

Bartram **THE BLITZ** **and Beyond**

Activities



Activity 1: Write a Kenning for Sam

What is Kennings Poetry?

Found throughout Norse, Anglo Saxon and Celtic literature, '**kenning**' comes from the Old Norse phrase '**kenna eitt vid**' which means to express a thing in terms of another. They can be seen as a riddle to be solved.

For example, what is this?

rule keeper, whistle blower, red card waver... a **Referee**

- Could you use the pictures from the Sam Bartram archive to write a kenning about Sam's life?
- Watch the Pathé newsreel www.britishpathe.com showing Sam Bartram making his 500th appearance for Charlton to help give you some ideas to start with.
- Think about what a goal keeper has to do. For example, they have to catch the ball so as a kenning this could be, "Ball catcher".
- Think of other examples but try to avoid too much repetition, i.e. for a referee you might have "whistle keeper" and "watch keeper." Try and think of different words to describe the item that is being repeated. For example "whistle keeper" could become "whistle blower."
- Try and see if you can make some of your kennings rhyme. For example, "Ball snatcher" "Cross catcher"
- Once you have written a few kennings put them into groups of four. Try and make the second and fourth lines rhyme. For example,
Shot saver
Ball snatcher
Penalty stopper
Cross catcher
- Once you have created a few of your own, why not create a whole class Sam kenning by linking all of your lines of four, with the second and fourth lines rhyming if possible.
- Once you have done this you could then perform your Sam Bartram kenning by chanting it like a football song sung at the Valley!

Write your Sam kenning here. Use the pictures of Sam opposite to give you some ideas.

Activity 1: Write a Kenning for Sam



The Kentish Independent 1D

BLACK OUT
6.27PM TO 7.30AM
MOON SETS 8.18PM
RISES 9.24AM
For SE London
& NW Kent

Friday, 13th September 1940

RAIDERS TRY IN VAIN TO PARALYSE DOCKS & FACTORIES

THE AIR WAR COMES TO TOWN

Saturday will remain a day of unforgettable memory. It was bright and warm in the morning, the streets were crowded and the shops doing a good trade.

It was but the calm before the storm. Soon after 5 o'clock there was the sound of approaching aeroplanes, and forewarned by the experience, many people were on the way to shelter before the sirens went off. German planes appeared flying in formation, although A.A. (anti aircraft) shells, were bursting around them. A cloud of black smoke rose from the big industrial establishment. Immediately there was the deafening noise of a terrible air battle. The A.A. guns made a shattering din, and two German planes were seen to fall. Spitfires engaged the German fighters and one came to earth, the pilot bailing out. The noise was continuous. A.A. gunfire from far and near, mixed up with the whistling of bombs, the zooming of dive attacks and the explosion of bombs which shook the houses.

VAST PALL OF SMOKE

Soon the effect of the organised bombardment was to be seen in the numerous fires, which blazed up. Docks and factories on both sides of the river were involved and the columns of smoke formed a vast black cloud, which shrouded the blue sky and blocked out the sun. More raiders came, and more fires broke out, mainly in Thames-side working class districts. When the "all clear" sounded at 7 'O clock, the finest fire-fighting organisation in the world was in full operation at every point of the conflagration. At the big industrial establishment alone the L.C.C. Fire Brigade units were on the spot within 3 minutes of the fall of the first bomb. It was a marvellous sight to see every fire being strongly and efficiently attacked.

RESCUE AND FIRST AID

Rescue work was going on whenever casualties were involved. There was a number of deaths at the industrial establishment, though by no means as many as is rumoured. But in riverside factories there was no loss of life and casualties were practically nil, owing to prompt resort to underground shelters.

Where time bombs were dropped the nearby houses had to be evacuated. The homeless victims were being removed when the second air raid was signalled. It seems such a monstrous wrong that the full force of war should fall upon these humble victims.

SAFE IN SHELTER

One of the houses damaged was occupied by a Charlton Athletic footballer. He returned home from the match with Millwall to find slates dislodged and the drawing room a mass of soot. His wife and daughter had taken refuge in a shelter near the ground.

SHOULD SOCCER BE CONTINUED?

Every effort will be made to continue the Regional football programme this weekend. Despite the experiences of last Saturday when players remained on the field while shrapnel was falling. Millwall, whose play was greatly superior to that of their opponents, defeated Charlton at the Valley ground on Saturday by 4 goals to 2.

A minute from the close, German planes were seen in the vicinity and heavy anti-aircraft fire was heard. The players left the field, but were recalled by the referee. The game finished as two German planes were seen hurtling to earth.

Facts and Opinions

Read the article: 'Raiders Try in Vain to Paralyse Docks and Factories' from the Kentish Independent. As with most newspapers, it is a mix of facts and opinions.

- Underline in the text the statements which are verifiable facts.
- Circle any statements which are opinions, feelings or responses

Activity 2: Censorship & Propaganda

Censorship

- Look at the L.C.C. Fire Brigade Report below. What was the real name of the 'big industrial establishment' and how many people were killed and wounded there?

AIR Laid REPORT.
LONDON COUNTY COUNCIL - LONDON FIRE BRIGADE
REPORT OF CALL

Call No. _____
District _____ Station _____ Called by _____
Category _____

Place	Name of Incident	Description
Royal Arsenal, Woolwich, S.E.18.	R.A. War Department	<p>B.30 - A building of one and two floors about 300 x 200 feet (used as workrooms, machine rooms, office and store) about one-half and contents damaged by explosion and fire, rest of building and contents by breakage.</p> <p>B.31 - A building of two floors about 200 x 60 feet (used as inventory store) and contents severely damaged by fire.</p> <p>B.3, 4, 5 & 7, - A range of buildings of one floor each covering an area of about two acres (used as explosive factory) severely damaged by explosion and fire (demolished).</p>

Supposed cause: Explosive and incendiary bombs. Classification: _____
If cause traced (as recorded overhead) mark with X _____
Extinguished by (or services rendered): Fire Brigade appliances with the assistance of Royal Arsenal F.D. from open water and hydrants.
No. of automatic sprinkler and/or drencher heads actuated _____
Special Service - supposed cause (NOT for inclusion in Daily Return): _____

47
[Signature]
Superintendent

- Leaving out key names and details of casualties in reports like this was called censorship. Can you find any other examples of censorship in the the Kentish Times newspaper?

- Why do you think that reporters had to do this?

Activity 2: Censorship & Propaganda

Propaganda

One of the British newspapers highlights the efforts of the R.A.F. on 15th September, 1940. This is now known as Battle of Britain Day and is seen as the day that the Germans decided that they couldn't invade Britain. The true figures for the 15th September were 56 German aircraft shot down to the R.A.F.'s 27, and not as shown by this newspaper.



- Why do you think that the newspapers exaggerated the success of the R.A.F.?

The 5 Ws

A good journalist ensures that a newspaper article answers the 5 Ws: **Who?** **What?** **Where?** **When?** and **Why?** eg

Sam Bartram and the Charlton players will play Chelsea at Wembley today having reached the War Cup Final.

Read the Kentish Times Report below about the Barnehurst incident.

- Can you break the story into the 5 Ws?

Who?	
What?	
Where?	
When?	
Why?	



Activity 2: Censorship & Propaganda

The incident at Barnehurst occurred on the key day of the Battle of Britain, 15th September, 1940. However reports in the local newspaper about what happened were heavily censored.

- Write your headline
- Write a brief opening paragraph summarising what happened using the 5 Ws: Who? What? Where? When? and Why?
- Now try to expand on this brief paragraph and write an accurate uncensored report of what happened using eye witness accounts.

You can find out the names of the people killed that day at:

<http://forum.keypublishing.co.uk/showthread.php?t=31724>

Give Hurricane pilot Squadron Leader John Sample's account of what happened.

Use the BBC People's War website to get first hand accounts of what happened at Barnehurst from eyewitnesses, Gordon J. Bennett, John and Peter Butler and Douglas Cooper.

