

WALES ON FILM - HERITAGE

A learning resource for Foundation Phase and Key Stages 2, 3 & 4



About this resource

This resource is based on films from the collection of The National Screen and Sound Archive of Wales (at The National Library of Wales), and presents activities around a range of topics and themes suitable for Foundation Phase (*abbrev. FP*) and Key Stages 2, 3 and 4. The films are available as a separate DVD pack which can be ordered free of charge by emailing walesonfilm@llgc.org.uk.

The films have been specially selected to reflect different parts of Wales, and to represent aspects of five key themes:

The World of Work

Communities and Neighbourhoods

High Days and Holidays

School Days and Playtime

War and Peace

The films' genres are typical of NSSAW's wider collection - ranging from early actuality film to amateur and home movie productions, and from promotional and advertising films to drama and documentary productions. Some are sound films, whilst others are originally silent (several with intertitles), with music track added by the Archive. The Welsh language films have English subtitles. *Please note* - the sound quality of a few of the sound films is not of the highest, due to the age and recording conditions of the original tracks, so playing at higher volume may be required for films such as *Port Talbot's Royal Day* and *Semper ad Lucem: Penrhos College*.

Each film in this resource comes with a **synopsis** and a set of **activities**. The activities are suggestions - starting points to stimulate ideas, rather than prescriptive instructions - and they include questions aimed directly at pupils. While the suggestions are assigned to specific films, they can of course be applied to other films within the theme or across different themes. The activities include reference to curriculum subjects throughout, to show how they meet various different subject criteria across a range of Key Stages. These are broad, and certainly not exhaustive. Many of the suggestions are scalable, in terms of levels of difficulty, Key Stage, and length of time spent working on them. A brief word on language: in some instances, the 'subject' refers to "Literacy". This implies the skill, which can of course be delivered in either Welsh or English. On some occasions the activities refer to "English / Welsh": the aim here is to show that these activities can be delivered in either curriculum subject, rather than in either language.

The individuals and organisations who own the copyright in the films have kindly agreed that the content may be used in the classroom for creative learning, as well as for viewing - so enabling, for example, the creation of soundtracks or re-editing of the films to enhance learning. **We kindly ask, however, that any copies of the films themselves or of new works that may be created which include the original footage, stay within the classroom and are not shared on platforms such as YouTube or on social media etc.**

NSSAW is grateful to Alex Southern for her work in formulating the activities for this resource.

To order the DVD pack free of charge - email walesonfilm@llgc.org.uk

Disc 1

The World of Work

Total running time 57'36"



Contents

- 1 **"Men Against Death"** - a Story of Peril in Our Time (1933)
b/w; sound; duration 6'27"111
- 2 **Slate Quarrying** (1946)
colour; silent (added music); duration 10'13"
- 3 **Going to Press** - Montgomeryshire Express and Radnor Times (1949)
b/w; silent (added music); duration 7'13"
- 4 **Electric Mountain** (1987)
colour; sound; duration 5'
- 5 **Milford Fishermen** (1977)
colour & b/w; sound; duration 9'16"
- 6 **Fishing at St. Dogmael's** (1922)
b/w; silent (added music); duration 2'01"
- 7 **Turn Out of the Cardiff Fire Brigade** (1924)
b/w; silent (added music); duration 4'57"
- 8 **The Port of Cardiff 2** (1943)
b/w; silent (added music); duration 7'13"
- 9 **Ingot Pictorial no.20: Story with Pictures** (1954)
b/w; sound; duration 4'10"

1. “Men Against Death” - a story of peril in our time

1933 | B&W | sound | 6’27” | FP; KS 2, 3, 4



Synopsis

In this film we see slate quarrymen at work in Dorothea Quarry near Tal-y-sarn in the Nantlle Valley, Gwynedd. They are real quarrymen re-enacting, for the film, scenes relating to a real event – a rock fall which happened in the 19th century. The film is unfortunately incomplete, as the second reel is lost, but we know that the missing part would have shown the catastrophic rock fall – the idea being that the rock is taking its revenge on the men for blasting away its supporting slate.

The film was produced by CH Dand, and shows the scale of Dorothea Quarry in the Nantlle Valley (possibly the deepest man-made pit in the northern hemisphere), the equipment used and the very dangerous nature of the work, with the men risking their lives to extract the slate for which Wales had long been world-renowned. The quarry’s assistant manager makes a daily risk assessment of the “angry rock”.

Men Against Death is believed to be the first sound film made and set in Wales. It was premiered at the newly opened Plaza Cinema in Pen-y-groes, where the audience included the very quarrymen who had taken part in the drama, together with their co-workers and families.

Suggested Activities

‘Fact’-finding

FP; KS 3, 4 | History/Literacy

- Watch the film through once, discuss initial responses to the film’s subject, content and production. What’s the film about? What happens? How would you describe the film’s style (cinematography, sound, colour, editing, mise-en-scene)? How do you feel about the narrative?
- Watch the film again. This time, ask pupils to fact-find, creating a mind map of all the information they can gather about the slate industry, from watching the film.
- Share ideas as a class.
- How else can we find out information about the past? Locate some additional resources – library books, online newspaper articles, photographs etc.
- Discussion of the slate industry: its importance to Wales and the Welsh/UK economy, communities, trade - including links with the slave trade, and industry.
- Discussion of historical sources and different perspectives.

What Happens Next?

FP; KS 2, 3, 4 | English, History, ICT, Film/Media

- The second reel of *“Men Against Death” - a story of peril in our time* is missing. While the National Screen and Sound Archive of Wales has some written information about the second half, the actual film material has been lost.

Watch the first half of the film, and imagine you are a film director. How would you end the film? How would you edit each sequence together to create tension?

- Write a screenplay, treatment, or storyboard for the second half.

Sound Functions

FP; KS 3, 4 | English, Film/Media, History, Literacy

- “Men Against Death” - a story of peril in our time is believed to be the first sound film made and set in Wales. Almost all films from the 1890s onwards were shown with accompanying sound, such as music or introductions and explanations from a person called a ‘barker’. However, it wasn’t until c.1927 when films were produced with a synchronised soundtrack – usually marked by the release of the Al Jolson film, *The Jazz Singer*.
- Film sound has four elements: music, effects, dialogue and silence. Each element contributes to the atmosphere, ‘tone’ and our understanding and interpretation of the film.
- Watch *“Men Against Death”* and listen out for the four elements of sound. Try covering the screen, or close your eyes, and identify each of the elements.
- Make notes of some examples (e.g. fragment of script, music, sound effect) and suggest how they contribute to the overall soundscape of the film. What mood do they create? What do we understand from the sounds e.g. what does the dialogue tell us? What do the effects suggest is happening? How does the music make us feel? How does silence make us feel?
- Finally, how else could we use sound to create these feelings?

2. Slate Quarrying

1946 | colour | silent | 10'13" | KS 2, 3, 4



Synopsis

This film was made by Sidney Whiteley (1911-1982). It's an amateur film of the Penrhyn Slate Quarry near Bethesda in Gwynedd, showing its great depth and the different levels and various aspects of the work. We see the setting of explosives, blasting, and the splitting and trimming of roofing slates. An aerial pulley system (a 'blondin') is seen carrying wagons loaded with slabs of slate and wagons come and go - towards inclines, along rails and up and down shafts in cages. A steam locomotive, 'Gertrude', pulls empty wagons. There are close shots of the quarrymen, showing the tools of their trade and their work clothes.

An inter-title tells us that "90% of the rock brought out of the quarry is waste and dumped" but we see that the waste is put to good use locally for doorsteps, flooring and fencing.

Penrhyn Quarry is famous for its three year long strike (1900-1903) for improved pay and conditions, and for the system it introduced for standardising roof tile sizes, and their names - e.g. Empresses, Broad Countesses, Narrow Ladies.

Suggested Activities

Changing Industries KS 2, 3, 4 | History/Literacy

- Discussion: importance of slate to Wales during wartime. What was the slate used for?
- Changes in technology and comparison with industry now? E.g. protective equipment, machinery.
- Visit the National Slate Museum website for learning resources and information on the history of the slate industry in Wales: <https://museum.wales/slate/learning/>

Day in the Life KS 2, 3, 4 | English/Welsh, History, Literacy

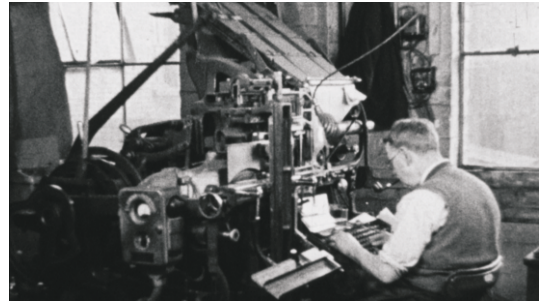
- *Slate Quarrying* shows us the daily life of men working in the quarry. Watch the film and write a short story from the point of view of one of the men in the film, describing his daily routine.
- You might like to include: what happens? What does he do? Who does he talk to? What does he say? To whom? How does he feel about the day? What does he look forward to? Who are his friends and family?
- Take a look at the Mass Observation project website (<http://www.massobs.org.uk/>). Think about how your 'day in the life' might contribute to this social/historical resource.

Documentary and Intertitles KS 2, 3, 4 | English, Film/Media

- Many 'silent' films (without synchronised sound) use intertitles to explain the action.
- Watch the film and note down any information you learn from the intertitles. Are there any that you don't understand, or that are confusing? Share as a class. How useful do you think the intertitles are?
- How else could you have relayed this information to the audience? [Think about, for example, close ups to show detail; characters in the film giving demonstrations of activities.]
- What is missing from the intertitles? [Think about dialogue; sound effects.]
- Write some intertitles to add these details to the film.
- Remember that the audience needs to have time to read the words, so try not to make the intertitles too long, and make sure they are easy to understand!
- Many silent films used beautifully designed title plates throughout the films, especially newsreels like Pathe (www.britishpathe.com/) and Movietone (www.movietone.com/).
- Design some title plates for your intertitles.

