WRITE an article for the Bexley Times describing the two major issues surrounding the case of Thomas Highgate: Was he treated fairly in 1914? Does he deserve to be on the Shoreham War Memorial? Use the writing guide to structure your article.

1. Briefly describe who Thomas Highgate was and what happened to him in 1914.

2. What evidence is there that Thomas Highgate was guilty of desertion?

3. What evidence is there that Highgate was innocent?

4. Why is Highgate remembered on the Sidcup but not the Shoreham war memorial?

5. What is your opinion about what happened to Thomas Highgate in 1914 and the controversy in Shoreham?
Captain Francis Gibbon Swainson MC of the Queen’s Westminster Rifles was reported as ‘missing in action’ after the first day of the Battle of the Somme on 1st July 1916. Two weeks later his possessions were returned to his mother Eliza in Blackheath but there was still no confirmation that he was dead. Eight months later his mother was still writing to the War Office in London for news of her son. Their reply in April 1917 confirmed her worst fears. All she had now of her son were these last few possessions and the letters he had written home to her.

Swainson’s Last Letter Home

![Image of letter]

Captain Swainson’s letter to his mother, dated 27th March 1917.
Focus: Letter Writing

Swainson’s Last Letter Home

This letter was written by Francis to his Aunty Madge just 11 days before he was killed. It highlights his modesty and bravery and picks out a humourous incident that happened with his niece Joan whilst he was on leave. Joan, ‘the spitter’ would grow up to be the mother of the late Radio One DJ John Peel.

My dear Auntie Madge,

Thanks very much indeed for your letter. The N.C.O. came as a great surprise to me. I got it for a little show at 5pm. I believe but it is 5th for bravery because I am always very frightened. Somebody you know said "You’ve had up 8 hours of bombardment relieved by moments of edged horror!!"

I am home on leave for four days and only got back here on the 13th a bare two hours before getting up the

Strings again so as to speak. Joan has grown enormously. She is very bold mannered. She spits several times at her Uncle - Godfather.

Please thank Franke for his letter. I will write to him later. Will you tell him that I had a long talk with Major Hussey the other night. We are in the same Brigade.

Your affectionate cousin

Francis Swainson
Swainson’s Last Letter Home

Whilst the men of the Westminster Rifles waited to begin their attack at 7.30am on 1st July 1916 many of the men would have scribbled last letters home to loved ones. We have no idea whether Captian Swainson had a chance to write to his mother Eliza, but we do have a letter written by another officer in the Queen’s Westminster Rifles, 2nd Lieutenant Jack Engall, to his parents. It reads:

My dearest Mother and Dad,

I am writing this letter today before the most important moment in my life. A moment which, I must admit, I have never prayed for, but a moment which, nevertheless, now it has come I would not back out from for all the money in the world.

Tomorrow morning I shall take my men, men who I have come to love, and who have come to love me, over the top to do our bit in the first attack in which the London Territorials have taken part as a whole unit.

I attended an impressive service last night and I placed my soul and body in God’s keeping and I am going into battle with His name on my lips full of confidence and trusting implicitly in Him. I have a strong feeling I shall come through safely but, nevertheless, should it be God’s Holy Will to call me away I am quite prepared to go. I could not wish for a finer death and you dear Mother and Dad will know that I died doing my duty to my God, my Country and my King.

Give my fondest love to dear Marian, Walter and Frank. I fear I must close now. Au revoir dearest Mother and Dad.

Your devoted and happy son,

Jack
Imagine that you are Captain Swainson. Write a short letter home to your Mother saying your final farewells. Think about what Jack Engall wrote and how you might feel. The writing template has accounts from men who survived the battle at Gommecourt to help you with ideas you can use.

### A
Use Jack Engall’s letter to help you to write the opening of your letter

### B
Describe the preparations for the attack

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 16th June 1916</td>
<td>Training for the attack “Trenches and dug outs are being built as fast as possible and guns are brought up every night. Once again we are knee deep in thick stodgy MUD and other sections contain several feet of water.”</td>
<td>Rifleman Percy Jones Queen’s Westminster Rifles</td>
</tr>
</tbody>
</table>

### C
Describe your last night out before the attack

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 30th 1916</td>
<td>We met in the little café last night and sang the old songs perhaps for the last time. Everyone turned up. We are good friends, true friends, because the trials of trench life have made us know one another, because we have held money, food, shelter and clothing in common and shared all that we have had. We hope to meet again in a day or two, but it is quite certain that in the meantime, some of us will have “gone west.” You cannot have an omelette without breaking eggs and we shall not take Gommecourt Wood without losing lives. Who will go? Who can say?</td>
<td>Rifleman Percy Jones Queen’s Westminster Rifles</td>
</tr>
</tbody>
</table>

### D
Describe the moment you leave for the front to fight in the battle

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1am 1st July 1916</td>
<td>Leaving St Amand for the battle “At last the order came to move off, we who had been left out stood at the crossroads to see them go. First came ‘A’ Company, led by Swainson, singing “Here we go again.” We listened til the sound died away in the distance.”</td>
<td>2nd Lieutenant Moy Queen’s Westminster Rifles</td>
</tr>
</tbody>
</table>

