



Resource Pack

War Memorials



**Produced by
Worcestershire Archive
and Archaeology Service**

Why should schools mark the centenary of WWI?

You cannot fail to have seen the news, TV programmes and events which are happening to mark the centenary.

It is important to mark this event in schools too as the war had a profound impact on the world, on Britain, on every community and family in our country. It is often said that the events of this conflict marked the end of the old world and heralded the beginning of the modern world order.

Children may already have some knowledge of the war through TV coverage, events and stories/artefacts handed down through the family.

Are we celebrating or commemorating the war?

The focus of this pack, as all organised events, is to commemorate the efforts and sacrifices made by ordinary men and women made during this conflict. The aim of the many events being held is to commemorate, and not to celebrate, and there has been much discussion about getting the tone right.

Whilst the Great War was particularly horrific teachers should not be scared of exploring some of the issues with children, the level of which will depend on the age of the children. It is an opportunity to explore issues and learn from history. Big questions about war and morality may arise, and whatever views and conclusions children have, it was a significant event and people are owed respect and remembrance.

Why look at war memorials?

War memorials are an important historical document in the landscape, and can be a way into the subject for children. Most of us go past these regularly, but pay them little attention. For Remembrance Day we look at them and see names but do not consider the person whose name is marked.

By searching deeper the men become more than just names, and can become someone the children can relate to.

Looking for particular soldiers, can be a way for the children to begin to access the war, and a way to illuminate the topic, looking at specific people. All too often a study into WWI can become a matter of statistics. Looking at the sacrifice of one person can help the children better understand the sacrifice of the many.

It can be an opportunity to move beyond stereotype views of the war. For instance the children may explore fields of conflict beyond Flanders.

By exploring the lives of those who died the children will better understand their own community and its place in national events.

This study may also encourage children to respect war memorials, which can be prone to neglect and vandalism.

How does this subject fit into the new National Curriculum?

At Key Stage 2 pupils can conduct a local history study investigating how the local area was affected by significant local events (this can go beyond 1066).

At Key Stage 3 this unit could form **part** of the study of the challenges for Britain, Europe and the wider world 1901 to the present day **or** a study of an aspect or site in local history.

How can this pack help?

During the course of this study pupils will focus upon the lives of those who served rather than looking at the conduct of battles.

Through looking at the lives of an individual recorded on a local memorial children will develop an insight into what their communities were like 100 years ago.

The reality of life in their community a century ago can then be seen in the context of national events.

This unit is generally learner led. It is the questions asked by the children that drive the investigation. This pack suggests resources and activities that can be used to develop the children's thinking and help them draw their own conclusions.

The research skills developed by this process as well as those explored in discovering how best to present the information gathered will provide knowledge and experience that the children can use in many other areas of the curriculum.

How is this pack organised?

Following on from this question led approach this unit is split into the following sections:

Section 1 Why do we remember?

In this section we establish why it is important to remember.

Section 2 How do we discover who died?

This shows how to use the war memorial to extract information.

Section 3 How do we find information about them?

This section helps the children discover more about the military careers of those who had fallen.

Section 4 How do we find out about their lives?

In this section children uncover details of the community in which the soldiers lived.

Section 5 Case study

The final section provides an example of how original sources can be used to build a picture of a soldier commemorated on the memorial at All Saints church, Worcester

Each section contains a number of ideas for activities. These are not to be worked through in their entirety but are suggestions only, and teachers will need to adapt the lesson to take account of the needs of their class.

This unit is aimed at Key Stage 2 children but suggestions are made at the end of each section about how these resources can be used with younger and older children and those of differing abilities.

It can be used in isolation or as a follow on from the work that children have done as a result of Remembrance Day.

This resource can be used in its entirety or individual lessons can be used in isolation and be developed upon.

Each section can fit into one lesson or be developed upon to form the basis of a number of lessons.

Section 3: How do we find out about their lives? In particular could form the basis of half a terms work.

It can form part of unit of study for an individual year group or part of a whole school topic.

It is **important** to remember that, when using the school's local memorial as a source of information, it is possible that descendants of those named still live in the locality. Teachers should be aware of this and how it may affect pupils.

Resource Aims:

- To help pupils understand why it is important to remember.

- To encourage pupils to develop the skills of investigation, helping them to :
 - ❖ pose relevant questions
 - ❖ locate and collect relevant information
 - ❖ draw inferences and make deductions
 - ❖ generate and extend ideas and to apply imagination
 - ❖ reflect critically upon the resources explored

- To synthesise what they have found out.

- To provide opportunities for pupils to cooperate and work effectively with others, and take part in group and class discussions.
- To understand what their community was like in the past.
- To place their findings in chronological and national context.
- To organise information and communicate their findings in a variety of ways including the use of information technology.

Prior learning:

The pupils will need to have:

- Developed observational and recording skills.
- Worked with resources from the past.
- Asked questions about the past and used sources to find answers.
- Understood that evidence has to be questioned.

