



photocopy

**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?

# Swainson's Last Letter Home

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.

8408  
 17 Lee Road  
 Blackheath  
 26<sup>th</sup> March 1917  
 S. 2. 3.  
 The Secretary  
 War Office  
 RECEIVED  
 WAR OFFICE  
 27 MAR. 1917  
 Dear Sir  
 I deeply regret to  
 say I have not received  
 any news of my son  
 Captain F. G. Swainson  
 16<sup>th</sup> Battalion London Regiment  
 who was reported missing  
 1<sup>st</sup> July 1916.  
 Yours faithfully  
 E. P. Swainson

C. 2. Casualties. 9/London Regt. /8759. 7 April, 1917.

Madam,

I am commanded by the Army Council to thank you for your letter of 26th March, to the effect that you have received no further information concerning Captain F.G. Swainson, 16th Battalion, The London Regiment.

The Army Council are in consequence regretfully constrained to conclude that this officer died on or since 1st July, 1916, and I am to express their sympathy with you in your bereavement.

I am,  
 Madam,  
 Your obedient Servant,

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 W. B. B. C. C. C.

From,  
 The Standing Committee of Adjustment,  
 General Headquarters,  
 3rd Echelon,  
 British Expeditionary Force.  
 17/7/16.

To,  
 Messrs. Cox & Co's., Shipping Agency, Ltd.,  
 10, Charing Cross,  
 London, E.C.4.

The undermentioned effects of ~~the late~~  
 Captain F.G. Swainson, 1/16th Bn: London Regiment,  
 are forwarded herewith, by registered post.  
 (Missing Officer).

Inventory.

- 1. Prayer Book.
- 1. Bible.
- 1. Sam Browne Belt. (less Sword Frog)
- 1. Leather writing case contg: letters  
 Small case with photos.
- 1. Pair field glasses.



# Swainson's Last Letter Home

This letter was written by Francis to his Auntie Madge just 11 days before he was killed. It highlights his modesty and bravery and picks out a humorous 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.



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20. 6. 1916

My dear Auntie Madge,  
 Thanks very much indeed for your letter. The M.C came as a great surprise to me. I got it for a little show at Ypres I believe but it is not for bravery because I am always very frightened. Somebody you know said "War is made up of hours of boredom relieved by moments of abject horror"!!

I was home on leave for four days & only got back here on the 15th & have been busy gathering up the

straps again so as to speak. Joan has grown enormously. She is very bad mannered. She spat several times at her Uncle - Godfather.

Please thank Frank 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

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# 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 Captain 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:



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*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. Fondest love to all those I love so dearly.*

*Your devoted and happy son,  
Jack*



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# Swainson's Last Letter Home

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.

<b>A</b> Use Jack Engall's letter to help you to write the opening of your letter	
<b>B</b> Describe the preparations for the attack	<b>Friday 16th June 1916 Training for the attack</b> "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." <b>Rifleman Percy Jones Queen's Westminster Rifles</b>
<b>C</b> Describe your last night out before the attack	<b>June 30th 1916 The Evening before the Attack</b> 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? <b>Rifleman Percy Jones Queen's Westminster Rifles</b>
<b>D</b> Describe the moment you leave for the front to fight in the battle	<b>1am 1st July 1916 Leaving St Amand for the battle</b> "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." <b>2nd Lieutenant Moy Queen's Westminster Rifles</b>
<b>E</b> Describe waiting for zero hour	<b>2am 1st July 1916 Waiting in the trenches ready to attack</b> Words are not needed to describe either the tense excitement or the nervous strain of that long wait in the narrow crowded trenches. <b>Major Henriques Queen's Westminster Rifles</b>
<b>F</b> Describe the final bombardment-this might be taking place as you write your letter.	<b>6.30am 1st July 1916 The final bombardment</b> 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. <b>Major Henriques Queen's Westminster Rifles</b>
<b>G</b> Use Jack Engall's letter to help you to close your letter	



