we have Remembrance Day?**





# Background Information for Teachers

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## Remembrance Day

At 11.00am on the 11th November 1918 an Armistice was declared to end the First World War (1914 - 1918). It is estimated that a total of 9 million men had died fighting since 1914. It was meant to be the war to end all wars unfortunately this was not the case. Originally known as Armistice Day it was renamed Remembrance Day at the end of the Second World War.

Remembrance Day is on 11th November. It is a special day set aside to remember all those men and women who were killed during the two World Wars and other conflicts such as the Falklands War, the Gulf War, and conflicts in Bosnia, Rwanda and Kosovo.

Remembrance Sunday is held on the second Sunday in November, which is usually the Sunday nearest to 11th November.



## National Remembrance Services

An annual Remembrance Day service is held at the Cenotaph in London in honour of the servicemen and women who died for their country. The service has changed little since it was first introduced in 1921, the Cenotaph was built in 1919 to remember the dead of the First World War (1914-1918). Members of the British Royal Family watch from balconies at the Foreign Office building.

At about 10:15am military bands arrive and play music while members of the armed services and political and religious leaders assemble in the road. Representatives of the Army, Navy and Air Force also line up.



At exactly 11am, men women and children all across Britain hold a two-minute silence to remember the millions who have died in conflicts across the world. After this buglers play the "Last Post": this is often played when members of the armed services who have been killed are buried. Some of the tunes played each year include Rule Britannia, Men of Harlech, the Skye Boat Song and Nimrod (one of Elgar's Enigma Variations). A short service is then held. Wreaths of poppies are laid - first by the Queen and Royal Family. As well as Representatives of the armed forces (the Army, Royal Navy and Royal Air Force), Merchant Navy and Police service, High Commissioners (ambassadors) from almost 50 Commonwealth countries attend, and also lay poppy wreaths.

The area in front of the Cenotaph is soon full of poppies, like the fields of Flanders after the First World War.

Finally, about 10,000 veterans (current or past soldiers) march past the Cenotaph.

Similar services are held all over the country at war memorials such as the one in the Memorial Park in Coventry and churches all over Britain. In Bedworth the Remembrance service is held on the 11th of November no matter what day of the week it falls.



# Objectives

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## Children should learn

- That commemorations are linked to specific events in the past which really happened.
- When World War One and Armistice Day occurred.
- Why specific symbols are associated with commemorations.
- That some important events are commemorated by people in Britain and the wider world.
- How some historic events are commemorated by pageantry or celebrations which usually stay the same every year.
- To compare and contrast information about remembrance.

## Activity ideas

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1. As an introduction to the topic discuss with the class the meanings of anniversaries and remembrance symbols and events using the worksheets provided.
2. Get the children to make a poster that would encourage their friends and family to take part in acts of remembrance.
3. Get the class to design a symbol of remembrance for conflicts that children and young people might want to wear today.
4. Show the children video extracts of the remembrance events in London. Get the children to identify the special features e.g. wearing poppies, the march past the cenotaph, wreath laying, two minute silence, special music. Do they think the service held in the War Memorial Park would be different - how?
5. Organise a visit to the War Memorial Park in Coventry (see section 3).
6. Give the pupils the statements found in appendix 4 that might be given by people when asked the question 'why should we remember?' In groups ask the pupils to come up with a response that reflects their understanding of remembrance.

# Classroom-based activity – Why is it important to remember?

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## Symbols of Remembrance: Worksheet

There are many special events that we celebrate and remember every year.

1) Can you name any special events that you celebrate?

2) What sort of things remind you of these special days?

3) Look at the boxes below. On the left is a word that describes an event that happens every year. Draw a picture that reminds you of that word

Word	Picture	Event
Christmas tree		
Fireworks		
Chocolate Eggs		
Pumpkin		

Now add some words of your own.

<b>Word</b>	<b>Picture</b>	<b>Event</b>

Your birthday is an anniversary. It happens every year. It is a day when you remember your birth that happened in the past.

Draw a badge to remind you of your birthday and write on the badge the day that you were born.



The badges and picture you drew are called symbols. We use symbols to help us remember important events in the past. These may be events such as birthdays that have happened to us or those that have happened to other people.

Poppies are a special type of symbol. They help us remember events in the past.



## Section 2

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# Why are poppies the symbol of Remembrance?





