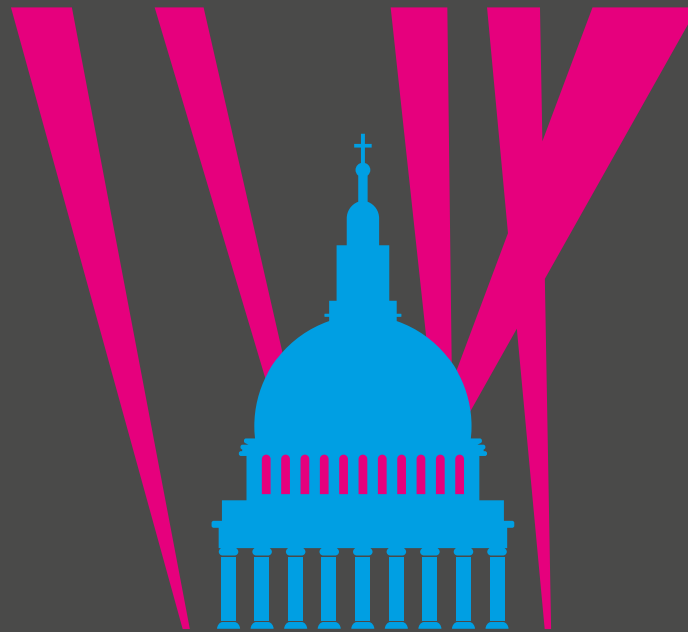


MAYOR OF LONDON

**THE LONDON CURRICULUM
HISTORY KEY STAGE 3**

LONDON AT WAR



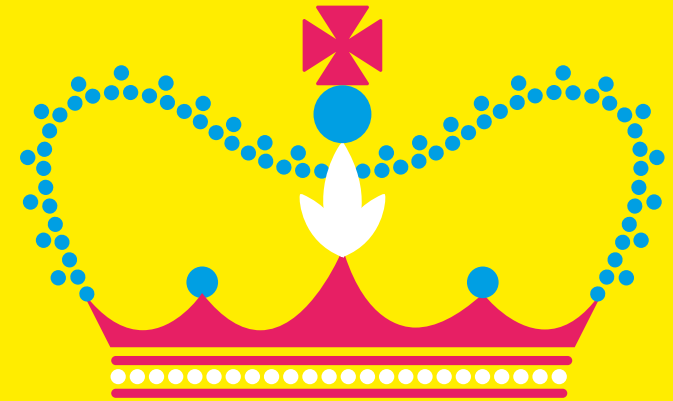
**THE *BLACK*
CURRICULUM**

THE LONDON CURRICULUM

PLACING LONDON AT THE HEART OF LEARNING

The capital is the home of innovations, events, institutions and great works that have extended the scope of every subject on the school curriculum. London lends itself to learning unlike anywhere else in the world. The London Curriculum aims to bring the national curriculum to life inspired by the city, its people, places and heritage.

To find out about the full range of free resources and events available to London secondary schools at key stage 3 please go to www.london.gov.uk/london-curriculum.



History in the London Curriculum

London is one of the world's oldest, largest and most successful cities. Drawing on London in the teaching of history can bring to life not just the stories of the city, but of the country and the world. London Curriculum history teaching resources aim to support teachers in helping their students to:

- ♦ **DISCOVER** the ways key historical periods and events in the new national curriculum unfolded in London.
- ♦ **EXPLORE** the way that the city's character and appearance has been shaped by historical events and how the stories of London are told through its museums, institutions and landmarks.
- ♦ **CONNECT** their learning inside and outside the classroom to develop their historical enquiry skills through investigating issues, evaluating evidence, reflecting on the lives of Londoners in the past and drawing conclusions.

UPDATE: EMBEDDING BLACK HISTORY

In October 2020, the Mayor announced a new partnership with **The Black Curriculum**. We wanted to support London teachers with the knowledge, tools and confidence to teach Black history throughout the entire academic year - not just during Black History Month.

The Black Curriculum led an expert review of all three of the London Curriculum's history units: **Social Reform in Victorian London, World City and London at War**. It was crucial to listen to young voices where The Black Curriculum consulted with diverse young Londoners from the Mayor's **Lynk Up Crew** and **Peer Outreach Workers**. We were grateful for their time, and thank them for helping us gain a deeper understanding of their school experiences and for sharing their ideas for improvements.