This pack is designed to be part of a series that will look at different aspects of World War One using resources that we have available at Worcestershire Archives and Archaeology Service.

Section 1: Why do we remember?

Learning objectives	Learning outcomes	Possible activities	How to access resources
<p>Pupils will:</p> <p>Know that some important events are commemorated.</p> <p>Acknowledge the importance of Remembrance for future generations.</p>	<p>Pupils should be able to:</p> <p>Give reasons why some events are commemorated by countries across the world.</p>	<ul style="list-style-type: none"> • If working with younger children establish that 100 years was a long time ago and how many lifetimes are incorporated in a 100 year period. Create a timeline to build a sense of period. Discuss what has happened in the space of 100 years in terms of personal and national history. • Ask the children to think about what events we commemorate in the course of a year. Develop the discussion to include many different types of commemorations, eg international, national, local and family events as appropriate. Help children to identify why some commemorations are national/international events. Older children pupils could be asked to identify a conflict that they might want to remember and to explain why. • Discuss if commemorative events are important. What can be learnt from them? • If beginning this study with preparations for Remembrance Day discuss the role of organisations that work in Remembrance – why do they do it? For example look at the History of The Royal British Legion and explore what welfare work it does. 	

Section 2: How do we find out who died?

Visit a war memorial.

These can be in the school, in the middle of the community or outside the parish church. If a visit is not possible then use good quality photographs instead.

War memorials were built from 1919 onwards to remember those of the community who had fallen.

Up to 80% of those killed in WWI did not have a final resting place. Their names were commemorated on huge memorials in the locality of the battle in which they died. For this reason it was decided that no bodies could be repatriated. War memorials were created therefore so local communities could commemorate their sons who had fallen.

Local residents raised funds for the erection of these monuments.



Names were often added to these memorials at the end of World War II.

Memorials give the surname and initial of each individual killed in each conflict.

* Be aware that some names are on the memorial but do not seem to have a link with the community. It may be that the individual was a relative of someone who was living in the community when the memorial was erected.

Learning objective	Learning outcome	Possible learning activities	How to access resources
<p>Pupils will</p> <ul style="list-style-type: none"> • Learn what war memorials are and why they were created. • Know that there are different types of memorial and the range of information on them varies. 	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • Explain what a war memorial is and what its purpose is. • Say where the local war memorial is situated. • Describe some of the key features of the local war memorial. • List who is commemorated on the local war memorial 	<ul style="list-style-type: none"> • Before visiting the memorial discuss with the pupils what they think a war memorial is and its purpose. Remind them of appropriate behaviour during the visit. • Gather at the memorial. Discuss with the children the form that it takes. What is it made of? Discuss other suitable materials that could have been used. Why were these materials chosen? <p>Look at its decorative features. Discuss why these features may have been chosen.</p> <p>If particular symbols are used (e.g. a statue depicting Victory, or a patriotic or optimistic image) discuss what they mean and why they would have been important at the time.</p> <p>What state of repair is the War Memorial in? Is it still cared for? Should it still be cared for?</p> <p>Make observational drawings of the memorial encouraging pupils to focus on recording the memorial as a whole structure, and closer details such as inscriptions or carvings. Encourage the children to reflect the different textures and colours of the memorial in their sketches.</p> <p>Consider why the memorial is in this particular location? (follow up later by looking at maps of the local area and pinpointing the its position.)</p> <p>Direct children’s attention to different parts of the memorial – names, dates, inscription – what do they mean?</p>	

		<p>Discuss any names recognised by pupils and whether relatives still live locally. Are there any family names the same as any of the children in the class? Is there more than one of the same surname? If so, what relations might they be? Make a list of these names as they are going to be the focus of the study.</p> <p>Compare the number of names from those who served in WWI and WWII. What does this imbalance show us?</p> <ul style="list-style-type: none">• On return to class discuss the children's first impressions and responses to what was seen at the memorial. <p>Are there any questions children have about the visit?</p> <ul style="list-style-type: none">• Explain that, by learning about the people named on the memorial, we are continuing to 'remember' them and what they did. <p>Question whether they feel differently about the war memorial and the people named on it now they have examined it closely. Do they know more about it now than they did previously? Do they think they will make more of an effort to notice it in the future?</p> <ul style="list-style-type: none">• Highlight names that appear to be from the same family, discuss why this occurred and what the impact would have been. If the war memorial commemorates a specific group (for example former pupils of a school or members of the same workplace) consider what the impact on that specific community would have	
--	--	--	--