### E
Describe waiting for zero hour

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>2am 1st July 1916</td>
<td>Waiting in the trenches ready to attack Words are not needed to describe either the tense excitement or the nervous strain of that long wait in the narrow crowded trenches.</td>
<td>Major Henriques Queen’s Westminster Rifles</td>
</tr>
</tbody>
</table>

### F
Describe the final bombardment—this might be taking place as you write your letter.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.30am 1st July 1916</td>
<td>The final intense bombardment began shortly after 6.30am. It seemed impossible that men could live or trenches stand under the fury of such merciless fire.</td>
<td>Major Henriques Queen’s Westminster Rifles</td>
</tr>
</tbody>
</table>

### G
Use Jack Engall’s letter to help you to close your letter
Supported through Their Past Your Future 2 (TPYF 2) Programme

A

B

C

D

E

F

G

Use Jack Engall’s letter to help you to write the opening of your letter

Describe the preparations for the attack

Friday 16th June

Training for the attack

“Trenches and dug outs are being built as fast as possible and guns are brought up every night. Once again we are knee deep in thick stodgy MUD and other sections contain several feet of water.”

Rifleman Percy Jones Queen’s Westminster Rifles

Describe your last night out before the attack

June 30th 1916

The Evening before the Attack

We met in the little café last night and sang the old songs perhaps for the last time. Everyone turned up. We are good friends, true friends, because the trials of trench life have made us know one another, because we have held money, food, shelter and clothing in common and shared all that we have had. We hope to meet again in a day or two, but it is quite certain that in the meantime, some of us will have “gone west.” You cannot have an omelette without breaking eggs and we shall not take Gommecourt Wood without losing lives. Who will go? Who can say?

Rifleman Percy Jones Queen’s Westminster Rifles

Describe the moment you leave for the front to fight in the battle

1am 1st July 1916

Leaving St Amand for the battle

“At last the order came to move off, we who had been left out stood at the crossroads to see them go. First came ‘A’ Company, led by Swainson, singing “Here we go again.” We listened till the sound died away in the distance.”

2nd Lieutenant Moy Queen’s Westminster Rifles

Describe waiting for zero hour

2am 1st July 1916

Waiting in the trenches ready to attack

Words are not needed to describe either the tense excitement or the nervous strain of that long wait in the narrow crowded trenches.

Major Henriques Queen’s Westminster Rifles

Describe the final bombardment—this might be taking place as you write your letter.

6.30am 1st July 1916

The final bombardment

The final intense bombardment began shortly after 6.30am. It seemed impossible that men could live or trenches stand under the fury of such merciless fire.

Major Henriques Queen’s Westminster Rifles

Use Jack Engall’s letter to help you to close your letter.
Edward Tull received the King’s telegram, below, from Buckingham Palace a few days after Walter had been killed. It arrived at his home in Glasgow on the 17th April, 1918.

Walter had been killed at Favreuil on 25th March, 1918. Like many soldiers of that time he believed that he was fighting for his King and country.

Walter Tull’s body was never found so Edward and his family had no grave to visit and grieve at.

On November 11th, 1920 the Unknown Warrior was buried in Westminster Abbey in front of King George V. This unidentified soldier represented all the men who had died in the war and who had no known grave. The Unknown Warrior was buried amongst Kings to honour the sacrifice of all these men.
Imagine you are Edward Tull. Write two diary entries one for April 17th, 1918, when you receive the King’s telegram about your brother Walter’s death and the other, on the 11th November, 1920, when you hear about the Unknown Warrior being buried at Westminster Abbey. Read the poem ‘The King’s Telegram’ to help you write in role.

**17th April, 1918**

**TO DO:**
- Write about how close you were to your brother, Walter, and why.
- Record how you feel about the telegram you have received from the King at Buckingham Palace.
- Are you angry, sad, or lonely?
- Are your feelings about Walter’s death similar or different to when your father, Daniel died?
- How do other members of the Tull family feel such as Cecillia or William?
- Does it remind you of your father’s death or is it different in any way?

**November 10th, 1920**

**TO DO:**
You have read in the newspaper that there is going to be a two minute silence at 11am and that the Unknown Warrior is going to be buried at Westminster Abbey.
- Record how you feel nearly two and a half years after Walter was killed.
- How do you feel about the ceremony in the Abbey? Does it make you angry or sad?
- Draw a picture to go with your diary page.

You could draw Edward Tull receiving the King’s telegram from the postman in 1918.

**The King’s Telegram**

17th April 1918

Take away this telegram,
Erase each and every line,
These ‘regrets’ are just a sham,
Against this grief of mine.

Your words cannot dull my pain,
Or help me through the day,
They won’t bring him back again
And let me see him play.

November 11th 1920

When your note dropped through my door,
So many months ago
The grief I’d felt was so raw
I couldn’t let it show.

The clock on my mantelpiece
Starts to chime eleven,
Let’s hope Walter’s now at peace
In a football heaven.

Two minutes without a sound
Except the ticking clock,
His body was never found,
Tick tock, tick tock, tick tock.

Imagine if it was him,
That is the strangest thing,
My brother, the orphan,
Now buried by his King.