The Kentish Independent 1D	
BLACK OUT 6.27PM TO 7.30AM MOON SETS 8.18PM RISES 9.24AM For SE London & NW Kent	
Headline	

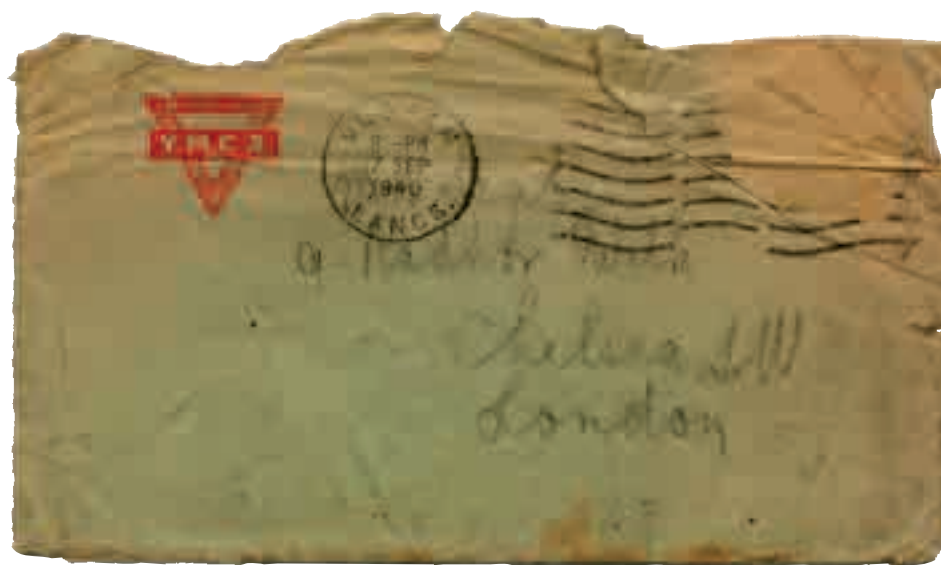
continued

Activity 2: Censorship & Propaganda

continued

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Activity 3: Exchange Project – The First Day of the Blitz



Primary Source: Blitz Letter

Background notes

This letter was written just four hours after the first raid of the Blitz began, at 5pm on the 7th September, 1940.

It was written by Richard 'Dicky' Seaby from an army training base to his Uncle* Joe and his wife Dibs in London. Patsy Ann is Joe and Dibs' three year old daughter.

Joe, Dibs and Dicky were very close, as they had grown up together and worked in the same street market running fruit and veg stalls before the war.

Dicky has listened to the wireless (BBC Radio News) about the raids on London and has been so concerned he has immediately written this letter. This was in the days before everyone had a telephone and could call each other easily.

Dicky writes this letter just prior to being transferred to Norwich from where he hopes to be able to get back to London on leave to see them.

*Joe and Dicky were the same age, 29, despite being uncle and nephew.



Joe, Dibs and Dicky Seaby, 1937

P Daniel



North End Road Street Market where Joe, Dibs and Dicky worked

P Daniel

Activity 3: Exchange Project – The First Day of the Blitz



Private Richard Seaby on leave from Norwich for his wedding day in Fulham, 23rd November, 1940.

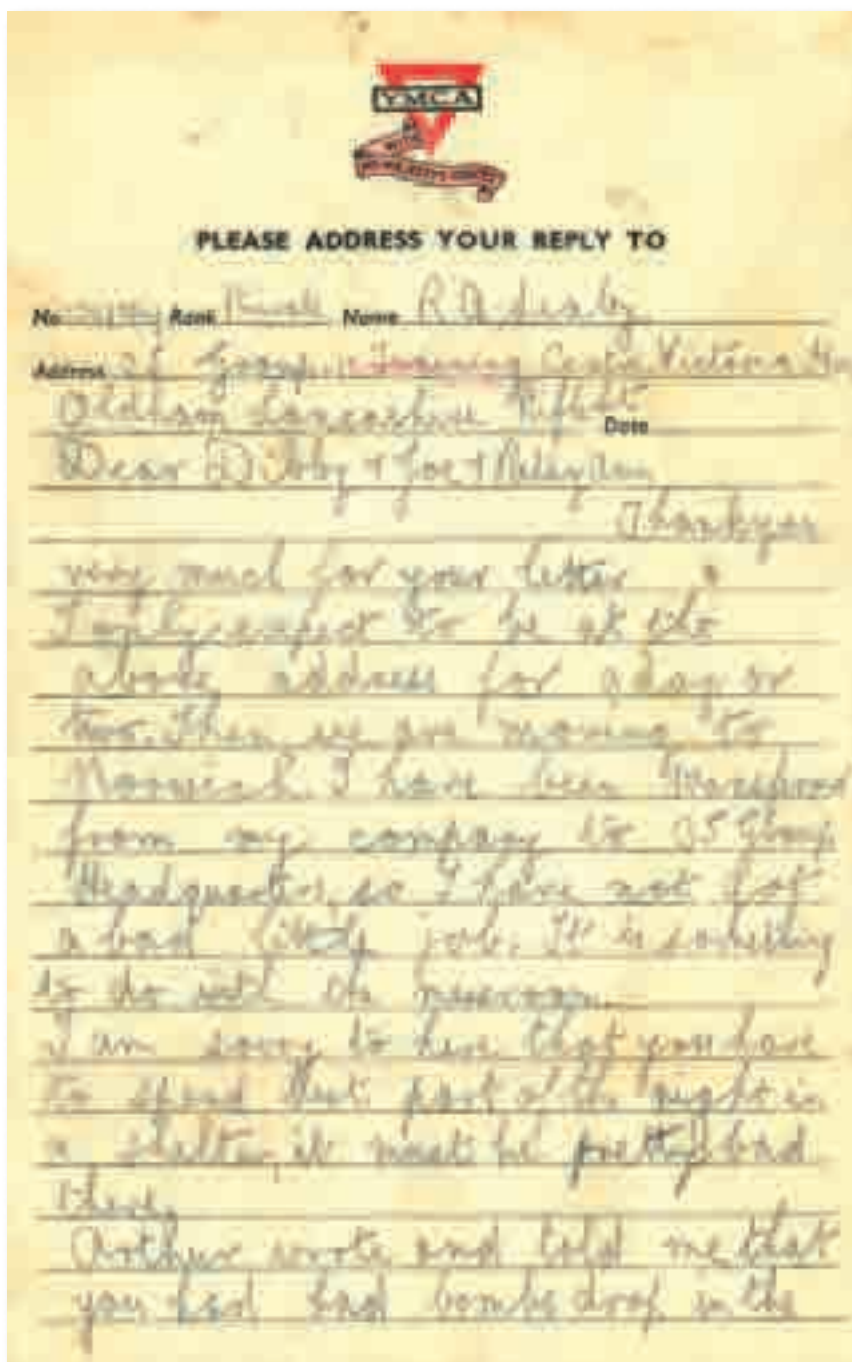
P Daniel



'The air raids must be affecting the trade in the road so it must be pretty rough going for you and Joe.'

The market stall in North End Road, Fulham.

P Daniel



No 13070547 **Rank** Private **Name** R A Seaby
Address 35 Group, 11 Training Centre, Victoria House
 Oldham Lancashire Rifle Street **Date**

Dear Dibby & Joe & Patsy Ann,

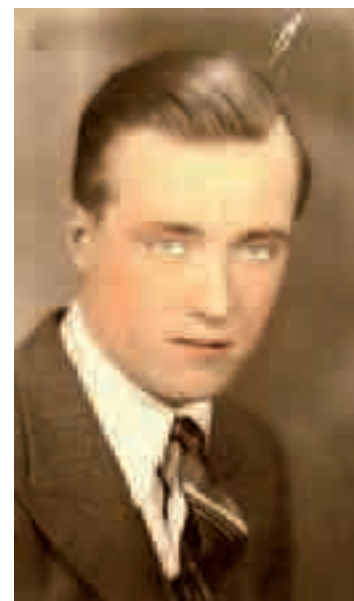
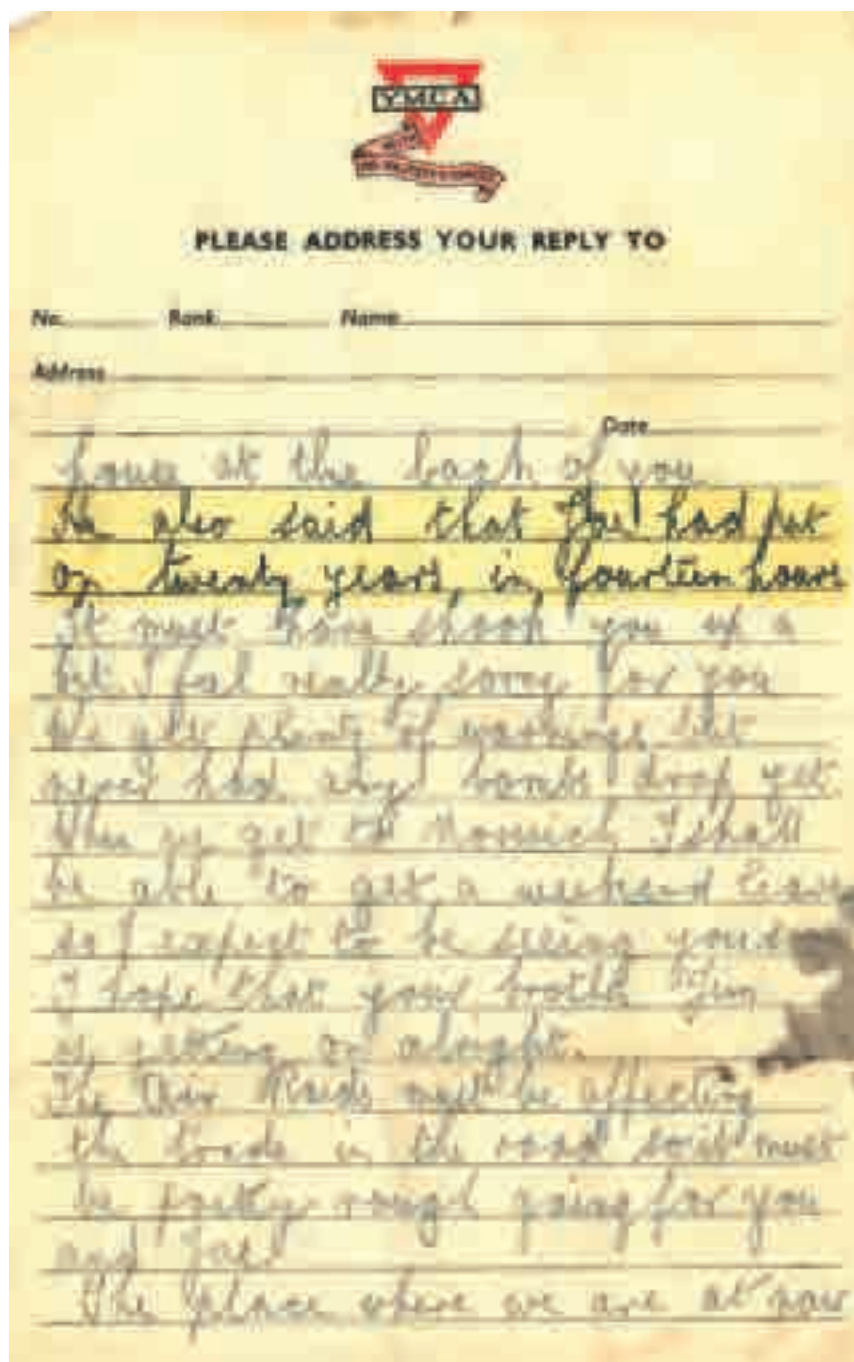
Thankyou very much for your letter. I only expect to be at the above address for a day or two. Then we are moving to Norwich. I have been transferred from my company to 35 group headquarters, so I have not got a bad little job. It is something to do with the messroom.