3. Going to Press - Montgomeryshire Express and Radnor Times

1949 | B&W | silent | 7'13" | KS 2, 3, 4



Synopsis

This is an extract from a film showing the production of the 'Montgomeryshire Express and Radnor Times' (one of a number of papers owned by Woodalls Newspapers), using explanatory inter-titles to show how, with "science and skill, craft and understanding" paper and ink will produce, "one of to-day's miracles - your weekly newspaper". Here we see shots of sub-editors at work, an advertisement being placed, the linotype machine, proofs being made, photographs being prepared for printing, typesetting, the five and a quarter mile roll of paper used in the process, and the finished newspaper coming hot off the press.

The filmmaker, Geoff Charles, was born in Brymbo, Flintshire in 1909. He gained a first-class Diploma in Journalism from the University of London in 1928 and went on to work on newspapers in south Wales, Surrey and Wrexham. It was in Wrexham that he bought his first camera, where he was appointed manager of Woodalls Newspapers photographic section and from where he went on to photograph life in Wales across a number of decades, culminating in a donation of 120,000 negatives to The National Library of Wales. He also worked for 'Y Cymro' newspaper and produced a number of films in collaboration with its editor, John Roberts Williams (e.g. *Yr Etifeddiaeth/The Heritage*).

Suggested Activities

Linotype Printing KS 2, 3, 4 | History, Art & Design

- The linotype printing process revolutionised publishing and enabled access to a wealth of text-based information, art and literature for the public.
- Investigate the impact of developments in printing from the earliest Chinese, Native American, Egyptian and Mesopotamian block and cuneiform prints to the Gutenberg Press; the uses of printing in the Christian and Catholic churches in Europe; and the rise in public access to literacy and education as a result of mechanised printing.
- Produce your own line of text and images using simple techniques to build up a complex piece of work.
- How might you recreate the typesetting? What materials might you use (e.g. potato prints, wood blocks)?

4. Electric Mountain

1987 | colour | sound | 5' | KS 3, 4



Synopsis

This extract is from a film that tells the story of the creation of the Dinorwig Power Station near Llanberis, Gwynedd. Acclaimed as a pioneering engineering and environmental success story, Dinorwig Power Station sits within Elidir mountain, previously the site of the Dinorwig Slate Quarry. The project took almost ten years to complete, and involved the building of ten miles of tunnels, the removal of 12 million tonnes of slate, the pouring of 1 million tonnes of concrete and the use of 4,500 tonnes of steel.

"The Nation's pacemaker has been fitted, the patient is unscarred, Snowdonia is as beautiful as ever." So concludes Ian Wooldridge, narrating the story of the creation of the Dinorwig Pumped Storage Station. The decision to site the station in Elidir has reversed the mountain's fortunes. Once, the slate quarried from its sides (of which there are stunning low aerial shots) provided prosperity for the inhabitants of Llanberis and Dinorwig, but the advent of synthetic materials meant the quarries fell into disuse and unemployment followed. Now, the Dinorwig station has provided training and work for large numbers of local people whilst ensuring that the environment has been protected or restored.

In this extract, John Hughes explains to the presenter how water is stored and discharged from Marchlyn Mawr. He takes him on a trip around the lake, showing him the surge shaft, before they both enter the access tunnel wearing their hard hats, with lots of questions from the presenter about the construction and its dimensions. The extract ends with a visit to the engine room followed by aerial shots of the site.

Suggested Activities

Energy Debate KS 3, 4 | Geography, ESDGC

- Watch *Electric Mountain*.
- Discuss initial responses: subject matter? Production details (form, style)? Message of the film?
- Form two groups, one side in favour of renewable energy, the other opposing the Dinorwig project.
- Watch the film again. Imagine you are a local support or protest groups, living in North Wales when the 'Electric Mountain' was under construction. Discuss in your groups, and make notes that are either pro Dinorwig or against the development. Consider either the positive or negative impacts. Why is it needed? What are the short and long term impacts on the environment and on communities?
- Stage a debate between the two 'sides'. Think about the difference between 'fact' and opinion.
- Class discussion: outcome/s of the debate? Alternative energies why are they important, and how else might we power our homes and industry?

5. Milford Fishermen

1977 | B&W/colour | sound | 9'16" | KS 2, 3, 4



Synopsis

Once upon a time, Milford Haven was a thriving harbour with busy fishing industry, as the late 1920s footage included in this film indicates. But now (in the late 1970s), the fishing industry, as far as small scale ventures are concerned, is in decline and the crew and owners of the 'Picton Sea Eagle' may soon be history. Richard Watkins, the director/producer, referred to this film as an allegory of Wales and its people: they just about survive.

To make the film, Watkins spent two to three weeks at sea with the fishermen, with the blessing of the owners - Norrard Trawlers - who welcomed a film that would highlight their predicament. The managers and fishermen of the small scale trawler shown in this film agree that what has done for them is the new breed of super-efficient trawlers, the oil boom at Milford Haven and the town's perceived lack of interest in its fishing industry.

In this extract the voiceover introduces the fishing crew with photos, before relating some of the history of Milford Haven, including its fishing industry and its decline. We then see footage of a trawler in action, with fish being netted, gutted and washed on board, and being unloaded on a busy dock by the basketful. This footage is in black and white, as it is taken from a 1920s film called *Trawling out of Swansea on the Tenby Castle* made by Francis Worsley, a BBC radio producer who was living in Wales at the time. Then the film changes to colour, with contemporary shots of fish being sorted in the docks warehouse, with buying and selling under way.

Suggested Activities

Compare and Contrast

KS 3, 4

- Watch this extract from *Milford Fishermen*. Discuss initial responses to the film: what is the film about? How does it tell a story? What facts can you find out about the fishing industry by watching the film?
- Discuss the film's form and style - describe how the different sections are edited together (e.g. the use of stills and voiceover, before the live action section), how does the sound create an atmosphere? What about the combination of black and white, and colour? What effect does this have?
- Watch *Fishing at Dogmaels* (1922). Compare and contrast the content as well as the production. What are the similarities? How do the films differ? What does this comparison tell us about the changes in the fishing industry, and in filmmaking, over time?

Genre Expectations

KS 2, 3, 4 | English, Film/Media

- Watch the opening sequence of the film. Can you guess the genre of the film? How? What clues are there in the opening titles and first sequence of the film?
- Describe the cinematography - how are the images framed? Does the camera move, or is it static? From whose point of view are we told the story? Why do you think the filmmaker chooses to show us a series of still images? What is the effect? Listen to the voiceover - what are we being told? What mood does it create?
- Can you think of any other examples of this genre that use similar techniques (sound, still images etc.)?
- Discuss filmic techniques that are typically used in other genres - e.g. science fiction, Western, comedy.
- Write a trailer / advert / design a poster for *Milford Fishermen*. What information should you include to let the audience know what to expect?

Soundscape

KS 2, 3, 4 | Film/Media, Music, Literacy

- In pairs, or small groups, identify, describe and discuss the use of sound effects, music, dialogue and silence in creating 'atmosphere' in the film.
- How does each sound element contribute to the mood or tone of the film? Which has the most impact? Give some examples from the film.
- Design your own soundscape for the film.

6. Fishing at St Dogmaels

1922 | B&W | silent | 2'01" | KS 3, 4



Synopsis

In this film, we see people who are probably visitors to the area rolling up their trousers and holding up their skirts as they watch the capture of salmon in Seine nets in the shallows of the River Teifi at St Dogmaels, Ceredigion. Perhaps they are not aware that they are watching a centuries-old fishing practice that was soon to disappear as a local industry. The herring and whiting trade at St Dogmaels, which had been pursued from the middle ages onwards, was also to come to an end.

Harold Squibbs, who made the film, was from Somerset originally but, together with his brother, set up successful photographic businesses in Cardigan and Tenby.

Suggested Activities

Industrialisation KS 3, 4 | History, Literacy

- Compare and contrast the action in this film with *Milford Fishermen* (1977) - see activity, above.
- Discuss the positive and negative impacts of industrialisation on the fishing industry, based on the information you have gathered from comparing these two films.
- Where/how else might you find more information...?

7. Turn Out of the Cardiff Fire Brigade

1924 | B&W | silent | 4'57" | KS 2, 3, 4



Synopsis

The alarm is raised, firemen slide down the pole, and they're off - fire engines roaring out of the Westgate Street fire station to deal with a blaze. Superintendent George Allen Bainbridge must have been proud that his men were able to mobilise eight seconds after receiving an alarm call, especially as his boss, J A Wilson, Chief Constable and Director of Cardiff City Police (and Fire Service) was shooting the footage.

By 1937, the Central Fire Station in Westgate Street was surely at the forefront of fire-fighting: as stated in the 43rd edition of the 'Cardiff Directory', published by the Western Mail & Echo Ltd, it had, amongst other resources, six fire engines, two "turntable fire escapes", two tenders and three ambulances - all these vehicles being listed as being motorised which was, at the time, notable. Superintendent Bainbridge was still in control of the station, although overall control of the service was in the hands of the Chief Constable who had at his disposal one Inspector, three Sergeants, thirty six Constables, and forty additional Constables who acted as auxiliary firemen.

Suggested Activities

Early Narrative

KS 2, 3, 4 | English, Media/Film

- The earliest films made in the 1890s were simple actualities, showing everyday life in moving pictures. The camera was hand-cranked, static, mounted on a tripod at eye level, and the filmmaker would shoot whatever was in front of the lens, making sure to include moving objects or people to show off the magic of the medium. After a few years filmmakers began to tell fictional stories with film, editing the strips of celluloid together to build a sequence of events.
- *Turn Out of the Cardiff Fire Brigade* is a great example of a short story, taken from real events, that uses simple editing techniques to create a feeling of suspense in the audience, building the tension by cutting between different locations.
- Discuss how the film creates suspense. What is the role of the intertitles in building the tension? What sort of information do they convey?
- Storyboard a simple story of suspense that lasts less than five minutes. Think about framing: shot scale, camera angle, camera movement (e.g. pan, tilt, zoom, track) for the images.
- Intertitles are used in silent films to give the audience further information that nowadays might be relayed through a voiceover narration, commentary, a presenter speaking direct to camera or through dialogue between characters onscreen.
- Add intertitles to your storyboard that briefly explain the action, or add dialogue to your film.