Peter Daniel
On the morning of 11 November 1920 - the second anniversary of the armistice - the Unknown Warrior was drawn in a procession to the Cenotaph, which was then unveiled by King George V. At 11 o’clock there was a two minutes silence, and the body was then taken to Westminster Abbey where it was buried at the west end of the nave.

It is a cold bleak November morning. The platform at Gillingham station is crowded with women who are all dressed in black. They are all staring at a train that is rapidly disappearing into the distance. Aboard the train is the body of the Unknown Warrior. Two women standing on the edge of the platform hold hands as they try to hold back the tears.

It is him.

Jessie: (A single tear rolls down her cheek) It was him.

Emily: (Taking a firm hold of Jessie’s hand) Yes dear. But look around you, every woman on this platform believes that it was their husband too. As much as I wish it were so, I’m afraid it could not possibly have been our Monty.

Jessie: (Now sobbing her heart out) But I felt it. I told him I would be here, at this very spot on the platform, when he returned. And now he’s back! My Monty is finally home!

Emily: (Doing her best to be brave for Jessie) I suppose you might be right ….my boy was killed at the Somme, and they say the body could have come from that battlefield…. Oh Monty! My boy has returned at last!

Without saying another word, Emily takes Jessie’s hand and leads her towards the station exit.

Maybe it is him, but who knows? Standing here amongst all of these women who have lost their loved ones chokes me with emotion...
Write a play scene to explain what the Unknown Warrior meant to the crowds of mourners that saw it arrive at Westminster Abbey that day. Look at the example on the previous page, it is based around a scene the day before, when the Unknown Warrior passed through Gillingham Station on its way to Victoria. It uses a conversation between Jessie (Monty’s wife) and Emily (his mother) to show how to set out a play scenario.

Use the the pictures below to help you write your scene.

1. SET THE SCENE: Describe the scene outside Westminster Abbey on November 11th 1920. What was the weather like? Was the area outside the Abbey crowded with mourners? What were the people wearing? Use your imagination to describe the arrival of the Unknown Warrior at the Abbey.
Focus: Play Script Writing

Activity 8

The Return of the Unknown Warrior

Write a scene for a play called ‘The Return of the Unknown Warrior.’

2 BEGIN THE DIALOGUE with Jessie Daniel telling Edward Tull about the last time she saw her husband. Think about his response. Use the brackets to write stage directions for them.

<table>
<thead>
<tr>
<th>Jessie Daniel: (</th>
<th>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edward Tull: (</td>
<td>)</td>
</tr>
<tr>
<td>Jessie Daniel: (</td>
<td>)</td>
</tr>
<tr>
<td>Edward Tull: (</td>
<td>)</td>
</tr>
</tbody>
</table>

Let Mrs Highgate and Mrs Eliza Swainson make a case for their son being the Unknown Warrior.

<table>
<thead>
<tr>
<th>Mrs Highgate: (</th>
<th>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs Eliza Swainson: (</td>
<td>)</td>
</tr>
</tbody>
</table>

Give the final word to Edward Tull describing what the Unknown Warrior represents to everyone there.

| Edward Tull: ( | ) |

Describe how the scene ends
Supported through Their Past Your Future 2 (TPYF 2) Programme
Beneath this stone rests the body of a British warrior
unknown by name or rank
brought from France to lie among
the most illustrious of the land
and buried here on Armistice Day
11 Nov 1920, in the presence of
his Majesty King George V
his Ministers of State
the Chiefs of his forces
and a vast concourse of the nation
thus are commemorated the many
multitudes who during the Great
War of 1914-1918 gave the most that
man can give life itself
for God
for King and Country
for loved ones home and empire
for the sacred cause of justice and
the freedom of the world
they buried him among the Kings because he
had done good toward God and toward
his house
in Christ shall all be made alive
CURRICULUM LINKS

Unit 17 What are we remembering on Remembrance Day? About the unit  
A Window for the Abbey  
In Memoriam  
Not Forgotten?  
Postcard from the Trenches  
Shot at Dawn  
Swainson’s Last Letter Home  
The King’s Telegram  
A Forgotten Story  
Not Forgotten Image Credits

Supported through Their Past Your Future 2 (TPYF 2) Programme
Teacher’s notes
Unit 17 What are we remembering on Remembrance Day?

About the unit

This unit has been adapted for KS2 so that schools can involve children in the 90th anniversary of the Armistice in 2008. As the last living survivors of World War One pass away, we need to look at how we make Remembrance Day relevant to a generation largely untouched by large scale war.

Opportunities to visit local memorials and to look at primary source material will help children to make a personal connection with Remembrance Day. This unit also acts as a transition project as it allows children at Y6 to touch upon a topic that they will cover in KS3.

How to approach this unit

The unit is designed to take the form of a short intensive investigation around Remembrance Day. The main story will provide the initial impetus for a visit to a local war memorial. A number of cross curricular activities are provided for follow up work.

Teachers will, however, need to photocopy the resources pages indicated in the table below.