		<p>been. Drama can be used to explore community feelings at the time.</p> <ul style="list-style-type: none"> • Use photographs of battlefield cemeteries to illustrate the numbers of casualties or, if you know the proportion of the local population that went to war, illustrate this by counting out the equivalent number of pupils in the class. • Visits can be made to compare the names on other memorials eg the memorial in the school, the parish church or the Cathedral. • Check if their memorial is listed online. • If it appropriate the children could discuss the damage that has been caused to their memorial <p>The issues covered in the lesson provide a context for persuasive writing. Pupils could, for example, demonstrate their knowledge by writing an article for a local paper explaining why war memorials continue to be important and why the community should look after them.</p>	<p>www.warmemorialsonline.org.uk www.reemberthefallen.co.uk this group is seeking to list all war memorials in Worcestershire. www.ukniwm.org.uk The Imperial War Museum is compiling a list of all war memorials in the UK.</p> <p>http://www.learnaboutwarmemorials.org/download/pub/764.4/ will help with this.</p>
--	--	---	---

Section 3: How do we find information about the soldiers?

There are a number of sources which can be used to help us find out about the soldiers who died, some of which are now online and so can be searched relatively easily. However remember that these were originally created many years for a specific reason, and not for schools in 2014!

Learning objectives	Learning outcomes	Possible activities	How to access resources
<p>Pupils will:</p> <p>Investigate sources to find information about those on the war memorial.</p>	<p>Pupils should be able to:</p> <p>Use the databases to find information about people named on a war memorial</p> <p>Answer questions using the information they have found</p>	<ul style="list-style-type: none"> • Recap the previous lesson and which questions can and cannot be answered using the inscriptions. • Recap what pupils know about databases and why they are used. <p>Explore some of the listed databases with the children.</p> <p>Model how to note information that is relevant and answer the questions raised.</p> <p>Model ways of narrowing down results include using your own knowledge (e.g. of the casualty's regiment) to 'filter' your results or searching for your locality in the 'Additional information' field of the database.</p> <p>Highlight the potential problems of searching for information this way, such as a large number of returns for common names, and how these might be resolved.</p>	

		<ul style="list-style-type: none"> • Look at: ❖ Remember the Fallen This website is a work in progress bringing together information about war memorials across Worcestershire. ❖ ‘Soldiers Died in the Great War’. It gives basic details about the soldiers, such as name, regiment, date they died and where. It may also tell you where they lived, and where they were born and enlisted. ❖ Commonwealth War Graves Commission was set up to create and manage cemeteries of soldiers. The website has picture of the cemeteries. The size of many of these will stun the children. The website also has a database to help people track down where a soldier is buried. It includes name, regiment, service number, date died, age died, cemetery commemorated in and sometimes parents or wife details. This website will also show the location of local Commonwealth War graves of soldiers who died at home as a result of the injuries they sustained during the War. • Medal Rolls were created to help with the process of sending out the medals after the war. Information given includes name, regiment, service number, date they entered the theatre of war (front line). It sometimes provides the date of death and address of next of kin. 	<p>www.rememberthefallen.co.uk</p> <p>Available on CD and on a number of online websites including www.ancestry.com Ancestry is a subscription website which is free to access in The Hive and in libraries.</p> <p>http://www.cwgc.org/ is a free to access site</p> <p>Available on the Ancestry.com.</p> <p>Naval records are available from www.nationalarchives.gov.uk but cost approximately £3.50 each.</p>
--	--	--	---

		<p>Medal cards can be cross referenced to information gained from CWGC site to make sure that they are tracing the correct individual.</p> <ul style="list-style-type: none"> • Service Records only 30% of service records survived WWII but if it has survived it provides up to 30 pages of information about a person including medical history and description. • Children independently search the database for other people named on the war memorial. • Pupils could, for example, use the information to construct tables and charts showing what they have found out. • Place the 'post-its' on a map of the Western or the Eastern Front where the soldiers died. • Make comparisons about the dates on which they died. Were any involved in the same battle? • Find details of the battle in which they died. Refer to publications to find out more about individual regiments. • Contact Regimental museums. • Begin to compile biographies of individual soldiers to form a class booklet. 	<p>Captain Stacke's <i>'History of the Worcestershire Regiment in the Great War'</i> is a detailed guide to what the battalions did each day during the war and therefore lists all actions that the regiment was involved in.</p> <p>For information online relating to the Worcestershire regiment consult: www.worcestershireregiment.com and http://www.wfrmuseum.org.uk/worcs_museum.htm</p>
--	--	--	--

Search Tips

Searching most of these databases is like searching Google, Bing or any other search engine. You enter information, it uses an algorithm to compare it to what it holds, and then returns possible matches starting with the most likely. It is then up to you to go through and work out which is correct or possible. It may be difficult to identify the right person. Even relatively uncommon names may have a number of matches. Names often have various spellings.

If you can find a service number use it, as they will help identify a person a lot easier.

It is common problem that some names cannot be traced. For instance on the All Saints war memorial there is a William Dumelow . Although this is not a common name there are 4 which have been found who died, but none have obvious Worcester connections

People can change regiments, if the army moves them, so a Worcestershire man could easily end up in a Highland regiment.

