



## MINI SCHEME OF WORK



### Key Stage 2 – female bus conductors (English, history)

To mark 100 years since the end of the First World War, The Royal British Legion is leading a national movement to say 'Thank You' to all who served, sacrificed and changed our world during the First World War. We want to look beyond traditional commemoration of British servicemen and celebrate the efforts of an entire generation, with the movement based around themes of:

- The arts
- Commonwealth
- Women
- Children
- Pioneers
- Armed forces

This mini scheme of work focuses on the contribution of Florence Cordell, a woman who became a bus conductor during the First World War. The lessons have been planned by the National Literacy Trust and support children in Key Stage 2 to write a thank you letter to Florence as their personal act of Remembrance.

The lessons are aimed at pupils in Years 5 and 6 and we have provided lesson plans, a powerpoint and activity sheets. In addition to literacy outcomes, the lessons provide an opportunity for children to practise their inquiry skills.

By delivering this scheme of work your school will become part of The Royal British Legion's Thank You movement. You can celebrate this by sharing the pupils' work in the following ways:

On Facebook: <https://www.facebook.com/groups/thankyou100>

On Twitter: @PoppyLegion

Contact The Royal British Legion at [thankyou@britishlegion.org.uk](mailto:thankyou@britishlegion.org.uk) and let them know you're involved. By sharing your school's logo with the Legion you can become a Thank You school and your activity can be shared on the Thank You website.

To find out more about the ways your school can get involved with the Thank You campaign, please visit [www.rbl.org.uk/thankyou](http://www.rbl.org.uk/thankyou)



# KS2 UNIT OF WORK: FEMALE BUS CONDUCTORS



## Unit objective:

To examine and celebrate the role of female bus conductors in WW1, using literacy skills to read, comprehend and discuss. To use information and understanding to craft a written letter.

### Lesson 1: WW1 and work

#### Learning objective:

To understand the immediate impact of WW1 on the world of work.

#### Description:

This lesson will explore the outbreak of WW1 and the impact it had on the world of work.

#### Literacy outcomes:

Speaking: articulate and justify answers, arguments and opinions

Reading: asking questions to improve their understanding

#### Teacher notes:

This lesson assumes an awareness of WW1 and specifically looks at the impact of the outbreak of war on the jobs that people did in 1914. The purpose of the lesson is to provide context before children look more closely at the role of female bus conductors during the war.

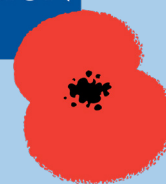
The film included contains images which children may find distressing. We advise reviewing the film before sharing it with your class. You may wish to stop the film at 04:41.

'Keep the home fires burning' means to keep things going in a central location. Children might consider what home fires have been used for in the past:

- Keeping warm
- Cooking
- Light
- Incinerate rubbish
- Celebrations
- Blacksmithing in some cases



# KS2 UNIT OF WORK: FEMALE BUS CONDUCTORS



## Lesson 1: WW1 and work

### Resources:

Your King and Country Need You lyrics  
Keep the Home Fires Burning lyrics

### Differentiation:

Challenging vocabulary in both songs has been highlighted. These words can be pre-taught or explored with dictionaries to ensure all pupils can access the texts.  
Keep the Home Fires Burning contains two metaphors and therefore may be more challenging for some students with EAL or SEN.

## Starter

Ask children to describe the type of person who does the jobs listed today. You might encourage pupils to get into pairs or small groups and give them a job each. Elicit that all of these jobs can be done by anyone.

Ask them if it would have been the same type of person doing the jobs in 1914. Elicit that the workplace was dominated by men and that women typically didn't work or worked in 'domestic service'.

## Main activity

Do the children know why 1914 is an important year?

Introduce the concept of Remembrance as an act of remembering the people who contributed to the First World War effort.

Show film: 'The outbreak of war'

Ensure the children understand that the outbreak of war had an impact on people across the UK and the world and that it was the largest war that had ever been fought.

Play the two songs: **Your King and Country Need You** and **Keep the Home Fires Burning**



## KS2 UNIT OF WORK: FEMALE BUS CONDUCTORS



Split the class into two groups and ask them to examine the lyrics to one of the songs, answering the questions to support their understanding and critical thinking.

Enable the groups to feed back to one another ensuring it is made clear that both songs are asking men and women to do things to contribute to the war effort: men are required to sign up to the forces and women should keep the home fires burning. Ensure children understand the meaning of this phrase 'keep the homes fires burning'.

### Plenary

Look back at the original list of jobs and consider what the impact of men going to fight in WW1 would have been on the world of work and on people's daily lives. Questions might include:

- What if all the farmers went to fight?
- What if all the fire fighters or shop workers went to fight?
- What might have happened if men hadn't gone to fight?
- How could people make sure the country kept running?

If necessary revisit the phrase 'keep the home fires burning' and discuss what this might mean more broadly than just in each person's home e.g. keeping things going in the local community or across the whole country.