The four soldiers covered within the story all have two things in common. They all have some connection with the county of Kent and each of them have no known grave. Their stories reflect a range of ranks and social backgrounds, including the first soldier shot for desertion and Britain’s first black infantry officer. They span the key campaigns from 1914 to 1918. The soldiers are:

• Sergeant Richard ‘Monty’ Daniel, a shipwright from Chatham Dockyard killed on the Somme in 1916.
• Private Thomas Highgate, first British soldier to be shot for desertion in 1914.
• Captain Francis Gibbon Swainson, killed on the first day of the Battle of the Somme, 1st July 1916.
• Second Lieutenant Walter Tull, a former Spurs and Northampton footballer and Britain’s first Black infantry officer.

Activity and Curriculum Focus | Task | Resource page to photocopy
--- | --- | ---
A Window for the Abbey Art and Design | Design a stained glass window for Westminster Abbey for one of the four soldiers. | 34
In Memoriam Literacy: Poetry writing | Write an epitaph for one of the fallen soldiers | 37 & 38
Not Forgotten ICT Research | Use the Commonwealth War Graves website to research names from a local memorial. | 40
Plenty of Rain and Mud and ‘other things.’ (Sgt Monty Daniel) Literacy: Postcard writing | Write a postcard from the trenches as Sgt R M Daniel to his nephew Billy and a letter to his brother William. Consider how the letter to the child would differ to the one to his brother. | 45 & 46
Shot at Dawn: The Sad case of Private Thomas Highgate Literacy: Newspaper writing | Write an article for the Bexley Times on the controversy surrounding Pte Highgate’s execution. | 51
Captain Swainson’s Last Letter Home Literacy: Letter writing | Write a letter from Captain Swainson back to his mother Eliza. | 56
The King’s Telegram. (2nd Lt Walter Tull) Literacy: Diary writing | Write two diary entries in the role of Walter Tull’s brother Edward. These are in response to a telegram from Buckingham Palace. | 
The Return of the Unknown Warrior Drama: Play script writing | Write a short play based around the arrival of the unknown Warrior at Westminster Abbey on 11th November 1920. | 60 & 61
A Forgotten Story ICT Research | These activities are not in this pack but are separate. * (See biographical Sources Packs) |

Supported through Their Past Your Future 2 (TPYF 2) Programme
### Unit 17 What are we remembering on Remembrance Day? (Adapted for Y6)

<table>
<thead>
<tr>
<th>Activities</th>
<th>Learning Objectives</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. A Window for the Abbey (Focus: Art &amp; Design)</strong></td>
<td>• That symbols may represent commemorative events. • To use historical sources in the locality to find out information. • How to record their findings so they can demonstrate to other people what they have learnt. • To ask and answer relevant questions from the past.</td>
<td>• Know the location of the local war memorial and that it lists the names of soldiers killed in World War I and World War II. • Gather relevant information from a war memorial and communicate what they have learnt by writing and drawing. • Explain why the poppy was chosen as a symbol of remembrance. • Explain that the national focus of remembrance is on Westminster at the tomb of the Unknown Warrior in Westminster Abbey and at the Cenotaph in Whitehall. • Discuss the value of different sources.</td>
</tr>
<tr>
<td>- Visit a WW1 memorial to see how the war dead were remembered. - Read Not Forgotten story to find out about the life of one of either: Sgt Richard Monty Daniel Pte Thomas Highgate Captain Francis G Swainson 2nd Lt Walter Tull - Design a stained glass window for Westminster Abbey to honour a soldier with no known grave. (Ideally found on visit to memorial)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. In Memoriam (Focus: Poetry)</strong></td>
<td>• To use historical sources in the locality to find out information. • To ask and answer relevant questions from the past. • To compare and contrast information about remembrance.</td>
<td>• Know the location of the local war memorial and that it lists the names of soldiers killed in World War I and World War II. • Gather relevant information from a war memorial and communicate what they have learnt by writing and drawing. • Make simple comparisons between Remembrance Day locally and nationally. different sources.</td>
</tr>
<tr>
<td>- Visit a World War One War memorial. - Children read examples of epitaphs. - Children read Edward Thomas’s poem In Memoriam. - Look at Rudyard Kipling’s epitaph for his son and the simple epitaphs found on the graves of ordinary soldiers. - Children write an epitaph for their soldier.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Not Forgotten (Focus: ICT Research)</strong></td>
<td>• To use historical sources in the locality to find out information. • How to record their findings so they can demonstrate to other people what they have learnt. • To ask and answer relevant questions from the past.</td>
<td>• Gather relevant information from a war memorial and communicate what they have learnt by writing and drawing. • To compare and contrast information about remembrance.</td>
</tr>
<tr>
<td>- Use the CWGC website to research the lives of one of the featured soldiers. - Alternatively use additional list of war dead shown with activity. - Complete research sheet with details from CWGC website <a href="http://www.cwgc.org/">http://www.cwgc.org/</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2009 and 1998 Literacy Framework Links</strong></td>
<td><strong>Foundation Subjects</strong></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| **Sentence**  
1998: Y6 T1 W7 - To understand how words and expressions have changed over time.  
2009: Y6 Poetry - Unit 1 - The Power of Imagery.  
1998: Y6 T1 t7 - To understand how words and expressions have changed over time.  
1998: Y6 T1 t9 - To understand how new words have been added to the language.  
2009: Unit 2 - Finding a Voice.  
1998: Y6 T1 t2 - To take account of a view point in a story.  
1998: Y6 T1 t14 - To develop the skills of autobiographical writing in role adopting distinctive voices e.g. of historical characters.  
1998: Y6 T1 t3 - To articulate personal responses to literature identifying why and how a text affects the reader.  
2009: Revision Unit 3 - Reading Poetry.  
1998: 63 - Group discussion and interaction to consider examples of conflict and resolution, exploring language used.  
2009: Unit 1 - Biography.  
1998: 63 - Group discussion and interaction to consider examples of conflict and resolution, exploring language used.  