Create a Soundtrack

KS 2, 3, 4 | Music

- In small groups, devise a soundtrack for *Turn Out of the Cardiff Fire Brigade*. Include dialogue, music, effects and moments of silence to reflect the atmosphere of the film.
- Perform your soundtrack to the class.

8. The Port of Cardiff 2

1943 | B&W | silent | 7'13" | KS 2, 3, 4



Synopsis

This film shows the busy life of Cardiff docks in the middle of WW2, with all manner of goods and commodities being unloaded from cargo ships. The extract seen here opens with Cardiff street scenes and views of the docks, before revealing some of the foodstuffs that are lowered on pallets onto the quayside, including oranges from Brazil and 'cheddar' cheese from Idaho, USA. Cranes and winches are in action, and the dockworkers help to lower the pallets on their winches before wheeling goods on sack trolleys to the quayside stores and for onward transport. Steel is unloaded, too, and we see close-up some of the foreign vessels that are docked and docking.

Suggested Activities

Changing Land Use KS 3, 4 | Geography, ESDGC, History

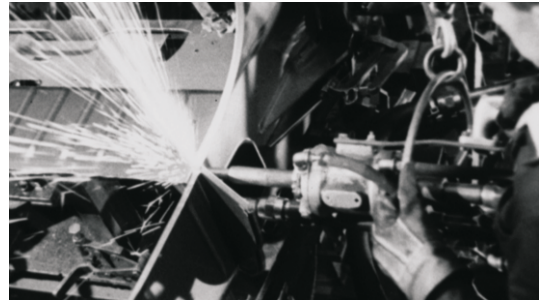
- Watch the film. Write a description of the Docks during wartime. What geographical, industrial or landscape features can you spot?
- Take a look at some recent photographs of Cardiff Bay. For example, on the www.visitwales.com website.
- Spot the difference between then and now. How has the area changed from the Docklands of the 1940s to the 21st century Cardiff Bay? Why did it change?
- List the pros and cons of building the barrage. What has been the impact on wildlife, fishing, industry, local communities?
- What are the benefits, and what are the costs of redeveloping Cardiff's docks?
- Design your own dockland redevelopment. What would you include? Use graph paper to design it to scale.

Wartime Docklands KS 2, 3, 4 | History, Literacy

- Watch the film (and take a look at the synopsis).
- Make a list of all the produce that you see delivered to the docks. Where has it come from? Why is all this food delivered to Cardiff? Why is it shipped from so far away?
- Investigate the role of Cardiff's Docks during the Second World War: why were the Docks important to the people of Britain? Why might Cardiff have been a target?

9. Ingot Pictorial no.20

1954 | B&W | sound | 4'10" | KS 2, 3, 4



Synopsis

The Ingot Pictorials were a series of steel industry film reviews first produced by Technical and Scientific Films, and then by Verity films for Richard Thomas and Baldwins Group (RTB). RTB intended the series to instil a sense of pride in their steel company. Each year four editions were produced on a quarterly basis and distributed to schools and leisure groups. They were shown to steel workers during their lunch hours, and at local cinemas so their families could view them too. RTB claimed that each issue was shown to 25,000 workers in its thirty plants from Lancashire to south Wales.

This Ingot Pictorial is typical in that it combines a variety of subjects, mixing the light-hearted and the factual in an eclectic way focusing among other things on frocks, planes and religion. The segment shown in this extract is entitled *Story by Picture... with NO comment by Geoffrey Sumner*. It reveals some of the process of "turning steel sheets into car bodies" through comic drama, and we see what happens when the presenter, George Sumner, breaks down in his ancient car on his way to the factory to film the making of Austin A30 cars using RTB steel sheets, and is literally left standing whilst his cameraman beats him to the destination by other means...

Suggested Activities

- | | |
|--|--|
| <p>Newsreels KS 2, 3, 4 Film/Media, English, ICT</p> <ul style="list-style-type: none"> ▪ <i>Ingot Pictorial</i> was a newsreel for and about the staff and their families in the steel industry. This example, <i>Story By Picture</i>, uses the newsreel format to tell a story for comedy value. ▪ As a class, draw a mind map of all the different elements that make up a news story. Think about: the presenter, the camera, sound, lighting, location, subject matter. Use <i>Ingot Pictorial No 20: Story By Picture</i> to help. ▪ Pick a headline and short, light-hearted news story from some examples cut from newspapers/magazines, or printed out from websites. ▪ In small groups / pairs, produce/storyboard your own story. Include dialogue, perform for the class. <p>Music and Drama KS 2, 3, 4 Music</p> <ul style="list-style-type: none"> ▪ Add music to your newsreel story. What atmosphere do you want to create? What instruments would you use? Why? Think about tone, timbre, rhythm. | <p>Representation and Gender KS 3, 4 Citizenship, Literacy/Communication, PSHE, Film/Media</p> <ul style="list-style-type: none"> ▪ How are the male and female character/s represented in this film? Think about: who speaks and who doesn't, what they say, and how they say it, as well as their appearance, actions and body language. ▪ Watch the film several times. Highlight problematic or offensive phrases and cinematography (shots, framing, camera angles). How do they make you feel? ▪ This film was made in 1954. Would a similar film be made today? Can you think of any examples of this kind of sexist gender portrayal in film/TV or advertising? ▪ Discuss the examples and reactions to these. ▪ How would you re-write the film (or current examples)? |
|--|--|

Disc 2

Communities and Neighbourhoods

Total running time 57'10"



Contents

- 1 **Looking Around (Llanferres)** (1954)
colour; silent (added music); duration 8'31"
- 2 **November 2nd 1925. The Dolgarrog Disaster** (1925)
b/w; silent (added music); duration 9'19"
- 3 **A Bench in the Park** (1951)
b/w; silent (added music); duration 11'18"
- 4 **Senghenydd** (1964)
colour; sound; duration 17'40"
- 5 **Cocos a Chwrwglau** (1930)
b/w; silent (added music); Welsh and English intertitles; duration 3'10"
- 6 **Butetown Weddings** (1960s)
colour; silent (added music); duration 6'13"

1. Looking Around (Llanferres)

1954 | colour | silent | 8'31" | FP; KS 1, 2, 3, 4



Synopsis

This extract is from an amateur film made by W H Crawford. Bombs falling on the Wirral in 1940 had forced the Crawford family to relocate to their holiday home in Llanarmonyn-lâl, which provided a safe haven. William HT Crawford, father of the family and an ingenious inventor, was an engineer who worked for Briggs, a haulage contractor in Liverpool. He provides here an affectionate portrait of post-war rural life in neighbouring village Llanferres.

The Llanferres residents who appear here are obviously familiar with the filmmaker and are comfortable and happy to be filmed by him. Some are cheerfully posing for the camera - like the two ladies in floral overalls, the couple holding their dogs and the big group of smiling girls by the wall. Others are at work or play, such as the farmers on their tractors turning and baling hay in the fields, the woman serving tea and sandwiches to the haymakers, the man milking his brown and white cow, and the boys messing about and play-fighting outside the school (probably under instruction from the photographer!).

Suggested Activities

Characters FP; KS 1, 2, 3, 4 | English / Welsh,
Art and Design

- Watch the film and pick a character who you like or find interesting, funny or want to know more about.
- Write a character portrait for that person. Think about: how old is s/he? What does s/he like to eat, drink, play, talk about, and do in his/her spare time? Where does s/he work, or does s/he go to school? Where does s/he go on holiday? Who with? Who is his/her best friend? Does s/he have a pet? What's his/her favourite place to go? What doesn't s/he like?
- Draw a picture of your character. What is s/he wearing, and why? Is it a uniform or work clothes? Fancy dress? Play clothes?
- Write a letter from your character to a pen pal overseas, describing a typical day. What might your pen pal want to hear about?

2. Nov. 2nd 1925. The Dolgarrog Disaster

1925 | B&W | silent | 9'19" | KS 3, 4



Synopsis

On the 2nd of November 1925, tonnes of water and debris descended on the village of Dolgarrog near Llanrwst, when the Coety Reservoir burst following the collapse of part of the Llyn Eigiau dam, which provided hydroelectric power to the Dolgarrog aluminium works. Much of the village was swept away, including the school, and sixteen people were killed. Such was the interest in the disaster that police had to erect a roadblock to keep back crowds from obstructing relief operations. This footage of the aftermath was shot by a Colwyn Bay cinema operator, Frank H Kenyon, who also worked as a 'stringer', supplying footage of local events to a newsreel company.

Suggested Activities

Environmental Impact KS 3, 4 | Geography

- Research, compare and contrast this disaster over 90 years ago with recent floods in the UK and overseas, for example New Orleans, Louisiana, USA in 2005 or York, UK in 2015.
- How have disaster management and rescue efforts changed since that time?

River Systems KS 3, 4 | Geography

- Draw a flow chart outlining the events and consequences of the Dolgarrog flood.
- Draw a chart listing a range of flood defences and their impact, cost and success rates.

Documenting History KS 3, 4 | English / Welsh, History, ICT

- Watch the film and research contemporary and more recent reporting on the disaster. For example, the BBC Wales coverage of the 90th anniversary commemorations, available online.
- Write a newspaper article about the tragedy. Include interviews with local people, using information you have gathered from watching the film and your reading/research.

3. A Bench in the Park

1951 | B&W | silent | 11'18" | FP; KS 1, 2, 3, 4



Synopsis

In this short drama, a tramp makes the most of his reputation as a man-of-the-road to enjoy a nap on his favourite park bench, by pretending to suffer from lice. He itches and scratches until the pet poodle and his mistress and everyone else gets up and leaves... Referred to as "a Llandaff Court Vignette", this silent film echoes dramas from the 1900s in style and content. It is beautifully filmed in a Cardiff park by Cardiff Amateur Cine Society, and acted by members of Llandaff Citizens Association Drama Group.