# Background information for teachers

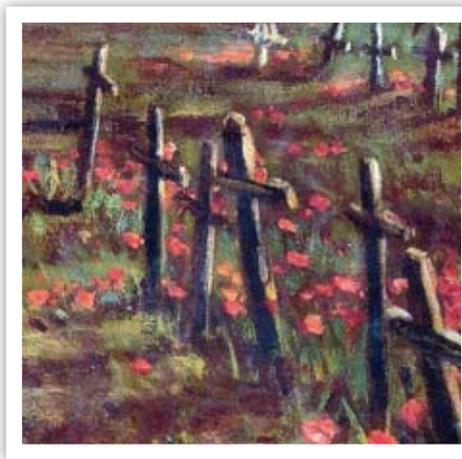
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Remembrance Day is also known as Poppy Day, because it is traditional to wear an artificial poppy.

In the week leading up to November 11th you will see people on the television and in the streets of Coventry and in fact the world over, wearing red poppies.

Throughout the world the poppy has become the symbol of remembrance of those who have died in all conflicts, from the First World War to present day, so that we can be free.

## But why was the poppy chosen?



Some of the worst fighting of the First World War took place in the western part of Belgium called Flanders. The area completely changed. Where there stood buildings, roads and trees was a sea of mud in which the soldiers fought. The area became a grave for the dead while others still lived and fought.

All natural life had disappeared apart from the poppy. Poppies only flower in rooted up soil. They will only flower in disturbed soils. As the soldiers saw the poppies grow, it became a symbol of hope.

In May 1915 a doctor called John McCrae, who was serving with the Canadian armed forces wrote a poem 'In Flanders Fields' that became one of the most famous poems of the First World War.

The day before he wrote In Flanders Fields one of his closest friends was killed and buried in a grave decorated with a simple wooden cross. Wild poppies were already growing between the crosses of those that had already been killed in battle. The next day, during a lull in battle, he scribbled the poem in his notebook.

The poem starts with the lines below and expresses what he saw before him (full poem can be found in Appendix 1).

“In Flanders fields the poppies blow  
Between the crosses, row on row,

In 1918 Moira Michael an American wrote a poem called ‘We Shall Keep the Faith’ in which she promised to wear a poppy in honour of those who had fallen during the war (a version of this poem can be found in appendix 2).

“And now the torch and poppy red  
Wear in honour of our dead”

This began the tradition of wearing a poppy as a symbol of remembrance.

The first poppy day in Britain was held on 11th November 1921 and was a national success, raising £106,000. From that day to this, every November people wear a poppy to remember the sacrifice made by those that have died fighting in conflicts for this country. Poppies are made and sold by the Royal British Legion, a charity dedicated to helping war veterans and their families.

# Objectives

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## Children should learn

- That symbols may represent commemorative events.
- Why specific symbols are associated with commemorations.

## Activity ideas

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1. As an introduction to the topic, discuss with the class the meanings of anniversaries and remembrance symbols and events using the worksheets provided.
2. Using the Poppies as a Symbol of Remembrance worksheet, ask the children why they think people wear poppies.
3. Explain to the children that the soldiers saw the poppies growing in the battlefields and how they came to represent both loss and hope.
4. Using the poems 'In Flanders Fields' by John McCrae and 'We Shall Keep The Faith' by Moira Michael (copies found in appendix 1 and 2) discuss what life was like in the trenches during the First World War and the significance of wearing poppies (for more information see the British Legion website).
5. Get the children to write a poem about poppies and decorate the poem with pictures of the poppies.
6. Get the children to make their own poppy.
7. Make a Poppy wreath. You can either get the children to make individual wreaths or make a class wreath.

# Poppies as a symbol of Remembrance worksheet

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Do you notice people wearing poppies on the telly and in the streets of Coventry at the beginning of November?

Do you wear a poppy in November?

Why do you think we wear a poppy?

# Make your own poppy

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## You will need:

- Red crepe paper
- Green pipe cleaner
- Scissors
- Pencil
- Glue

## The Petals

Cut out the poppy shape as shown in figure 1  
Place this shape on red crepe paper and trace round it with a pencil  
Cut out red poppy shape

