



Our Shared Past:

Remembering the First World War

A world history perspective

This cross-curricular resource pack published to mark the 100th anniversary of the start of the First World War, is designed to support and enhance a globalised approach to teaching and learning with a focus on how people remember and commemorate the First World War at local, national and global levels in countries around the world.

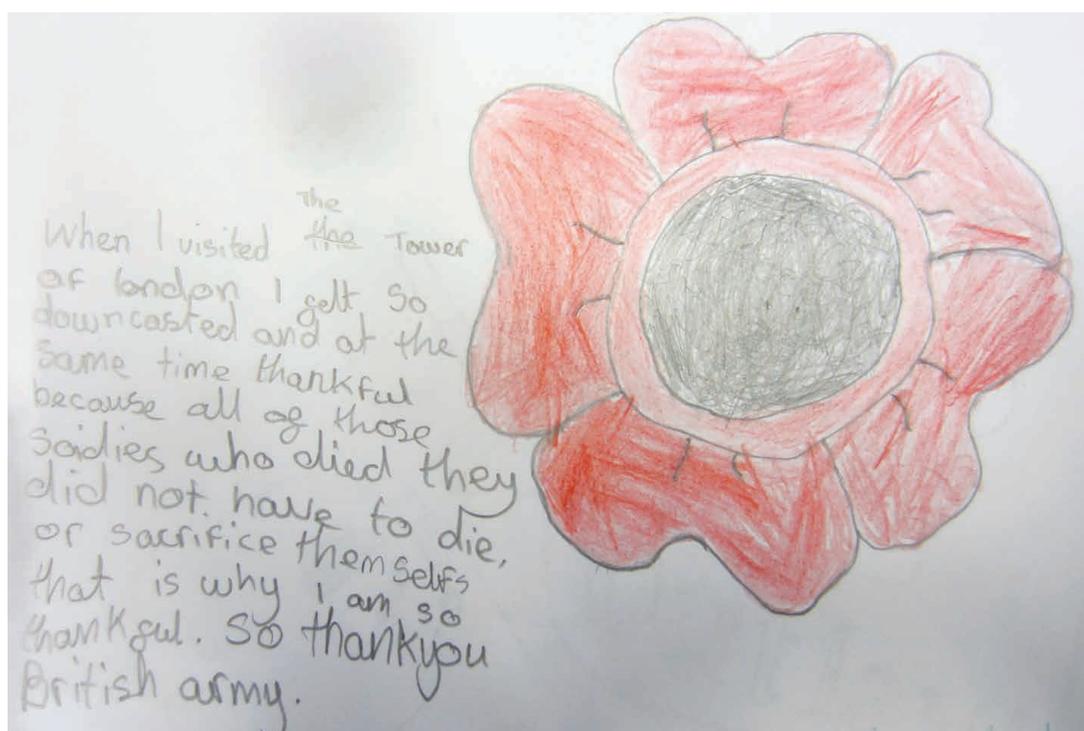
It builds on the legacy of Our Shared Past, developed by the British Council and Social Science Research Centre, (SSRC) as well as the Global Voices of War and the Football Remembers Christmas Truce projects.

The materials help teachers to encourage their pupils to investigate historical memory through a series of enquiry questions and compare and contrast their findings with those from other schools overseas by uploading their research onto a shared space.

The resources are aimed at upper primary and lower secondary pupils and are designed to enhance their knowledge and understanding of this period of history, help them to gain an international outlook and develop the skills they will need in an increasingly interconnected global society.

'Involvement and suffering in the First World War were global, going far beyond the Western Front, and many people around the world grapple with the legacy of both the conflict and the peace that followed it to this day. We should therefore remember the world as well as the war; all those involved, all the contributions, all the experiences. All the trauma, and the lasting legacy.'

Remember the World as well as the War – British Council



Introduction

The resource pack is grouped around four key questions:

1. How is the First World War remembered in your community?
2. How is the First World War commemorated nationally in your country?
3. How can we present and share our findings with other schools around the world?
4. Do countries share a common memory or experience of the First World War?

It is designed to be flexible and adaptable for use in a variety of settings. Each section contains background information, ideas for discussion and suggestions to help your pupils carry out and present their own research.

There are learning objectives, lists of additional resources and links to curriculum subjects and personal and social skills. The discussions and activities can be used as starting points in individual lessons or assemblies, as part of local history projects or as elements of a larger cross-curricular joint project involving collaboration with an overseas partner school.

However you use the resources, we hope that your pupils will mark and remember the war that cost so many lives, upload their research onto a shared space and develop a better understanding of how these events impacted on the world at the time and continue to have lasting implications for the world today.



1. How is the First World War remembered in your community?

Age range: 10–14

Curriculum links: history, social studies, English, citizenship.

Key skills and outlooks: Critical thinking, communication, collaboration, enquiry.

Learning objectives: To encourage pupils to investigate how their community was affected by the First World War and how events are remembered in their community today.

The First World War was a global conflict in which millions of soldiers and civilians lost their lives. Although most of the fighting and casualties occurred on the battlefields of Europe, this terrible conflict touched the lives of men, women and children across the world. India alone provided a massive volunteer army of close to 1.5 million soldiers and nearly half a million North and West Africans served in the French army.