Lynk Up Crew

<http://bit.ly/LynkUpCrew>

Peer Outreach Workers

<https://www.london.gov.uk/peer-outreach-workers>

We were pleased to accept all recommendations put forward in The Black Curriculum's subsequent review – from small language tweaks to entirely new activities and content pages. We are proud of these changes and you can learn more about them on the next page. We hope that being transparent about the journey we have taken will encourage others to do the same.

Hackney Council have also recently launched their own resources called **Hackney's Diverse Curriculum – The Black Contribution**. These cover a broad range of subjects and key stages, and are free to all teachers. You can find out more here: www.hackneyservicesforschools.co.uk/extranet/hackneys-diverse-curriculum

We hope teachers across London will enjoy using our resources, and others, to support London-inspired teaching whilst helping to embed more Black history into the curriculum.

- London Curriculum Team



**THE BLACK
CURRICULUM**

"We are a social enterprise founded in 2019 to address the lack of Black British history in the UK Curriculum. Through campaigning for national curriculum changes, supporting teachers and delivering arts-focused Black history programmes, we believe we can enable social change.

Our project with the London Curriculum ties in with our key aim to support more young people to develop their sense of belonging and identity. Through our consultation on this resource, we hope to support more teachers to teach Black British histories accurately within their curriculum. We also wanted to ensure that history specifically reflects the identities, culture and histories of Black Londoners."

Find out more about The Black Curriculum:
www.theblackcurriculum.com

What have we changed in this resource?

- ♦ The contributions of Black people and British colonies during world wars is often omitted when teaching the subject. This is why we have highlighted the significance and importance of Black people and people from British colonies in the war effort.
- ♦ We have included more information about individual Black Londoners and their contributions to the war effort. This includes profiles for **Princess Omo-Oba Adenrele Ademola, Ita Ekpenyon** and **Ulric Cross**.
- ♦ Even when working, fighting and protecting Britain together, Black service people continued to experience racism from colleagues. We have included information about these hardships, as well as examples of resistance like the Taranto Mutiny of 1918.

The Black Curriculum tips for teaching this topic:

- ♦ Learning about war can be traumatic for some young people who may have experienced war in their home countries in recent years. With such great diversity within London's classrooms, it is vital you are aware of the backgrounds of students in your class. We recommended learning the history of different students' countries of heritage, particularly those who speak English as an additional language.
- ♦ You must be considerate of the language, videos and images used when discussing war.
- ♦ When choosing images to use in resources, ensure that they are inclusive. This might include showing students soldiers of different races and from different countries, and having key statistics to hand. For example, did you know that over 15,000 Black men fought in the British West Indian Regiment?

RECOMMENDED PRE-READING:

Operation Black Vote: *War blitz: Forgotten black British history remembered*
<http://bit.ly/black-history-remembered>

The Observer: *Black soldiers were expendable – then forgettable* - David Olusoga
<http://bit.ly/BlackSoldiers-Olusoga>

"...absence of black British history explains why racist people are here. Racist people feel that their history is more "superior" than other people's. Negation and erasure of Black histories promotes racism".

Quote from Peer Outreach Worker

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LONDON AT WAR OVERVIEW



BOMB DAMAGE AT QUEEN VICTORIA STREET, 1941

© Museum of London/By kind permission of the Commissioner of the City of London Police

UNIT AIMS AND ACTIVITIES

World War II had an enormous impact both on the physical landscape of London and the lives of Londoners. The aim of this unit is for students to investigate the causes and consequences of wartime events including the London Blitz and food shortages. They will also evaluate the work of civil defence organisations and the role of women, to understand the diversity of Londoners' experiences and the impact of the war on London and Londoners today.

KEY STAGE 3 NATIONAL CURRICULUM

This unit addresses the requirements of the new key stage 3 national curriculum. It supports the requirement that students should be taught about:

- ♦ challenges for Britain, Europe and the wider world: 1901 to the present day.