**Text**  
1998: Y6 T1 t3 - To articulate personal responses to literature identifying why and how a text affects the reader.  
1998: 63 - Group discussion and interaction to consider examples of conflict and resolution, exploring language used.  
2009: Unit 1 - Biography.  
1998: 63 - Group discussion and interaction to consider examples of conflict and resolution, exploring language used.  

**Speaking and Listening**  
1998: 63 - Group discussion and interaction to consider examples of conflict and resolution, exploring language used.  
2009: Revision Unit 3 - Reading Poetry.  
1998: 63 - Group discussion and interaction to consider examples of conflict and resolution, exploring language used.  
2009: Unit 1 - Biography.  
1998: 63 - Group discussion and interaction to consider examples of conflict and resolution, exploring language used.  

**Finding information**  
ICT Unit 2C  
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1998: 63 - Group discussion and interaction to consider examples of conflict and resolution, exploring language used.  
2009: Revision Unit 3 - Reading Poetry.  
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2009: Unit 1 - Biography.  
1998: 63 - Group discussion and interaction to consider examples of conflict and resolution, exploring language used.  

**Finding information**  
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2009: Revision Unit 3 - Reading Poetry.  
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1998: 63 - Group discussion and interaction to consider examples of conflict and resolution, exploring language used.  

**Citizenship (Year 6)**  
Unit 5: Living in a Diverse World  
Finding information  
ICT Unit 2C  
Introduction to databases  
ICT Unit 3C  
Analyzing data and asking questions  
ICT Unit 5B  

Visit to Westminster Abbey to view tomb of Unknown Warrior and Westminster remembrance stained glass window.
Visit to local Memorial e.g. Old Pye St.
Visit to Cenotaph
Visit to Guards Memorial in Horse Guards Parade
Art and Design Y3-6 Visiting a Museum or Gallery.
### Unit 17 What are we remembering on Remembrance Day? (Adapted for Y6)

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<tr>
<td><strong>4. A Postcard from the Trenches</strong>&lt;br&gt;<strong>Focus: Letter writing</strong>&lt;br&gt;• Look at Victor Sharman’s letter dated 26.10.1916. Consider how he softens tone for his mother but implies more: ‘plenty of rain and other things.’&lt;br&gt;• Look at image of troops waving at a boy from a London bus.&lt;br&gt;• Write a postcard in the role of Monty Daniel describing life in the trenches to his young nephew Bill.&lt;br&gt;• Write a letter to Monty’s brother William describing how life was really like in the trenches. Read the poem <em>Dear Jessie</em> to help you.</td>
<td>• To ask and answer relevant questions from the past.</td>
<td>• know that World War I happened a long time ago and that many soldiers from all over the world died in the war.&lt;br&gt;• demonstrate knowledge of a range of events that are commemorated.</td>
</tr>
<tr>
<td><strong>5. Shot at Dawn: The Sad case of Pte Thomas Highgate</strong>&lt;br&gt;<strong>Focus: Newspaper story</strong>&lt;br&gt;• Children write newspaper article for the Bexley Times on the execution of Pte Thomas Highgate&lt;br&gt;• Give a brief biographical outline of his life.&lt;br&gt;• Consider whether he had a fair trial&lt;br&gt;• Describe the controversy over his non appearance on the Shoreham war memorial.&lt;br&gt;• Give their opinion about how he was treated in the past and how he is remembered today.</td>
<td>• That commemorations are linked to specific events in the past which really happened.&lt;br&gt;• When World War I and Armistice Day occurred&lt;br&gt;• Why specific symbols are associated with commemorations.&lt;br&gt;• To use historical sources in the locality to find out information.&lt;br&gt;• To ask and answer relevant questions from the past to compare and contrast info about remembrance.</td>
<td>• Know that World War I happened a long time ago and that many soldiers from all over the world died in the war.&lt;br&gt;• To compare and contrast information about remembrance.</td>
</tr>
<tr>
<td><strong>6. Swainson’s Last Letter Home</strong>&lt;br&gt;<strong>Focus: Letter writing</strong>&lt;br&gt;• Look at Eliza Swainson’s letter dated 26.3.17. and the War Office’s stark reply.&lt;br&gt;• Discuss difference between ‘Killed in Action and Missing in Action’ and how awful it was not to have any news since your son’s last letter home.&lt;br&gt;• Look at Jack Engall’s last letter home written before the 1st July 1916.&lt;br&gt;• Look at descriptions of the build up to the battle at Gommecourt on 1st July.&lt;br&gt;• Write a letter in the role of Captain Swainson to his mother in Blackheath written the night before the battle.&lt;br&gt;• Look at Swainson’s letter to his aunty Madge and Jack Engall’s last letter home, written before 1st July, 1916.</td>
<td>• To ask and answer relevant questions from the past.</td>
<td>• Know that World War I happened a long time ago and that many soldiers from all over the world died in the war.&lt;br&gt;• Demonstrate knowledge of a range of events that are commemorated.</td>
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</tbody>
</table>
### 2009 and 1998 Literacy Framework Links