### Lesson 2: Women's work

#### Learning objective:

To understand the jobs women did during the First World War.

#### Description:

This lesson will explore the impact of WW1 on the jobs that women did.



# KS2 UNIT OF WORK: FEMALE BUS CONDUCTORS



## Lesson 2: Women's work

### Literacy outcomes:

Speaking: articulate and justify answers, arguments and opinions

Reading: asking questions to improve their understanding

Writing: produce a new verse for a poem

### Teacher notes:

In 1914 young women were not encouraged or even allowed to undertake jobs that men did. Working women were in domestic service, governesses, nurses etc. Married women were not expected to work. Some women worked in factories. Richer women did not work. Women were paid less than men.

Use Pope's poem as a basis for discussion about the roles women were taking on for the first time.

### Resources:

Copies of *War Girls* by Jessie Pope

### Differentiation:

Challenge pupils to identify features in Pope's poem and use similar features in their own verse.

## Starter activity

Ask pupils which jobs needed to be done when the First World War started. What jobs did men do? What jobs did women do? Why was this different from before the war?

Watch the Thank You 100 Women video.



## KS2 UNIT OF WORK: FEMALE BUS CONDUCTORS



### Main activity

As a class read the poem War Girls and ask pupils to identify all the jobs Pope lists. The jobs Pope mentions are:

- Train guards
- Lift operator
- Delivering milk
- Postal worker
- Delivery van driver
- Butcher
- Bus conductor
- Bellhop in a hotel

Consider any jobs Pope hasn't included in her poem. Can pupils write an additional verse to mention some of the other jobs? Challenge pupils to follow the rhyme scheme Pope has used.

### Plenary

Ask pupils to share poems.



# KS2 UNIT OF WORK: FEMALE BUS CONDUCTORS



## WAR GIRLS

By Jessie Pope

There's the girl who clips your ticket for the train,  
And the girl who speeds the lift from floor to floor,  
There's the girl who does a milk-round in the rain,  
And the girl who calls for orders at your door.  
Strong, sensible, and fit,  
They're out to show their grit,  
And tackle jobs with energy and knack.  
No longer caged and penned up,  
They're going to keep their end up  
Till the khaki soldier boys come marching back.

There's the motor girl who drives a heavy van,  
There's the butcher girl who brings your joint of meat,  
There's the girl who cries 'All fares, please!' like a man,  
And the girl who whistles taxis up the street.  
Beneath each uniform  
Beats a heart that's soft and warm,  
Though of canny mother-wit they show no lack;  
But a solemn statement this is,  
They've no time for love and kisses  
Till the khaki soldier-boys come marching back.

### Lesson 3: Female bus conductors

#### Learning objective:

To understand the role of a bus conductor and what this role would mean to a woman.

#### Description:

An introduction to the role of a bus conductor and what public transport was like during WW1.



# KS2 UNIT OF WORK: FEMALE BUS CONDUCTORS



## Lesson 3: Female bus conductors

### Literacy outcomes:

Speaking: articulate and justify answers, arguments and opinions

Reading: explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Writing: noting and developing initial ideas, drawing on reading and research where necessary

### Teacher notes:

The snowballing activity is designed to be pupil-led. Set this up in the way you would ordinarily deliver independent activities. It may be useful to remind pupils about any guidelines for participating in discussion.

### Resources:

Female bus conductors PowerPoint

Discussion sheet A

Discussion sheet B

### Differentiation:

It may be useful to deliver the snowballing activity in mixed ability groups.

## Introduction

- As a class, discuss transport. How do children travel today? What is a bus like? Describe a bus journey experience - how you pay etc.
- Show children images of early buses on the PowerPoint provided and explain the role of the conductor.
- Why do they think this role was necessary?
- Could women do this role? Why would people think this was odd in 1914?





# KS2 UNIT OF WORK: FEMALE BUS CONDUCTORS



## Main activity

Snowballing:

Children work in mixed ability pairs. Half of the pairs work with sheet A and half with sheet B.

- In their pairs they discuss the facts they have learned and what they will explain to another pair.
- Then the children join another pair so there are sheet A and sheet B children in a group of four. The A children share and explain their facts. Then the B children do the same. At this point encourage the children to pose and answer questions.
- The children then join with another group so a group of eight can discuss their findings and ideas.

## Plenary

Gather the whole class. Do they understand the role of a bus conductor? Can they describe a bus journey in 1914? What else do they know?

### Lesson 4: Florence Cordell

Learning objective:

To research Florence Cordell and the role of female bus conductors in WW1.

Description:

An inquiry lesson where pupils are able to research and investigate in groups. They will consider the work of Florence Cordell and female bus conductors like her.

Literacy outcomes:

Speaking: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Reading: retrieve, record and present information from non-fiction

Teacher notes:

The class will need to be divided into six groups to conduct their research and develop their presentations.