I am very sorry to hear that you have to spend the best part of the night in a shelter, it must be pretty bad there.

Arthur wrote and told me that you had bombs drop in the...

continued

Activity 3: Exchange Project – The First Day of the Blitz



Joe Seaby, 1938

P Daniel

The impact of war: 'Joe had put on twenty years in fourteen hours.'



Joe Seaby, 1942

P Daniel

...house at the back of you. He also said that Joe had put on twenty years in fourteen hours. It must have shook you up a bit. I feel really sorry for you. We get plenty of warnings but never had any bombs drop yet. When we get to Norwich I shall be able to get a weekend leave so I expect to be seeing you soon. I hope that your brother Jim is getting on alright. The air raids must be affecting the trade in the road* so it must be pretty rough going for you and Joe.

The place where we are at now...

continued

* Dibs and Joe's greengrocer's stall in North End Road, Fulham

Activity 3: Exchange Project – The First Day of the Blitz




A Dornier bomber above Greenwich on 7th September, 1940.
Imperial War Museum



Dibs, Joe and Patsy Ann Seaby on holiday at Canvey Island just prior to war breaking out in September, 1939.

P Daniel



PLEASE ADDRESS YOUR REPLY TO

No. _____ Rank _____ Name _____

Address _____

Date _____

...is smashing. We get hot and cold showers, plenty of grub and a good bed so I have not much to grumble at. I have just been listening to the wireless and all I can hear is raids on London. I do hope that all of you keep out of danger.

This is the only thing that I regret, we are up here out of danger and you are down there getting bomb to pieces. Well goodbye for now. I shall be writing again soon.

Best of luck
Dick

...is smashing. We get hot and cold showers, plenty of grub and a good bed so I have not much to grumble at. I have just been listening to the wireless and all I can hear is raids on London. I do hope that all of you keep out of danger.

This is the only thing that I regret, we are up here out of danger and you are down there getting bomb to pieces. Well goodbye for now. I shall be writing again soon.

Best of luck

Dick

Activity 3: Exchange Project – The First Day of the Blitz

Persuasive Letter Writing: Evacuation



Patsy Ann and Dibs

P Daniel



Joe and Patsy Ann hop picking in September, 1941 before he left for North Africa.

P Daniel

After the 7th September, 1940, London was bombed for 57 consecutive days and nights. The Blitz continued until mid May, 1941. Many children evacuated in September, 1939 had returned home to London when the Blitz had started. Some families, like the Seabys, had made the decision to stick together come what may.

Write a letter as Joe Seaby replying to his nephew Dicky's letter of 7th September:

- Describe the raids on the 7th September and why you put on 'twenty years in fourteen hours.'
- Tell him you have decided not to apply for evacuation for Dibs and Patsy Ann and make a strong argument to back up your decision.

OR

On 29th November, 1940 Joe Seaby is called up to the army. He is ordered to report for training on the 12th December and knows that after that date his wife Dibs and young daughter Patsy Ann will be left to face the Blitz without him. The Government is encouraging parents to evacuate their children from London. Dicky Seaby is now in Norwich and is keen for Dibs and Patsy Ann to join him as he feels it is safer for them to be evacuated.

Write a letter as Dicky Seaby from his army base in Norwich to Dibs and Joe in London:

- Describe what life in Norfolk is like and make a strong argument for Dibs and Patsy Ann to be evacuated there to join you.

Use the writing frames to help you put forward your persuasive arguments.

Activity 3: Exchange Project – The First Day of the Blitz

Dear

1. I think that

2. The reason I say this is because

3. Also

4. Furthermore

5. Some people will argue that

6. However, I think

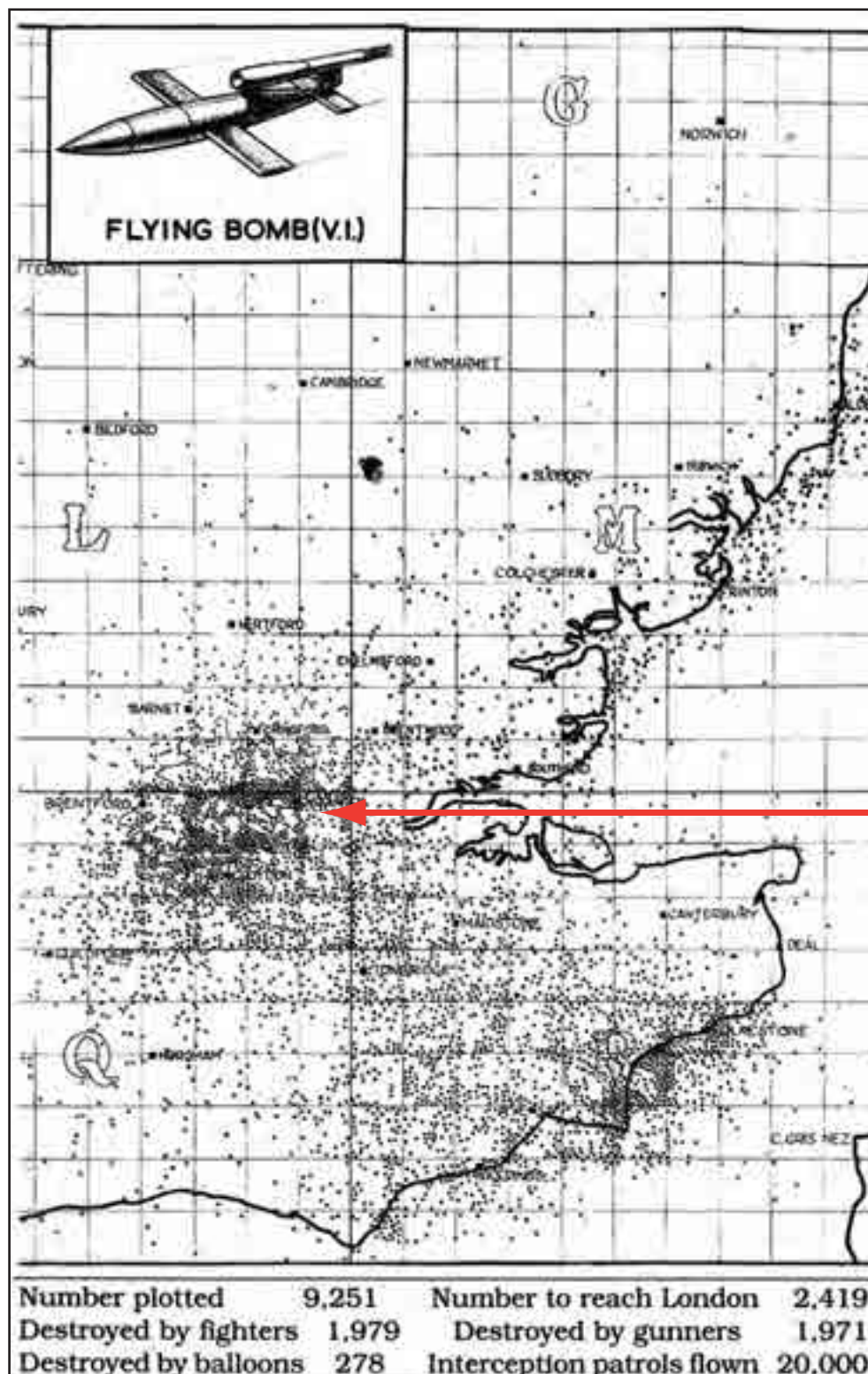
Yours sincerely

Activity 4: Exchange Project – Class Newspaper

In June, 1944, the V1 flying bomb attacks caused the third great evacuation from what people were calling 'Bomb Alley' – south east London and north west Kent (see map below). In July, the evacuations began. Children were sent away to areas that were less likely to be bombed (see doodlebug map below).