Bryn Calvin Thomas plays the part of the tramp, and the other accomplished players are Muriel Evans (The Girl), Elton Stacey (The Boy), W E Phillips (The City Gent), Muriel Harrison (The Lady) and Dandy Rowles, a poodle, plays The Poodle.

Suggested Activities

Characters and Story FP; KS 1, 2, 3, 4 | English / Welsh, Film/Media

- Watch the film and discuss initial responses: plot, setting, characters, narrative structure - i.e. how is the film assembled to tell a story?
- Play the film again and this time, pause on a shot with several characters in the frame.
- In pairs, pick one of the characters and write a character portrait. In your description, include: appearance, actions, facial expression.
- Think about: what is the character's role in the narrative? / what does s/he do to move the story forward?

Propp's Character 'Types' FP; KS 3, 4 | English / Welsh, Film/Media

- Vladimir Propp developed a theory for analysing texts that identifies seven character 'types'.
- These are, the:
 - Hero;
 - Villain;
 - Donor (who gives the hero a 'magical' object that is useful);
 - Helper (helps the hero);
 - Princess (who the hero ends up with, often who s/he has sought throughout the narrative);
 - False Hero (someone who seems good, but turns out to be evil);
 - Dispatcher (character who sends the hero off on a quest)
- Which of these character 'types' can you identify in the film?
- How do they fit the description of the type?
- Create your own characters that fit these 'types'. Who are they? Describe how they look, what they like/dislike, how they behave, their personality ...

Setting a Story FP; KS 3, 4 | English / Welsh, Film/Media

- Create seven characters using Propp's character 'types' to help (see above).
- Choose a single location where these characters will meet.
- Write a short story / storyboard / screenplay / script that describes this meeting.

4. Senghenydd

1964 | colour | sound | 17'40" | KS 2, 3, 4



Synopsis

On 14th October 1913 a devastating explosion occurred at the Universal Colliery in Senghenydd, near Caerphilly, killing 439 miners and a rescuer. It remains the worst mining accident in the UK.

This film by James Clark starts with Warwick company newsreel material of the Universal Colliery on fire after the explosion, and what is possibly footage of a funeral procession for some of the hundreds of miners who were killed (there is no certainty that these are images of the actual funerals). This footage is followed by a collage of images of the town and its people as they are 50 years later in 1964, over which Wynford Vaughan Thomas narrates his own script. The question at the heart of it is - what kind of future a community can possibly have following such a tragedy?

We see derelict mine remains, a new saw mill on the site of the old colliery workings, terraced housing (tin baths and washing lines at the back, painted or peeling front doors, windows and dustbins at the front, smoking chimneys in sunlight). The residents go on with their lives - women wait for a bus to take them to work in Cardiff, children play in the street, elderly men sit on a bench. There is graffiti, and a poster urges people to 'Drink a pint a win the day'. Two elderly women lay flowers on the graves of their husbands (both victims of the explosion). A mine in the area is still working, and the young enjoy their leisure - young men playing rugby, children running about on grassland, young boys playing around the deserted station.

As the narrator says, "The old folks go to the chapel, they sing in the choir. The youngsters look to the outside world for their chance - going off to Cardiff or London, anywhere out of Senghenydd. For the rest there's the passion for rugby, bingo, the telly in the evenings, and the trips to Porthcawl, Barry Island and the bus tour on the continent in the summer." Thomas wonders if the 'colour' applied in paint to the terraced windows and doors "can alter the inner heart of Senghenydd...", a town with such a tragic history. There are no answers, and the residents are not asked to give their opinion. The overall impression, though, is that life goes on in the present, whatever happened in the past.

Suggested Activities

Reading the Image

KS 4 | Film/Media

- Watch the film and discuss initial responses to production, content, messages and values conveyed through the film.
- Freeze frame on 00:37:12 on the DVD (the group of children in the cemetery).
- Q&A discussion: what does this image 'mean'?
- Look at: what is in the foreground? Background? What does the image remind you of? How does the mise-en-scene combine to tell a story? Describe the camera angle, framing, shot scale. Why might the filmmaker have chosen to frame the image in this way?
- What message or values can we understand from this image?

Visual Poetry

KS 2, 3, 4 | Film/Media, Literacy, ITC

- Storyboard/write a treatment for a series of images that 'describe' the place where you live.
- Take a photograph or film a short, static image for each of the following: people, geography, history, likes, dislikes, fun and games, industry, family.
- Think of other topics that are unique to your town/city and add these.
- Combine the images to make a poster, or edit them together to make a visual 'poem'. Add a soundtrack.

Poetry and Identity

KS 2, 3, 4 | English, Welsh

- How would you describe your town/city/village?
- Write a poem that describes where you live to someone who has never visited.
- Describe a different aspect of where you live for each stanza e.g. the people, geography, local amenities (shops, restaurants, entertainment), what you like, what you dislike about the place.

Changing Landscapes

KS 3, 4 | Geography

- Draw a flow diagram that details how Senghenydd has changed, using information gathered from watching the film.
- Draw a map of the area and annotate with significant dates and events that contributed to the changes in landscape / land use.

5. Cocos a Chwrwglau

1930 | B&W | silent | 3'10" | KS 2, 3, 4



Synopsis

Cockles and coracles each have a long history in Wales. At Penclawdd on the Gower peninsula, we see women (mainly) raking and sieving the sands to collect the hidden cockles, as has been the practice since at least the days of the Romans. Transported by donkey, the cockles are washed and cooked before being sold to eager customers. On the river (Teifi or Tywi), a man paddles his coracle (using the easy-to-watch but hard-to-master figure-of-eight technique), and another repairs his coracle's damaged skin.

The women gathering cockles are working the rich mud flats of the Burry Inlet, the estuary of the River Loughor. Today, tractors have taken the place of donkeys but all gathering is still done by hand (using the same tools – scraper, rake and sieve) and under license, a law of 1965 safeguarding the historic trade. Coracles, too, are licensed and two working together, with a net between, are used to catch salmon or sewin. They can still be seen on the Teifi, the Tywi and the Taf rivers but, in the past, were used as ferries on the River Severn and were also present on the River Dee, around Llangollen.

This film is a compilation created by Ifan ab Owen Edwards, the pioneer of Welsh language films and founder of the Urdd Gobaith Cymru youth movement.

Suggested Activities

Traditional Industries KS 2, 3, 4 | History, PSE, ESDGC

- Watch the film and compare the content with *Fishing at Dogmaels* (1922) and *Milford Fishermen* (1977) [from **World of Work**].
- Note down the similarities and differences in the lives of the people.
- Discussion of subsistence, rural life, and changing industries.

Cultural Heritage KS 3, 4 | PSE, History, ESDGC

- Investigate the traditional way of life that these coracle fishermen and women lived. How has this aspect of Welsh heritage changed over the years? How might we find out more information?
- What would you like to find out about the lives of this community? Write a series of interview questions that you would like to ask. Research the answers, using the library, internet, museums and heritage centres etc.

6. Butetown Weddings

1960s | B&W | silent | 6'13" | FP; KS 1, 2, 3, 4



Suggested Activities

Multicultural Communities FP; KS 2, 3, 4 | History, Citizenship, PSHE, Literacy and Communication, MFL

- Butetown, or Tiger Bay, was one of the first multicultural communities in the UK, and home to people from over 50 different countries who came to live and work in Cardiff. The area is now home to the largest Somali community in the UK, and one of the oldest Yemeni populations, some of whom are descendants of the original merchant sailors who first landed at Cardiff's docks.
- Find out more about the multicultural communities of Wales. What industries, expertise, services, celebrations, food and festivals have been brought to Wales from other countries?
- Investigate religious, cultural and traditional celebrations that have their roots outside of Wales.
- Does anyone in your class/school have family in or from other countries?
- What do you find interesting about the culture, food, geography, history of that country?
- Do the people speak a different language or languages? Learn some useful phrases. Find books and films from the country. How are they different/the same to books and films made in the UK?

Butetown Carnival FP; KS 2, 3, 4 | History, Citizenship, Literacy and Communication, Geography

- Butetown is home to the Butetown Carnival which usually takes place on the August Bank Holiday weekend.
- Research the history of this carnival - where does it come from? What does the carnival celebrate? Where are other, similar carnivals celebrated?
- Find photos, films, information, posters of carnivals - write a report/presentation/make a film about the history and significance of carnivals in Wales/the UK.

Different Families FP; KS 1, 2 | Citizenship, PSHE

- The film shows footage from many different weddings in Butetown over the course of a few years. If you look closely, you can see several generations of families all celebrating the day.
- Everyone's family is different. Families can have a mum and/or dad, two mums, two dads, step parents and siblings, foster families, lots of aunties and uncles, family friends who are called auntie and uncle, brothers, sisters, grandparents, and even pets who all form part of the extended family.
- Draw a family tree or picture of your family [or an imagined/fictional family, dependent on sensitivities in the classroom].

Marriage and Civil Partnership - Rights FP; KS 3, 4 | Citizenship, PSHE

- There are some places around the world where people are not allowed to marry. In England and Wales, same-sex marriage was legalised in 2014. Previously, same-sex couples were allowed to form civil partnerships, but this did not carry the same rights as marriage.
- There are still many countries around the world where it is not a legal right to get married, or be in a civil partnership, if you are a same-sex couple.
- Imagine you live in one of those countries. What might be the reasons same-sex marriage is illegal? Research issues of Human Rights. Set up a debate on the arguments for and against same-sex marriage.

Wedding Traditions and Fashion FP; KS 2, 3, 4 | History, Citizenship, Art and Design, Literacy and Communication

- The film was made in the 1950s and 1960s. Watch the film closely. How do fashions change in that time? What changes? What stays the same? How do the clothes of the men and women compare to today?
- Compare and contrast wedding traditions of the past with those of today, and weddings of different cultures. Look at examples in the news, and from your own experience.
- Design a family celebration event of the future. What might people wear, drive, eat? What activities will take place? Where?
- Design an invitation, write a news report of the event, set up a webpage.