Get started

Start your project by asking your students to write on a large sheet of paper any words, dates or phrases they associate with the First World War. A YouGov survey carried out by the British Council in 2013 found that ‘trenches’ was the most common word and image that comes to mind when people think about the First World War. Do your pupils’ initial thoughts correspond with these findings? Record their responses perhaps using a word cloud and discuss what they know already and what they would like to find out about the local, national and global legacy of the First World War. Exchange these with your partner school if you have one.

Your pupils can add to these working documents in different colours or with Post-it notes as their research progresses and as they discover more about different aspects of the War. This can provide a useful baseline to ascertain their initial understanding, provide starting points for research and a simple tool for monitoring progress as the topic gets underway.

Investigating local history

The First World War had an immense effect on people’s lives in different communities as well as on each nation’s story. Encourage your students to find out if they have any family or local connections with the war and the home front.

Help them to develop a questionnaire for parents, family members, the school or local community to collect their views on how the First World War is remembered. They may also have family photographs, letters or newspaper cuttings, medals, examples of trench art or everyday objects from the period. You may be able to borrow or view some photographs, documents, maps and artefacts from a local library or museum. Handling and examining original objects, letters and photographs can really spark children’s interest, make the past come to life and provide fascinating insights into people’s lives from this time.

Pictures and photographs are particularly useful source materials for local history projects. If you are looking at old photographs of places in the local area, you could project the images onto the class whiteboard, compare them with the present day locations and then use the following questions as starting points for discussion.

- Where do you think the photograph was taken? What makes you think that?
- Who do you think is in the photograph?
- Who might have taken it and why?
- How would you describe the picture to someone who could not see it?
- What questions would you like to ask the people in the photograph?



Encourage pupils to ask their own questions and perhaps take up the positions of people in the photographs, then step out of the frame and imagine their stories.

Other sources of photographs can be found in the British Council Football Remembers <https://schoolsonline.britishcouncil.org/football-remembers> pack, many of the websites mentioned in **Appendix 2** and The Imperial War Museum website at www.iwm.org.uk/learning/resources/first-world-war

If you are able to obtain artefacts from the period, remind your pupils to look closely and handle them very carefully remembering how old and precious these artefacts are. Some may also have sharp edges! Encourage them to take photographs and make observational drawings and notes. The following questions may also provide useful prompts for discussion when handling objects:

- What colour is it? How does it feel?
Is it decorated? How old might it be?
- What is it made from? What shape is it?
- Why, where and how might it have been made?
- Is it a piece of an object or the whole object?
- What do you think it was used for?
- Who would have used it?
- Do you think it is valuable?
- I think this object is...

Asking others

Not all questions can be answered by observation and inference. Family members and local residents, historians and archivists could also be invited into school to share family memories, local stories and information about what was taking place locally at the time.



Memorials

Arrange to take your pupils for a local walk visiting any First World War connections such as a local war memorial. Discuss why memorials and events such as a Remembrance Day are important. If you can visit a local memorial, examine and record the names and dates of those who are remembered on it and the style and design of the monument. What does it tell us? Does it commemorate soldiers, civilians or both? How can you find out any more information about the people who are remembered on the memorial? Perhaps you can take part in a Remembrance event taking place. You can find photographs of memorials in the Football Remembers pack at <https://schoolsonline.britishcouncil.org/football-remembers>



Personal research

Encourage your pupils to come up with their own research questions or topics to investigate. They may decide to try and find out more about the lives of people who lived locally at the time and who appear in photographs, newspaper cuttings or on a war memorial. Alternatively, they could investigate aspects of social history such as the role of local women or industries in the war effort. Pupils at one London primary school decided to find out more about the life of local footballer Walter Tull who was the first black professional footballer and black officer in the British Army.



Visiting museums and libraries

The next stage of research would involve consulting other sources including books, the internet and perhaps visiting local museums and libraries with access to local records, diaries, newspaper cuttings and census returns. National archives in many countries also hold war records and other information that can be accessed online. Useful sources of information can be found at the end of the pack.

At Gunnersbury Park Museum in London, young people have been investigating their community's First World War heritage as part of a Heritage Lottery Funded Arts project. They used the following questions and local research areas shown in the table below:

You could use this as a basis for your own project or develop a similar list of your own. Remind your pupils to keep detailed records of all the sources they use as part of their research and to use historical key words correctly.

Appendix 1 shows the research of two students working on this project.

There may be special commemorative festivals and arts events being held in your local area, which could be investigated and recorded. Outside the New Zealand Parliament in Wellington, 100 white crosses containing the names of some of the victims from the war have been planted; in Liege in Belgium, coloured balloons representing the flags of all nations involved were released, and across the UK 'Lights Out' events recalled Sir Edward Grey's remark on the outbreak of war that 'The lamps are going out all over Europe; we shall not see them lit again in our lifetime.'