In this project you will design and create a World War Two class newspaper as part of a school exchange project between schools in the Charlton area and those in Norfolk. The newspaper will be a special edition about the evacuation that took place because of the threat of attacks by V1 doodlebugs. These attacks also coincided with D-Day, the invasion of Europe. This allows you to include stories in your newspaper about the impact American serviceman had on your area. Football continued despite the attacks so no newspaper would be complete without its sports page!

You could write about football in your area and players like Sam Bartram, the Charlton keeper who joined the R.A.F.



*R.A.F. map plotting where
V1 'doodlebugs' landed
courtesy of Bob Ogley
Frolegs Publications*

Crayford

Activity 4: Exchange Project – Class Newspaper

WW2 People's War

An archive of World War Two memories - written by the public, gathered by the BBC

- Use the BBC People's War website to get first hand accounts of what happened in your area during the V1 'doodlebug' flying bomb attacks in 1944 and 1945.

www.bbc.co.uk/ww2peopleswar

Search the archive

Search by keyword, author or article ID

doodlebugs crayford

Go

- The website search engine can be searched for stories about what happened in your area. E.g. a search for stories relating to doodlebug incidents in Crayford will give you the following result:

Your 7 search results for "doodlebugs crayford":

• BBC - WW2 People's War - Kent Category

The Doodlebug menace was getting serious so the WVS half way up the **Crayford** hill was open and outside was...

• BBC - WW2 People's War - Sad Experience in the Doodlebug Days

The Doodlebug menace was getting serious so the WVS half way up the **Crayford** hill was open and outside was I was an apprentice at Vickers Armstrongs **Crayford** Kent.

• BBC - WW2 People's War - Our House Had Gone

We lived in Mayplace Avenue in **Crayford**, Kent. Warden to a public shelter in **Crayford** Way.

• BBC - WW2 People's War - My first memory of a doodlebug

Our time in Yorkshire was most enjoyable and I have still very fond memories but always will feel sad that 11 June 2009 My first memory of a doodlebug You are browsing in: > Contributed by

• BBC - WW2 People's War - The Best Years of Our Life!

We heard the awful jug of a Doodlebug. A lady came out from a house on the south side of **Crayford** Road, and took us both into her house and gave us a bun and Lemonade made with powder and water.

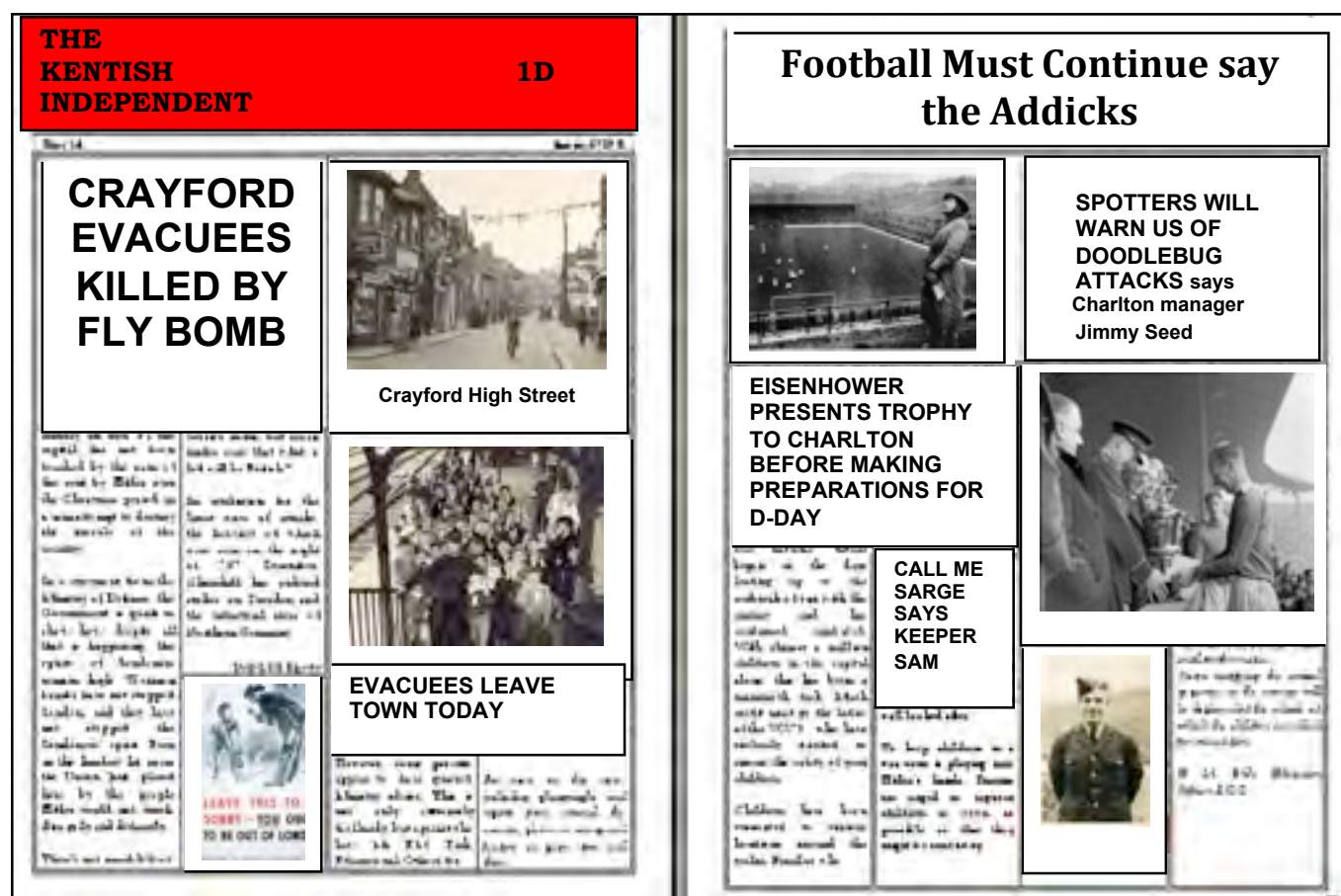
A Sports Page

- Use your sports page to write about events at the Valley or Carrow Road. Explain how football continued despite all the attacks as it was important to boost morale. You could write about Charlton's appearance in the War Cup final or the U.S.A.A.F. rodeo at Carrow Road.
- The People's War search engine can be searched for sports stories in your local area. There is also a detailed account of football during the war on the Spartacus website.



Activity 4: Exchange Project – Class Newspaper

The final newspaper will look something similar to the newspaper below. However a lot of planning is needed.



The pages that follow will provide you with all of the information needed to plan and design your newspaper.

The evacuation of children was difficult for both families sending children away and for those receiving evacuees into their home. This might be something that your newspaper writes about. If you can, try to interview people who lived in your area during this time to find out their opinions. You could also try and find out about football in the 1940s from an older fan.

Your newspaper needs to be really well designed so that it can tell the story of your area in World War Two to children in the exchange project.

Websites which you might find useful are:

Bexley:

www.crayfordhistory.co.uk

www.bexley.gov.uk/archives

www.dartford.gov.uk/DartfordAtWar/index.htm

Norfolk:

www.2ndair.org.uk

www.archives.norfolk.gov.uk/nroindex.htm

<http://gallery.nen.gov.uk/gallery/3833-e2bn.html>

Activity 4: Exchange Project – Class Newspaper

Exercise 1: Planning your newspaper

“All good work needs a good plan”

The same is true for the newspaper, before you begin to think about how the newspaper looks. You first have to decide on what to include in the newspaper. Search through all the articles relevant to your area on the BBC People's War website, look for pictures and posters that fit in with the themes you want to include by searching on line and through information books you have at school. The BBC Peoples War stories may be too long so you may have to shorten them. You may even decide to include an article that you have written yourself.

On an A4 piece of paper write down the title 'Planning the newspaper' and draw the tables below. The size of the tables will depend on the number of articles that you have selected.