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" " COMPANY,  
15TH LONDON BATTALION,  
QUEEN'S WESTMINSTER RIFLES,

A

B

C

D

E

F

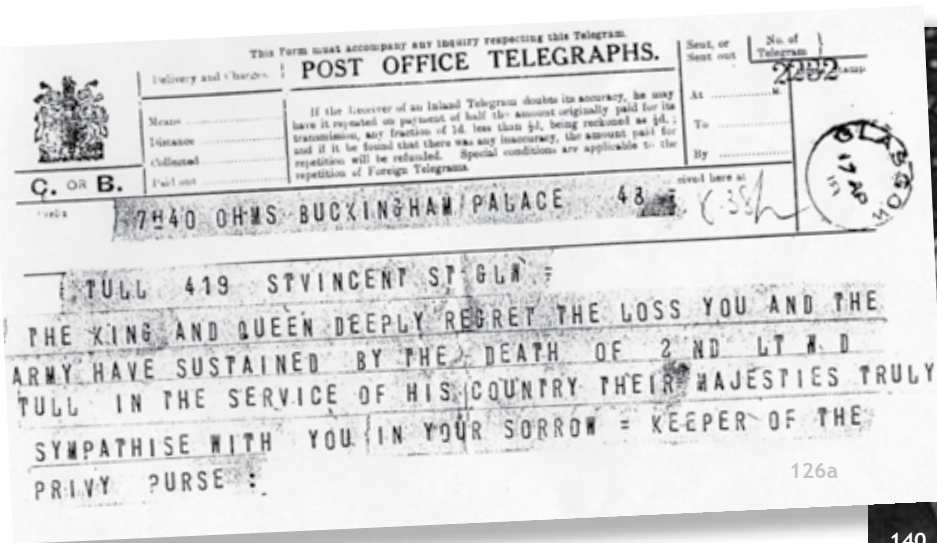
G

# The King's Telegram

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.



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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.



# The King's Telegram

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



# The Return of the Unknown Warrior

Maybe the Unknown Warrior is Monty! I have to go to Westminster Abbey so that I can be close to him.



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.

Set the scene where the action will take place

*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.*

list characters at side of page

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

use stage directions to help create a picture of each character

**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.*

describe the end of the scene



Maybe it is him, but who knows? Standing here amongst all of these women who have lost their loved ones chokes me with emotion...



# 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.

Jessie Daniel: ( )

Edward Tull: ( )

Jessie Daniel: ( )

Edward Tull: ( )

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

Mrs Highgate: ( )

Mrs Eliza Swainson: ( )

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

Edward Tull: ( )

Describe how the scene ends



X X THE LORD KNOWETH THEM THAT ARE HIS X X  
 X X GREATER LOVE HATH NO MAN THAN THIS X X  
 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**  
 X X IN CHRIST SHALL ALL BE MADE ALIVE X X

# CURRICULUM LINKS

## CURRICULUM LINKS

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## 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)	



Activities	Unit 17 What are we remembering on Remembrance Day? (Adapted for Y6)	
	Learning Objectives	Learning Outcomes
<p><b>1. A Window for the Abbey (Focus: Art &amp; Design)</b></p> <ul style="list-style-type: none"> <li>• Visit a WW1 memorial to see how the war dead were remembered.</li> <li>• 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</li> <li>• Design a stained glass window for Westminster Abbey to honour a soldier with no known grave. (Ideally found on visit to memorial)</li> </ul>	<ul style="list-style-type: none"> <li>• That symbols may represent commemorative events.</li> <li>• To use historical sources in the locality to find out information.</li> <li>• How to record their findings so they can demonstrate to other people what they have learnt.</li> <li>• To ask and answer relevant questions from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Gather relevant information from a war memorial and communicate what they have learnt by writing and drawing.</li> <li>• Explain why the poppy was chosen as a symbol of remembrance.</li> <li>• 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.</li> <li>• Discuss the value of different sources.</li> </ul>
<p><b>2. In Memoriam (Focus: Poetry)</b></p> <ul style="list-style-type: none"> <li>• Visit a World War One War memorial.</li> <li>• Children read examples of epitaphs.</li> <li>• Children read Edward Thomas's poem In Memoriam.</li> <li>• Look at Rudyard Kipling's epitaph for his son and the simple epitaphs found on the graves of ordinary soldiers.</li> <li>• Children write an epitaph for their soldier.</li> </ul>	<ul style="list-style-type: none"> <li>• To use historical sources in the locality to find out information..</li> <li>• To ask and answer relevant questions from the past.</li> <li>• To compare and contrast information about remembrance.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Gather relevant information from a war memorial and communicate what they have learnt by writing and drawing.</li> <li>• Make simple comparisons between Remembrance Day locally and nationally. different sources.</li> </ul>
<p><b>3. Not Forgotten (Focus: ICT Research)</b></p> <ul style="list-style-type: none"> <li>• Use the CWGC website to research the lives of one of the featured soldiers.</li> <li>• Alternatively use additional list of war dead shown with activity.</li> <li>• Complete research sheet with details from CWGC website <a href="http://www.cwgc.org/">http://www.cwgc.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>• To use historical sources in the locality to find out information.</li> <li>• How to record their findings so they can demonstrate to other people what they have learnt.</li> <li>• To ask and answer relevant questions from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Gather relevant information from a war memorial and communicate what they have learnt by writing and drawing.</li> <li>• To compare and contrast information about remembrance.</li> </ul>