Research questions	Potential research areas
How did the war affect local people's lives?	Recruitment posters/meetings, letters home from soldiers/nurses, casualty reports, school log books, school and parish magazines, reminiscences about life on the home front, events that marked the end of the war.
How did local communities support the war effort?	Digging up gardens and open spaces to plant more food-yielding plants, local factories and businesses involved in war work, holding fundraising events, rationing, women's work including nursing and land army.
What evidence is there that physical damage occurred to the local area during the war?	Newspaper reports of bomb damage, Zeppelin attacks, air raids, aerial darts, mapping of where bomb damage occurred, photographic evidence.
What do we know about the life of Major Frederick Sadler, his wartime experiences and his connections to Gunnersbury and the local area?	Census returns, military service and medal records, lecture notes, letters to friends/colleagues, catalogue notebooks, information about the background and role of the Royal Engineers during wartime.
How did the war affect the Gunnersbury Estate?	Reports of gardens and hothouses used for growing food, estate workers who may have enlisted, comments by or about the Rothschild family, their staff, and/or Gunnersbury House during the war.
What do we know about some of the objects in Gunnersbury's First World War collections?	Why, where and how objects were made and used; who used them; why they are in the museum's collections.



In England different cities have organised their own commemorations. In Liverpool tens of thousands of local residents lined the streets to watch Memories of August 1914. (www.bbc.co.uk/news/uk-england-merseyside-28478888). This spectacle told stories using giant marionettes about the role of the Liverpool Pals – the voluntary battalions made up of local people who served together in the war. In Birmingham, local people gathered to place thousands of ice figures created by Brazilian sculptor Néle Azevedo, and at the Tower of London a dramatic art installation comprised of 888, 246 ceramic red poppies flowed down the walls of The Tower into the moat to commemorate each British and Commonwealth soldier who died.

Discuss if and how your local community should commemorate the centenary of the First World War? How might your school get involved? Exchange your ideas and plans with your partner school.

Children at one London primary school visited and examined a variety of war memorials in the city before designing and making their own. One pair chose to make a commemorative sculpture in the shape of a telescope. They wrote, 'Our sculpture represents the future and peace. It is in the shape of a telescope because it is all about looking for peace in the future. We chose the design because we thought it would be a great sculpture. Our colours are red and light blue because we wanted to make it eye catching. When people see it we want them to feel hopeful and happy.'

2. How is the First World War commemorated in your country?

Age range: 11–14

Curriculum links: History, social studies, English, citizenship

Key skills and outlooks: Critical thinking, discussion, debate

Learning Objectives: To analyse a range of evidence about how a single country commemorates the First World War, draw conclusions about the nature of that commemoration from the evidence and compare these to evidence from another country.

The aim of this section of the guidance is for pupils to move from a focus on how the First World War is remembered in their community to how it may be commemorated in their country as a whole. (The First World War is commemorated in different ways in different parts of the world and in some places not at all. This is partly to do with how important particular countries think it features in their history).

A starting point might be to use the commemoration of the First World War in the United Kingdom, as an example of how to look for evidence of commemoration in any country.

Show pupils a clip of the official remembrance ceremony at the Cenotaph in London on Remembrance Sunday in November each year. Queen Elizabeth II and senior politicians lay wreaths of red poppies (a British symbol of remembrance popularised after the First World War) and watch as armed service personnel and veterans march past. There is also a two minute silence in honour of the war dead. (www.youtube.com/watch?v=tt823hGcuZU)

Discuss the following questions:

- What can you see?
- Who are these people?
- What are they doing?
- What would you be able to hear?
- How do you think they might be feeling? How do you know?

Introduce three contrasting views (or historical interpretations) of the United Kingdom's involvement in the First World War.

Statement A: The First World War was a great victory for the United Kingdom. It should be remembered with pride.

Statement B: The First World War was a complete disaster for the United Kingdom. It should be remembered with sadness and shame.

Statement C: The First World War should be remembered with both pride and sadness.

Pairs or small groups of pupils could then look at some of the resources listed in **Appendix 2**. These resources deliberately reflect a range of views about the United Kingdom's involvement in the First World War and how it should be remembered. These should be carefully vetted beforehand to ensure that their content is appropriate for the age and attainment of the children.

Ask the pupils to analyse the documentation, images, presentation and layout of the resource and answer the following questions:

- What does the resource say about the First World War?
- Why do the people who made the resource think the First World War was important?
- Can you tell what the people who wrote the resource want readers to feel about the First World War? (eg. pride, shame, sadness etc.) How can you tell?
- What images does the resource include? Does the resource select and include particular artefacts, music, poetry or costumes from the time of the First World War? Why do you think these have been chosen? Have the people who planned the resource or event created anything new about the First World War e.g. new art or poetry? If so why do you think they have done this?

Ask pupils to record answers in notes on a chart so that they can share their findings in wider discussions.

Next, display a number line on a wall from one to ten with statement A written over number one, statement B displayed over the number five and statement C above the number ten.

For each online resource, ask pupils to stand by the number they think most agrees with what it is saying about the First World War. Ask them to explain why they have chosen that position, referencing what they've learned. They can move position on the line in response to arguments or suggestions of their peers.

Snap poll

The statements could then be replaced by the label 'very important' over the number one, 'quite important' over the number five and 'not important at all' over the number ten. Ask pupils to stand by a number, which best represents, their answer to the question 'How important is the commemoration of the First World War in the United Kingdom today?'

Pupils could then follow a similar process of research and discussion for their own country (if their school is outside the United Kingdom) or for another country whose language they may share or the country of their partner school. Equivalent statements for A B and C could be produced.

Lastly discussion could be held about why there may be differences between commemoration in the United Kingdom and another country. (This might be influenced by factors such as whether the country was on the winning or losing side or neutral, whether it was independent between 1914 and 1918, whether conflict took place on its territory or whether it provided troops or labour, or whether the war has been overshadowed by commemoration of later events such as the Second World War.)