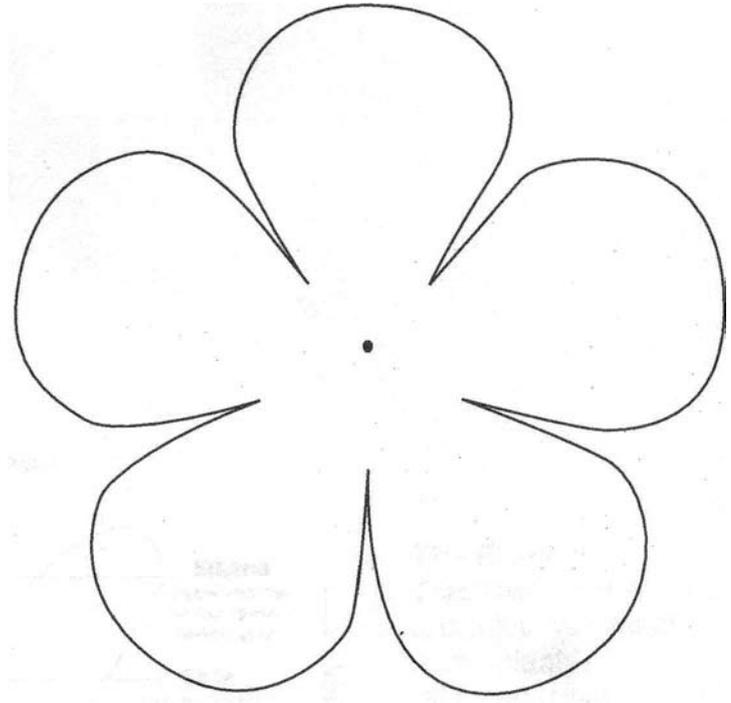


Figure 1: Petal template

## The Stem

Take a green pipe cleaner and bend the end over twice (at 1cm lengths) so it looks like figure 2  
Push the straight end of the pipe cleaner through the middle of the red poppy and continue to feed through until the bent end sits in the middle of the poppy.

## The Centre

Cut out a small circle out of black paper and glue onto the centre of the poppy.  
It should secure the poppy to the crepe paper. Bend and shape the pipe cleaner and petals, as you like.

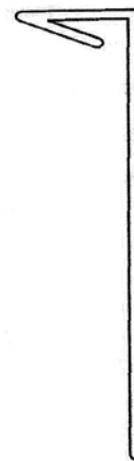


Figure 2: Petal template

# Make a Simple Poppy

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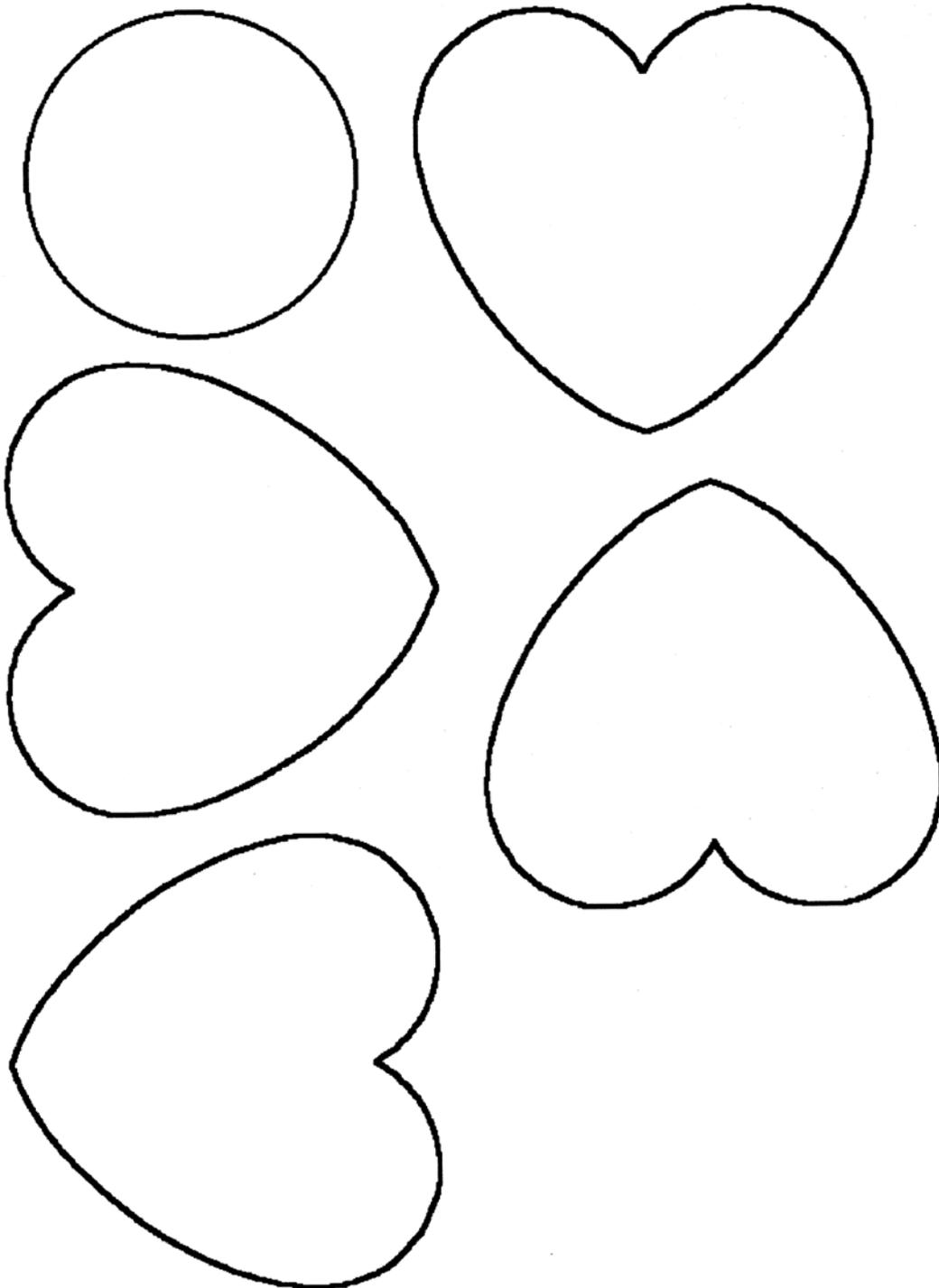
This is a simple poppy craft that can be used with younger children.