Disc 3

High Days and Holidays

Total running time 56'19"



Contents

- 1 **Hwyl a Sbri gyda Sefydliad y Merched, a Thrip Capel, Brynsiencyn** (1949-1950)
b/w; silent (added music); duration 6'40"
- 2 **Llandudno "The Naples of the North"** (1938)
b/w; sound; duration 6'50"
- 3 **International Association Match. England v. Wales.** Played at Wrexham, March 11th, 1912
b/w; silent (added music); duration 4'48"
- 4 **Coronation Street Party - Parc-Y-Dre Road, Ruthin, 1953**
colour; silent (added music); duration 5'18"
- 5 **Boys' Walking Races** (1922)
b/w; silent (added music); duration 6'32"
- 6 **Port Talbot's Royal Day** (1970)
colour; sound; duration 17'13"
- 7 **Dulais Valley Carnival** (1965)
colour; silent (added music); duration 7'49"

1. Hwyl a Sbri gyda Sefydliad y Merched, a Thrip Capel, Brynsiencyn

1949-50 | B&W | silent | 6'40" | FP; KS 1, 2, 3, 4



Synopsis

This extract is from a film made by Dr John Glyn Jones, a GP who lived and worked on Anglesey. He filmed many family occasions and community events in the 1950s and 1960s, and here we see a chapel outing from Dr Jones's village of Brynsiencyn to the Marine Lake amusement park in Rhyl. Chapel members, including whole families from the very young to the old, relax together on this sunny day and enjoy Marine Lake's many delights - the merry-go-round and the other fairground rides, the bikes and ponies, the dodgems and the steam train around the lake, and of course the stalls where there are prizes to be won. Sometimes, though, it is enough to stand and smile or grin at the camera, ice lolly in hand - it's a grand day out, and the visitors from Brynsiencyn know that they can probably look forward to a screening of this film by Dr Jones in the village later in the year.

Suggested Activities

How We Used to Live FP; KS 1, 2, 3, 4 | Citizenship, PSE, History, Art and Design, Literacy, ICT

- Watch the film and discuss initial responses - spot the difference and similarities between tourism, holidays and culture in post-war Britain, and now.
- How have family holidays changed?
- Where do we go on holiday now?
- What sort of things do we do?
- How have families changed? Who makes up our families?
- Design a poster advertising the holiday destination shown in the film. What is there to do?
- Design a poster for a holiday resort of the future. Where is it? How might we travel there? Who will the resort be for? What will the entertainment be in the 22nd century?

Home Movies and Audience FP; KS 2, 3, 4 | Film/ Media, English / Welsh

- This film is known as a Home Movie. It was made by an 'amateur' filmmaker to show his family and friends.
- What has he included in the film?
- Why?
- The film is silent, so the filmmaker would probably have talked through the screening to explain what was happening to his audience.
- What would you include in a film of your holidays to show family and friends? Why? What do you think your audience would want to see?
- Take photographs or make a short, silent film of a day out to show your friends. How will you explain what the photographs / film show/s? Will you add captions, or intertitles? Or record a voiceover? Or draw a diagram, or map?

2. Llandudno “The Naples of the North”

1938 | B&W | sound | 6'50" | KS 3, 4



Synopsis

In this film, Llandudno Town Hall's Publicity Department makes the case for Llandudno as the ultimate destination for "carefree holiday-makers" who want to be filled with "fresh air and good fare" in a resort that rivals the beauty of Naples. An array of hotels including 'Craig-y-Don', 'White Heather', 'Rothesay' and 'Four Oaks' are advertised, boasting attractive dining rooms, views and guests and a variety of activities - dancing, billiards, whist drives. A golf links, the Great Orme Railway and the Pier Orchestra are additional attractions, together with places like St Tudno's "quaint" Church (providing outdoor Sunday services in the summer). Further afield, there is Conwy Castle, the smallest house in Britain, and the Menai Bridge.

Suggested Activities

Advertising and Persuasive Language KS 3, 4 | English / Welsh,
Film/Media, History

- This film aims to attract holidaymakers to Llandudno. It was made by the Llandudno Town Hall Publicity Department in the late 1930s.
- Watch the film and discuss initial responses. Describe the type of language used in the voiceover narration. How does the narrator try to persuade us to visit Llandudno? Why do you think it is called the 'Naples of the North'?
- Compare and contrast this film with adverts today. Look at television, online, magazine and billboard advertising. What do they have in common? How are they different?
- Discuss the range of linguistic and visual persuasive techniques.
- Create/produce your own advert for where you live - if Llandudno is the 'Naples of the North', what is your home town/city?
- Think of a tag line for your advert that will help people remember it.

3. International Association match. England v. Wales. Played at Wrexham, March 11th, 1912

1912 | B&W | silent | 4'48" | KS 2, 3, 4



Synopsis

This footage is remarkable chiefly for the rare close up action shots of the legendary Manchester City and Manchester United soccer star Billy Meredith. He was known as the Prince of Wingers or 'Old Skin' (owing to his gaunt appearance), and was the most Welsh capped footballer of his day. Wales lost the match 2-0 at The Racecourse, Wrexham, but the camera, located on the right wing to accommodate close shots of Meredith (the Welsh no.7), captures the winger making several crosses.

William [Billy] Henry Meredith (1874-1958) was born in Chirk and started work in a local coal mine at the age of 12, as a pit pony driver. He came from a strongly Methodist family and was teetotal throughout his life. He played football - often chewing a toothpick - until he was a few months short of his 50th birthday, a long and outstanding career that included 390 games for Manchester City, 365 for Manchester United, 48 Welsh caps and the scoring of 11 goals for Wales, (a record at the time). He was a founder member of the Players Union - the first such body for professional footballers. He played himself in a fiction feature film entitled *Ball of Fortune* (1926).

Suggested Activities

Sports Journalism KS 2, 3, 4 | English / Welsh,
History, Film/Media, ICT

- This short film shows part of a football match between England and Wales in 1912. The film is silent as synchronised sound wasn't developed for film until c.1927.
- Imagine you are a sports journalist at that time and write a newspaper article about the match. Describe the game, the crowd, the atmosphere. Who won? How did they celebrate? Who did you interview on the day?
- Or, imagine you are a sports journalist today who has come across this historical piece of film. Write a news piece for television describing the film, what is happening, why it is important and how it is different from today's sports reporting.
- Film your piece to camera and/or add a voiceover narration to the original film.

4. Coronation Street Party - Parc-Y-Dre Road, Ruthin, 1953

1953 | colour | silent | 5'18" | FP; KS 1, 2, 3, 4



Synopsis

Less than a decade after the end of WWII, the coronation of Queen Elizabeth II provided an opportunity for patriotic parties and celebration, and in this film by WH Crawford the residents of Parc-Y-Dre Road join forces for a day to remember in Ruthin. The sun is shining on the long tables laden with cakes and jellies, and the women are kept very busy refilling plates and huge teapots. There is plenty on offer to satisfy the most enthusiastic royalist - flowers and fancy dress, donkey rides and sports, including a hopping race for the girls and sack race for the boys. The shot of the large pile of material at the end of the film suggests that there will be a community bonfire when the sun sets on this special day.

Suggested Activities

Then and Now: 1950s

FP; KS 2, 3 | History, Citizenship, Art and Design, ICT

- Watch the film of the coronation celebrations.
- Q&A discussion: what is this community celebrating? Why? How are they celebrating this event?
- What and how do we celebrate now?
- Plan a community celebration event. What are you celebrating? Why? How? Who is the event for?
- Design a poster to advertise the event paper-based or to share on social media.

Rationing

FP; KS 2, 3 | History, PSE (healthy eating), Numeracy

- The celebrations in the film took place in 1953 when food was still rationed. How would the community have provided food for everyone at the street party?
- Investigate family rations and design a menu that would feed a street party, using the available rations (plus food that could be grown in the garden/allotment).
- Think about: how many people are invited? How much food would you need? What could you make using the ingredients? What can you grow that would help? How can you make sure the menu is healthy?

Celebrating Commonwealth and Identity

FP; KS 1, 2, 3, 4 | PSE, Citizenship, ESDGC, History

- The film includes footage of a parade where the community are in fancy dress. Some of the children are dressed up as people from other countries of the Commonwealth.
- What is the Commonwealth?
- How can we find out about other people's cultural heritage and identities?
- How else might we celebrate our relationships with people of different cultures?
- Mind map your ideas on the board.

5. Boys' Walking Races

1922 | B&W | silent | 6'32" | FP; KS 1, 2, 3, 4



Synopsis

This film shows a walking race for Aberystwyth boys 3.5 miles long which took place on Boxing Day 1922. Organised by H. Langley and started by Sergeant-Major F Bowyer, the race was won by R. Morgan, aged 10, of 14 Pier Street. The film was shot by Gustavus (Gus) Cheetham, son of the entrepreneur and pioneer film-maker Arthur Cheetham*, for showing in the family's cinemas, particularly the Palladium in Market Street, Aberystwyth.

*Arthur Cheetham (father of the filmmaker) was born in Derby in 1864 and died in Hertfordshire in 1937, but made a name for himself as a pioneer film-maker in Wales in the late 1890s. Birt Acres, an American film pioneer, had filmed scenes in Cardiff in 1896, but Cheetham was the first film-maker to be based in Wales. He operated cinemas in Rhyl, Colwyn Bay, Aberystwyth and Manchester. His son, Gustavus, later took on much of the filming work.

Suggested Activities

Games and Traditions FP; KS 1, 2 | History, Citizenship, Art and Design, ICT, Numeracy, Literacy

- This film was made on Boxing Day in 1922 and shows a group of boys racing over a distance of 3.5 miles, in a Boxing Day tradition started by Sergeant Major Bowyer in Aberystwyth.
- Watch the film and discuss responses: who is in the audience? What other activities take place? Does it look like fun? Would you like to get involved?
- What other holiday traditions do you know?
- Do you and your family or local community take part in any holiday traditions? What are they? What do you do? Who joins in?
- In small groups, plan your own events for a traditional holiday. Who is invited? What would you organise?
- Plan a timetable for the day.
- Design an invitation for people to come along.