<p style="text-align: center;"><b>2009 and 1998 Literacy Framework Links</b></p>	<p style="text-align: center;"><b>Foundation Subjects</b></p>
<p style="text-align: center;"><b>Sentence</b></p> <p><b>1998:</b> Y6 T1 W7 - To understand how words and expressions have changed over time.</p>	<p>Visit to Westminster Abbey to view tomb of Unknown Warrior and Westminster remembrance stained glass window.</p>
<p style="text-align: center;"><b>Text</b></p> <p><b>1998:</b> Y6 T1 t3 - To articulate personal responses to literature identifying why and how a text affects the reader.</p>	<p>Visit to local Memorial e.g. Old Pye St.</p> <p>Visit to Cenotaph</p> <p>Visit to Guards Memorial in Horse Guards Parade</p>
<p style="text-align: center;"><b>Speaking and Listening</b></p> <p><b>1998:</b> 63 - Group discussion and interaction to consider examples of conflict and resolution, exploring language used.</p>	<p>Art and Design Y3-6 Visiting a Museum or Gallery.</p>
<p style="text-align: center;"><b>Sentence</b></p> <p><b>2009:</b> Y6 Poetry - Unit 1 - The Power of Imagery.</p> <p><b>1998:</b> Y6 T1 t7 - To understand how words and expressions have changed over time.</p> <p><b>1998:</b> Y6 T1 t9 - To understand how new words have been added to the language.</p>	<p>Finding information ICT Unit 2C</p>
<p style="text-align: center;"><b>Text</b></p> <p><b>2009:</b> Unit 2 - Finding a Voice.</p> <p><b>1998:</b> Y6 T1 t2 - To take account of a view point in a story.</p> <p><b>1998:</b> Y6 T1 t14 - To develop the skills of autobiographical writing in role adopting distinctive voices e.g. of historical characters.</p> <p><b>1998:</b> Y6 T1 t3 - To articulate personal responses to literature identifying why and how a text affects the reader.</p>	
<p style="text-align: center;"><b>Speaking and Listening</b></p> <p><b>2009:</b> Revision Unit 3 - Reading Poetry.</p> <p><b>1998:</b> 63 - Group discussion and interaction to consider examples of conflict and resolution, exploring language used.</p>	
<p style="text-align: center;"><b>Speaking and Listening</b></p> <p><b>2009:</b> Unit 1 - Biography.</p> <p><b>1998:</b> 63 - Group discussion and interaction to consider examples of conflict and resolution, exploring language used.</p>	<p><b>Citizenship (Year 6)</b> <b>Unit 5: Living in a Diverse World</b></p> <p>Finding information ICT Unit 2C</p> <p>Introduction to databases ICT Unit 3C</p> <p>Analyzing data and asking questions ICT Unit 5B</p>