## You will need:

- Template
- Felt tip pens and crayons
- Scissors
- Glue

## What to do

- Colour/ decorate and cut out the template pieces
- Glue together the four large hearts to make a flower with point facing towards the middle of the flower
- Glue the circle in the centre of the poppy.



# Poppy Wreaths

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At the Remembrance Service held at the War Memorial Park, poppy wreaths are laid at the bottom of the memorial by local dignitaries, ex servicemen and women and local youth organisations. These are laid as a symbol of remembrance of those lives lost during the First and Second World Wars and more recent conflicts.

## Activity Idea

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### Make a poppy wreath

Why not have a go at making a poppy wreath with your class. You can either get the children to make individual wreaths or get the class to make a large wreath between them.

#### You will need

- Paper
- Scissors
- Glue
- Crayons / felt-tip pens
- Paper plate (for making individual wreaths) or
- Large circle of card (for whole class)
- Ready mixed paint/ poster paint

#### What to do

- Photocopy the template
- Using either felt-tip pens or crayons colour the poppies in
- Cut out poppies
- Cut out the centre of the paper plate giving you a round doughnut shape

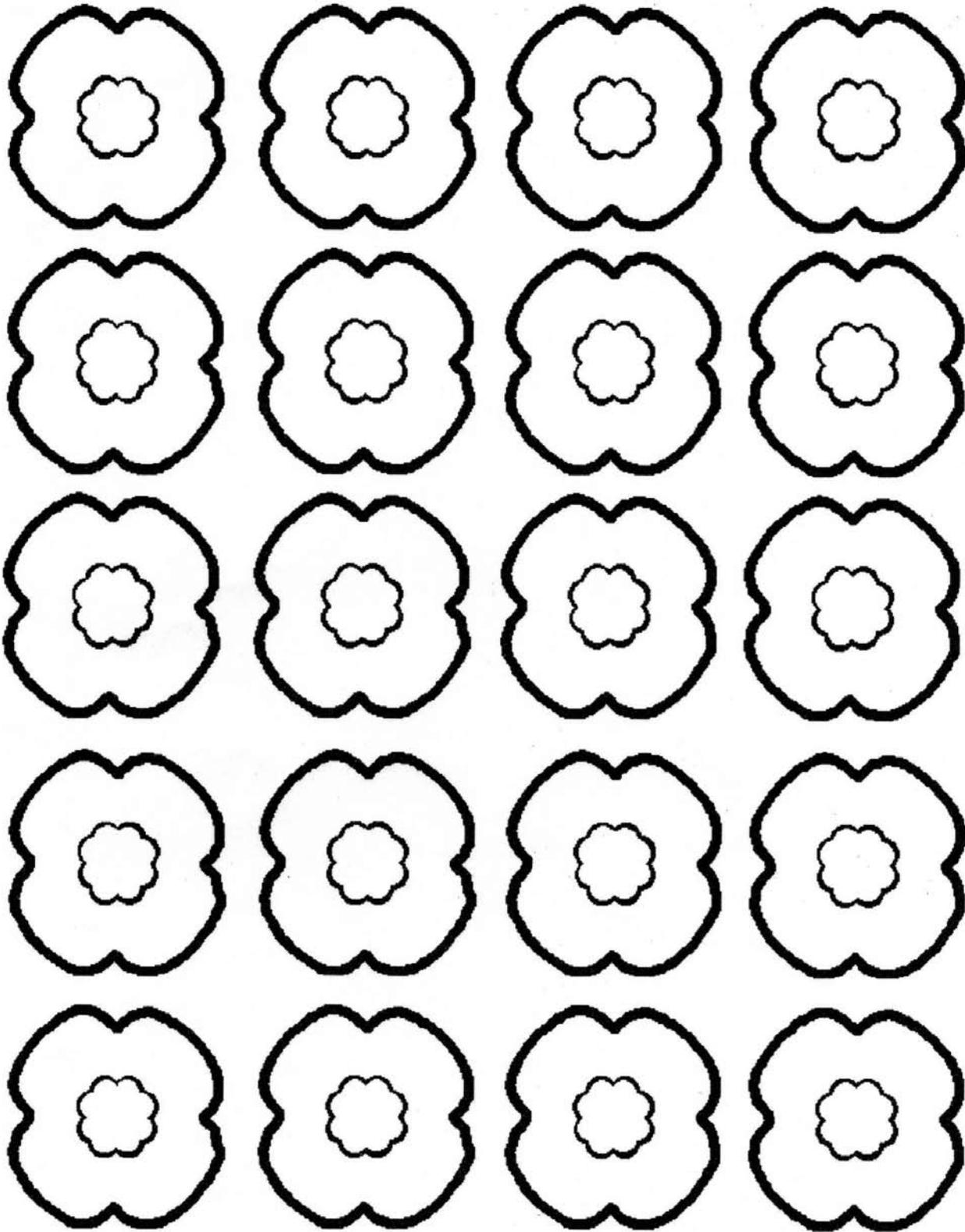
Or

- Cut out a large circle of card. (If making a large wreath)
- Paint the background either green or brown
- Glue the poppies onto the paper plate

#### Optional

- You can make bows to decorate the wreath further
- You can get the children to stick the name of something they would like to remember i.e. a favourite pet, birthday, anniversary etc
- Place a piece of string on the back so that you can hang it up

Template for Poppy wreath



## Section 3

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# Organise a visit to the War Memorial Park in Coventry





# Background Information for Teachers

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## The History of the War Memorial Park in Coventry

Coventry's largest city park opened in July 1921 as Coventry's tribute to local soldiers that lost their lives during the First World War (1914-1918).