In discussing such factors teachers may need to be sensitive about how the First World War (or certain events that took place in it) are viewed in particular countries, communities, societies and cultures. For advice and examples of good practice in teaching sensitive issues consult the Historical Association's Teaching Emotive and Controversial History Report 3–19 www.history.org.uk/resources/resource_780.html



3. How can we present and share our findings with other schools?

Age range: 10–14

Curriculum links: History, social studies, English, art and design, ICT.

Key skills and outlooks: Creativity, critical thinking, communication, collaboration.

Learning objectives: To create a presentation to show the results of your research and to share it with a wider audience. To contribute to a globalised resource for teaching world history.

As your pupils are carrying out their research projects, encourage them to think about creative ways to share their findings with other people in the locality and with schools around the world.

They may choose to write reports, create presentations using software such as PowerPoint or Prezi or produce films, podcasts, animations or art installations. They might also teach a lesson or take an assembly for other pupils and parents, set up an exhibition in school or at a local library or museum with displays containing exhibits and written accounts, labels and sound boxes, and act as museum guides for guests visiting the exhibition.

They could also take inspiration from some of the local, national and international commemorations that have taken place. One London borough is placing plaques in streets to show where local people who took part in the conflict lived. Or they could organise concerts and readings, release balloons or organise a football match to commemorate the Christmas Truce.

To make your final presentation the best it can be, share your work with your classmates and give useful, constructive feedback about what works well and what could be improved using the following criteria:

Content

- Does the presentation clearly show how the First World War is remembered in your locality, your partner school's locality or your country?

Presentation

- Is the presentation clear and easy to follow?
- Do they use images, maps, animation or other techniques, which help you understand the points they are making?

Significance

- Have they helped you understand the significance of the topic?
- Have they demonstrated the sources that they used?



Next steps

However you choose to present your research, record it and exchange your work with a partner school if you have one. Then upload your presentation to the Our Shared Past section of the SchoolsOnline website at <https://schoolsonline.britishcouncil.org/classroom-resources/list/our-shared-past-remembering-first-world-war> to help create a unique world history gallery showing how the First World War is commemorated locally and nationally around the world.

Watch the presentations from schools in different parts of the world and discuss what you have learned about how the First World War is commemorated in different localities and countries? What is similar and what is different to your own locality and country?

4. Do countries share a common memory of the First World War?

Age range: 12–14

Curriculum links: History, social studies, English, citizenship.

Key skills and outlooks: Critical thinking, discussion, debate.

Learning objective: To analyse a range of evidence about how a variety of countries both commemorate and experienced the First World War, drawing conclusions and justifying these by reference to evidence.

This last section focuses on comparing the way a variety of different countries may or may not commemorate the First World War and gauge the extent to which these commemorations and experiences may be shared.

On a blank map of the world ask pupils to mark where they think fighting actually occurred during the First World War. After discussion show them a map of where the fighting took place.

Using a modern atlas ask pairs or small groups of pupils to create a list of the countries they think might have been most affected by the

First World War, taking into account the geographical location of fighting from the link above. Teachers need to be aware that there have been many boundary changes since the First World War when much of the world was divided between European empires. New states have come into existence since then and territories may well have had a different title to the one they were known as between 1914 and 1918.

The idea is for pupils to create a hypothesis i.e. that the countries on whose soil fighting took place must have been the only ones affected by the First World War. In fact because troops from a variety of countries were moved around across the globe to fight for far-flung European empires such as those of the French or British, many territories where fighting did not take place were affected by the conflict. Many people were sent overseas to work as labourers for example to repair tanks. So although fighting was restricted to certain locations worldwide, the First World War was still a genuinely global conflict partly because of the diversity of combatants and labourers.



Pupils could then be given:

- **Appendix 3**, which lists countries who actually fought as combatants (as opposed to those who just declared war but took no part in the fighting).
- **Appendix 4**, which lists casualties for different powers and shows the diversity of troops who participated in the First World War, pupils could be asked to convert the statistics into a bar chart. Teachers could also extract graphs from the following webpage which shows the number of labourers employed from different countries during the war <http://multimedia.scmp.com/ww1-china/>

Having ensured that pupils have understood each resource, pairs or small groups could be asked to discuss within a set time limit whether they need to revise their original ideas about who was affected by the First World War. The teacher may need to explain that troops and labourers were moved around the world from countries where no or little fighting took place to where it did, such as Europe, the Middle East and parts of Africa. This was largely because the war was fought between European empires who controlled much of the world outside Europe between 1914 and 1918 and could command and organise soldiers and labourers to be moved to where they were most needed. On the map resource from the internet link given above pupils could click on a given location to reveal a photograph and caption which give further evidence of combat in particular theatres of the First World War and the diverse identity of troops and labourers who served in it.

Pairs or small groups of pupils could then research a variety of different countries for evidence of whether the First World War is commemorated there, if so how and what the country experienced during it. Some of the research could be based on presentations from schools uploaded to <https://schoolsonline.britishcouncil.org/classroom-resources/list/our-shared-past-remembering-first-world-war> Some could be based on links for particular online resources from different countries such as those listed on **Appendix 5** (joint commemorative events across countries have also been included)

Where a class includes pupils speaking more than one language, countries who publish online evidence about the First World War in that language could be included in the research e.g. Spanish for most Latin American countries.