Planning the newspaper

Selected Newspaper Articles

Newspaper Article Title	Source	Description

Selected Photographs

Photograph Title	Source	Description

Selected Advertisement Posters

Advertisement Poster Title	Source	Description

Give a heading to each piece that will be included in your newspaper. A short description will help you to remember what the newspaper articles or photographs are about.

Example

Newspaper Article Title	Source	Description
Sad Experience in the Doodlebug Days		A short article about the doodlebug incident in Crayford on June 13th 1944
High Street Destroyed	A History of Crayford	56 evacuees killed in doodlebug attack

Activity 4: Exchange Project – Class Newspaper

Exercise 2: Designing your newspaper

After you have selected the articles to be included in your newspaper, you will then start to think about the design of the newspaper.

A good idea is to look at a number of newspapers.

The main points you need to think about are;

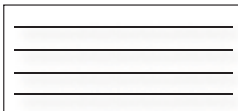
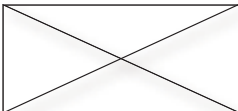

- how many columns containing writing will you use on a page?
- how many pictures will you use?
- how many advertisements will you use?
- how big will your headlines be?

Once you have decided how your newspaper will be laid out you will then go onto your initial design. The process of producing a newspaper may go through many design stages.

So your final newspaper may look different to your first initial design.

To design your newspaper you first need to start off with a plain piece of A4 paper.

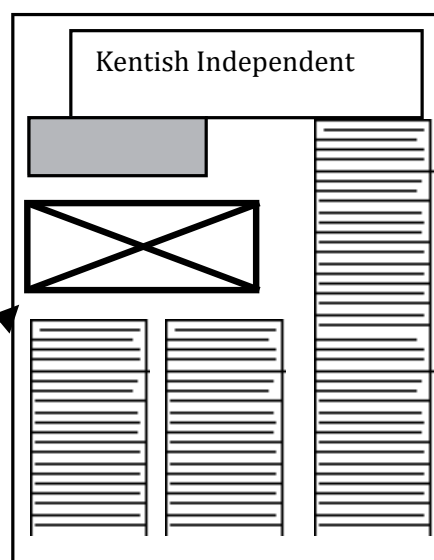
Use the following symbols to show the different sections of your newspaper.

	Symbol
A block of text	
A photograph	
A headline	

You also need to make comments on the side of the newspaper to describe each section.

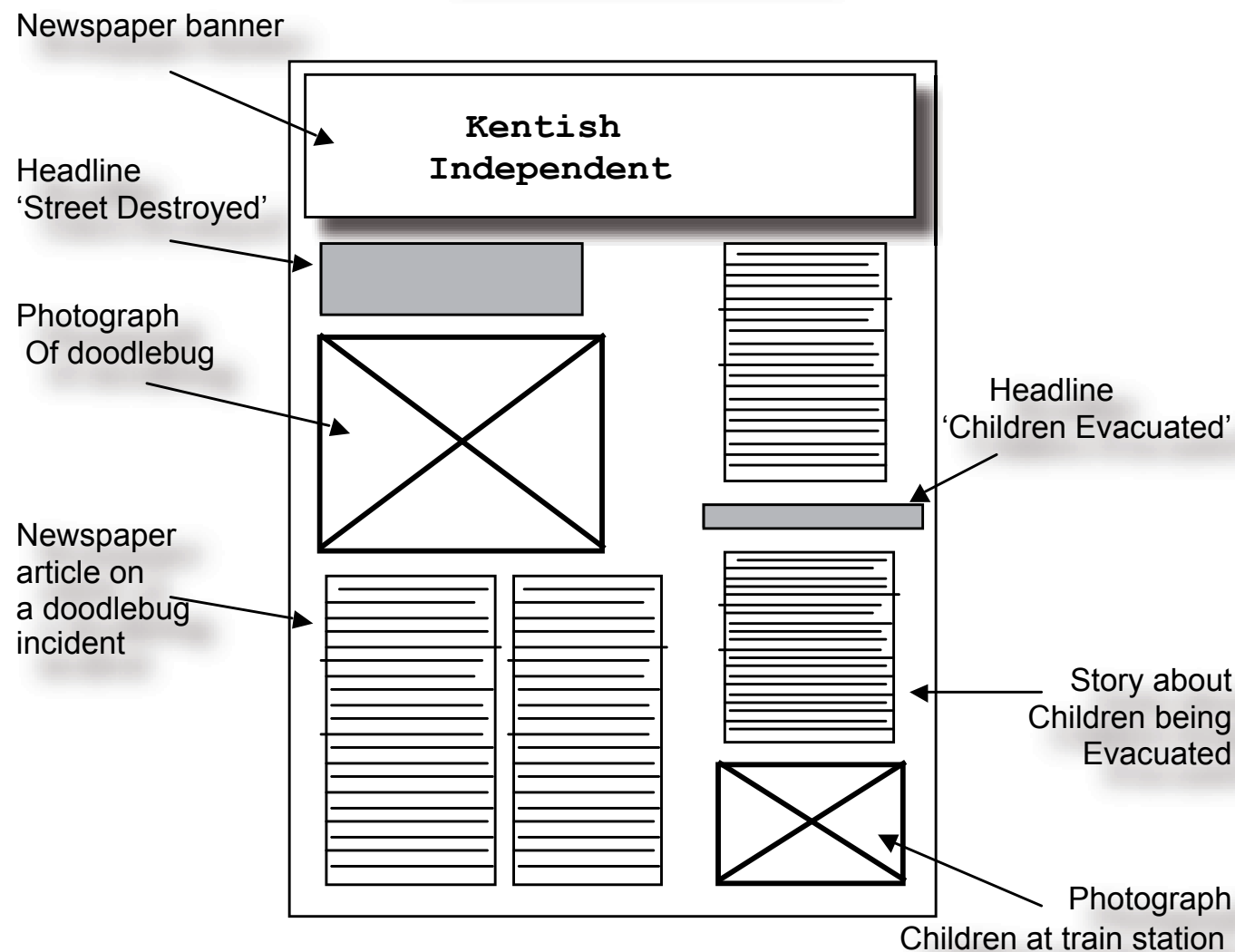
Such as **'Photograph of bombed homes'**

Look at the next page to see how your design should look.



Activity 4: Exchange Project – Class Newspaper

Below is an example of what your hand drawn design may look like



If this is to be carried out as a class newspaper, your teacher may want to take on the role of editor in chief, so that groups working on a page for the newspaper do not repeat stories, or use the same pictures. Once all the planning sheets from the class have been completed, your teacher can then approve your plans, so that your page can become part of the class newspaper.

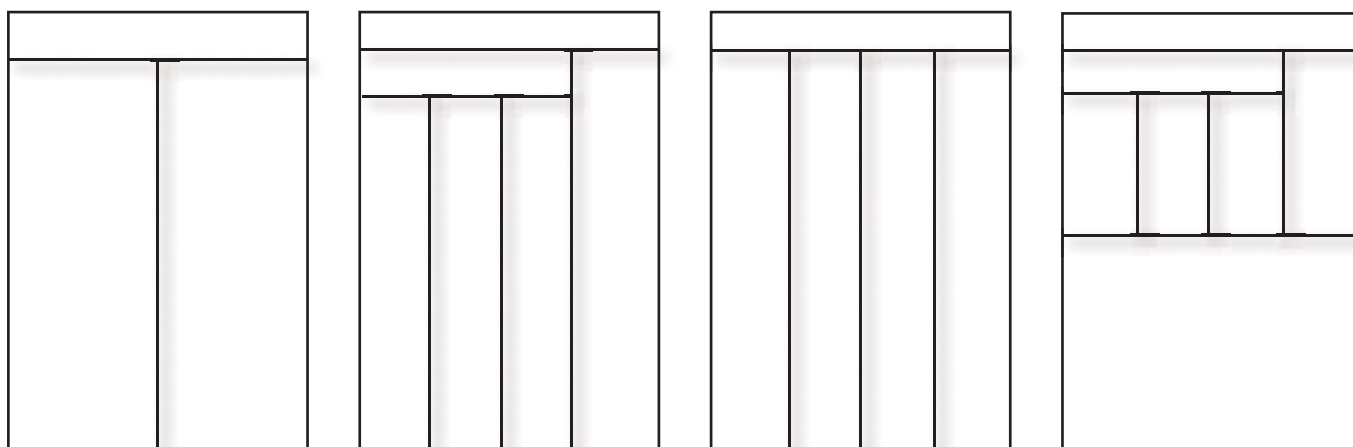
Each page of your newspaper should be designed in the same way as above.

Once you have completed your final design, you can now create your newspaper using the computer.