Activities	Unit 17 What are we remembering on Remembrance Day? (Adapted for Y6)	
	Learning Objectives	Learning Outcomes
<p><b>4. A Postcard from the Trenches (Focus: Letter writing)</b></p> <ul style="list-style-type: none"> <li>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.’</li> <li>Look at image of troops waving at a boy from a London bus.</li> <li>Write a postcard in the role of Monty Daniel describing life in the trenches to his young nephew Bill.</li> <li>Write a letter to Monty’s brother William describing how life was really like in the trenches. Read the poem <i>Dear Jessie</i> to help you.</li> </ul>	<ul style="list-style-type: none"> <li>To ask and answer relevant questions from the past.</li> </ul>	<ul style="list-style-type: none"> <li>know that World War I happened a long time ago and that many soldiers from all over the world died in the war.</li> <li>demonstrate knowledge of a range of events that are commemorated.</li> </ul>
<p><b>5. Shot at Dawn: The Sad case of Pte Thomas Highgate (Focus: Newspaper story)</b></p> <ul style="list-style-type: none"> <li>Children write newspaper article for the Bexley Times on the execution of Pte Thomas Highgate</li> <li>Give a brief biographical outline of his life.</li> <li>Consider whether he had a fair trial</li> <li>Describe the controversy over his non appearance on the Shoreham war memorial.</li> <li>Give their opinion about how he was treated in the past and how he is remembered today.</li> </ul>	<ul style="list-style-type: none"> <li>That commemorations are linked to specific events in the past which really happened.</li> <li>When World War I and Armistice Day occurred</li> <li>Why specific symbols are associated with commemorations.</li> <li>To use historical sources in the locality to find out information.</li> <li>To ask and answer relevant questions from the past to compare and contrast info about remembrance.</li> </ul>	<ul style="list-style-type: none"> <li>Know that World War I happened a long time ago and that many soldiers from all over the world died in the war.</li> <li>To compare and contrast information about remembrance.</li> </ul>
<p><b>6. Swainson’s Last Letter Home (Focus: Letter writing)</b></p> <ul style="list-style-type: none"> <li>Look at Eliza Swainson’s letter dated 26.3.17. and the War Office’s stark reply.</li> <li>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.</li> <li>Look at Jack Engall’s last letter home written before the 1st July 1916.</li> <li>Look at descriptions of the build up to the battle at Gommecourt on 1st July.</li> <li>Write a letter in the role of Captain Swainson to his mother in Blackheath written the night before the battle.</li> <li>Look at Swainson’s letter to his aunty Madge and Jack Engall’s last letter home, written before 1st July, 1916.</li> </ul>	<ul style="list-style-type: none"> <li>To ask and answer relevant questions from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Know that World War I happened a long time ago and that many soldiers from all over the world died in the war.</li> <li>Demonstrate knowledge of a range of events that are commemorated.</li> </ul>

2009 and 1998 Literacy Framework Links	Foundation Subjects
<p style="text-align: center;"><b>Sentence</b></p> <p><b>2009:</b> Y5 - Non Fiction - Unit 2 - Recount.  <b>1998:</b> Y6 T1 t7 - To understand how words and expressions have changed over time.  <b>1998:</b> Y6 T1 t3 - To distinguish between fact opinion and fiction. Distinguishing between implicit and explicit points of view and how these can differ.</p>	Finding information ICT Unit 2C
<p style="text-align: center;"><b>Text</b></p> <p><b>2009:</b> Y5 - Poetry - Unit 2 - Classic Narrative poems.  <b>1998:</b> Y6 T1 t14 - To develop the skills of autobiographical writing in role adopting distinctive voices e.g. of historical characters.</p>	
<p style="text-align: center;"><b>Speaking and Listening</b></p> <p><b>2009:</b> Y6 - Revision - Unit 1 - Biography and autobiography.  <b>1998:</b> 63 - Group discussion and interaction to consider examples of conflict and resolution, exploring language used.</p>	
<p style="text-align: center;"><b>Sentence</b></p> <p><b>2009:</b> Y6 - Non Fiction - Unit 2.  <b>1998:</b> Y6 T1 t7 - To understand how words and expressions have changed over time.</p>	Finding information ICT Unit 2C
<p style="text-align: center;"><b>Text</b></p> <p><b>2009:</b> Y6 - Journalism writing - Non Fiction.  <b>1998:</b> Y6 T1 t3 - To distinguish between fact opinion and fiction. Distinguishing between implicit and explicit points of view and how these can differ.  <b>1998:</b> Y6 T1 t12 - To comment critically on the language, style, success of examples of non fiction such as reports.  <b>1998:</b> Y6 T1 t16 - To use styles and conventions of journalism to report on e.g. real or imagined events.</p>	
<p style="text-align: center;"><b>Speaking and Listening</b></p> <p><b>2009:</b> Y6 - Unit 3 - Argument.  <b>1998:</b> 63 - Group discussion and interaction to consider examples of conflict and resolution, exploring language used.</p>	
<p style="text-align: center;"><b>Sentence</b></p> <p><b>2009:</b> Y5 - Non Fiction - Unit 2 - Recount.  <b>2009:</b> Y6 - Revision - Unit 2 - Reading and Writing - Non Fiction  <b>1998:</b> Y6 T1 t7 - To understand how words and expressions have changed over time.  <b>1998:</b> Y6 T1 t3 - To distinguish between fact opinion and fiction. Distinguishing between implicit and explicit points of view and how these can differ.</p>	Finding information ICT Unit 2C

