



## Follow-up activities

### Introduction

- The follow up activities that you will find here will encourage students to reflect on their visit to the fort and will focus directly on the trail that they followed during their visit.
- Some of the activities will draw directly on the information the students gathered during their visit.
- Each activity includes a suggestion for work back in the classroom which maybe in the form of a written piece, drama, artwork or presentation.

### History of the Fort

#### Curriculum Links: History, Geography

##### *Research activity*

- The Port of Newhaven is very important to the town today, as you stood on the ramparts and looked you probably saw the ferry, the fishing boats, RNLI rescue boat and maybe even the recreational sailing boats.
- All these boats use the port to bring jobs to Newhaven people as well as providing a good service to the surrounding area helping people travel, eat and have fun.
- Using the information you gathered on the trail, and from books and also using the internet research what the port was used for in the First World War and the Second World War.
- Can you compare its use then with its use now? What is the same and what is different?

### Observation Posts

#### Curriculum links: Geography, Art, Science

##### *Observation and drawing activity*

- As you walked along the ramparts to the Battery Observation Post you will have been able to see for miles all around the fort (if it was a clear day!).
- The soldiers during the Second World War were on the lookout for invaders from Germany. We, of course, are not at war now and can use the observation post to look for other things.
- What wildlife did you see up there? What birds did you see flying by or on the sea?



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- Try and remember what you saw, look up the birds on the internet or in a book. What were they called? What is the most common seabird?
- If you took any pictures whilst on the ramparts, perhaps you could draw or paint a version of these.
- What kind of landscape did you see? Did you know that the cliffs of Castle Hill Nature Reserve (next door to the fort) are designated as a Site of Special Scientific Interest? You can find more information on this [here](#).
- Maybe you just have a picture in your head that you would like to draw or paint or even make as a collage?

## Dieppe and D-Day

Curriculum links: History, Citizenship

### *Research activity*

- As you may remember, the Dieppe Raid wasn't a success but many lessons were learned by the allies for future invasions.
- There was a picture of a heroic cat and the medal she was awarded!
- What role did animals play in Second World War? Many different animals were used in the war for many different reasons - dogs, horses, camels and pigeons to name a few. How many more can you find out about?
- Why did the military use animals? Many were awarded the Dicken medal (named after the founder of the PDSA) for bravery and service to the country. How many can you discover from your research?
- Do the military still use animals today? If so, what for?

## Home Front

Curriculum links: History, Literacy, Art and Design, Drama, Technology

### *Make a model*

- When you visited the Home Front exhibition you walked through a bomb site. People constantly lived in fear of being bombed and there were many ways of providing shelter for themselves. During the war the government issued packs so that families could build Anderson Shelters in their gardens. These shelters were made from corrugated iron and wood, covered in earth and sand bags for safety and protection from the bombs.
- Could you build a model of your own? What materials would you use?
- If you were making a real one how would you make it safe? What would you take with you inside to make it a bearable place to be for the night? Would you decorate it?

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- Here is a picture of an Anderson Shelter to give you some inspiration.



### VE Day

- The war in Europe has finished. It is VE day you are very excited. You and your friends in your street decide to throw a party.
- Turn your classroom into a street party - make bunting to decorate.
- What food can you eat? Remember, you are still on rations!!
- What music will you play?
- Maybe you could make invitations and invite others to celebrate with you.

## Sussex Sea & Air

Curriculum links: History, Literacy, Art and Design

### Create a poster

- As you looked around the display in this casemate you were looking at the defence of Newhaven and the local coast.
- One of the most important reasons to protect the ships during the Second World War was to protect the food deliveries that were coming into the country.
- Food was short during the war, so the government introduced rationing, and other initiatives such as "Grow your Own", "Make Do and Mend" and "Dig for Victory".
- Imagine you have been commissioned by the government to design a poster encouraging the families during the war to make the most of their rations.
- Think of a topic. Maybe it is growing vegetables, or using all the scraps of clothing lying around, or recycling.
- Think of an effective way to get your message across – a catchy slogan, vibrant colours and a persuasive picture should help. You could use some of these examples for inspiration.

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### Caponier

Curriculum links: History, Literacy

#### Write a ghost story

- As you entered the Caponier and climbed down the steps to beach level did you count them?
- There are rumours that there are ghosts in the tunnel. Did you see any?
- Imagine that you are left alone in these tunnels at night, you hear a ghost or see a shape that could be a ghost.
- Write a story. Remember to use suspense, create fear, choose your words carefully. Maybe you are the ghost in the story and you have come back to haunt us today!!!

### The First World War

Curriculum links: Literacy, History

#### Write a poem

- As you looked around the display in this casemate you may have noticed the poetry that was written by some of the soldiers in the trenches.
- Soldiers often expressed their feelings of horror and desperation by writing poetry.
- Write your own poem as if you were a soldier in the trenches. What would you see, feel, imagine?



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- Poetry can be written from thinking about sounds, atmosphere, and colours.
- If you think you can't write a whole poem, begin by creating a word bank of individual adjectives to describe your life in the trenches. You can then use these to create a poem.