The specific subject focus is:

- ♦ the Second World War

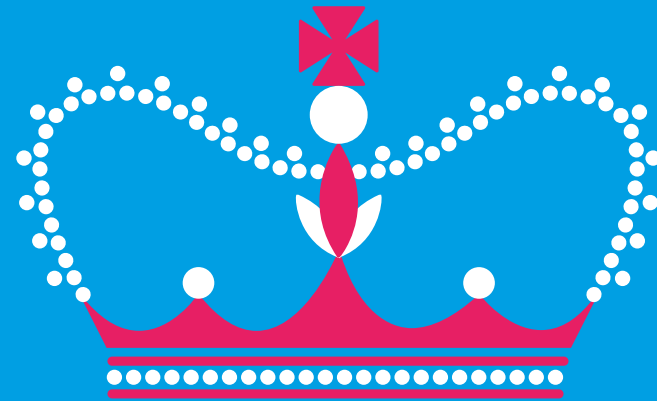
It provides opportunities for students to:

- ♦ increase their knowledge and understanding of London as a centre of government, trade, industry and finance
- ♦ find out how and why London was targeted during the Blitz and understand why some districts were affected more than others
- ♦ understand the roles of some of the different civil defence organisations
- ♦ investigate the causes and consequences of a range of challenges faced by Londoners during the war
- ♦ consider the impact the war had on women's lives and the extent to which it changed existing gender stereotypes

- ♦ develop an understanding of the reasons why Londoners had diverse experiences during the war
 - ♦ reflect upon what they have learned and evaluate the lasting impact of the war on London's landscape, economy and society
 - ♦ use and evaluate different types of evidence including archive film, text, photographs and artefacts
 - ♦ create a relevant, structured and extended written answer to an enquiry question, supported by historical evidence
 - ♦ use what they have learned and researched to create a group presentation
 - ♦ appreciate and evaluate the role of museums and archives in presenting and preserving London's past in order to become confident users of their cultural content
 - ♦ be inspired to explore and connect with London's heritage on independent visits
- ♦ In meeting some of the requirements of the national curriculum, this teaching unit contributes to the national curriculum's aims for key stage 3 students, which include:
 - ♦ gaining and deploying a historically-grounded understanding of abstract terms
 - ♦ understanding historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and using them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
 - ♦ understanding the methods of historical enquiry, including how evidence is used rigorously to make historical claims
 - ♦ gaining historical perspective by understanding the connections between local, regional, national and international history; between economic, military, political and social history

DISCOVER

In this section, students will evaluate the reasons why London was a particular target for attack during the Blitz and explore the effects of air raids on the city and its people. They will find out about the different ways in which Londoners defended themselves and their city, including the work of civil defence organisations and the role of women. Students will also explore the challenges Londoners faced in their daily lives including food shortages, rationing and evacuation.



LESSON 1

HOW DID THE BLITZ AFFECT LONDON AND LONDONERS?



THE BIG IDEA

Students will find out about the Blitz and assess the reasons why London was a particular target for attack. They will explore the effects of air raids on the city and its people, discover how Londoners took shelter, and evaluate whether the bombardment achieved its aims.



LESSON OBJECTIVES

All students will find out what happened to London during the Blitz and how Londoners took shelter during air raids.

Most students will increase their knowledge and understanding of London as a centre of government, trade, industry and finance. Most students will evaluate the effect of the Blitz on London and Londoners by exploring a range of evidence.

Some students will understand the causes and effects of the targeting of different areas of London during the Blitz.



RESOURCES

- ♦ **Resource 1.1:** Activity sheet: the London Blitz (double-sided, one copy per pupil)
- ♦ **Resource 1.2:** The London Blitz: source material (one copy per pair)
- ♦ **Resource 1.3:** Shelters: source material (one copy per pair)

LESSON 1

HOW DID THE BLITZ AFFECT LONDON AND LONDONERS?