Activities	Unit 17 What are we remembering on Remembrance Day? (Adapted for Y6)	
	Learning Objectives	Learning Outcomes
<p><b>7. The King's Telegram</b> (Focus:Diary writing)</p> <ul style="list-style-type: none"> <li>Look at the telegram sent from Buckingham Palace to Edward Tull, brother of Britain's first black infantry Officer, Walter Tull.</li> <li>Discuss difference between 'Killed in Action and Missing in Action.'</li> <li>Read poem 'The King's Telegram' to enable children to take on the role of Edward Tull</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>To ask and answer relevant questions from the past.</li> <li>To compare and contrast information about remembrance.</li> </ul>	<ul style="list-style-type: none"> <li>Know that World War I happened a long time ago and that many soldiers from all over the world died in the war.</li> <li>To compare and contrast information about remembrance.</li> </ul>
<p><b>8. The Unknown Warrior</b> (Focus: Play script writing)</p> <ul style="list-style-type: none"> <li>Read the Not Forgotten story through</li> <li>Look at example of a play script featuring Jessie Daniel and her mother in law Emily.</li> <li>Discuss conventions of play script writing.</li> <li>Draft a script based on the characters arriving at Westminster Abbey to watch the arrival of the Unknown Warrior.</li> </ul>	<ul style="list-style-type: none"> <li>That commemorations are linked to specific events in the past which really happened.</li> <li>When World War I and Armistice Day occurred.</li> <li>Why specific symbols are associated with commemorations.</li> <li>To use historical sources in the locality to find out information.</li> <li>To ask and answer relevant questions from the past.</li> <li>To compare and contrast information about remembrance.</li> </ul>	<ul style="list-style-type: none"> <li>Make links between the date of the Armistice and the subsequent timing of Remembrance Day.</li> <li>Make simple comparisons between Remembrance Day locally and nationally.</li> <li>Identify similarities and differences between Remembrance Day and other events that are commemorated.</li> </ul>
<p><b>9. A Forgotten Story</b> (Focus Biography/History - Use of Primary Sources)</p> <ul style="list-style-type: none"> <li>Primary sources for biographies are on separate pdf: 'Not Forgotten Biographical Sources.'</li> </ul>	<ul style="list-style-type: none"> <li>To use historical sources to find out information.</li> <li>How to record their findings so they can demonstrate to other people what they have learnt.</li> <li>To ask and answer relevant questions from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Gather relevant information from a war memorial and communicate what they have learnt by writing and drawing.</li> <li>To compare and contrast information about remembrance.</li> </ul>

2009 and 1998 Literacy Framework Links	Foundation Subjects
<p style="text-align: center;"><b>Sentence</b></p> <p><b>2009:</b> Y5 - Poetry Unit 2 Classic/Narrative poems.  <b>1998:</b> Y6 T1 t7 -To understand how words and expressions have changed over time.  <b>1998:</b> Y6 T1 t9 - To understand how new words have been added to the language.</p>	<p style="text-align: center;"><b>Citizenship (Year 6) Unit 12: Moving on</b></p>
<p style="text-align: center;"><b>Text</b></p> <p><b>1998:</b> Y6 T1 t14 - To develop the skills of autobiographical writing in role adopting distinctive voices e.g. of historical characters.  <b>1998:</b> Y6 T1 t3 - To articulate personal responses to literature identifying why and how a text affects the reader.</p>	
<p style="text-align: center;"><b>Speaking and Listening</b></p> <p><b>1998:</b> 63 - Group discussion and interaction to consider examples of conflict and resolution, exploring language used.</p>	
<p style="text-align: center;"><b>Sentence</b></p> <p><b>2009:</b> Year 5 - Narrative Unit 6 - Dramatic Conventions.  <b>1998:</b> Y6 T1 t7 - To understand how words and expressions have changed over time.  <b>1998:</b> Y6 T1 t9 - To understand how new words have been added to the language.</p>	<p style="text-align: center;"><b>Citizenship (Year 6) Unit 12: Moving on</b></p>
<p style="text-align: center;"><b>Text</b></p> <p><b>2009:</b> Y6 - Revision - Reading and Writing - Narrative (and plays).  <b>1998:</b> 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  <b>1998:</b> Y6 T1 w3 - To articulate personal responses to literature identifying why and how a text affects the reader.</p>	
<p style="text-align: center;"><b>Speaking and Listening</b></p> <p><b>1998:</b> 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.</p>	
<p style="text-align: center;"><b>Sentence</b></p> <p><b>2009:</b> Non Fiction - Unit 1 - Biography and Autobiography.  <b>1998:</b> Y6 T1 t7 - To understand how words and expressions have changed over time.</p>	<p style="text-align: center;"><b>Analyzing data and asking questions ICT Unit 5B</b></p> <p style="text-align: center;"><b>Finding information ICT Unit 2C</b></p>
<p style="text-align: center;"><b>Text</b></p> <p><b>1998:</b> Y6 T1 t11 - To distinguish between biography and autobiography; recognising the effect on the reader of the choice between the first and third person.  <b>1998:</b> Y6 T1 t14 - To develop the skills of autobiographical writing in role adopting distinctive voices e.g. of historical characters.</p>	
<p style="text-align: center;"><b>Speaking and Listening</b></p> <p><b>1998:</b> 63 Group discussion and interaction to consider examples of conflict and resolution, exploring language used.</p>	