Use the following questions as guidelines and record answers on a chart or Post-it notes:

- What facts does the resource include about the First World War? What in particular are these facts about e.g. soldiers, labourers, ordinary people's lives at home etc.?
- How many other countries does the resource mention?
- What does the resource say about these other countries e.g. does it say they were friends and allies, enemies or neutral (took no side)?
- What does the resource seem to be saying about what each country did during the First World War? Which words might tell you if people in that country are proud about what that country did, sad, ashamed, feel guilty or want to forget about it?
- Are there countries where there seems to be no evidence of the First World War being remembered at all? If so why might this be? (In such cases countries may not have existed as independent states between 1914 and 1918, might have been on the losing side or neutral, took little part in the war or be countries where the history of the First World War has been overshadowed by later events).

Pupils could record on a pie chart roughly how much space each different resource devotes to the following:

- Soldiers, sailors and airmen from that country who fought and/or died.
- Labourers from that country who took part in the conflict and/or died.
- Other countries (or troops from them) who fought alongside their troops.
- Civilians of that country who suffered and/or died.
- All victims of the First World War who suffered and/or died.

Lastly pupils could debate which of the countries they have researched seemed most or least proud, most or least sad, most or least ashamed.

To test out how ordinary soldiers or labourers felt about the war itself, download copies of letters or accounts from the resources listed in **Appendix 5** and ask pupils to annotate sample texts for evidence of particular feelings e.g. pride, sadness, guilt, hatred, boredom etc. It is also worth pointing out to pupils that most letters from a frontline were heavily censored by military authorities.

Appendix 1

Research by two pupils showing how the First World War affected local people in their area.

How did the First World War affect local people's lives?

Our local area is Ealing in West London, England and we carried out some research in to how the First World War affected it, and the lives of those who lived there.

Soldiers

As a result of the outbreak of war, men from all over Ealing were sent to fight for their country. Photographs of the rolls of honour for Ealing and Acton are kept in Ealing Broadway Library. The library also holds information about local people who served in the war.



Edgar Turner (pictured above) was a British soldier who lived in Brentford who took a box camera with him when he was sent on active service. The photos taken from his camera show a soldier's typical daily life. As there was conflict all over the world, his battalion served in many different countries and Edgar Turner was sent to Northern Greece. He died in 1916, and his comrades took photographs of his burial using his camera, and then sent them back to his family in Brentford. To the right are two of these photos taken from an exhibition at Gunnersbury Park Museum.



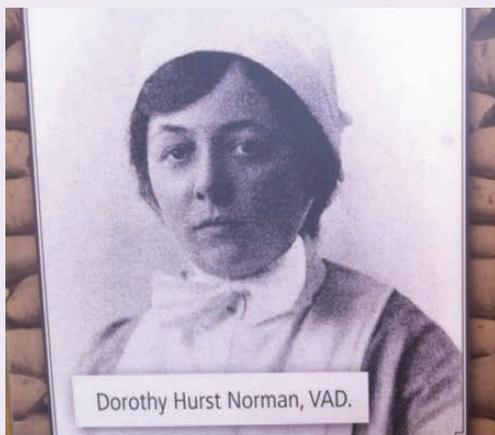
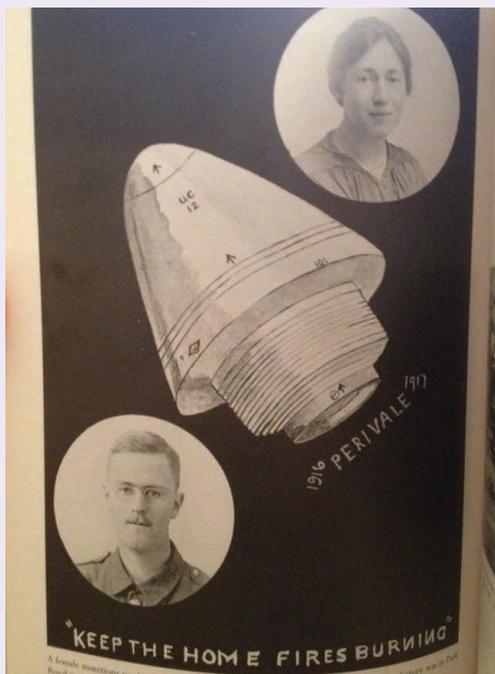
How did the First World War affect local people's lives?

Women

When war broke out, local women were massively encouraged to undertake jobs they never would have previously had to do, as a result of men being sent to fight. There were several advertisements and posters for women to be trained locally in munitions work. The number of women being employed in munitions factories rose from 256,000 in 1915 to 520,000 one year later. Bedford Park in Ealing held classes training women in welding and metal work for aeroplane parts. Joan Williams, a munitions worker at Gwynnes in Chiswick is pictured below. Another notable munitions factory was in Park Royal, where employees were drawn from Acton, Ealing, Willesden and Perivale.



Many women also worked for The Voluntary Aid Detachment (VAD) that ran hospitals for returning wounded soldiers. To the right is a recruitment poster for the VAD. Dorothy Hurst Norman (pictured below) was one of the many women from our local area who volunteered. A famous Military Hospital in our local area was Percy House in Isleworth.