You may not be able to link a name to your community; a relative may have put the soldier's name forward although they did not come from the town or village, making it harder to identify someone.

Section 4: How do we find out about their lives?

In this section the children will learn more about the soldiers and their lives.

Through using primary sources the children will learn about the soldier's upbringing and their families. In so doing they will create a picture of life in their community before the outbreak of war and will be lead to think about what life was like for those left behind.

Image to the right shows 1904 OS map of All Saints parish. Using information gathered from the censuses the homes of the fallen have been plotted onto the map.

Learning objectives	Learning outcomes	Possible activities	How to access
<p>Pupils will:</p> <p>Use primary sources to discover more information about the soldiers.</p>	<p>Pupils should be able to:</p> <p>Extract information from a range of sources.</p>	<ul style="list-style-type: none">• At the beginning of each activity the pupils should be encouraged to ask the questions they would like answered. This should happen before they see the documents themselves.• Use a first or second edition O.S. map and compare to one of the present day.	<p>Available on microfilm in the Self-Service area on level 2 of the Hive.</p>

<p>Develop an understanding of the community at the outbreak of war.</p>	<p>Question and compare sources</p> <p>Make inferences about the past beyond what the document actually records.</p>	<p>Locate recognisable features and discover what has changed.</p> <p>Explore what buildings have appeared/ disappeared. Which buildings have changed? How has land use changed?</p> <p>Speculate about what facilities were available to residents in 1900.</p> <p>Build a picture of the past by choosing the same 2 points to 'walk' between on a current map and a map from the past. Ask the children to describe what can be seen, heard or smelt today and ask them to do the same for the past.</p> <ul style="list-style-type: none"> • Look at photographs. Ask the children to speculate about who took the photo, why they took it, what was the photographer trying to show and what happened before and after. Such questions will help the children think more deeply about the image in front of them. • Compare old and recent photographs of the area. Direct the children's attention to look at different aspects e.g. buildings, transport, features, street furniture. Ask open ended questions such as 'What has changed?' and 'Why might these changes have happened?' Compare a range of photographs and come to a general conclusion about how the area has changed. Discuss with the children if these changes have 	<p>Use the photographic database on www.worcestershire.gov.uk/waas to see what photographs are available in the Hive. These must be viewed on microfilm available on in the Self-Service area on level 2 of the Hive.</p> <p>Please note that due to copyright some of these images cannot be copied. Consult staff if you plan to do so.</p>
--	--	--	---

		<p>improved the area?</p> <ul style="list-style-type: none"> • Look at the description of the community in Trade directories. Directories detail the facilities and businesses in the community and the details of notable residents that give an insight into the social structure of the area. • Look at the 1901 and 1911 census returns: The children could investigate who would be affected by the death of his soldier. What long term impact would this have on his family? The family unit as laid out in the census will show the soldier's position and economic importance to the family. The address, the head of the household's profession and the size of family are all indicators of social status. Are there many other families of the same status? Pupils can begin to determine the social structure of the community. Other entries will show if a profession was common to an area. Look at the place of birth, these often challenge the preconception that families did not move locality and that populations remained mainly static. 	<p>Available in the Local Reference Library in the Self-Service area on level 2 of the Hive.</p> <p>Available on www.ancestry.com Please note that this is a subscription site although the site is free to access in all Worcestershire libraries.</p>
--	--	--	---

		<p>Check the recorded age of the individuals (this will provide evidence if the soldier lied about their age to join up). Discussions could follow, if appropriate, about the individual's motives for wanting to go away to fight.</p> <p>Compare the two censuses to see if the family's fortunes have changed over the period. Could this be an indicator of a change in the fortunes of the family or the area in general? Older pupils could investigate this apparent change by looking at maps and trade directories.</p> <ul style="list-style-type: none"> • Look at Parish register entries show baptisms, marriages and burials. These can be used to trace if the soldier left a widow behind or any children. • Newspapers regular updates of community news such as parish council meetings, fetes and social groups give an insight into the everyday life of the area. <p>Entries posted by the bereaved give insight into how soldiers died and who was left behind.</p> <ul style="list-style-type: none"> • Look at The Berrow's Pictorial Supplement which can be used to find photographs of local events. For the duration of the war families submitted photographs of their serving relatives for inclusion. Photographs were grouped together in family units. The children could discuss what it was like for parents 	<p>Available on microfilm in the Self-Service area on level 2 of the Hive.</p> <p>The <i>Berrow's Journal</i> and the <i>Worcester News</i> are available on microfilm in the Self-Service area on level 2 of the Hive. Other local newspapers are available at local libraries.</p> <p>Available on CD in the Self-Service area on level 2 of the Hive.</p>
--	--	--	--

		<p>to have so many members of their family involved in the fighting.</p> <p>The Supplement also includes a number of photographs of women involved in the war effort.</p> <ul style="list-style-type: none">• Create a presentation for the local community. In preparing this pupils will cross reference their findings and so the inferences that they have drawn will be strengthened.• Use all of the above sources to create a history walk for other members of the community to follow. This walk should show all points of interest in relation to those on the memorial.	
--	--	---	--

Search Tips:

It may be advisable to use primary sources with small groups of children or make transcriptions of the documents available to help the pupils overcome the problems caused by unfamiliar language and handwriting.