# Not Forgotten Image Credits

## All Illustrations and pictures Westminster Archives unless otherwise indicated

1	Return of the Unknown Warrior Punch November 1920. <i>Westminster Abbey Archive</i>	43	War scenes headline Chatham Rochester & Gillingham Observer Aug, 1914. <i>Medway Archives and Local Studies Centre</i>
2	Return of the Unknown Warrior on HMS Verdun		
3	Return of the Unknown Warrior at Dover Maritime station	44	REKMR tunic button. <i>Peter Daniel</i>
4	The Cenotaph November 11th, 1920	44	Monty's sister Ruth's husband George Percival died after serving on HMS Hudson at Gallipoli in 1915. <i>John Daniel</i>
5	George V laying a wreath on the cenotaph		
6	Unknown warrior's grave in Westminster Abbey November 11th, 1920	45	Monty highlighted. Only REKMR Sergt.'s crossed survived the war. <i>Kent and Sharpshooter's Yeomanry Museum</i>
7	Black Belgian marble gravestone of the Unknown warrior, 1920	46	REKMR Wanted Poster. <i>Kent Archives Maidstone</i>
8	Cenotaph postcard illustration, 1920	47	Monty and Jessie Daniel's wedding certificate 25th July, 1916. He was dead 3 months later. <i>General Register Office</i>
9	Gillingham station. <i>Peter Daniel</i>		
10	Interior of Third class carriage		
11	Grieving widow 'Jessie'	48	Wartime wedding, 1916. <i>Peter Daniel</i>
12	Front page of Daily Mirror. <i>Westminster Abbey Archive</i>	49	Kitchener Recruitment poster.
		50	The Man at the wheel Chthm Rchstr & Gillingham Observer Dec 26, 1914. <i>Medway Archives and Local Studies Centre</i>
13	The Cenotaph, 1920		
14	Unknown Warrior's grave, 1920		
15	Covered dry dock at Chatham Dockyard. <i>Chatham Dockyard Historical Society</i>	51	Monty's nephew Billy, brother William, and niece Alice Daniel c.1911. <i>John Daniel</i>
16	Monty's obituary Chatham Rochester & Gillingham Observer Nov, 1916. <i>Medway Archives and Local studies Centre</i>	52	Last farewell for France.
		53	Gillingham station. <i>Peter Daniel</i>
17	Chatham Dockyard Roll of Honour. <i>Peter Daniel</i>	54	waiting to go over the top, 1916.
18	Monty Daniel's name on the Thiepval memorial 'The War Graves Photographic Project'.	55	The Buffs 'nutcracker' 1915 postcard. <i>Peter Daniel</i>
		56	London buses at Poperinghe 1915. <i>Peter Daniel</i>
19	Chatham Dockyard postcard. <i>Peter Daniel</i>	57	Weather for waterproofs War Illustrated November, 1916.
20	A patriotic display in Rochester High Street. <i>Medway Archives and Local studies Centre</i>	58	Marching to the Somme front, 1916.
		59	Bufs extinguishing the REKMR, 1917 cartoon. <i>Kent and Sharpshooter's Yeomanry Museum (HeverCastle)</i>
21	Monty aged 3 1891. <i>John Daniel</i>		
22	Monty's father Friend. <i>John Daniel</i>		
23	Monty's brother Walter. <i>John Daniel</i>	60	Somme slit trench, 1916.
24	Monty's brothers friend and Bob in bargeman's clothes. <i>John Daniel</i>	61	Swamped trenches Ypres, 1917.
		62	REKMR men on horseback at Ramsgate camp, 1914. <i>Peter Daniel</i>
25	Monty's mother Emily. <i>John Daniel</i>		
26	Monty's brother William. <i>John Daniel</i>	63	An overloaded yeoman misses his horse by Cpl CJ Harrison. <i>Kent and Sharpshooter's Yeomanry Museum</i>
27	Monty's sister Emily. <i>John Daniel</i>		
28	Monty's nephew Billy. <i>John Daniel</i>		
29	Monty's sister Ruth. <i>John Daniel</i>	64	REKMR men on horseback at Ramsgate camp, 1914. <i>Peter Daniel</i>
30	Launch of HMS Africa 1906. <i>Chatham Dockyard Historical Society</i>		
		65	Image of a tank in WW1.
31	Dry dock Chatham Dockyard c 1905. <i>Chatham Dockyard Historical Society</i>	66	REKMR yeoman train with swords, 1915. <i>Kent and Sharpshooter's Yeomanry Museum</i>
32	The Medway at Chatham. <i>Peter Daniel</i>		
33	Rochester Castle. <i>Peter Daniel</i>	67	A soldier in gas mask from the Buffs in 1916. <i>Kent and Sharpshooter's Yeomanry Museum</i>
34	Balforth Patriotic map of the British Empire. <i>Peter Daniel</i>	68	Chatham High Street. <i>Medway Archives and Local Studies Centre</i>
35	Recruits in Chatham. <i>Medway Archives and Local Studies Centre</i>	69	Obituary from Rochester Chatham and Gillingham News November, 1916. <i>Medway Archives and Local Studies Centre</i>
36	Monty (?) on horse at Ramsgate. <i>Kent and Sharpshooter's Yeomanry Museum</i>		
37	Monty (?) and friends at coastal camp with REKMR. <i>Kent and Sharpshooter's Yeomanry Museum</i>	70	Plea for recognition as Sergeant from Gerald Hohlen MP. <i>National Archives uk</i>
38	Captain Winch. <i>Kent and Sharpshooter's Yeomanry Museum</i>	71	Rochester castle c.1905. <i>Peter Daniel</i>
39	Yeomanry Ball Chatham Rochester & Gillingham Observer Jan 31, 1914. <i>Medway Archives and Local studies Centre</i>	72	Billy Daniel c.1922. <i>John Daniel</i>
		73	Boy scout with bugle illustration 1918.
40	The Doorway of England: Defence of Kent map. <i>Peter Daniel</i>	74	Sidcup station c.1910. <i>Bexley Archives and Local Studies Centre</i>
42	Monty Daniel in Sergeant's uniform 1915. <i>Peter Daniel</i>	75	Thomas Highgate in Royal West Kent dress uniform. Shoreham village. <i>Bexley Archives and Local Studies Centre</i>
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		77	Army Cadet camp on Sidcup Green, 1914. <i>Bexley Archives and Local Studies Centre</i>