Activity 4: Exchange Project – Class Newspaper

Exercise 3: Making your newspaper

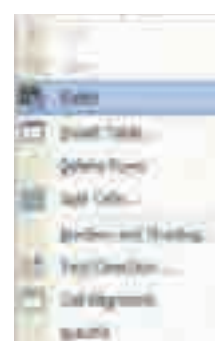
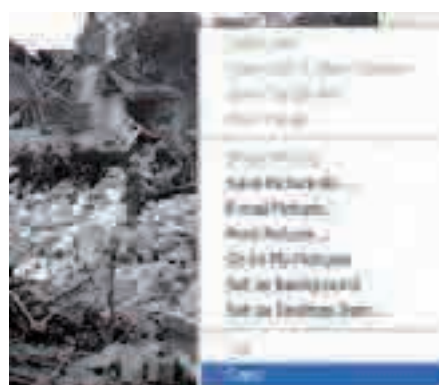
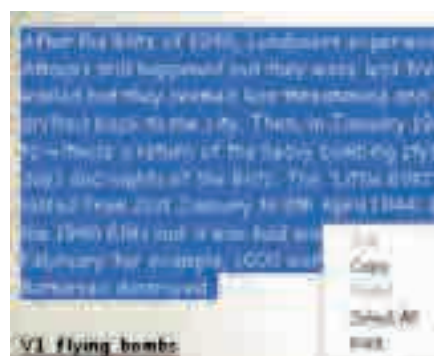
Choose a layout of your newspaper which best matches your newspaper design sheet. Some different styles are shown below:



Once you have selected the template the next step is to enter the newspaper information onto the page.

To copy text or pictures into your newspaper, follow the steps below;

- Press the left button of the mouse highlight the text or photograph,
- Press the right button of the mouse – and from the menu select copy
- Open your newspaper template and click in the section you want to place the text,
- Press the right button of the mouse and select paste from the menu.



Activity 5: England v Germany 1938

In 1938, England played Germany in Berlin. Following advice from Sir Neville Henderson, British ambassador to Germany, the England team were ordered to give the Nazi Sieg Heil-Hitler salute before kick-off.

- Select one of the three England players below and write what they are thinking in the thought bubble as they give the Sieg Heil salute.



Stanley Matthews, Stoke was probably the greatest footballer in the World at the time of this match. The Nazis expect him to play and give the salute before the game. He said, 'The request caused uproar in the changing room before the match.'



Don Welsh, Charlton was the Addicks' captain and was making his debut for England in this game. If he refuses to give the salute he will be dropped and might never play for England again.



Eddie Hapgood, Arsenal was England's captain. If he refuses to salute it will create a major diplomatic incident. 'The worst moment of my life, and one I would not willingly go through again, was giving the Nazi salute in Berlin.'



'When I go to see Herr Hitler, I give him the Nazi salute, because that is the normal courtesy expected.'



Sir Neville Henderson was British Ambassador to Germany. As the game takes place he is making huge efforts to avoid another war with Germany. He does not want the England players to upset Hitler before he meets Prime Minister Neville Chamberlain.

'The Nazis are evil. I'm not going to salute them. You can count me out.'



Stan Cullis, Wolves was captain of his club and one of the best players in England. He was the only player to refuse to make the salute and so was dropped from the team, and stopped from becoming captain for some time afterwards.

Watch the Gaumont British News clip of the match:

www.itnsource.com/shotlist//BHC_RTUV/1938/05/19/BGU407230562/

Activity 5: England v Germany 1938

Conscience Alley

England players, like Charlton's Don Welsh, faced a terrible dilemma. Do they refuse to give the salute and anger the German crowd and the Nazis? (They have been told by Sir Neville Henderson that their refusal could even lead to war. A refusal will also lead them to being dropped from the team.) Or do they agree to give the salute, which will be seen by the World as a signal that Britain supports Hitler? Can you help them resolve their crisis?

The class forms two lines facing each other. One person takes the role of one of the England players and walks between the lines as each member of the group speaks their advice. It should be organised so that those on one side give opposing advice to those on the other. When the player reaches the end of the alley, they should make their decision.

Peer Pressure



There are 110,000 German fans in the Berlin Olympic stadium. When they give the Sieg Heil salute they expect the England players to follow.

Actions



The England players are under enormous pressure not only from the crowd but from the British Ambassador and decide to give the salute.

Consequences



Nobody stands up to Hitler after he comes to power in 1933. By the time they do, it is too late and the Second World War leads to the deaths of millions of innocent people, like the Jews, in Hitler's concentration camps.

In the boxes below describe how peer pressure at school could be made to alter your actions and what the consequences of this could be.

Peer Pressure

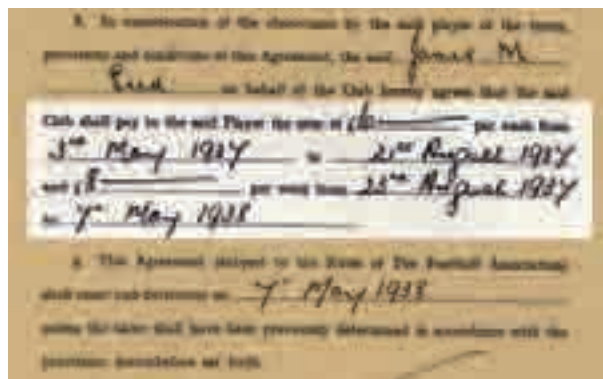
Actions

Consequences

Activity 6: Sam's War Time Diary

- Imagine you are Sam Bartram. Write diary entries that describe how you are feeling in each of the pictures shown.

Sam Signs a new contract after Charlton finish up Runners up in the League

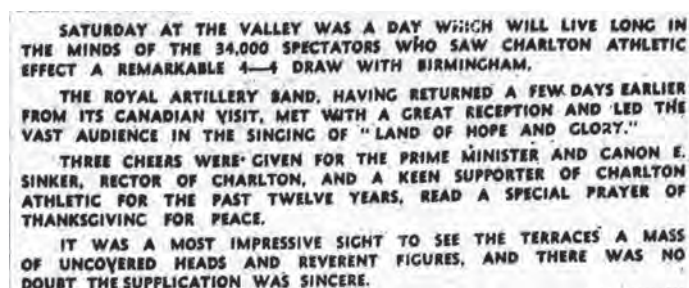


Sam and Jimmy Seed

Before Sam Bartram joined Charlton he was an unemployed miner. The average weekly earnings of men aged 21 in October, 1938 was £3 9s. (£3.45). A car like the Morris Major 6 cost £205 and a new house in Barnehurst £395.

7th May, 1938

Prime Minister Neville Chamberlain visits the Valley and Sam joins the other Charlton players to give a minute's silence for 'Peace in Our Time'



1st October, 1938

Activity 6: Sam's War Time Diary

Sam goes to South Africa



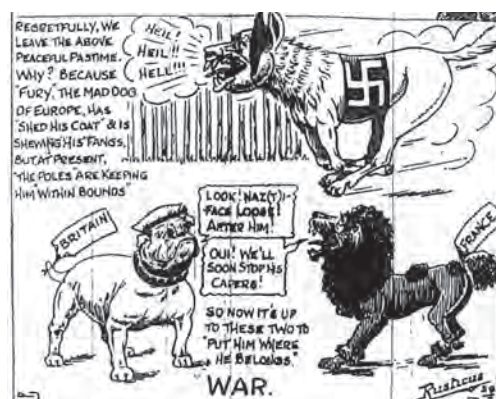
At the end of another successful season with Charlton, Sam is delighted to be picked to go on tour with an England XI to South Africa. Before the first game in Johannesburg, he stays the night in Kruger National Park, where the team spend a scary night being stalked by lions.

15th June, 1939

Sam plays in Charlton's last game before war is declared, a 2-0 win over Manchester United.



2nd September, 1939



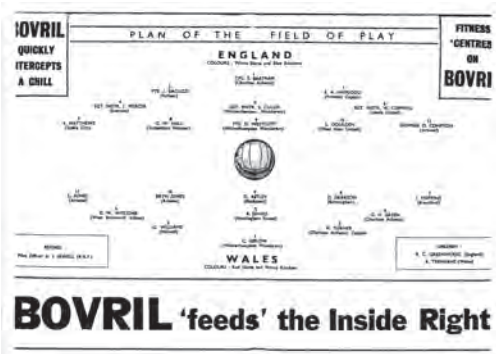
Activity 6: Sam's War Time Diary

Sam joins the R.A.F. as a P.E. instructor

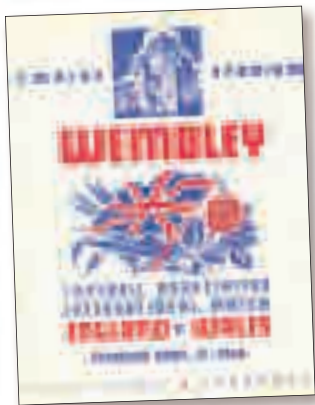


5th January, 1940

Sam plays at Wembley for the first time for England against Wales



The 'Phoney War' is about to come to an end and very soon British soldiers will have to be evacuated from France at Dunkirk. Sam, now a serving member of the R.A.F., plays against Wales at Wembley. It's his first appearance at Wembley stadium.