How did the First World War affect local people's lives?

Hospitals

Due to the increasing number of war casualties returning to Britain, many hospitals and nursing homes in areas such as Ealing were affected. One example was the privately run medical and surgical nursing home at 1 Montpelier Road, Ealing. Due to the large amount of casualties this private nursing home became an extension of King's College Hospital. It was fully equipped and had 23 beds in 1915 and staffed by eight nurses, who were housed locally at 75 Mount Park Road.

In 1917 the Hospital increased in size due to the large demand from the war, adding three neighbouring houses. It now had 80 beds for patients transferred from King's College Hospital.

Children and schools

St John's Primary School in Ealing was greatly affected by the war. One master left to become an instructor in the Army and the school had an increased number of visitors as the headmaster Ernest Golledge, invited 'celebrities' from the armed forces to the school to inspire the schoolchildren.

He arranged a visit from Lieutenant Commander Norman Holbrook, VC who was described as 'a real schoolboy's hero, a man of the sea, sunburnt, jolly and breezy'.

The First World War also had other effects on St John's. As large amounts of the local working population were away fighting in the war, schoolboys were in high demand to replace absent workers. Consequently, tradesmen in Ealing illegally attracted almost a quarter of the boys from their classrooms. On various occasions in 1917 students were sent home by police because of air raid warnings.

As a result of the war there were many shortages in Britain. A lack of sufficient fuel during the winter of 1916 resulted in terrible conditions at St John's when temperatures in classrooms fell below freezing for weeks. Richard George Jones was a student at St John's, and was the first Ealing casualty of the war. He was a seaman, 19 years old, when his cruiser was sunk by a German mine on 6 August 1914. His death was reported in the Hanwell Gazette, and discovered by archivist Jonathan Oates. Due to increasing casualties among old students, Ernest decided to build a war memorial in the playground.



How did the First World War affect local people's lives?



How is the war remembered in our community?

There are several other memorials to commemorate and remember people who lost their lives in the First World War in our community. The first of these is a large memorial outside Pitshanger Manor in Walpole Park, designed by Leonard Shuffrey, and dedicated on 13 November 1921 'In proud and grateful memory to the men and women of this borough who laid down their lives'. The memorial lists the names of all the local people who died in the war. A service takes place every year and people lay poppy wreaths on Remembrance Day.

The second (pictured right) is a smaller memorial to remember the scouts that died in the war. It stands in Lammas Park, Ealing, next to some trees planted by the scouts in the borough. It reads: 'These trees were planted by the scouts of Ealing and Hanwell to the glory of God and in proud memory of their brother scouts who fell in the Great War'.



Sources

www.ezitis.myzen.co.uk/montpelierhouse.html

www.rupertwilloughby.co.uk/gleanings/st-john's-school-ealing-in-the-first-world-war-articles-from-the-home-front/

www.getwestlondon.co.uk/news/west-london-news/newspaper-report-1914-reveals-first-7548470

Britain in Old Photographs: Ealing and Northfields by Richard Essen

First World War exhibition at Gunnersbury Park Museum

Research by Holly Willmott and Ben Childs

Appendix 2

Resources reflecting a range of views about the UK's involvement in the First World War

The UK government's official website outlining national commemoration of the start of the First World War in 1914. www.gov.uk/government/topical-events/first-world-war-centenary

The following link shows how the UK government's 'Lights Out' campaign on 4 August 2014 was observed from 11 o'clock that night across the country, partly through an art installation outside the Houses of Parliament in London. www.bbc.co.uk/news/uk-28650525

UK theatres are staging productions about the First World War ranging from satirical musicals such as 'Oh What a Lovely War!' to 'Warhorse', a powerful play using puppets to dramatise a popular children's novel by Michael Morpurgo about the wartime experience of a horse. www.whatsonstage.com/london-theatre/news/02-2014/how-are-theatres-across-the-country-commemorating-_33462.html

Across the UK a whole range of cultural events were planned in 2014 to commemorate the First World War centenary including ceremonies, religious services, concerts, art exhibitions, new museum galleries, re-enactments, events featuring literature and poetry etc. This link is a calendar of some of these events and gives a flavour of their breadth and diversity. www.greatwar.co.uk/events/ww1-uk-events.htm

Website of the Royal British Legion, originally a military veterans association whose income is still partly generated by the sale of commemorative poppies to the British public each year in November. (These plastic and paper flowers are still manufactured by former service personnel injured in combat). www.britishlegion.org.uk/remembrance/ww1-centenary

The First World War on the BBC website (containing details and links to BBC resources and programmes which commemorate the First World War) www.bbc.co.uk/history/0/ww1/ (The British Broadcasting Corporation is the state broadcaster of the United Kingdom. Although it is paid for through taxation it is not directly controlled by the UK government.)