78	Highgate's will leaving his worldly goods on his death to Mary MacNulty from Dublin. <i>National Archives UK</i>	115	Francis Swainson's entry in the Westminster Rifles roll of honour from Westminster Abbey. <i>P. Daniel</i>
79	British infantry on the rifle range, 1914.	116	Thiepval memorial and entry for Francis Swainson 'The War Graves Photographic Project'.
80	Report that a deserter has been discovered. <i>National Archives UK</i>	117	Westminster Rifles memorial casket Westminster Abbey. <i>Peter Daniel</i>
81	The retreat from Mons wounded infantry retreat from the advancing Germans September, 1914.	118	Walter Tull in orphanage football team c.1903. <i>Phil Vasili/Finlayson Family Collection</i>
82	War Office letter confirming death sentence of Thomas Highgate. <i>National Archives</i>	119	Bonner Road Orphanage & Children's Home. <i>Phil Vasili</i>
83	1915 illustration of firing squad.	120	The Tull family c. 1898. <i>Phil Vasili/Finlayson Family Collection</i>
84	Thomas Highgate guilty verdict. <i>National Archives uk</i>	121	Walter Tull cigarette card from Northampton Town F.C. <i>The Dover War Memorial Project</i>
85	Highgate's army pay book.	122	Walter Tull in Spurs kit c. 1909
86	1914 photograph of mocked up firing squad.	123	Tottenham Hotspurs 1911. <i>Phil Vasili/Finlayson Family Collection</i>
87	A victim of the firing squad.	124	Goal postcard. <i>Peter Daniel</i>
88	Names from Shoreham war memorial showing gap for Highgate's name. <i>Peter Daniel</i>	125	Recruitment posters
89	Thomas Highgate pardon from Secretary of State for Defence des Browne. <i>National Archives UK</i>	126	"Walter Tull Leads the Way" from the Daily Chronicle, 1914. <i>Phil Vasili</i>
90	Names of Thomas Highgate and his two brothers on the Sidcup War Memorial. <i>Bexley Local Studies and Archive Centre</i>	126a	The Kings Telegram. <i>Phil Vasili/Finlayson Family Collection</i>
91	Shoreham war memorial 2008. <i>Peter Daniel</i>	127	Admission form for Tull to start Officer training in Gailes, Scotland. <i>National Archives UK</i>
92	Lewisham station c.1914. <i>Lewisham Archives</i>	128	Young men training to become Officers.
93	Francis Gibbon Swainson from War Illustrated, 1915. <i>Peter Daniel</i>	129	2nd Lieutenant Tull. <i>Phil Vasili/Finlayson Family Collection</i>
94	A young Eliza Swainson. <i>Francis Ravenscroft</i>	130	Graves of soldiers on the front.
95	49 Watling Street Road, Fulwood Preston, 2008. <i>Muriel Hudson</i>	131	2nd Lieutenant Tull. <i>Phil Vasili/Finlayson Family Collection</i>
96	Preston Muslim Society sign from 49 Watling Street Road. <i>Muriel Hudson</i>	132	British Soldier aims gun into the clouds in the Italian Alps.
97	Westminster Rifles Church parade August, 1914 <i>Westminster Abbey Archives</i>	133	New York Times headlines.
98	Queen's Westminsters postcard, 1910. <i>Peter Daniel</i>	134	Sir Sydney Lawfords comments in the Northampton Independent. 16th March, 1918. <i>Phil Vasili</i>