In addition to the literacy outcomes for this lesson, pupils will develop inquiry skills.



# KS2 UNIT OF WORK: FEMALE BUS CONDUCTORS



## Lesson 4: Florence Cordell

Writing: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

### Resources:

Group activity sheets

ICT facilities

### Differentiation:

It may be useful to deliver the snowballing activity in mixed ability groups.

## Introduction

Recap information gathered in last lesson about buses and the role of bus conductors.

## Main activity

- Explain that today they are going to do some research in groups and then, as a group, feed back this information to the rest of the class.
- They can write down their notes and gather pictures if they want to.
- They will work as a group finding facts and gathering their information.
- Then they will decide how they are going to present their facts to the whole class. They can provide drawings, images etc. They may want to use the internet to conduct additional research. Each group member must take part.



# KS2 UNIT OF WORK: FEMALE BUS CONDUCTORS



## Plenary (allow 20 minutes)

Each group presents their findings to the rest of the class.

Encourage discussion and questions.

### Lesson 5: Thank you

#### Learning objective:

To write a letter thanking Florence Cordell for her contribution to the war effort.

#### Description:

Pupils have the chance to pull together their learning from throughout the week and write a thank you letter to Florence Cordell as their personal act of Remembrance.

#### Literacy outcomes:

Speaking: perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Reading: Analyse the features of a thank you letter

Writing: plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

#### Teacher notes:

This year provides an opportunity for us to remember all the people who contributed to the war effort in some way including the soldiers on the frontline, the surgeons working to save injured soldiers' lives and the women who took on new jobs to keep the country running.

Writing this letter is an act of Remembrance for the work the female bus conductors did. You might want to make pupils aware that children all over the country are writing letters to thank people for their many and varied contributions to the First World War.



# KS2 UNIT OF WORK: FEMALE BUS CONDUCTORS



## Lesson 5: Thank you

All of the symbols and ceremonies of Remembrance which are recognised today – such as the National Service of Remembrance at the Cenotaph, Two Minute Silence, and the poppy, were borne out of the First World War. Draw the link between this lesson and these symbols and ceremonies. While very different, all demonstrate participation in Remembrance activity which serves to highlight the personal nature of Remembrance.

### Resources:

Model letter for pupils

Teacher's copy of model letter

Letter planning template

### Differentiation:

We have provided focused questions to support pupils in analysing the structure of a thank you letter.

The planning sheet has also been structured to enable pupils to gather ideas in pairs, small groups or as a class if necessary to ensure they are prepared to begin writing.

If necessary, you may also want to model letter writing for your class.



# KS2 UNIT OF WORK: FEMALE BUS CONDUCTORS



## Introduction

Using the information gathered during the previous lessons each child will write a letter thanking Florence Cordell for her contribution to the war effort.

As a class recap the role of the bus conductors and why it is important for us today:

**What can we thank Cordell for? Why was it important that women took on the role of bus conductor? Is there anything that has happened in pupils' lives that might not have been possible without the work of Cordell?**

If necessary, scribe the female bus conductors' key achievements asking pupils to remember these in as much detail as they can.

## Main task

Provide pupils with the model thank you letter. Ask them to read and discuss it in pairs, deciding on what they think the features of letter writing would be:

- Is it a formal or informal style of writing?
- What language features do you notice?
- How is it structured?
- What does each paragraph include?
- Which examples of good vocabulary could we borrow?
- Is there anything missing from this letter? (e.g. a personal anecdote)

Create a class checklist from this (teacher's copy has a version of this, can be amended if need be). Based on list of features and knowledge of the women, pupils to complete planning template with their ideas.

Pupils to write their thank you letters, providing examples (from their personal experience where appropriate) of the way Florence Cordell had an impact on our lives.



# KS2 UNIT OF WORK: FEMALE BUS CONDUCTORS



## Plenary

In pairs, ask pupils to share and read each other's letters and ask for examples of words or phrases that express an idea in a particularly clear or beautiful way.

Show 'ways to say thank you' video and explain that The Royal British Legion are encouraging everyone to do something special to thank the First World War generation for everything they did that means our lives are the way they are today.

## Useful links

[www.rbl.org.uk/thankyou](http://www.rbl.org.uk/thankyou)

<https://www.iwm.org.uk/history/12-things-you-didnt-know-about-women-in-the-first-world-war>

<https://www.historic-uk.com/HistoryUK/HistoryofBritain/World-War-One-Women-at-War/>

<https://greatwarlondon.wordpress.com/2014/12/london-buses-at-war-1914-1918/>

<https://www.ltmuseum.co.uk/collections/collections-online/information/item/2008-695>

<http://www.bbc.co.uk/schools/0/ww1/25237885>

<http://www.bbc.co.uk/guides/z9bf9j6>



[rbl.org.uk/thankyou](http://rbl.org.uk/thankyou)