Previously, the park was little more than a large grassed area that once formed Styvechale Common. This was part farmland and part woodland. The land was owned by the Lords of Styvechale Manor (the Gregory-Hood family), who sold it to the Council to enable the park to be created.

During the Second World War, barrage balloons and anti-aircraft guns were sited in the park and today you can still see the large concrete blocks at the Coat of Arms Bridge area of the park where they were positioned.



## The War Memorial

The War Memorial was built in 1927. A competition was set up for a design for the War Memorial, which was won by an architect called Mr Tickner. The memorial is 90ft high and made of Portland stone. It was built by John Gray who once lived at Coombe Abbey. Gray was known as a great builder who also built the Courtald's works at Foleshill and a number of housing estates, particularly Wyken and Stoke.

Inside the Memorial is a room called the Chamber of Silence. This is opened every year on Remembrance Sunday, for the public to view the "Roll of the Fallen", books listing all of the Coventry men who were killed in the two World Wars and more recent conflicts.



## Commemorative Plaques

The War Memorial Park is also home to a large number of commemorative plaques dedicated to those who lost their lives during the two World Wars.

# Objectives

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## Children should learn

- To use historical sources in the locality to find information
- How to record their finds so that they can demonstrate to other people what they have learnt
- To ask and answer relevant questions from the past.

## Activity ideas

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Visit the War Memorial Park in Coventry to discuss the significance of remembrance and the role that war memorials play in remembering those that have died in conflicts.

Worksheets are provided to help you with this. On your visit get the children to investigate the memorial plaques that are found underneath the trees around the memorial. You might want to take some wax crayons and paper so that the children can taking rubbings of the plaques found.

Back at school, fill in the follow up worksheets.