6. Port Talbot's Royal Day

1970 | colour | sound | 17'13" | KS 3, 4



Synopsis

The Queen and the Duke of Edinburgh visit Port Talbot on the 12th of May, 1970 to inaugurate the new harbour - said to be the first harbour in Great Britain capable of handling the latest generation of bulk cargo ships - and the new basic oxygen steel plant (BOS).

A group of marquees with stunning striped interior décor, including a "retiring room" draped in turquoise for the royal couple has been erected to provide banqueting space for over a thousand guests. The Queen inspects the troops that are present, before being introduced to her hosts - Lord Melchett [Sir Julian Mond], the Chair of the British Steel Corporation, and Sir Clifford Dove, Chair of the British Transport Docks Board - and meeting senior steel and docks employees "and their ladies". She unveils the "International Sundial", and is taken by Land Rover on a tour of the new 1000 ft long jetty, meeting the men who were involved with its building, and the skipper of the "Westminster Bridge" - described as the biggest dry cargo ship ever to berth in Britain.

Following the speeches and banquet, the Queen is taken on a tour of the BOS (Basic Oxygen Steelmaking) plant. At the end of this busy day, she and the Duke are driven to Port Talbot station, whilst other VIPs and guests leave by car or coach (Thomas Bros. of Port Talbot), and the clearing up begins. An army officer puts a bundle of unopened black umbrellas into the back of a jeep - rain having held off on Port Talbot's big day.

Suggested Activities

Reporting of Royal Events: Representations

KS 3, 4 | English / Welsh, Film/Media

- Watch the film and discuss who do you think watched this film? Who was the target audience? How can you tell? How would you change the film for a different audience?
- Watch the extract 00:36:27 - 00:38:03 on the DVD (greeting the Queen).
- In small groups, discuss: How is the Queen represented?
- Think about: appearance, body language, mannerisms, facial expressions. How do people respond to the Queen? How do they behave around her? What does the voiceover narration tell us? What does she do, and who is she with? What does she say? What do we learn about her?
- Share with the class; build a mind map on the board.
- How are the Royal Family represented in the media today?
- In small groups, look at some examples from print, audio-visual and online media.
- What do different media tell us about the Duke and Duchess of Cambridge, for example? How does Prince Harry appear in the press/online? How does it compare with the film of the Queen in Port Talbot?
- Feedback to the class, and make a second mind map on the board, alongside the first.
- Class discussion: how are the representations different? Why?
- What is the impact of internet news and social media on representations of famous people?

Film Review

KS 3, 4 | Film/Media, English / Welsh, ICT

- Start by reading some film reviews. What do they include?
- Watch the film and began planning your review.
- Decide where you want your review published and who will read it (magazine, blog, local newspaper etc).
- Think about your writing style - should you use formal language, for example? This will be determined by who you are writing the review for.
- Write your review, taking care to include sections on the following:
 - Production information title, who's in it? Who made it? When?
 - Synopsis - what happens (but don't give away any twists and turns!)
 - Analysis - opinions on whether the film is good and why.
 - Summary - marks out of ten; should the reader go and see the film?

7. Dulais Valley - Carnivals, Wedding, Playground, Swimming, Majorettes

1965 | colour | silent | 7'49" | FP; KS 1, 2, 3, 4



Synopsis

This extract shows the carnival at Dyffryn Cellwen circa 1976, taken from the more extensive footage indicated in the title. Shot by John Dillwyn Williams (Master Baker, of Duffryn Bakery, Onllwyn), it's a riot of community colour and high spirits. There's a fancy dress parade with adults, children and infants in all manner of costumes, all joining in on foot, in prams and on motor vehicles, and even on a pony. There are hot dog stalls (with competitive pricing), and there is music: the accordionist who is seen more than once is a man called Ted Boyle. The 'Diddy Men' who are having such great fun in their padded costumes originated in Merseyside mythology, and were very well known in the 1970s, when they were popularised by the late comedian Ken Dodd in the live and TV acts he created around these diminutive men who hailed from Knotty Ash, Liverpool.

Suggested Activities

Community Events

FP; KS 2, 3 | History, PSE, Art and Design, ICT

- Watch this extract from *Dulais Valley*, a film of a community carnival in the 1960s.
- Who can you see in the parade? Who/what is on the floats? Have you been to a carnival parade? What did you see? How was it different/similar?
- Design your own carnival float.
- Who is on the float? Are they raising money for charity? Which one/s? What is the theme of your float? Design the costumes.

Identity and respect

FP; KS 1, 2, 3, 4 | PSE, Citizenship, ESDGC, History

- It appears that some of the people in the parade have made their skin darker to appear Black or Asian.
- How does this make you feel?
- Do you think it's respectful?

Sense Poem

FP; KS 2, 3, 4 | English / Welsh, ICT

- Watch the film, discuss how you think it feels to be there, at the carnival?
- Watch the film a second time. While the film is playing, imagine you are at the carnival and write a list, describing what you experience through each of your five senses on a sheet of paper, like this:
 - I can see ... (list words, phrases, descriptions of what you see/hear/smell/taste/feel, as applicable)
 - I can hear ...
 - I can smell ...
 - I can taste ...
 - I can feel ...
- Watch the film a third time, if needed.
- Group your descriptions to form five paragraphs. Delete the headings to each paragraph that read "I can see/hear/smell/ taste /feel". You now have five stanzas.
- Edit the line breaks, add or amend words until you have your final poem.

Disc 4

School Days and Playtime

Total running time 57'56"



Contents

- 1 **Urdd Gobaith Cymru - anenwadol ac amhleidiol** (1930)
b/w; silent (added music); Welsh and English intertitles; duration 9'57"
- 2 **A Way of Life** (1949)
colour; silent (added music); duration 7'05"
- 3 **Semper ad Lucem: Penrhos College** (1953)
colour; sound; duration 5'35"
- 4 **A Place to Play** (1972)
colour; sound; duration 12'04"
- 5 **A Letter from Wales** (1953)
b/w; sound (Welsh with English subtitles); duration 15'04"
- 6 **Cymru a Chynilo** (1947)
b/w; sound (Welsh with English intertitles); duration 7'12"

1. Urdd Gobaith Cymru - anenwadol ac amhleidiol

1930 | B&W | silent | 9'57" | KS 2, 3, 4



Synopsis

This film was made by Ifan ab Owen Edwards as an introduction to the philosophy of the youth movement Urdd Gobaith Cymru, founded by him in 1922. The movement was established on Christian but non-denominational principles, to be non-political and to promote and develop the spiritual, cultural and physical aspects of life for young people through the medium of Welsh.

In the film we see places that are key to the movement and its ethos - the Urdd headquarters in Llanbadarn Road, Aberystwyth; a church and a chapel (to indicate the non-denominational nature of the movement), and Eisteddfod fields - one in a rural area, one in an industrial area, to show that the movement extends a warm welcome in both the north and south of the country. We also see children taking part in Urdd activities - sports, exercises, dancing, swimming - and practising traditional crafts and first aid.

Like other, similar movements of the time, the Urdd in its early days embraced a 'healthy body, healthy mind' philosophy. Discipline along military lines was also the order of the day for the children who were to be the good citizens of the future, bearing with them a respect for the past.

Ifan ab Owen Edwards (1895-1970) was a teacher, academic and writer who inherited from his father - O M Edwards - a commitment to the Welsh language and culture and to the fostering of both amongst the nation's youth. He was knighted in 1947 in recognition of his youth work.

Suggested Activities

History of the Urdd

KS 2, 3 | History,
English / Welsh, ICT

- Urdd Gobaith Cymru was established in 1922 by Sir Ifan ab Owen Edwards and is now the largest organisation for children and young people in Wales. The organisation aims to provide opportunities for young people to develop personal and social skills through the medium of Welsh.
- Watch the film and make a note of all the activities the children and young people are involved in.
- Research the Urdd's website (www.urdd.cymru/cy) and explore the history of the organisation in more detail. Draw a timeline of significant events in the Urdd's history. Illustrate or annotate your timeline with further information.

Message of Peace and Goodwill

KS 2, 3, 4 | English / Welsh,
Citizenship (Art and Design, ICT)

- Each year, a group of young people produce a Message of Peace and Goodwill to be shared with children across the world. In 2016, the Message was translated into 27 different languages.
- Take a look at the Urdd website where you can find information about the organisation's history, and the Message of Peace and Goodwill (www.urdd.cymru/cy)
- In small groups, discuss what peace means to you.
- Write your own Message for young people across the world.
- Think about how you would like to express this message - in a poem? As a song? A film? A painting?

2. A Way of Life

1949 | colour | silent | 7'05" | KS 2, 3,



Synopsis

This film shows the pupils of Alaw Nursery School, Trealaw, Rhondda, at work and play. It demonstrates that these two things are often indistinguishable, and that children's abilities are nurtured through play. Because it was shot in the extremely hot summer of 1949, most of the activities shown take place outdoors. It is evident that the children have been told not to look at the camera but to carry on as usual, resulting in footage of children earnestly working hard at their play.

In the first part of this extract, we see very young children being delivered to the school, putting on aprons and being given milk to drink, plus a dose of what seems to be medicinal cod liver oil! These small children - boys and girls - then do woodwork, using real wood and real, full sized hammers. In the second part, we see older children playing in the 'Alaw Stores' play shop, and practising writing and lettering. Then they, too, turn their hand to woodworking - sawing wood, nailing with hammers, making boxes and sanding. A boy and a girl read a poem on a poster, and the extract ends with a girl carefully bathing a doll in an enamel bowl, with close attention to her drying and dressing.

Alaw Nursery School was opened just before Christmas 1939, with the aim of giving up to two hundred children aged from 2 to 7 "opportunities to foster growth physically, mentally and spiritually" (as stated in the programme for the official opening). It followed the thinking of the time in providing "space, fresh air, sunshine, a good diet, adequate means of sleep, water for drinking, the cultivation of emotional harmony and social adjustment". Here children, gently assisted by the teachers, would learn "the habit of self-help" and be "trained in freedom to act". This film was produced to celebrate the school's tenth anniversary, probably at the behest of headteacher, Miss Abigail Jenkins.