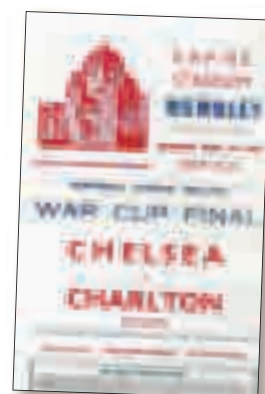
13th April, 1940

Activity 6: Sam's War Time Diary

Sam meets General Eisenhower as Charlton beat Chelsea in the War Cup final



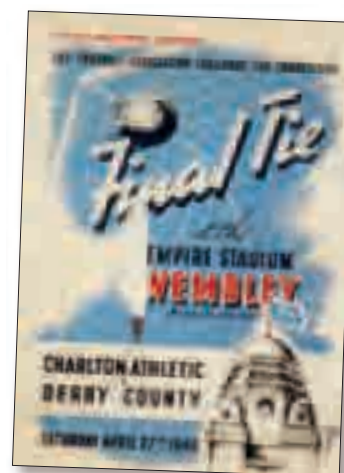
Before the game Sam dreams that he will let in a penalty but that Charlton will go onto win the War (South) Cup against Chelsea. That's exactly what happened. He is given his winners medal by American General Dwight D. Eisenhower, who is about to plan the invasion of Europe, 'D-Day.'



15th April, 1944

Sam plays in the first post War F.A. Cup Final

In 1946 Charlton reached the F.A. Cup Final, only to lose 4-1 to Derby County in extra time. This was an unusual match for two reasons, firstly both goals in normal time were scored by Charlton's Bert Turner (an own goal, then sixty seconds later an equaliser). Secondly the ball burst. This happened when Sam saved a shot from a Derby player. To avoid a bounce up on his own line, Sam threw the ball in to touch at the half way line. At the end of the game the players promised to get back the following year and win – they did 1-0 against Burnley.



27th April, 1946

Unit 9: What was it like for children in the Second World War?

Activity	Learning Objectives	Learning Outcomes
<p>Write a Kenning For Sam.</p> <p>Look at examples of Kennings.</p> <p>kidsonthenet.com/create/kennings.cfm is a good website to see childrens' examples. Get the children to read them aloud for them to see how quick the rhythm is of Kennings poetry and how powerful the short descriptions are when delivered.</p> <p>Look at the pictures of Sam Bartram and describe what they see. See the difference of him in army uniform and playing football. Discuss how different it must have been for him to have two roles...a footballer and a part in the air force in World War Two.</p> <p>By using the pictures of Sam Bartram the children will be asked to write down Kennings. Once they have a few ideas written down, four sentences say, the class can share them.</p> <p>The children can get into small groups and perform their Kenning.</p> <p>A class Kenning can be made.</p>	<p>Children should learn:</p> <p>Section 6 Give the children selected sources. Work with the children to list what the pictures show. Consider what can be inferred about the effects of the war on people's lives and how Sam's will have changed.</p> <p>Ask the children to write kennings for one or more of the pictures.</p>	<p>Children should:</p> <p>Section 6 list some of the effects of war on everyday life</p> <p>suggest ways in which people suffered</p>
<p>Facts and Opinions</p> <p>Read the article in the book 'Raiders Try in Vain To Paralyse Docks and Factories' from the Kentish Independent.</p> <p>As a class discuss the 5 W's for each report. Who is it about? When did it happen? Where is the incident? What is being reported? And How is the report conveyed...is it feelings or responses? Statements or facts?</p> <p>Censorship</p> <p>Discuss censorship and why it is used. Ask the children to look at the reports in pairs and make a list of places and people where names are withheld.</p> <p>Look at the L.C.C. Fire Brigade report, which shows that the 'big industrial establishment' is the Woolwich Arsenal, and discuss why censorship was used.</p> <p>Propaganda</p> <p>Look at the newspaper article and discuss why propaganda was used.</p>	<p>Explain that 'Blitz' comes from the German word 'blitzkrieg', which means 'lightning war'.</p> <p>Children should learn:</p> <p>Section 2 the characteristic features of the Blitz and what type of area was most likely to be affected</p> <p>to locate where bombing raids took place</p>	<p>Children should:</p> <p>Section 2 suggest reasons why some areas of a city were more likely to be bombed than others</p> <p>suggest how the bombing could be stopped</p>

Bartram, the Blitz and Beyond	
Literacy	Additional Notes
<p>Year 5: Poetry Unit 3 Choral and Performance</p> <p>Children hear, read, and experience performance poetry, both on paper and in actual performance. They explore the contribution made by the performance element. They then write, rehearse and present their own performance poem.</p> <p>1998 Framework objectives covered:</p> <p>Year 5, Term 3: T4 and T11 read, rehearse and modify performance of poetry; use performance poems as models to write and to produce poetry in polished forms.</p> <p>Year 6: Poetry Unit 1 The Power of Imagery</p> <p>A way of working, involving playing with language and then forming and shaping ideas, is modelled and practised. ICT may be used to provide a visual or aural stimulus and/or to develop and present the poems.</p> <p>1998 Framework: Year 6, Term 2: T3 and T4 recognise how poets manipulate words; investigate humorous verse; T5 analyse how messages, moods, feelings and attitudes are conveyed in poetry; T8 analyse the success of texts and writers in evoking particular responses in the reader.</p>	<p>Having read the book the children may wish to comment on the differences the war made to everyday peoples lives as well. This type of poem is a wonderful way for all children to complete a successful poem and you may wish to continue by asking the children to imagine they are a child in the war and what they saw and felt. The poems are quite short and easy to make and will allow every child to produce something they will be very proud of and which they can deliver with enthusiasm.</p>
<p>Year 6 Non-fiction Unit 2 – Journalistic writing.</p> <p>The children will comment critically on the language, style, success of the examples of news given.</p> <p>They will develop a journalistic style through considering: balanced and ethical reporting, what is of public interest in events, the interest of the reader, selection and presentation of information.</p> <p>They will use the styles and conventions of journalism to report on the given event through the eye witness reports..</p> <p>1998 Framework objectives covered:</p> <p>Year 6, Term 1: T12 and T15 comment critically on the language, style, success of examples of non-fiction such as periodicals, reviews, reports, leaflets; develop a journalistic style through considering: balanced and ethical reporting, what is of public interest in events, the interest of the reader; selection and presentation of information; T16 use the styles and conventions of journalism to report on, for example, real or imagined events.</p> <p>Year 6, Term 3: T19 review a range of non-fiction text types and their characteristics, discussing when a writer might choose to write in a given style and form; T22 select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</p>	<p>This activity will be a good base for the class newspaper that will be produced. The children can use their knowledge of propaganda , facts and opinion and censorship later in the project.</p> <p>The children could be given the opportunity to read out their newspaper articles as though they were TV news readers!</p>

Unit 9: What was it like for children in the Second World War?

Activity	Learning Objectives	Learning Outcomes
<p>Exchange Project: The First Day of The Blitz</p> <p>Introduction Read through the letter with the children and look at the photos. Ask them to try and imagine what it must have been like for each party. Dicky was so far from his family and worrying about them while they were in London with the bombs falling. How would little Patsy Anne have felt? What would it have been like to spend a night in a shelter? Discuss.</p> <p>Persuasive Letter Writing: Evacuation Depending on if you are based in the London area or Norfolk the children will be asked to write a persuasive letter. One will be about not wanting to be evacuated and the other is arguing for evacuation.</p> <p>As a class you may wish to make arguments for and against the letter you will be writing and then the children will have thought through the pros and cons of each.</p> <p>A writing frame is given as guidance.</p>	<p>Children should learn:</p> <p>Section 2 the characteristic features of the Blitz and what type of area was most likely to be affected</p> <p>to locate where bombing raids took place</p> <p>Section 3 about the effects of air raids</p> <p>about the causes of evacuation</p> <p>Section 7 that the war affected children in different ways</p> <p>Section 8 where and how the local area was affected by WWII</p> <p>Section 9 about the effects of WWII on their locality</p> <p>to select information from sources</p> <p>to compare the local and national experience</p>	<p>Children should:</p> <p>Section 2 suggest reasons why some areas of a city were more likely to be bombed than others</p> <p>suggest how the bombing could be stopped</p> <p>Section 3 suggest how people could have been protected in the war</p> <p>suggest why evacuation was used as one strategy to protect children</p> <p>Section 7 describe different experiences that children had of the war</p> <p>Section 8 record information about the war in the locality</p> <p>Section 9 show knowledge and understanding of how the war affected people living in their locality</p> <p>select information from a range of sources to find out about their locality during the war</p> <p>identify similarities and differences between the effects of the war locally and nationally</p>
<p>Exchange Project: Class Newspaper.</p> <p>The children will design and produce a class newspaper as part of a school's exchange project. Newspapers will be exchanged between your school and one in the Charlton/Norwich area.</p> <p>Use the BBC People's War web site to get first hand accounts of what happened in your area during the VI flying bomb attacks in your area between 1944 and 1945.</p> <p>The children will put together a story/report for a sports page, another supporting the evacuation of children, others can write about things they have found on the web site of local interest.</p> <p>By following the step by step exercises in the booklet each person, pair or group will produce something they can be proud.</p>	<p>Children should learn:</p> <p>Section 1 when and where WWII took place</p> <p>about the leaders and key events and dates of the war</p> <p>Section 3 about the effects of air raids about the causes of evacuation</p> <p>Section 4 to find out about the experiences and feelings of evacuees, from a wide range of information sources</p> <p>to communicate their learning in an organised and structured way, using appropriate terminology</p> <p>Section 7 that the war affected children in different ways</p> <p>Section 8 where and how the local area was affected by WWII</p> <p>Section 9 about the effects of WWII on their locality</p> <p>to select information from sources</p> <p>to compare the local and national experience</p>	<p>Children should:</p> <p>Section 3 suggest how people could have been protected in the war</p> <p>suggest why evacuation was used as one strategy to protect children</p> <p>explain the effects of bomb damage</p> <p>Section 4 describe some likely feelings and experiences of an evacuee</p> <p>use words associated with evacuation accurately and appropriately</p> <p>Section 7 describe different experiences that children had of the war</p> <p>Section 8 record information about the war in the locality</p> <p>Section 9 show knowledge and understanding of how the war affected people living in their locality</p> <p>select information from a range of sources to find out about their locality during the war</p> <p>identify similarities and differences between the effects of the war locally and nationally</p>