Get the pupils to fill in the table on the worksheet with the soldiers' names that they collected during your visit. To complete the table follow the instructions below.

1. Visit **[www.warmemorialpark.co.uk/](http://www.warmemorialpark.co.uk/)**
2. Click on souvenir brochure to gain access into the site
3. Scroll down to alphabet table
4. Click onto the first letter of the surname eg R for Riley
5. Click onto soldiers' first name and the details will be revealed
6. From this table get the pupils to answer the questions and discuss their findings.

# Worksheet for use during visit to the War Memorial Park

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Name: \_\_\_\_\_

School: \_\_\_\_\_ Class: \_\_\_\_\_

Date of visit: \_\_\_\_\_

On your visit to the War Memorial Park answer the questions found below.

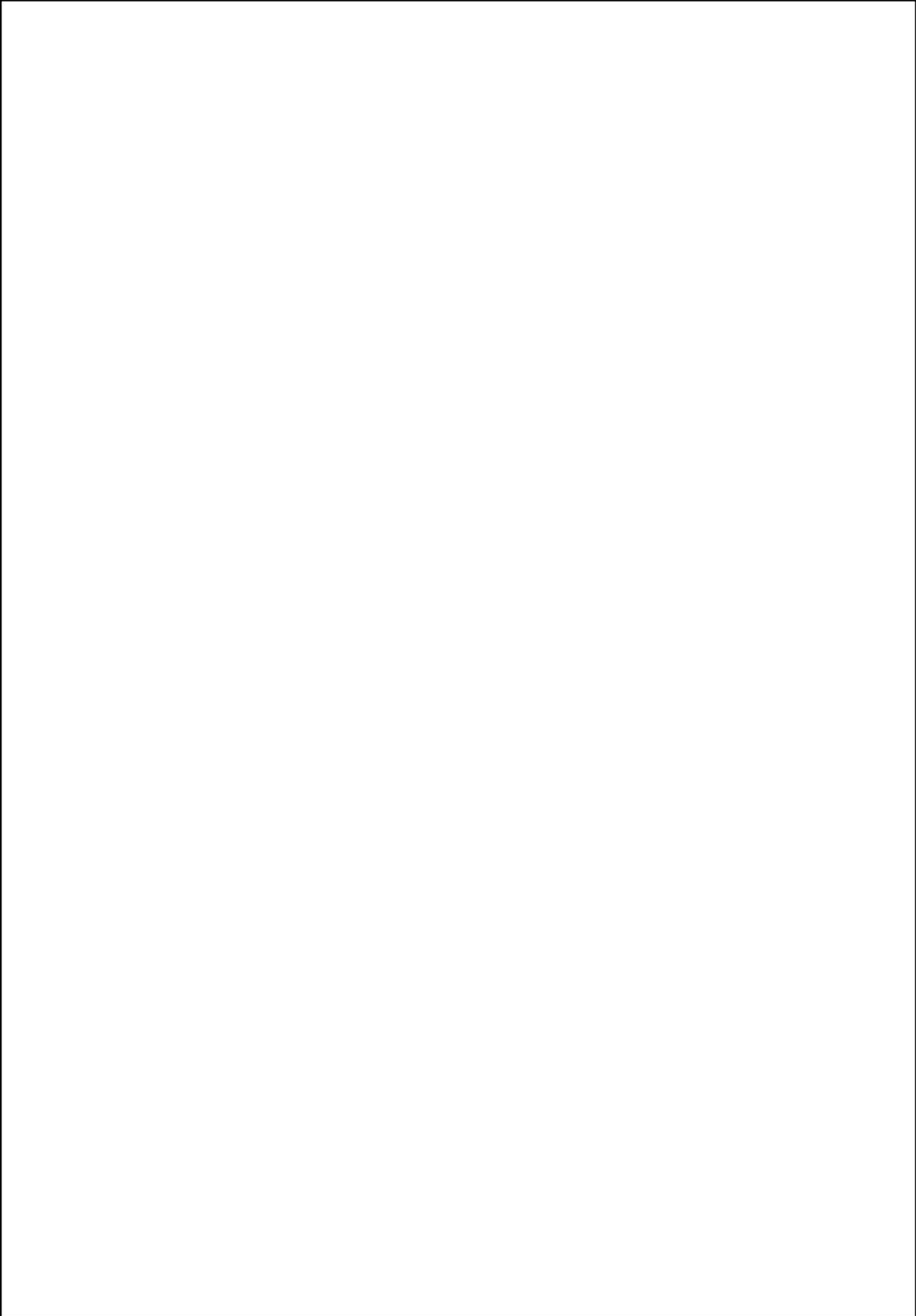
Question	Answer
What are the dates written on the memorial?	
Do these dates mean anything to you?	
Are there any poppies at the bottom?	

