

Wartime West Sussex 1939 - 1945
 Leslie Speller's War - Scheme of Work

KEY QUESTIONS & learning OBJECTIVES	Recommended TEACHING STRATEGIES	Specific LEARNING RESOURCES	Core PRODUCTS made by the pupils
<p>“The battle of El Alamein was the end of the beginning”</p> <p>How far do you agree with Churchill’s interpretation that El Alamein was the turning point in the Second World War? And how far does Leslie Speller’s life agree with this interpretation?</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify possible turning points in WWII • Reach a decision about the validity of Churchill’s interpretation • Support opinions with arguments • Compare Leslie Speller’s wartime experiences to the general view 	<p>Start with this quote from Churchill. Does the class agree with Churchill and how do the experiences of a WW2 soldier from Littlehampton compare with this view?</p> <p>Define what a turning point is. You could use the analogy of a schoolboy who has been poorly behaved for two years, then at a meeting with a tutor and his parents he decides to turn it around.</p> <p>Next the students should work either individually or in pairs. They should plot the events of World War Two on the plotting graph. The events are shown in the interactive power point timeline. You can print off the pages, or get the pupils to work on PCs. The idea is that the pupils click on a year to find out what happened and then go the different events. For each event they have to decide where to plot the events on the graph. Allow them all to complete the interactive timeline.</p> <p>Next discuss if Churchill’s statement is correct. The interactive timeline may help here.</p> <p>Then introduce a photograph of Leslie Speller. Use the photograph in Source B or the summary – is Churchill’s interpretation correct for Leslie Speller? (i.e. the graph they have just plotted?) Explain who he was using the background information from the summary of his life. Hand out the sources. The idea is for the class to plot each source onto their graph to show what Leslie Speller’s</p>	<p>Interactive PowerPoint Timeline</p> <p>Summary of Leslie Speller’s life</p> <p>Plotting Graph</p> <p>Sources A to I</p>	<p>Plotting graph showing the general view in one colour and Leslie Speller’s experience in another</p> <p>Wall display</p>

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<ul style="list-style-type: none">• Think about the diversity of experiences of individuals involved in the World War Two	<p>experience was like. Was it different to the general view they have? Model this using Source 1 – the court summons and his personal note. Ask the students what the sources show and what they suggest? Then ask them how he was probably feeling at this point. Note: Eileen did go to the Odeon with him.</p> <p>The students need to get them into chronological order, then decide where each event goes on the plotting graph. They could easily turn their desks into a graph and plot each source on it. They should use a different colour to plot Leslie's experience. When this is completed ask: Does Speller's experience agree or disagree with Churchill's statement? What does this tell us about different peoples experiences of World War Two? Ask what would happen if we looked at other individuals experiences of the war? Would they be the same or different?</p> <p>Final task: Create a display for a local library or museum showing Leslie Speller's wartime experience.</p> <p><i>Thanks to Neil Bates, Hampshire History AST who produced the interactive timeline and the original lesson ideas</i></p>		
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