<table>
<thead>
<tr>
<th>Foundation Subjects</th>
<th>2009: Y5 - Non Fiction - Unit 2 - Recount.</th>
<th>1998: Y6 T1 t7 - To understand how words and expressions have changed over time.</th>
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<tbody>
<tr>
<td>1998: Y6 T1 t3 - To distinguish between fact opinion and fiction. Distinguishing between implicit and explicit points of view and how these can differ.</td>
<td><strong>Finding information</strong></td>
<td><strong>ICT Unit 2C</strong></td>
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<tr>
<td><strong>Text</strong></td>
<td>2009: Y5 - Poetry - Unit 2 - Classic Narrative poems.</td>
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<td>1998: 63 - Group discussion and interaction to consider examples of conflict and resolution, exploring language used.</td>
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<tr>
<td><strong>Sentence</strong></td>
<td>2009: Y6 - Non Fiction - Unit 2.</td>
<td>1998: Y6 T1 t7 - To understand how words and expressions have changed over time.</td>
</tr>
<tr>
<td><strong>Text</strong></td>
<td>2009: Y6 - Journalism writing - Non Fiction.</td>
<td>1998: Y6 T1 t3 - To distinguish between fact opinion and fiction. Distinguishing between implicit and explicit points of view and how these can differ.</td>
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<tr>
<td>1998: Y6 T1 t12 - To comment critically on the language, style, success of examples of non fiction such as reports.</td>
<td>1998: Y6 T1 t16 - To use styles and conventions of journalism to report on e.g. real or imagined events.</td>
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<tr>
<td><strong>Speaking and Listening</strong></td>
<td>2009: Y6 - Unit 3 - Argument.</td>
<td>1998: 63 - Group discussion and interaction to consider examples of conflict and resolution, exploring language used.</td>
</tr>
<tr>
<td><strong>Sentence</strong></td>
<td>2009: Y5 - Non Fiction - Unit 2 - Recount.</td>
<td>2009: Y6 - Revision - Unit 2 - Reading and Writing - Non Fiction</td>
</tr>
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<td>1998: Y6 T1 t7 - To understand how words and expressions have changed over time.</td>
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<td>Activities</td>
<td>Unit 17 What are we remembering on Remembrance Day? (Adapted for Y6)</td>
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<tr>
<td>7. The King's Telegram (Focus: Diary writing)</td>
<td>Learning Objectives</td>
<td>Learning Outcomes</td>
</tr>
<tr>
<td>• Look at the telegram sent from Buckingham Palace to Edward Tull, brother of Britain’s first black infantry Officer, Walter Tull.</td>
<td>• To ask and answer relevant questions from the past.</td>
<td>• Know that World War I happened a long time ago and that many soldiers from all over the world died in the war.</td>
</tr>
<tr>
<td>• Discuss difference between ‘Killed in Action and Missing in Action.’</td>
<td>• To compare and contrast information about remembrance.</td>
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<tr>
<td>• Read poem ‘The King’s Telegram’ to enable children to take on the role of Edward Tull</td>
<td>• Write diary entries in role, imagining how Edward would have reacted to the news of Walter’s death and then the return of the Unknown Warrior.</td>
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</tbody>
</table>

| 8. The Unknown Warrior (Focus: Play script writing) | Learning Objectives | Learning Outcomes |
| • Read the Not Forgotten story through | • That commemorations are linked to specific events in the past which really happened. | • Make links between the date of the Armistice and the subsequent timing of Remembrance Day. |
| • Look at example of a play script featuring Jessie Daniel and her mother in law Emily. | • When World War I and Armistice Day occurred. | • Make simple comparisons between Remembrance Day locally and nationally. |
| • Discuss conventions of play script writing. | • Why specific symbols are associated with commemorations. | • Identify similarities and differences between Remembrance Day and other events that are commemorated. |
| • Draft a script based on the characters arriving at Westminster Abbey to watch the arrival of the Unknown Warrior. | • To use historical sources in the locality to find out information. | |
| | • To ask and answer relevant questions from the past. | |
| | • To compare and contrast information about remembrance. | |

| 9. A Forgotten Story (Focus Biography/History - Use of Primary Sources) | Learning Objectives | Learning Outcomes |
| • Primary sources for biographies are on separate pdf: ‘Not Forgotten Biographical Sources.’ | • To use historical sources to find out information. | • Gather relevant information from a war memorial and communicate what they have learnt by writing and drawing. |
| | • How to record their findings so they can demonstrate to other people what they have learnt. | |
| | • To ask and answer relevant questions from the past. | • To compare and contrast information about remembrance. |
### 2009 and 1998 Literacy Framework Links