Can you see any trees with plaques underneath them? These trees are special, as they have been planted as a symbol of remembrance.

Look at the plaques and write down the names of 5 people that are remembered.

Name	Surname

Draw a picture of the Memorial below.



# Follow up work for classroom after visit to the War Memorial Park

Fill in the table below with the soldiers' names that you collected during your visit. To complete the table follow the instructions below

1. Visit [www.warmemorialpark.co.uk/](http://www.warmemorialpark.co.uk/)
2. Click on souvenir brochure to gain access to the site
3. Scroll down to alphabet table
4. Click onto the first letter of the surname eg R for Riley
5. Click onto soldiers' first name and the details will be revealed

Name of soldier	Age	Regiment	Date of death	Where they are buried	Other information

# Follow up work after visit to the War Memorial Park

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After completing the table answer the following questions about the soldiers that you researched.

1. How old is the youngest person and what was their name?

2. How old is the eldest person what was their name?

3. Do these ages surprise you in any way?

4. What town are all the people from?

5. Are all the people soldiers?

6. If not, what jobs were they doing?

7. Why are some of these people not buried in Coventry?

8. Why you think it is important to remember these people?

9. Why do you think it is important to have special places such as the War Memorial Park to remember people who have died in conflict?

# Possible activities for KS2

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1. Children could reflect on the history of the names they investigate either through research on an individual, or through a literary exercise. An example can be seen below.

*Western Front  
November 12th 1918*

*Dear Mum and Dad,*

*Well it's all over. The guns went quiet at about 11 am yesterday morning. An officer came down the line to tell everyone that an armistice had been signed and that the war had ended.*

*I can't say that there was any great celebration. Most men just sat along the road or in their trenches in the rain looking slightly glazed. Like me I suppose they find it hard to believe that they have survived when all their mates have been killed - 'gone west' we call it out here.*

*Looking back it's been four years of slaughter, mistakes and waste. Some people talk about what they'll do when they go home. I hope we get a chance to live a better life than we've had since 1914. I suppose it's down to the politicians now. I hope they make a better job of it than they did before they got us into all this!*

*I've heard one or two men talk about making the German's pay for the war saying they started it and that they should be made to compensate Britain and France and the colonies for their losses. Personally I think that's a mistake. I remember the Germans I spoke to at Christmas 1914 and the prisoners we've taken lately. They don't seem a lot different to us. They're here because they were sent, not because they wanted to be.*

*What I don't want is for us to get into anything like this ever again and antagonising the Germans after we have finally won seems a short-sighted way of going on if you ask me.*

*Anyway I'll have to wait now until they tell us when we can come home. Looking forward to seeing you and getting rid of this uniform, once and for all,*

*Love,*

2. Get the children to look at different views of the Great War by using contrasting poems. e.g. 'In Flanders Field' and anti war poems such as 'The General' (see below).

## The General

"Good-morning; good-morning!" the General said  
When we met him last week on our way to the line.  
Now the soldiers he smiled at are most of 'em dead,  
And we're cursing his staff for incompetent swine.  
"He's a cheery old card," grunted Harry to Jack  
As they slogged up to Arras with rifle and pack.

\* \* \* \* \*

But he did for them both by his plan of attack.

Other poems that can also be used are 'The Dug-Out' by Siegfried Sassoon which is animated on You Tube.

or 'Dulce et Decorum Est' by Wilfred Owen probably the best known poem of WWI (see appendix 3).

# Glossary

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<b>Anniversary</b>	An anniversary is something which happens every year to remember an event in the past.
<b>Armistice day</b>	Armistice Day was the day when the fighting came to an end or a ceasefire came into effect.
<b>Ceasefire</b>	Ceasefire is when fighting stops.
<b>Cenotaph</b>	A Cenotaph is a special memorial that remembers someone who is buried somewhere else. There is a big Cenotaph in London where the Queen lays a wreath on Remembrance Day.
<b>Memorial</b>	A memorial is a place where people are remembered. There is a special one in The War Memorial Park in Coventry.
<b>Poppy</b>	Red poppy flowers were seen growing on the battlefields of World War One and we now wear them to remember people who have died in wars.
<b>Remembrance Day</b>	Remembrance Day is 11th day of 11th month (11th November) when we remember all the people who have died in wars.
<b>Symbol</b>	A symbol is a picture or item which reminds us of something.
<b>World War One</b>	World War One was a big war, which started in 1914 and ended in 1918. Many people from all around the world were killed.
<b>Veteran</b>	A veteran is someone who fought in a war.
<b>Wreath</b>	A wreath is a circle of flowers or poppies which we lay at the bottom of a memorial on Remembrance Day.