Administrative County *Worcestershire* The unincorporated Houses are situated within the boundaries of Co. Page 8

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
ROAD, STREET, &c. or NAME of HOUSE	HOUSE	HOUSE	HOUSE	HOUSE	HOUSE	HOUSE	NAME and SURNAME of each Person	RELATION to Head of Family	SEX	AGE last Birthday or Year	PROFESSION or OCCUPATION	Employer, Master, or Own account	If Working at Home	WHERE BORN	1. Dead and Dead	2. Blind	3. Lame	4. Deaf and Dumb	5. Infirm
<i>Stanford-on-Avon</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>William Austin</i>	<i>Head</i>	<i>M</i>	<i>48</i>	<i>Labourer</i>	<i>None</i>	<i>None</i>	<i>None</i>	<i>None</i>	<i>None</i>	<i>None</i>	<i>None</i>	<i>None</i>
							<i>Mary do</i>	<i>Wife</i>	<i>F</i>	<i>47</i>				<i>None</i>					
							<i>William Price</i>	<i>Head</i>	<i>M</i>	<i>58</i>	<i>Labourer</i>	<i>None</i>	<i>None</i>	<i>None</i>					
							<i>Emma do</i>	<i>Wife</i>	<i>F</i>	<i>55</i>				<i>None</i>					
							<i>Henry do</i>	<i>Son</i>	<i>M</i>	<i>12</i>				<i>None</i>					
							<i>Richard do</i>	<i>Son</i>	<i>M</i>	<i>9</i>				<i>None</i>					
							<i>Ellen Angerson</i>	<i>Daughter</i>	<i>F</i>	<i>15</i>				<i>None</i>					
							<i>Albert Nigge</i>	<i>Head</i>	<i>M</i>	<i>54</i>	<i>Labourer</i>	<i>None</i>	<i>None</i>	<i>None</i>					
							<i>William do</i>	<i>Son</i>	<i>M</i>	<i>23</i>	<i>Labourer</i>	<i>None</i>	<i>None</i>	<i>None</i>					
							<i>Ernest do</i>	<i>Son</i>	<i>M</i>	<i>21</i>	<i>Labourer</i>	<i>None</i>	<i>None</i>	<i>None</i>					
							<i>Laura do</i>	<i>Daughter</i>	<i>F</i>	<i>17</i>				<i>None</i>					
							<i>George do</i>	<i>Son</i>	<i>M</i>	<i>13</i>				<i>None</i>					
							<i>Edwin Baker</i>	<i>Head</i>	<i>M</i>	<i>63</i>	<i>Labourer</i>	<i>None</i>	<i>None</i>	<i>None</i>					
							<i>Mary do</i>	<i>Wife</i>	<i>F</i>	<i>67</i>				<i>None</i>					
							<i>Emma Brewster</i>	<i>Head</i>	<i>F</i>	<i>59</i>				<i>None</i>					
							<i>Edward do</i>	<i>Son</i>	<i>M</i>	<i>24</i>	<i>Employer</i>	<i>None</i>	<i>None</i>	<i>None</i>					
							<i>Charles do</i>	<i>Son</i>	<i>M</i>	<i>18</i>				<i>None</i>					
							<i>Richard Howard</i>	<i>Son</i>	<i>M</i>	<i>14</i>				<i>None</i>					
							<i>William Thom</i>	<i>Head</i>	<i>M</i>	<i>33</i>	<i>Labourer</i>	<i>None</i>	<i>None</i>	<i>None</i>					
							<i>Elizabeth do</i>	<i>Wife</i>	<i>F</i>	<i>25</i>				<i>None</i>					
							<i>William Reynolds</i>	<i>Head</i>	<i>M</i>	<i>28</i>	<i>Gardener</i>	<i>None</i>	<i>None</i>	<i>None</i>					
							<i>Phary do</i>	<i>Wife</i>	<i>F</i>	<i>28</i>				<i>None</i>					
							<i>Frank do</i>	<i>Son</i>	<i>M</i>	<i>4</i>				<i>None</i>					
							<i>William Charles</i>	<i>Head</i>	<i>M</i>	<i>27</i>	<i>Gardener</i>	<i>None</i>	<i>None</i>	<i>None</i>					
							<i>Elizabeth Morgan</i>	<i>Wife</i>	<i>F</i>	<i>53</i>				<i>None</i>					
							<i>Thomas do</i>	<i>Son</i>	<i>M</i>	<i>14</i>				<i>None</i>					
							<i>Wm S do</i>	<i>Son</i>	<i>M</i>	<i>9</i>				<i>None</i>					
							<i>William James</i>	<i>Head</i>	<i>M</i>	<i>45</i>	<i>Labourer</i>	<i>None</i>	<i>None</i>	<i>None</i>					
							<i>Elizabeth James</i>	<i>Wife</i>	<i>F</i>	<i>16</i>				<i>None</i>					
							<i>George do</i>	<i>Son</i>	<i>M</i>	<i>10</i>				<i>None</i>					
							Total of Males and of Females			16									

Notes—Draw your pen through such words of the headings as are inapplicable.