| Foundation Subjects | 2009: Year 5 - Narrative Unit 6 - Dramatic Conventions.  
1998: Y6 T1 t7 - To understand how words and expressions have changed over time.  
1998: Y6 T1 t9 - To understand how new words have been added to the language. |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------|
|                     | 1998: Y6 T1 t14 - To develop the skills of autobiographical writing in role adopting distinctive voices e.g. of historical characters.  
1998: Y6 T1 t3 - To articulate personal responses to literature identifying why and how a text affects the reader. |
|                     | 1998: 63 - Group discussion and interaction to consider examples of conflict and resolution, exploring language used. |
|                     | 1998: 64 Drama  
To improvise using a range of drama strategies and conventions to explore themes such as hopes fears and desires e.g. drawing on shared text to explore emotional tension at key moments in a story. |
|                     | 1998: Y6 T1 t7 - To understand how words and expressions have changed over time.  
1998: Y6 T1 t9 - To understand how new words have been added to the language. |
|                     | 1998: Y6 T1 w2 - To take account of a view point in a story through, e.g. identifying the narrator; explaining how this influences the reader’s view of events; explaining how events might look from a different point of view  
1998: Y6 T1 w3 - To articulate personal responses to literature identifying why and how a text affects the reader. |
|                     | 1998: 63 Group discussion and interaction to consider examples of conflict and resolution, exploring language used. |
1998: Y6 T1 t7 - To understand how words and expressions have changed over time. |
|                     | 1998: Y6 T1 t11 - To distinguish between biography and autobiography; recognising the effect on the reader of the choice between the first and third person.  
1998: Y6 T1 t14 - To develop the skills of autobiographical writing in role adopting distinctive voices e.g. of historical characters. |
|                     | 1998: 63 Group discussion and interaction to consider examples of conflict and resolution, exploring language used. |
|                     | Analyzing data and asking questions  
ICT Unit 5B |
|                     | Finding information  
ICT Unit 2C |