# Useful Websites

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The National Memorial Arboretum:  
[www.thenma.org.uk/](http://www.thenma.org.uk/)

The Royal British Legion  
[www.britishlegion.org.uk](http://www.britishlegion.org.uk)

In Flanders' Fields Museum:  
[www.inflandersfields.be](http://www.inflandersfields.be)

Commonwealth War Graves Commission  
[www.cwgc.org](http://www.cwgc.org)

Imperial War Museum  
[www.iwm.org.uk/education](http://www.iwm.org.uk/education)

BBC Remembrance pages  
[www.bbc.co.uk/remembrance](http://www.bbc.co.uk/remembrance)

Coventry Memorial Park Plaques  
[www.warmemorialpark.co.uk](http://www.warmemorialpark.co.uk)

Remembrance worksheets  
[www.sherbornemuseum.co.uk](http://www.sherbornemuseum.co.uk)



## Appendix 1

# In Flanders Fields

In Flanders fields the poppies blow,  
Between the crosses row on row,  
That mark our place: and in the sky  
The larks, still bravely singing fly  
Scarce heard amid the guns below.

We are the dead. Short days ago  
We lived, felt the dawn saw sunset glow,  
Loved and were loved and now we lie  
In Flanders fields

Take up our quarrel with the foe:  
To you from failing hands we throw  
The torch; be yours to hold it high.  
If ye break faith with us who die  
We shall not sleep,  
Though poppies grow  
In Flanders Fields

*By John McCrae 1915*



## Appendix 2

# We Shall Keep the Faith

Oh! you who sleep in Flanders Fields,  
Sleep sweet - to rise anew!  
We caught the torch you threw  
And holding high, we keep the Faith  
With All who died.

We cherish, too, the poppy red  
That grows on fields where valor led;  
It seems to signal to the skies  
That blood of heroes never dies,  
But lends a lustre to the red  
Of the flower that blooms above the dead  
In Flanders fields.

Now the Torch and Poppy Red  
We wear in honour of our dead.  
Fear not that ye naught;  
we'll teach the lesson that ye wrought  
In Flanders Fields

*By Moira Michael, November 1918*



## Appendix 3

# Dulce Et Decorum Est

Bent double, like old beggars under sacks,  
Knock-kneed, coughing like hags, we cursed through sludge,  
Till on the haunting flares we turned our backs  
And towards our distant rest began to trudge.  
Men marched asleep. Many had lost their boots  
But limped on, blood-shod. All went lame; all blind;  
Drunk with fatigue; deaf even to the hoots  
Of tired, outstripped Five-Nines that dropped behind.

Gas! Gas! Quick, boys! – An ecstasy of fumbling,  
Fitting the clumsy helmets just in time;  
But someone still was yelling out and stumbling,  
And flound'ring like a man in fire or lime. . .  
Dim, through the misty panes and thick green light,  
As under a green sea, I saw him drowning.  
In all my dreams, before my helpless sight,  
He plunges at me, guttering, choking, drowning.

If in some smothering dreams you too could pace  
Behind the wagon that we flung him in,  
And watch the white eyes writhing in his face,  
His hanging face, like a devil's sick of sin;  
If you could hear, at every jolt, the blood  
Come gargling from the froth-corrupted lungs,  
Obscene as cancer, bitter as the cud  
Of vile, incurable sores on innocent tongues,  
My friend, you would not tell with such high zest  
To children ardent for some desperate glory,  
The old Lie; Dulce et Decorum est  
Pro patria mori.

*October 1917 - March, 1918*



## Appendix 4

# Statements about why we should remember

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Put these statements onto cards. Divide the class up into small groups. Select one pupil from each group to read them out.

Give each group a different card and ask them to come up with an answer that reflects their understanding of remembrance.

**'It's about time we forgot about the wars'**

**'It's got nothing to do with me it happened years ago before I was born'**

**'It's only for the older generation to remember'**

**'Leave things in the past where they belong'**