The official website of the Centenary Battlefield School Visits Programme which details the UK government sponsored project where two secondary age pupils in state schools in England will take part in free visits with their teacher to the Western Front in France and Belgium between 2014 and 2018. www.ioe.ac.uk/study/87073.html

The official commemorations devised by two of the devolved administrations of the United Kingdom (Scotland and Wales) in their areas. <http://news.scotland.gov.uk/News/Scotland-s-plans-to-commemorate-WW1-centenary-c8b.aspx>

www.walesremembers.org/

A link to the UK government's programme of events for Northern Ireland is given but commemoration there is more complex than in other devolved regions because attitudes to the First World War can be influenced by whether people form part of the Protestant or Roman Catholic population. Including Northern Ireland within research would mean that pupils and teachers might need to focus on the contentious and complicated history of Ireland itself to explain differences in attitude and this might detract from the main thrust of the sequence of lessons. www.gov.uk/government/news/first-world-war-commemorations-and-the-decade-of-centenaries

Webpages of the pacifist Peace Pledge Union which produces white poppies for sale instead of the red poppies of the Royal British Legion. Pointedly the white poppies commemorate all victims of war not just military casualties. The Union also commemorates the stance taken by conscientious objectors who resisted conscription. www.ppu.org.uk/whitepoppy/index.html

www.ppu.org.uk/nomorewar/

The UK government organised a ceremony at the Saint Symphorien military cemetery in Belgium on 4 August 2014. It was attended by the UK prime minister, members of the British royal family, the King and Queen of Belgium and the German and Irish presidents. The cemetery was laid out by the German Army during the First World War on land given by a Belgian farmer on condition that it also included British war dead, a rare occurrence. The cemetery contains the graves of the first and last British soldiers to die in the war. Both German and British soldiers took part in the ceremony.

www.bbc.co.uk/news/world-28650533

Appendix 3

Countries who fought on the side of the Allies during the First World War

-  Belgium and the Belgian Empire
-  France and the French Empire (including Morocco, Algeria, Tunisia, most of West Africa, modern Vietnam, Cambodia and Laos)
-  Italy
-  Japan
-  Montenegro
-  Portugal
-  Romania
-  Russia
-  Serbia
-  Great Britain and the British Empire
 -  – Canada
 -  – British India
 -  – Newfoundland
 -  – Australia
 -  – New Zealand
 -  – South Africa
-  United States of America

Countries who fought on the side of the Central Powers during the First World War

-  Austria–Hungary
-  Bulgaria
-  Germany and the German Empire
-  Turkish Empire

Numbers of dead and wounded soldiers by country

The table below shows the approximate number of soldiers killed and wounded from each country who fought in the First World War. In some cases they can only be a guess of the actual number because accurate records were not always kept. The table does not include the thousands of labourers from different countries who also served the armies and who were sometimes wounded and killed. These included workers from China, South Africa, Egypt, Fiji, Vietnam and other places.

Country		Number of soldiers who died	Number of soldiers wounded
Australia (part of the British Empire)		58,150	152,170
Austria – Hungary		922,000	3,600,000
Belgium		44,000	450,000
Belgian ruled Africa (Congo)		5,000	–
Great Britain and Ireland		658,700	2,032,150
British ruled Africa (not including South Africa)		17,400	–
Bulgaria		87,000	152,390
Canada (part of the British Empire)		56,500	149,700
Caribbean		1,000	3,000
France		1,260,000	over 4,000,000
French ruled Africa		87,000	–
French ruled Indochina (modern Vietnam, Laos and Cambodia)		12,000	–
Germany		1,562,000	over 4,000,000
German ruled Africa		37,000	–
Greece		5,000	21,000
India (part of the British Empire)		43,000	65,175
Italy		689,000	959,100
Japan		300	907
Montenegro		3,000	10,000
New Zealand (part of the British Empire)		16,000	40,750
Portugal		7,222	13,751
Romania		335,706	120,00
Russia		1,700,000	5,000,000
Serbia		45,000	133,000
South Africa (part of the British Empire)		7,000	12,000
Turkish Empire		250,000	400,000
United States of America		58,000	189,955

Figures compiled from a number of sources. All war casualty figures should be treated with caution especially in non-European campaign areas where there is much more uncertainty about the number of dead and wounded soldiers.

Appendix 4

Website links for commemoration events by country

United States of America

<http://worldwar-1centennial.org/>

www.firstworldwarcentenary.co.uk/world-war-one-and-american-art/#more-1846

www.centenarynews.com/article?id=2887

Austria

<http://b2b.wien.info/en/press-media-services/pressservice/2013/12/world-war-one-100th-anniversary>

Australia

www.awm.gov.au/1914-1918/

Belgium

www.be14-18.be/en

Canada

<http://ottawacitizen.com/news/national/defence-watch/government-unveils-details-about-upcoming-commemorations-of-first-and-second-world-wars>

China

www.scmp.com/news/china-insider/article/1550388/first-chinese-government-delegation-commemorate-chinas-ww1-dead

www.bbc.co.uk/news/entertainment-arts-28837364 (a BBC video clip showing preparations for a Chinese production of the successful British play, Warhorse about the wartime experiences of a horse on the Western Front and based on the popular children's novel by Michael Morpurgo)

France

www.travelfranceonline.com/first-world-war-centenary-celebrations-france/

Germany

www.bundesregierung.de/Content/EN/StatischeSeiten/Schwerpunkte/Gedenken/Artikel/2014-01-08-gedenkjahr-2014-buehne_01_en.html?nn=709674

A BBC report on Germany's only museum exhibition about the First World War in Berlin

www.bbc.co.uk/news/world-europe-28609442

www.bundesregierung.de/Content/EN/Reiseberichte/2014/2014-06-26-er-ypern_en.html?nn=709674

Hungary

www.politics.hu/20140330/hungarian-wwi-soldiers-heroes-not-only-victims-says-defence-minister/

<http://ruskiymir.ru/en/news/145056/>

Latvia

www.centenarynews.com/article/?id=1362

New Zealand

<http://ww100.govt.nz/>

Russia

www.centenarynews.com/article/?id=1709

www.centenarynews.com/article/?id=1694

www.centenarynews.com/article/?id=1556

Singapore

A commemoration ceremony was held on 4 August 2014 to mark the country's entry in to the First World War, at the time as a colony of the British Empire.