Bartram, the Blitz and Beyond

Literacy	Additional Notes
<p>Year 5 Unit 3 – Persuasive Writing: Draft and write individual, group or class persuasive letters for real purposes, for example put a point of view, comment on an emotive issue, protest; edit and present to finished state.</p> <p>1998 Framework objectives covered:</p> <p>T17 draft and write individual, group or class letters for real purposes, edit and present to finished state</p> <p>Year 6 Non-fiction Unit 4 – Formal/impersonal writing</p> <p>In writing information texts, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</p> <p>Establish, balance and maintain viewpoints.</p> <p>Revise own non-fiction writing to reduce superfluous words and phrases.</p> <p>1998 Framework objectives covered:</p> <p>Year 6, Term 2: T17 and T20 read and understand official language and its characteristic features, for example layout, use of footnotes, headings, etc; discuss the way standard English varies in different contexts, for example why legal language is necessarily formalised, why questionnaires must be specific; understand the features of formal language.</p>	<p>This activity can be completed as a quick letter writing exercise. If there is time, however, the lesson can be spaced over a three or four sessions (we realise that time is precious so this is only if the units are useful for you to cover again).</p> <p>The letters can be read and the children discuss language used. Informal because it is to family members. Then a formal letter could be analysed.</p> <p>The view points of for and against evacuating a family or children can be done as a class discussion with half the class for and the other against. A type of council can be created and key speakers can put the cases forward.</p> <p>After this the children can write their own letters.</p>
<p>Year 6 Non-fiction Unit 2 – Journalistic writing.</p> <p>The children will comment critically on the language, style, success of the examples of news given.</p> <p>They will develop a journalistic style through considering: balanced and ethical reporting, what is of public interest in events, the interest of the reader, selection and presentation of information.</p> <p>They will use the styles and conventions of journalism to report on the given event through the eye witness reports..</p> <p>1998 Framework objectives covered:</p> <p>Year 6, Term 1: T12 and T15 comment critically on the language, style, success of examples of non-fiction such as periodicals, reviews, reports, leaflets; develop a journalistic style through considering: balanced and ethical reporting, what is of public interest in events, the interest of the reader, selection and presentation of information; T16 use the styles and conventions of journalism to report on, for example, real or imagined events.</p> <p>Year 6, Term 3: T19 review a range of non-fiction text types and their characteristics, discussing when a writer might choose to write in a given style and form; T22 select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</p>	<p>The children will make a class newspaper in this part of the project. If you have completed the previous newspaper article activity the children will already know of the use of facts and opinion, censorship and Propaganda. If this has not been visited, it is not essential but a quick discussions on these terms and why they were used etc would be beneficial for when they actually write their own piece.</p> <p>The newspaper will be exchanged with another school so they can learn of the 'doodlebug' attacks and changes and stories in your area but it may also be of interest to the rest of your school. Children who wish could take the class newspaper around the school to share with their peers. They would also benefit from interviewing someone who was alive at the time to write up their story for the newspaper.</p> <p>This newspaper can be tackled in different ways - as individual reports or as groups, the later will enable less confident writers to take a more active role through discussion.</p>

Unit 9: What was it like for children in the Second World War?

Activity	Learning Objectives	Learning Outcomes
<p>Conscience Alley</p> <p>Read the information about England v Germany 1938.</p> <p>Discuss how the England team must have felt and look at the different players and the decisions they made. Now ask the children to fill in the thought bubble.</p> <p>Once they have filled it in split the children into two groups :a yes or no group and they have to think of a supporting sentence.They then line up to form the Alley.</p> <p>Play the game Conscience Alley. The class form two lines and face each other. The pupil who is playing the England player walks down the line while the lines give opposing thoughts on if he should play and give the sieg heil salute or not.</p> <p>Talk about peer pressure and how it can alter their actions.</p> <p>Ask the children to fill in the three boxes with an experience they have had.</p>	<p>Children should learn:</p> <p>Section 1 when and where WWII took place</p> <p>about the leaders and key events and dates of the war</p> <p>Section 6 an overview of how the war affected people's everyday lives</p> <p>about the restrictions on people</p>	<p>Children should:</p> <p>Section 1 suggest why it is called a 'world war'</p> <p>know and use the names of leaders, key events and dates</p> <p>Section 6 list some of the effects of war on everyday life</p> <p>suggest ways in which people suffered</p>
<p>Sam's War Time Diary</p> <p>In this section the children are expected to write a diary as though they are Charlton goalkeeper, Sam Bartram. They are taken through his war time years step by step and shown photos, pictures and given other information to draw information from.</p> <p>Encourage the children to think about how Sam felt at each point. Discuss with them that diary writing is personal and includes many feelings and personal details.</p> <p>Before hand as a class you may wish to look at the photos and make a bank of words describing feelings eg, proud, excited, nervous etc. The children can use these as prompts.</p>	<p>Children should learn:</p> <p>Section 1 know and use the names of leaders, key events and dates</p> <p>about the leaders and key events and dates of the war</p> <p>Section 6 an overview of how the war affected people's everyday lives</p> <p>about the restrictions on people</p>	<p>Children should:</p> <p>Section 1 suggest why it is called a 'world war'</p> <p>know and use the names of leaders, key events and dates</p> <p>Section 6 list some of the effects of war on everyday life</p> <p>suggest ways in which people suffered</p> <p>Section 1 suggest why it is called a 'world war'</p>

Bartram, the Blitz and Beyond

Literacy	Additional Notes
<p>Learning outcomes:</p> <p>Children can identify bias when considering a controversial issue.</p> <p>Children can identify when it is appropriate to use formal and impersonal language</p> <p>Children can use clear language and appropriate presentational features both to present a particular case (argument) and to provide a balanced overview (discussion).</p> <p>1998 Framework objectives covered:</p> <p>Year 6, Term 2: T15 recognise how arguments are constructed to be effective through, for example:</p> <ul style="list-style-type: none"> the expression, sequence and linking of points the provision of persuasive examples, illustrations and evidence pre-empting or answering potential objections <p>T16 identify the features of balanced written arguments which:</p> <ul style="list-style-type: none"> summarise different sides of an argument clarify the strengths and weaknesses of different positions signal personal opinion clearly; <p>T18 construct effective arguments:</p> <ul style="list-style-type: none"> anticipating possible objections harnessing the known views, interests and feelings of the audience analysing strengths and weaknesses of different positions. 	<p>This activity also fits into Citizenship Unit 02: Choices</p> <p>In this unit, children discuss their likes and dislikes and the difference between right and wrong. They develop decision-making skills, explore the influences on the choices they make, and practise resisting peer influence. They consider rights and responsibilities when making decisions. The unit highlights the use of knowledge and skills to make informed and responsible personal choices and to consider the effect of those choices on other people and the environment. Children apply what they have learnt in a variety of contexts.</p>
<p>Year 6 Non-fiction Unit 1 – Biography and autobiography</p> <p>Children can extract and interpret information effectively from biographical and autobiographical sources.</p> <p>Children can research, prepare and present an account of a particular life</p> <p>1998 Framework objectives covered:</p> <p>Year 6, Term 3: T19 and T22 review a range of non-fiction text types and their characteristics, discussing when a writer might choose to write in a given style and form; select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</p>	<p>Diary writing is an excellent way for the children to empathise with people in World War Two.</p> <p>This activity can also work for diaries for evacuees.</p>