This census entry of 1901 for the village of Stanford on Teme shows where the soldier was residing, who he was living with and what he was doing before he joined up.

RG 13/2774 © Crown Copyright Images reproduced by courtesy of The National Archives, London, England. www.nationalarchives.gov.uk



Photographs like this one of Dolday in 1908 may help to show the motivation of some young men in joining up.

Case Study: George Pendry

In Memory of

Private

George Pendry

44220, East Surrey Regiment who died on 19 October 1918 Age 18

Son of Mr. and Mrs. A. W. Pendry, of 16, Rack Alley, Butts, Worcester.

Remembered with Honour

Terlincthun British Cemetery, Wimille



Commemorated in perpetuity by
the Commonwealth War Graves Commission

The 1901 census shows that George Pendry was living with his family in Annis Court, Dolday.

His father was a bricklayer and labourer. George had 2 siblings.

The family had not moved far in their lives; all were born in Worcester.

In 1911 the family were still living in the same area. Now George had 5 siblings.

Time allowing it would be interesting to see if George's older sibling, James, also went to fight. He is not on All Saints memorial but perhaps by 1918 he had married and moved away.

© Crown Copyright Images reproduced by courtesy of The National Archives, London, England.
www.nationalarchives.gov.uk

Administrative County		The undermentioned Houses are situate within the boundaries of the										Page 18
Civil Parish		Ecclesiastical Parish		County Borough, Municipal Borough, or Urban District		Ward of Municipal Borough or Urban District		Sanctuary		Parliamentary Borough or Urban District		Town or Village or Hamlet
a Worcester (Wor)		a All Saints (Wor)		a Worcester (Wor)		a All Saints (Wor)				a Worcester		a Worcester
House No.	ROAD STREET NO. AND No. of FLOOR HOUSE	HOUSES	HOUSES	HOUSES	HOUSES	HOUSES	HOUSES	HOUSES	HOUSES	HOUSES	HOUSES	HOUSES
1	2	3	4	5	6	7	8	9	10	11	12	13
14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49	50	51	52
53	54	55	56	57	58	59	60	61	62	63	64	65
66	67	68	69	70	71	72	73	74	75	76	77	78
79	80	81	82	83	84	85	86	87	88	89	90	91
92	93	94	95	96	97	98	99	100	101	102	103	104
105	106	107	108	109	110	111	112	113	114	115	116	117
118	119	120	121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140	141	142	143
144	145	146	147	148	149	150	151	152	153	154	155	156
157	158	159	160	161	162	163	164	165	166	167	168	169
170	171	172	173	174	175	176	177	178	179	180	181	182
183	184	185	186	187	188	189	190	191	192	193	194	195
196	197	198	199	200	201	202	203	204	205	206	207	208
209	210	211	212	213	214	215	216	217	218	219	220	221
222	223	224	225	226	227	228	229	230	231	232	233	234
235	236	237	238	239	240	241	242	243	244	245	246	247
248	249	250	251	252	253	254	255	256	257	258	259	260
261	262	263	264	265	266	267	268	269	270	271	272	273
274	275	276	277	278	279	280	281	282	283	284	285	286
287	288	289	290	291	292	293	294	295	296	297	298	299
300	301	302	303	304	305	306	307	308	309	310	311	312
313	314	315	316	317	318	319	320	321	322	323	324	325
326	327	328	329	330	331	332	333	334	335	336	337	338
339	340	341	342	343	344	345	346	347	348	349	350	351
352	353	354	355	356	357	358	359	360	361	362	363	364
365	366	367	368	369	370	371	372	373	374	375	376	377
378	379	380	381	382	383	384	385	386	387	388	389	390
391	392	393	394	395	396	397	398	399	400	401	402	403
404	405	406	407	408	409	410	411	412	413	414	415	416
417	418	419	420	421	422	423	424	425	426	427	428	429
430	431	432	433	434	435	436	437	438	439	440	441	442
443	444	445	446	447	448	449	450	451	452	453	454	455
456	457	458	459	460	461	462	463	464	465	466	467	468
469	470	471	472	473	474	475	476	477	478	479	480	481
482	483	484	485	486	487	488	489	490	491	492	493	494
495	496	497	498	499	500	501	502	503	504	505	506	507
508	509	510	511	512	513	514	515	516	517	518	519	520
521	522	523	524	525	526	527	528	529	530	531	532	533
534	535	536	537	538	539	540	541	542	543	544	545	546
547	548	549	550	551	552	553	554	555	556	557	558	559
560	561	562	563	564	565	566	567	568	569	570	571	572
573	574	575	576	577	578	579	580	581	582	583	584	585
586	587	588	589	590	591	592	593	594	595	596	597	598
599	600	601	602	603	604	605	606	607	608	609	610	611
612	613	614	615	616	617	618	619	620	621	622	623	624
625	626	627	628	629	630	631	632	633	634	635	636	637
638	639	640	641	642	643	644	645	646	647	648	649	650
651	652	653	654	655	656	657	658	659	660	661	662	663
664	665	666	667	668	669	670	671	672	673	674	675	676
677	678	679	680	681	682	683	684	685	686	687	688	689
690	691	692	693	694	695	696	697	698	699	700	701	702
703	704	705	706	707	708	709	710	711	712	713	714	715
716	717	718	719	720	721	722	723	724	725	726	727	728
729	730	731	732	733	734	735	736	737	738	739	740	741
742	743	744	745	746	747	748	749	750	751	752	753	754
755	756	757	758	759	760	761	762	763	764	765	766	767
768	769	770	771	772	773	774	775	776	777	778	779	780
781	782	783	784	785	786	787	788	789	790	791	792	793
794	795	796	797	798	799	800	801	802	803	804	805	806
807	808	809	810	811	812	813	814	815	816	817	818	819
820	821	822	823	824	825	826	827	828	829	830	831	832
833	834	835	836	837	838	839	840	841	842	843	844	845
846	847	848	849	850	851	852	853	854	855	856	857	858
859	860	861	862	863	864	865	866	867	868	869	870	871
872	873	874	875	876	877	878	879	880	881	882	883	884
885	886	887	888	889	890	891	892	893	894	895	896	897
898	899	900	901	902	903	904	905	906	907	908	909	910
911	912	913	914	915	916	917	918	919	920	921	922	923
924	925	926	927	928	929	930	931	932	933	934	935	936
937	938	939	940	941	942	943	944	945	946	947	948	949
950	951	952	953	954	955	956	957	958	959	960	961	962
963	964	965	966	967	968	969	970	971	972	973	974	975
976	977	978	979	980	981	982	983	984	985	986	987	988
989	990	991	992	993	994	995	996	997	998	999	1000	1001
1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014
1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027
1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040
1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053
1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065	1066
1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079
1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092
1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105
1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118
1119	1120	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131
1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144
1145	1146	1147	1148	1149	1150	1151	1152	1153	1154	1155	1156	1157
1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170
1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183
1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196
1197	1198	1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	