Suggested Activities

Schools Past, Present and Future KS 2, 3 | History, Literacy (Art and Design, ICT)

- Watch *A Way of Life* and compare and contrast with your own experience of school. What can you see what's similar? What are the differences?
- Pay particular attention to gender differences - what are the boys doing? And the girls? Why might this be? Which lessons would you like to do? Why/not?
- What lessons might we need to learn in the future? Design a classroom of the future. What might school look like in 2149?

3. Semper ad Lucem: Penrhos College

1953 | colour | sound | 5'35" | KS 2, 3, 4



Synopsis

By the time this film was screened at Penrhos College in 1953, the Methodist boarding school in Colwyn Bay had been educating girls since 1880. Speaking 'received pronunciation', the pupils introduce the school and its facilities - including the swimming pool, the sanatorium, the lovely gardens and the chapel. All activity is guided by the school motto, *semper ad lucem* - 'always towards the light'.

In this extract we see the older teenage girls on their two mile walk, after the Sunday service in the chapel, to Rhos on Sea. There a prefect awaits and checks their names off a list, and we see the hotel where the girls sometimes meet their parents. Back in the school common room, some of the girls read, listen to the radio and sing around the piano, whilst others write letters home in their bedrooms. The dishes (recited in French) on the school's lunch menu do not match most people's memories of school cuisine! Outside in the extensive grounds there is plenty of scope for sport and leisure, and we see pupils playing tennis, having fun on a seesaw and engrossed in making a daisy chain. The extract ends with sixth form pupils departing on buses for an outing to Chester Zoo.

Penrhos College amalgamated with the local boys' private school - Rydal, Colwyn Bay - to become Rydal Penrhos School in 1999, offering a private, Methodist education to children aged 2½ -18.

Suggested Activities

Historical Enquiry

KS 2, 3 | History, Literacy

- As above, compare and contrast with your experience of school today. In addition to the buildings, classrooms, layout, think about similarities and differences in uniform, pupils, behaviour.
- What subjects are being studied? What games and pastimes are the pupils involved in? What don't we know?
- In pairs, write a list of interview questions you would like to ask one of the pupils about their day. Watch the film again and see if you can find out or imagine the answers.

Video Diary

KS 2, 3, 4 | Film/Media, Literacy

- Make your own film about school. When planning your production, think about what's important to you about your school community, who you would like to include in the film, what lessons, activities, clubs and sports show your school at its best?

4. A Place to Play

1972 | colour | sound | 12'04" | KS 2, 3, 4



Synopsis

Learning for life through play, free of adult intervention - that was the motivation for the Adventure Playground movement and what inspired the experimental Adventure Play Schemes that were run during the summer holidays by the Voluntary Community Service, Cardiff, in economically depressed areas of the city - Splott, Butetown and Grangetown. Shot by Cardiff Cine Society, this film shows children and play workers constructing and playing in very free and adventurous ways, and taking part in a theatrical circus. Through such means the children learn to share and integrate, to be creative and foster their imagination. At the end of the film, all enjoy a big street party co-organised by the parents to celebrate the scheme and its leaders. These leaders in turn are thrilled "because the community had done something all together."

Adventure Playgrounds or "junk playgrounds" were established, mainly in cities, in Britain and across Europe from the late 1930s and 1940s. After World War II many children played on derelict land or on bomb sites, but as urban areas were re-built and developed, advocates of child-centred play felt there was a need for dedicated spaces where youngsters could make and break things, explore, invent and create at leisure, free of adult control.

Suggested Activities

Importance of Playgrounds: critical analysis

KS 2, 3, 4 |
Citizenship, PSE, ESDGC

- Watch *A Place to Play* and discuss initial responses. How do you feel about what you see and heard in the film? What surprised you?
- In small groups (or as a whole class), discuss and make notes on the following:
- What 'lessons' did you learn from the film? What values are conveyed through the film?
- How was the film constructed to relay these values? Think about dialogue (who says what), camerawork (what do we see, and how it is represented), and editing in particular (how are the shots and sequences combined to tell a story?).
- What is the 'conclusion' of the film? What was the moral of the story?

Building Communities

KS 2, 3 | Citizenship, PSE,
Literacy (Art and Design, ICT)

- What facilities are needed in your local area? For whom? How would you make sure it was fair for everyone? Design a community fun day what would you include? Who for? Why?
- Design a poster/flier/webpage advertising your community fun day.

5. A Letter from Wales

1953 | B&W | sound | 15'04" | KS 2, 3, 4



Synopsis

Rhys Ifans's life on his family's farm in Llandwrog is full of adventure and gradually, at his mother's insistence, he gets it all down on paper in a letter to his cousin in Australia. All the exciting things that have happened to him recently unfold before the viewer as a drama - e.g. catching a trout (making him late for school), rescuing a trapped lamb and feeding it, alerting fishermen at Porthdinllaen to a potential catch and being rewarded by a trip out in the lifeboat with his friends. The film closes with Rhys back at the kitchen table, finishing his letter. As he says, in words beyond his years, life in Llandwrog can be great fun even though so simple.

This film was produced by Brunner Lloyd & Co Ltd for the Children's Film Foundation, and was intended for screenings in cinemas on Saturday mornings. It was made with both a Welsh and an English soundtrack, and scripted by Dr John Gwilym Jones, the acclaimed academic and playwright who was born and bred in the Llandwrog area. The music was composed by harpist Osian Ellis, and the main parts are played by Sam Jones (Head of BBC Radio at Bangor) as the kindly schoolmaster, and Katie Wyn Jones of Cefn Hengwrt Farm and her four children - plus a friend from Bodafon as the family.

Suggested Activities

Comprehension

KS 2, 3 | English / Welsh

- Watch the film through once. Q&A: what happens to Rhys throughout his day? As a class, piece together the order of events.
- Watch the film again and in pairs, or small groups, draw a timeline of Rhys' day, describing each of his mishaps and adventures.

Rhys Ifans: Day Two

KS 2, 3 | English / Welsh

- Write a story featuring the character of Rhys Ifans - what happens to him on the following day? Is it just as eventful? What happens?
- Does he get another surprise, like the trout dinner?

From Letter Writing to Blogging

KS 3, 4 | English / Welsh,
Media, ICT

- Write a blog of your typical school day.
- Capture a series of images that 'describe' each part of your day visually. Try to ensure each image tells a story by itself. Use these to illustrate your blog.

6. Cymru a Chynilo

1947 | B&W | sound | 7'12" | KS 3, 4



Synopsis

This film urges viewers to be thrifty and to steer away from temptations to spend thoughtlessly. So advises Hugh Griffith*, the actor, on behalf of the Post Office savings scheme that the film promotes. The message is aimed at youngsters, too - good saving habits learned early in life will reap rewards later on. The boy in the film has a book containing a traditional Welsh nursery rhyme** which illustrates what is at stake: by living thriftily a farmer may increase his or her flock; but by living extravagantly, he or she may lose the few sheep that they started off with. Hugh Griffith's voiceover wonders what the boy might be when he grows up - a shepherd, a farmer or a quarryman? Or perhaps a coalminer? It hardly matters - the important thing is continuity, and a home. The boy's parents show good example - his mother with her savings stamps, and his father putting aside five shillings rather than spending it. We are reminded of the importance of education, and that the university at Aberystwyth - the 'college by the sea' - was built with the hard-earned contributions of the ordinary people of Wales, as were many chapels and churches. The good things in life - goods, holidays and trips to the Eisteddfod - all require money that has been put by for the purpose - but most important is securing the future of this boy, who represents all children.

This film was produced with both a Welsh and an English soundtrack, although the nursery rhyme on which the subject is grounded is given in Welsh in both versions.

* Hugh Griffith (1912 - 1980) was a film, stage and television actor, who was born in Marian-glas, Anglesey. He won the Academy Award for Best Supporting Actor for his role in Ben-Hur (1959), in 1960.

** Trad. nursery rhyme:

Bùm yn byw yn gynnil, gynnil,
Aeth un ddafad i mi'n ddwy fil,
Bum yn byw yn afrad, afrad,
Aeth fy nwy fil yn un ddafad."

Suggested Activities

Moral Tales KS 3, 4 | English / Welsh, Art and Design, Film/Media, ICT

- *Cymru a Chynilo* is based on a Welsh nursery rhyme, telling the tale of a farmer who, by living thriftily, increases his flock of sheep.
- Watch the film and discuss the story. How does the film construct the characters, places and events of the nursery rhyme? How does the filmmaker combine the sound and visuals to build the story and convey a message? What is the message?
- Choose a well-known nursery rhyme. What is the moral of this story? How would you make a short film of this nursery rhyme that would convey the moral message?
- Would you write a fictional story, or produce a documentary?
- Think about which genre would be appropriate - a musical? A comedy? An action film? Would it be live action or animation?
- Storyboard your film using hand drawings or photographs to represent each shot/sequence.

Disc 5

War and Peace

Total running time 43'17"



Contents

- 1 **This Could Happen to You** (1950s)
colour; silent (added music); duration 4'50"
- 2 **"V.E." Celebrations** (1945)
colour; silent (added music); duration 10'52"
- 3 **Swansea Docks in the War Years** (1947)
b/w; silent (added music); duration 9'34"
- 4 **Americans** (1942)
colour; silent (added music); duration 2'14"
- 5 **Unveiling of Aberystwyth War Memorial** (1923)
b/w; silent (added music); duration 8'09"
- 6 **Llandrindod Wells Carnival** (1945)
b/w; silent (added music); duration 6'41"

1. This Could Happen to You

1950s | colour | silent | 4'50" | KS 2, 3, 4



Synopsis

This short film is a home-movie war-time drama - a post-war commemoration of the WW2 air raids that people endured, and made in tribute to those "who gave their lives so that you and I could go on living".

The story is a simple one, in which we see what unfolds when an unexploded shell lands in the back yard of the main character. At the end, although we are left unsure of the fate of the man and his neighbour, the message is stark and we are left in no doubt that war means one thing - the destruction and ruin of all that humankind has built.

The film-maker, Malcolm Brinley Jones, was a brick-layer and projectionist who lived in Llantwit Road, Neath, and shot family films and dramas involving his friends in his spare time. His logo and the title cards for his productions were beautifully painted by 'Haydn' (i.e. Haydn Ford), a local artist/cartoonist.