**Unit 17: What are we remembering on Remembrance Day?**

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1 Return of the Unknown Warrior Punch November 1920. Westminster Abbey Archive 43 War scenes headline Chatham Rochester & Gillingham Observer Aug, 1914. Medway Archives and Local Studies Centre
2 Return of the Unknown Warrior on HMS Verdun 44 REKMR tunic button. Peter Daniel
3 Return of the Unknown Warrior at Dover Maritime station 44 Monty’s sister Ruth’s husband George Percival died after serving on HMS Hudson at Gallipoli in 1915. John Daniel
4 The Cenotaph November 11th, 1920 45 Monty highlighted. Only REKMR Sergt.’s crossed survived the war. Kent and Sharpshooter’s Yeomanry Museum
5 George V laying a wreath on the cenotaph 46 REKMR Wanted Poster. Kent Archives Maidstone
6 Unknown warrior’s grave in Westminster Abbey November 11th, 1920 25th July, 1916. He was dead 3 months later. General Register Office
7 Black Belgian marble gravestone of the Unknown warrior, 1920 27th May, 1920. Monty and Jessie Daniel’s wedding certificate
8 Cenotaph postcard illustration, 1920 25th July, 1916. Monty and Jessie Daniel’s wedding certificate
10 Interior of Third class carriage 25th July, 1916. Monty and Jessie Daniel’s wedding certificate
14 Unknown Warrior’s grave, 1920 25th July, 1916. Monty and Jessie Daniel’s wedding certificate
19 Chatham Dockyard postcard. Peter Daniel 25th July, 1916. Monty and Jessie Daniel’s wedding certificate
20 A patriotic display in Rochester High Street. Medway Archives and Local studies Centre 49 Marching to the Somme front, 1916.
24 Monty’s brothers friend and Bob in bargeman’s clothes. John Daniel 49 Marching to the Somme front, 1916.
35 Recruits in Chatham. Medway Archives and Local studies Centre 49 Marching to the Somme front, 1916.
36 Monty (?) on horse at Ramsgate. Kent and Sharpshooter’s Yeomanry Museum 1915.
37 Monty (?) and friends at coastal camp with REKMR. Kent and Sharpshooter’s Yeomanry Museum 1915.
38 Captain Winch. Kent and Sharpshooter’s Yeomanry Museum 1915.
39 Yeomanry Ball Chatham Rochester & Gillingham Observer Jan 31, 1914. Medway Archives and Local studies Centre 1915.
80 Report that a deserter has been discovered. National Archives UK
81 The retreat from Mons wounded infantry retreat from the advancing Germans September, 1914. National Archives
82 War Office letter confirming death sentence of Thomas Highgate. National Archives
83 1915 illustration of firing squad.
84 Thomas Highgate guilty verdict. National Archives uk
85 Highgate’s army pay book.
86 1914 photograph of mocked up firing squad.
87 A victim of the firing squad.
88 Names from Shoreham war memorial showing gap for Highgate’s name. Peter Daniel
89 Thomas Highgate pardon from Secretary of State for Defence des Browne. National Archives UK
90 Names of Thomas Highgate and his two brothers on the Sidcup War Memorial. Bexley Local Studies and Archive Centre
91 Shoreham war memorial 2008. Peter Daniel
92 Lewisham station c.1914. Lewisham Archives
93 Francis Gibbon Swainson from War Illustrated, 1915. Peter Daniel
94 A young Eliza Swainson. Francis Ravenscroft
95 49 Watling Street Road, Fulwood Preston, 2008. Muriel Hudson
96 Preston Muslim Society sign from 49 Watling Street Road. Muriel Hudson
97 Westminster Rifles Church parade August, 1914 Westminster Abbey Archives
98 Queen’s Westminsters postcard, 1910. Peter Daniel
99 Officers of the Queen’s Westminsters, 1915, from War illustrated. Peter Daniel
100 Francis Swainson digs a practice trench in Hyde park in 1915. National Archives UK
101 Westminster with basic gas masks, 1915, from The War History of the First Battalion Queen’s Westminster Rifles.
102 Somme 1916 illustration form Queen’s Westminster Rifles Christmas card, 1918. National Archives UK
103 Francis Swainson’s letter to his Aunty Madge 20.6.1916 Francis Ravenscroft.
104 Queen’s Westminsters sweetheart brooch. Peter Daniel
105 Francis Swainson’s brother George in the uniform of the Royal Horse Artillery with young daughter Joan (mother of John Peel), Francis Ravenscroft
106 An elderly Eliza Swainson in mourning clothes. Francis Ravenscroft
107 German machine gun team with an adaption of the Maxim gun c.1916.
108 Somme, 1916. Illustration from Queen’s Westminsters Christmas card, 1918.
109 Gommecourt photograph from May, 1916 from The War History of the First Battalion Queen’s Westminster Rifles.
110 Gommecourt trench map showing where Francis Swainson died from The War History of the First Battalion Queen’s Westminster Rifles.
111 Infantry go over the top in 1916 on the Somme.
112 Eliza Swainson’s letter to the War Ministry asking for news of her missing son National Archives
113 Somme, 1916 illustration form Queen’s Westminster Christmas card, 1918.
114 Reply from the War Ministry to Eliza Swainson. National Archives UK
115 Francis Swainson’s entry in the Westminster Rifles roll of honour from Westminster Abbey. Peter Daniel
116 Thiepval memorial and entry for Francis Swainson ‘The War Graves Photographic Project’.
117 Westminster Rifles memorial casket Westminster Abbey. Peter Daniel
118 Walter Tull in orphanage football team c.1903. Phil Vasili/Finlayson Family Collection
119 Bonner Road Orphanage & Children’s Home. Phil Vasili
120 The Tull family c. 1898. Phil Vasili/Finlayson Family Collection
121 Walter Tull cigarette card from Northampton Town F.C. The Dover War Memorial Project
122 Tottenham Hotspurs 1911. Phil Vasili/Finlayson Family Collection
123 Goal postcard. Peter Daniel
124 Recruitment posters “Walter Tull Leads the Way” from the Daily Chronicle, 1914. Phil Vasili
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126a The Kings Telegram. Phil Vasili/ Finlayson Family Collection
127 Admission form for Tull to start Officer training in Gailes, Scotland. National Archives UK
128 Young men training to become Officers. 2nd Lieutenant Tull. Phil Vasili/Finlayson Family Collection
129 Graces of soldiers on the front. 2nd Lieutenant Tull. Phil Vasili/Finlayson Family Collection
130 British Soldier aims gun into the clouds in the Italian Alps. National Archives UK
132 Soldiers sit in freezing conditions. Christmas card. Peter Daniel
133 Walter Tull at Northampton Town F.C. Phil Vasili/Finlayson Family collection
134 Walter Tull in orphanage football team c.1903. National Archives UK
135 The Tull family c. 1898. Phil Vasili/Finlayson Family Collection
136 Walter Tull in orphanage football team c.1903. National Archives UK
137 German soldiers advancing Walter Tull as it appears at Arras Memorial, France. National Archives UK
138 Northampton Memorial. Phil Vasili
139 Walter and brother, Edward Tull. c.1917. Phil Vasili/Finlayson Family Collection
140 Unknown Warrior Epitaph card. Peter Daniel
141 Victoria Station. c.1900. Unknown Warrior grave, 1918. Peter Daniel
142 Florence Margaret Tompkins. Peter Daniel
143 Picture of James Brill and the Royal Marines. Peter Daniel
144 Memorial Plaque. Peter Daniel
145 Memorial Scroll. Peter Daniel
146 Label that Florence carried in her purse for nearly 60 years. Charles David Waller images. City of Westminster Archives
147 Every soldier who served in WW1, received one of these medals. Peter Daniel
148 Photographic timeline of Billy Daniel. Peter Daniel
149 The War Graves Photographic Project
150 All images: Westminster Archives, Bexley Archives, Medway Archives and Dover War Memorial Project
151 Sharan Gunshot wounds. National Archives UK
152 Sharan Letter. Bexley Archives
153 Thomas Highgate’s Testimony. National Archives UK
154 Grave stone. The War Graves Photographic Project