This photograph of Dolday, taken around 1900, shows what the area was like where George had grown up.

George was obviously conscripted but you wonder if part of him was excited at the prospect of seeing a little more of the world than he and his family had known.

This entry, taken from All Saints parish registers, shows that George was baptised very shortly after he was born. This haste perhaps suggests that he was not a healthy infant who was not expected to live for very long.

(19-4-55) Chan & Sang, Fetter Lane, E.C.

BAPTISMS solemnized in the Parish of *All Saints* in the
 County of *Worcester* in the Year One thousand
~~eight hundred and~~ *nine hundred*

When Baptized.	Child's Christian Name.	Parents' Names.		Abode.	Quality, Trade, or Profession.	By whom the Ceremony was performed.
		Christian.	Surname.			
1890 Feb 21 No. 513	<i>George</i>	<i>James and Emily</i>	<i>Pendry</i>	<i>Aunco Court Dolday</i>	<i>Labourer</i>	<i>A. E. F. Arthur Curate</i>
1890 March 12 No. 514	<i>Edith</i>	<i>Thomas and Alice</i>	<i>Mason</i>	<i>Acropol Street</i>	<i>Reg-dealer</i>	<i>A. E. F. Arthur Curate</i>
1890 March 18 No. 515	<i>Vera Susette</i>	<i>George Frederick and Ada</i>	<i>Walker</i>	<i>7 Coling Terrace, Britanni Square, Parish of St George's Claines</i>	<i>Assistants</i>	<i>A. E. F. Arthur Curate</i>
1890 April 3 No. 516	<i>Lillian George</i>	<i>Francis Robert and Mary Anne</i>	<i>Featherstone</i>	<i>Parish of St Mary Magdalen</i>	<i>Boatman</i>	<i>H. Edgar Esq Vicar of Tibberton</i>
1890 April 8 No. 517	<i>Gladys Muriel</i>	<i>George and Esther</i>	<i>Wrightwhite</i>	<i>Sidbury Parish of St Peter</i>	<i>Cabinet Maker</i>	<i>H. Edgar Esq Vicar of Tibberton</i>
1890 April 13 No. 518	<i>Caroline</i>	<i>Albert and Caroline</i>	<i>Walters</i>	<i>Dolday</i>	<i>Wagoner</i>	<i>H. Edgar Esq Vicar of Tibberton</i>
1890 May 11 No. 519	<i>Edith Maud</i>	<i>William Thomas and Elizabeth</i>	<i>Wrightwhite</i>	<i>Rack Alley</i>	<i>Blacklayer</i>	<i>H. Edgar Esq Vicar of Tibberton</i>



