



## KS3 Activities

### History - The role of women during and after the Second World War

Read these extracts from the 'Dylan Thomas Timeline':

**1941**

Wales:

- The ammunitions factory in Bridgend employed 37,000 people. Most of them were women. It was the largest ammunitions factory in Britain at the time.

**1943:**

Britain:

- May 3rd: All women 18-45 years old expected to work at least part time for the war effort.

**1944:**

Wales:

- The war had led to the liberating of women, many working in war effort factories and a large number working on the land as land-girls. Gwyneth Richards from Llandinam, Radnorshire, as the first girl to compete in sheep shearing competitions with the Young Farmers Clubs of Wales.

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**1946**

The World:

- July 11th: A new type of swimwear was exhibited in Paris for the first time; it was called the 'bikini'.

**1951:**

Britain:

- April 19th: The first 'Miss World' competition was held in London, with Miss Sweden being crowned.

#### Discussion points:

1. What is the relevance of the dotted line between 1944 and 1946?
2. What do the extracts tell you about the different ways women were viewed:
  - between 1941 and 1944
  - between 1946 and 1951?

Why do you think this change occurred? Do you consider it a positive or a negative change?



### Find out more:

If you type 'Women during the Second World War' in a search engine, you will find many articles and images about women's role during the war.

### Writing activities:

- Choose an image from a search of 'Women during the Second World War' and use it as inspiration for a **diary entry** or **short letter to a friend** by a woman either working in an ammunitions factory or as a land girl.
- Write a **short letter to a newspaper** by a former land-girl who is opposed to the 'Miss World' competition.

## Links to the Literacy Framework:

### Reading

#### Responding to what has been read Comprehension (Years 7 – 9)

- read with concentration texts... that are new to them, and understand the information in them

### Oracy

#### Developing and presenting information and ideas Speaking

##### Year 7

- present topics and ideas clearly, using formal language and varying what they say and how they say it to interest listeners

##### Year 8

- present topics and ideas coherently, using techniques effectively

##### Year 9

- present ideas and issues convincingly using a range of techniques for impact



## Writing

### Organising ideas and information Structure and organization

#### Year 7

- select and organise ideas and information to give a clear and full account
- use paragraphs to organise longer pieces of writing into sections

#### Year 8

- select and analyse and present ideas and information convincingly or objectively
- organise longer pieces of writing making links within and between paragraphs

#### Year 9

- select, interpret and evaluate ideas and information convincingly or objectively
- use paragraphs and sections to give coherence to longer pieces of writing

## Writing accurately

### Language/Grammar/Punctuation/Spelling/Handwriting

#### Year 7

- use varied and appropriate vocabulary accurately, including subject-specific words and phrases
- use the full range of punctuation accurately to clarify meaning
- use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly
- produce fluent and legible handwriting

#### Year 8

- write with grammatical accuracy, varying the length and structure of sentences to make meaning clear
- use the full range of punctuation accurately to clarify meaning
- use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly
- produce fluent and legible handwriting



**Year 9**

- write simple, compound and complex sentences with grammatical accuracy in their writing
- use the full range of punctuation accurately to clarify meaning
- use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly
- produce fluent and legible handwriting