Suggested Activities

Fiction / Nonfiction KS 3, 4 | History, Film/Media,
Literacy, Art and Design

- *This Could Happen to You* was made after the Second World War in commemoration of the air raids and those who lost their lives during the conflict.
- The film tells a fictional story based on real events and, as the closing title card reads, the filmmaker chose to make the film as a tribute to "the people who gave their lives, so that you and I could go on living and perhaps learn through their sacrifices".
- Explore the history of the Second World War in your area, using newspaper archives, museum collections, the library, searching online.
- What information can you find about local people who served in the war, either overseas or on the Home Front?
- Storyboard (and produce if possible) a fictional film, based on the information you discover, as a tribute to their work during the war.

3. Swansea Docks in the War Years

1947 | B&W | silent | 9'34" | KS 2, 3, 4



Synopsis

Despite its title, what is seen in this film is Swansea Docks after the *end* of WWII. This extract shows the hustle and bustle of a busy dock - the movement of cranes and chains and various vehicles, and the dockworkers unloading and shifting the various goods. We see food for Europe being loaded as part of a relief operation for the starving and the displaced, organised by The United Nations Relief and Rehabilitation Administration. We also see American soldiers unloading stores for the US Army in Britain; a transit shed is still 'blacked-out'. Some cargoes - e.g. Swedish timber and fish - are staple commodities, unconnected to WWII. American aeroplanes (P-47 Thunderbolts) sit on Phoenix Quay, having arrived in Swansea on tankers. Towards the end of the extract we see a catch of fish being landed, packed and gutted, the work taking place on the quay and in a covered shed. Aerial shots of the docks close the film.

The UNRRA was active as part of the UN from 1945 to 1947, after which some of its responsibilities were passed onto other UN agencies e.g., International Refugee Organization and the World Health Organization.

Suggested Activities

Refugees and Displaced People

KS 2, 3, 4 | History, Citizenship, PSE, Literacy, ESDGC

- Despite the title, this film was made shortly after the Second World War and shows the continuation of the war effort even after peace had broken out.
- The film's synopsis explains that, "food is being loaded as part of a relief operation for the starving and the displaced, organised by The United Nations Relief and Rehabilitation Administration. American soldiers unload stores for the US Army in Britain, a transit shed is still 'blacked-out'."
- Watch the film and take a look at the synopsis.
- Can you identify the produce and supplies that are being loaded and unloaded? Who might these be for?
- Debate and discussion, comparison with current refugee crisis in Europe and the Middle East:
- Swansea today is a City of Sanctuary (one of nine groups in Wales, including Cardiff, Wrexham, Neath & Port Talbot, Abergavenny ...)
- What does it mean to seek sanctuary?
- Why do people become refugees?
- Which countries take in the most refugees (in the world, in Europe)?
- How can we help?

Dockland Redevelopment

KS 3, 4 | History, ESDGC, Geography

- Watch the film. Write a description of the Docks during wartime. What geographical, industrial or landscape features can you spot?
- Take a look at some recent photographs of the Swansea Bay area (for example, on the www.visitswanseabay.com website).
- Spot the difference between then and now. How has the area changed from the Docklands of the 1940s to the 21st century Swansea Bay? Why did it change?
- List the pros and cons of building the tidal lagoon. What might be the impact of the lagoon on wildlife, fishing, industry, local communities?
- What are the benefits, and what are the costs of redeveloping Swansea's docks?
- Design your own dockland redevelopment. What would you include? Use graph paper to design it to scale.

4. Americans

1942 | colour | silent | 2'14" | KS 2, 3, 4



Synopsis

From 1942 onwards, large numbers of American servicemen arrived in Wales, in advance of the planned invasion of Europe. A significant number came from Pennsylvania, an area rich in slate and coal which had attracted Welsh emigrants over the centuries.

The Iles family, who lived in Heathwood Road, Cardiff, had room to accommodate two of these "GIs" - 'John' and 'Johnny' - and their neighbour had one, too. In this home movie by Reg Isles, the three young men are seen enjoying some precious leisure time with their new friends and hosts, including the Iles girls, Monica and Gillian. The simple fun includes messing around on a bicycle, and 'blacking out' a tooth. The reel closes with shots of ordinary domestic life - trees in blossom, underwear on a washing line, chickens in a coop in the garden, a splendid dolls' house, and the Iles girls and a friend sitting on the lawn, each with a doll.

Suggested Activities

"Instructions for Servicemen" KS 2, 3, 4 | History, Literacy, PSE, Citizenship, ICT

- In 1942, the United States War Department issued a handbook to American military personnel stationed in Britain to help them understand life in their new homeland. The manual was called "Instructions for Servicemen".
- This film of American GIs from Pennsylvania shows them laughing and joking with friends they have made while stationed in Cardiff.
- Watch the film and imagine you are one of the GIs. How do you think they feel about leaving their home town to come and live in Wales?
- Write a letter back home from the point of view of the Americans. How must it feel to be in Wales? Who do they meet? What do they encounter? Are they homesick? What do they miss?
- Write a handbook for new migrants to your local area. What information would a new neighbour need to know?

5. Unveiling of Aberystwyth War Memorial

1923 | B&W | silent | 8'09" | KS 2, 3, 4



Synopsis

On September 14th 1923, the Aberystwyth war memorial, built in 1922 to a design by Professor Mario Rutelli of Rome, using stone from Ystrad Meurig Quarry, is unveiled with due ceremony. Lord Ystwyth, wearing a top hat, is seen standing on the steps of the memorial. The mayor, Captain Edward Llewellyn, addresses the crowd and unveils the memorial by removing a Union Jack, revealing the names of those who have lost their lives. Alderman J Barclay Jenkins, on behalf of Aberystwyth Corporation, presents the mayor with the deed to the memorial. Many wreaths are then laid on the memorial steps. We see the parade to the memorial for the ceremony, comprising Aberystwyth Town Band, soldiers, sailors, medal-wearing veterans, Boy Scouts, Girl Guides, Brownies, councillors and clerics.

This film was shot by Gustavus (Gus) Cheetham, son of the entrepreneur and pioneer film-maker Arthur Cheetham* for showing in the family's cinemas, particularly the Palladium in Market Street, Aberystwyth.

*Arthur Cheetham (father of the filmmaker) was born in Derby in 1864 and died in Hertfordshire in 1937, but made a name for himself as a pioneer film-maker in Wales in the late 1890s. Birt Acres, an American film pioneer, had filmed scenes in Cardiff in 1896, but Cheetham was the first film-maker to be based in Wales. He operated cinemas in Rhyl, Colwyn Bay, Aberystwyth and Manchester. His son, Gustavus, later took on much of the filming work.

Suggested Activities

First World War Commemoration

KS 2, 3, 4 | History, Literacy, ICT

- This local newsreel shows the ceremonial occasion of unveiling the war memorial in Aberystwyth to commemorate those who lost their lives in the First World War.
- Search the Cymru 1914 website (<http://cymru1914.org/en/home>) to find out more information about the contribution made by the people of Aberystwyth to the First World War, to add context to what you learn from the film.
- Watch the film and imagine you are part of the procession
- Describe the mood of the occasion.
- What can you hear? Add a soundtrack to the film, describing the sound effects, scripting the dialogue and adding a musical score that reflects the mood.
- Using information you have gathered from this film and the Cymru 1914 website, write a poem about how you felt on the day.

5. Llandrindod Wells Carnival

1945 | B&W | silent | 6'41" | FP; KS 1, 2, 3, 4



Synopsis

This is a film of a war-time carnival, made by Charles Thacker to be shown in his cinema - the Pola - in Welshpool. There are majorettes, a sparkling dragon, and many competing, topical floats. A 'Complete Unit' float carries an 'Air Raid Steel Shelter', a 'Search Lite', a 'Balloon Barage' and a 'Listening Post'. Another presents 'Hitler's B&B'. Those who feel oppressed by their life and times are advised to 'Drown all your Worries in Carnival Spirit', as inscribed on a sign attached to a horse and cart led by two people dressed as gypsies (the man of the couple having a live monkey on his shoulder).

Other topical turn-outs include a float bearing a group of bowler-hatted Englishmen and a men dressed as fascist leaders displaying a verse summing up the state of play in war-torn Europe as they saw it. Two men - one wearing a gas mask, the other a tin helmet - push a bicycle along advertising 'National Service' as 'Insurance for Peace'.

Suggested Activities

Five Ws and an H

FP; KS 1, 2, 3 | History, Film/
Media, Literacy

- Play the film through without introduction and try to identify the following:
 - Who is the film about?
 - What is happening in the film?
 - Where was it filmed?
 - When do you think it was made?
 - Why was the film made?
- Discuss possible answers as a class, then think about: How do you know?
- Discuss clues within the film that have helped the class find the answers.
- Discussion of historical enquiry and how we can find out about the past. Where else might we find some more information?

Documenting History

FP; KS 2, 3, 4 | History,
Literacy

- What do you think life was like on the Home Front during the Second World War?
- Discuss ideas, expectations, and assumptions as a class.
- Watch the film, and note down any historical 'facts' you can gather.
- What can we learn about the Home Front in Wales from watching the film?
- Was it how you expected? Were there any surprises?
- What do we have in common with the people in the film? What are the differences?
- What can't we learn from watching the film? What's missing?
- How reliable are films or documents about the past, in getting to the 'facts'?

Home Front During Wartime

FP; KS 1, 2, 3, | History,
Art and Design

- *Llandrindod Wells Carnival* shows a community event during wartime. Resources were limited, so people made their own costumes and games for everyone to enjoy.
- What clues can you spot in the film that suggest the action took place during wartime?
- How do you think life was different?
- Discuss the 'Make Do and Mend' campaign: how would the lack of supplies and rationing have affected daily life? What impact would it have had on organising a carnival such as this?
- Imagine you are going to the Llandrindod Wells carnival in 1945. Design your own carnival costume that you could Make Do and Mend from rations/upcycled clothes/household items.