Pte. F. Radcliffe, Worcester. Killed.
 Pte. P. Hughes, Evesham. Killed.
 Pte. E. Bayliss, Wgr. ser. Killed.
 Pte. H. H. Clarke, High. Killed.
 Pte. H. H. Clark, High. Killed.
 Pte. T. Stanley, Wgr. ser. Died wounds.
 Lee-Cpl. W. Davis, Wgr. ser. Killed.
 Pte. A. Griffin, Evesham. Died wounds.
 Pte. G. Griffin, (his brother). Wgr. ser.
 Gnr. L. J. Key, Abberley. Wounded.
 Pte. F. Hancock, Harvington. Ill.



Pte. F. J. Martin, Australians. Killed (son).
 Pte. J. Martin, Ox. & Bucks. Killed (son).
 Miss M. Martin, Land Army (daughter).
 Cpl. C. Saith, Wgr. ser. Killed (son-in-law).
 Sgt. Owen, Wgr. ser. Killed (son-in-law).
 Mrs. Jaynes, Land Army. Husb. and brothers of Mrs. H. Owen, Broadheath. (See also "Four Generations.")
 Dvr. G. Jaynes, Warwicks. Invalided.
 Pte. W. Jaynes, R.M. Engineers. Invalided.



Cpl. A. Davies, Wgr. ser. Died wounds.
 Lee-Cpl. C. E. Nicolls, Malvern. Wounded.
 Cpl. C. Trigg, Malvern. Wounded three times.
 Pte. A. ("Tumps") Trigg, (his brother). In hospital.
 Gnr. Arth. Hayes, Spr. R.E. (son). Twice wounded.
 Lee-Cpl. A. Hayes, Som. L.I. (son). Wounded.
 Gnr. Arth. Hayes, Spr. R.E. (son-in-law). Twice wounded.
 Pte. G. A. Gardner, Wgr. ser. Wounded.
 Lee-Cpl. T. Harris, (son-in-law). Wounded.
 Sgt. W. Redden, S.W. Borris. (grandson).
 Sons, sons-in-law, and grandson of Mrs. Hayes, 9, Pleasant Street, Worcester.



Pte. R. J. C. Hughes, R.F.A. Died wounds.
 Dvr. E. Hughes, R.F.A. Killed.
 Pte. H. A. Hughes, Hughes. Killed.
 Pte. F. Hughes, Wounded four times.
 Pte. A. W. Hughes, Killed.
 Pte. H. S. West, Wounded & gassed (son-in-law).
 Lee-Cpl. Borton, (nephew). Killed.
 Dvr. A. Borton, R.G.A. (nephew). Killed.
 Pte. G. Pendry, Worcester. Killed.
 Pte. J. Pendry, T.M.B. (his brother).

A photograph in the Berrows Pictorial Supplement shows George Pendry in his 'civvies'.
 The fresh faced young man staring back at you, more than anything, brings the name to life.
 ©Berrows Worcester Journal

Useful Websites

Worcestershire WW1 <http://www.ww1worcestershire.co.uk/>

Voices of War and Peace: The Great War and its legacy www.voicesofwarandpeace.org

Worcestershire Archives <http://www.worcestershire.gov.uk/cms/archive-and-archaeology/search-our-records.aspx>

Commonwealth War Graves Commission <http://www.cwgc.org/discover1418>

Imperial War Museum <http://www.iwm.org.uk/learning/resources/learning-resources>

BBC <http://www.bbc.co.uk/history/0/ww1/>

Worcestershire Regiment
http://www.worcestershireregiment.com/Worc_WW1_begins.php

British Legion <http://www.britishlegion.org.uk/remembrance/ww1-centenary>

War Memorials Trust www.warmemorials.org

British Army www.army.mod.uk/armyineducation/resources.aspx

National Archives www.nationalarchives.gov.uk/education/greatwar

Ancestry www.ancestry.com

This pack was produced by Worcester Archive and Archaeology Service as part of the Worcestershire WW100 project funded by the Heritage Lottery Fund

Worcestershire Archive & Archaeology Service,
The Hive, Sawmill Walk, The Butts, Worcester, WR1 3PD
Tel: 01905 766352 Email: explorethepast@worcestershire.gov.uk
website: www.worcestershire.gov.uk/waas