99	Officers of the Queen's Westminsters, 1915, from War Illustrated. <i>Peter Daniel</i>	135	Soldiers sit in freezing conditions.
100	Francis Swainson digs a practice trench in Hyde park in 1915.	136	Christmas card. <i>Peter Daniel</i>
101	Westminsters with basic gas masks, 1915, from The War History of the First Battalion Queen's Westminster Rifles.	137	Walter Tull at Northampton Town F.C. <i>Phil Vasili/Finlayson Family collection</i>
102	Somme 1916 illustration form Queen's Westminsters Christmas card, 1918.	137a	German soldiers advancing
103	Francis Swainson's letter to his Aunty Madge 20.6.1916 Francis Ravenscroft.	138	Walters name as it appears at Arras Memorial, France.
104	Queen's Westminsters sweetheart brooch. <i>Peter Daniel</i>	139	Northampton Memorial. <i>Phil Vasili</i>
105	Francis Swainson's brother George in the uniform of the Royal Horse Artillery with young daughter Joan (mother of John Peel). <i>Francis Ravenscroft</i>	140	Walter and brother, Edward Tull. c.1917. <i>Phil Vasili/Finlayson Family Collection</i>
106	An elderly Eliza Swainson in mourning clothes. <i>Francis Ravenscroft</i>	141	Unknown Warrior Epitaph card. <i>Peter Daniel</i>
107	German machine gun team with an adaption of the Maxim gun c.1916.	141a	Victoria Station. c.1900.
108	Somme, 1916. Illustration from Queen's Westminsters Christmas card, 1918.	142	Unknown Warrior grave, 1918. <i>Peter Daniel</i>
109	Gommecourt photograph from May, 1916 from The War History of the First Battalion Queen's Westminster Rifles.	142a	Florence Margaret Tompkins. <i>Peter Daniel</i>
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111	Infantry go over the top in 1916 on the Somme.	144	Memorial Plaque. <i>Peter Daniel</i>
112	Eliza Swainson's letter to the War Ministry asking for news of her missing son National Archives	144a	Memorial Scroll. <i>Peter Daniel</i>
113	Somme, 1916 illustration form Queen's Westminsters Christmas card, 1918.	145	Label that Florence carried in her purse for nearly 60 years.
114	Reply from the War Ministry to Eliza Swainson. <i>National Archives UK</i>	145a	Charles David Waller images. <i>City of Westminster Archives</i> .
		146	Every soldier who served in WW1, received one of these medals. <i>Peter Daniel</i>
		147	Photographic timeline of Billy Daniel. <i>Peter Daniel</i>
		148	The War Graves Photographic Project
		149	All images: <i>Westminster Archives, Bexley Archives, Medway Archives and Dover War Memorial Project</i>
		150	Sharman Gunshot wounds. <i>National Archives UK</i>
		151	Sharman Letter. <i>Bexley Archives</i>
		152	Confession Letter. <i>National Archives UK</i>
		153	Thomas Highgate's Testimony. <i>National Archives UK</i>
		154	Grave stone. <i>The War Graves Photographic Project</i>





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