South Africa

www.moth.org.za/images/2013%2010%2023%20SA%20commemoration%20of%20WW1.pdf

www.centenarynews.com/article/?id=2782

Joint commemorations

A joint French and German commemoration ceremony was held in the French province of Alsace on 3 August 2014 to mark the outbreak of hostilities between the two countries one hundred years before. The French and German presidents laid a foundation stone for a new memorial and exhibition centre.

www.bbc.co.uk/news/world-europe-28628335

A commemoration ceremony was held in the Belgian city of Liege on 4 August 2014 to mark the German invasion of Belgium one hundred years previously. It was attended by members of the British royal family representing the United Kingdom, the King and Queen of Belgium and the French, German and Austrian presidents.

www.bbc.co.uk/news/world-europe-28642059

A commemoration ceremony was held at the Saint Symphorien cemetery in Belgium on 4 August 2014. It was attended by the UK prime minister, members of the British royal family, the King and Queen of Belgium and the German and Irish presidents. The cemetery was laid out by the German Army during the First World War on land given by a Belgian farmer on condition that it also included British war dead. The cemetery contains the graves of the first and last British soldiers to die in the war. Both German and British soldiers took part in the ceremony.

www.bbc.co.uk/news/world-28650533

A joint art exhibition organized across museums in France and Britain

www.firstworldwarcentenary.co.uk/monument-aftermath-of-war-and-conflict/#more-664



Appendix 5

An interesting example of shared experiences across sides is Christmas 1914 on the Western Front where it has been reported British, French and German soldiers observed informal truces and exchanged gifts and greetings. In some cases they even played football. The British Council has recently published a pack for schools about the Christmas truce of 1914 <https://schoolsonline.britishcouncil.org/football-remembers>

Within the resource the British Council have gathered accounts of their experiences from different sides. Resources from many other countries can be found in the resources section at the back of the pack.

The British Indian Army included many Muslims within its ranks. Some of their letters home from the Western Front can be accessed here. (Download Resource L from the bottom of the webpage www.history.org.uk/resources/secondary_resource_4063,4364_11.html)

The Chinese Labour Corps consisted of over 140,000 men who served on the Western Front. An account with contemporary photographs and newspaper articles about their experience: <http://multimedia.scmp.com/ww1-china/>

This web page published by the Australian government contains extracts from individual Australians writing about their wartime experiences: <http://australia.gov.au/about-australia/australian-story/australians-on-the-western-front>

This web page includes a letter from a New Zealand soldier serving on the Western Front: www.nzhistory.net.nz/media/photo/alex-mccoll-somme-letter

This web page includes extracts of British soldiers' wills from those who served on the Western Front: www.huffingtonpost.co.uk/2013/08/28/world-war-i-wills-soldiers-_n_3830420.html

This online resource includes letters and accounts from US soldiers including African Americans who served: www.worldwar1.com/dbc/ghq1arm.htm



Find out more

The following resources contain additional information that may help you to organise your enquiries and projects:

The British Council's report on the First World War presents findings from an international survey in seven countries (Egypt, France, Germany, India, Turkey, Russia and the UK). It explores people's perceptions and knowledge about the First World War and highlights the truly global nature of the conflict and its lasting legacy. The materials are also available in French and German: www.britishcouncil.org/organisation/publications/remember-the-world

Material from the exhibition at Brunei Gallery at SOAS Empire, faith and the First World War which explores the role of Sikhs: www.empirefaithwar.com

This site explores how an object can ignite young people's imaginations: www.nationalgallery.org.uk/take-one

Footage of the art installation at the Tower of London Blood Swept Lands and Seas of Red: www.bbc.co.uk/news/uk-england-london-28654710

This site has information about the First World War project and other education programmes at Gunnersbury Park Museum: www.hounslow.info/images/uploads/Gunnersbury_Education_Brochure.pdf

Resources and photographs for schools to use about the First World War: www.nationalarchives.gov.uk/education/

The Historical Association has resources to help you carry out local history investigations: www.history.org.uk/resources/primary_resources_204.html

If you do not have a partner school but would like to find one and set up an online collaboration space to work together, further information can be found at: <https://schoolsonline.britishcouncil.org/find-a-partner>

Fiction related to the First World War:

War Horse and *A Medal for Leroy* by Michael Morpurgo

War Game by Michael Foreman

Line of Fire: Diary of an Unknown Soldier (August – September 1914) A graphic novel by Barroux





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Page 23: Eden Hazard and Chelsea pensioners at the launch of the Football Remembers pack and page 24: HRH The Duke of Cambridge and Eden Hazard with the Football Remembers pack © British Council, Getty Images

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This education pack was written by Alison Willmott and Andrew Wrenn.

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