YOU WILL ALSO NEED:

- ♦ The Blitz alternative link – BBC Bitesize has video to recommend:

www.bbc.co.uk/teach/class-clips-video/history-ks2-the-blitz/zm22jhv

- ♦ A map of London in the early 20th century, which can be sourced from the internet.
- ♦ Download or stream a film clip of London during the Blitz. London's Screen Archives has an excellent (silent) film, shot and edited by an amateur photographer:

<http://bit.ly/london-blitz>

Alternatively, the Imperial War Museum have colour footage of London during the blitz:

<http://bit.ly/blitz-colour>

Download or stream a recording of the air raid siren and the all clear. There are several available on the web. For example:

<http://bit.ly/blitz-siren>

<http://bit.ly/siren-all-clear>

LESSON 1: HOW DID THE BLITZ AFFECT LONDON AND LONDONERS?

LANGUAGE AND LANDMARKS

LANGUAGE OR LANDMARK	EXPLANATION	SYNONYM
World War II	Global war that lasted from 1939 to 1945	Second World War
Blitz	Period of intense aerial bombardment of Britain by the German air force from 7 September 1940 to 10 May 1941	From the German word 'Blitzkrieg' meaning 'lightning war'
Luftwaffe	German air force, a division of the German armed forces	
Battle front	Area of contact between opposing armed forces	Military front
Home Front	Living conditions and actions of civilians in a country that is at war	
Aerial bombardment	Fierce attack by bombs launched into, or dropped from, the air	Air raid
Phoney War	Period following the declaration of war by England and France in September 1939 when there was little military action taken against Germany	
Incendiary	Bomb or other device designed to cause an intensely hot fire when exploded	Incendiary bomb, explosive

LESSON 1: HOW DID THE BLITZ AFFECT LONDON AND LONDONERS? SETTING THE SCENE

Students will find out about the Blitz and its effects during the lesson. Additional information is included here that you may wish to introduce and to help you answer questions students may ask.

The Blitz (from the German word 'Blitzkrieg') is the name given to the intense period of aerial bombardment by the German air force, the Luftwaffe. This lasted from 7 September 1940 to 10 May 1941.

For the first year after war was declared on 3 September 1939, London was barely affected by the hostilities. This period became known as *the Phoney War*. However, in the early evening of Saturday 7 September 1940, the Luftwaffe launched a ferocious attack on London using bombs and incendiary devices. As the industrial centre of the city, the East End was the main target. The Royal Arsenal Factory at Woolwich, the gasworks at Beckton and the London docks were heavily bombed. Both men and women were conscripted into industry during the war, so the impact of these attacks on London families was severe. The German leaders believed that by destroying the port of London, the warehouses, the factories and utilities, they would successfully disrupt Britain's war effort.



CITY BOMB DAMAGE AT CIRCUS, MINORIES, 1940
© Museum of London/ By kind permission of the
Commissioner of the City of London Police

Over 440 civilians were killed during the raid. More than 300 tonnes of bombs and incendiary devices were dropped on targets, but also fell on the densely packed residential areas in the east and south east of London. At the docks, warehouses full of flammable materials continued to burn for weeks after the attack. The heat of the flames melted steel girders and the billowing black smoke could be seen for miles around. To local residents in the East End, 7 September became known as 'Black Saturday'.

The government's plans to provide shelters proved hopelessly inadequate. They had rejected proposals to build deep shelters, believing it would be bad for morale as well as expensive and time-consuming. Instead they had provided 'Anderson' shelters to be installed in people's back gardens. Named after the Home Secretary, Sir John Anderson, the shelters consisted of curved sheets of corrugated iron bolted together at the top. Half-buried in the garden with earth heaped on top, they offered protection from blast and shrapnel but not from a direct hit. The shelters were dark, damp and tended to flood so many people were reluctant to spend the night in them. In

addition, in areas like the East End where people lived in cramped conditions in back-to-back terraced housing, there was nowhere to install them.

As the Blitz continued, some Londoners camped out each night in Epping Forest. On the night of 12 September, some forced their way into Underground stations for the first time, signalling their adoption as public shelters. During the Blitz, up to 60,000 Londoners spent the night in the Underground. Some stations, such as Bethnal Green on the newly extended Central line, were specifically requisitioned as shelters. As trains were not yet running on the line, the station could accommodate up to 5,000 people. On 3 March 1943, 173 people, mainly women and children, died when they were asphyxiated in an accident on a stairwell, the highest civilian loss of life in a single event during the war.



AIR RAID DAMAGE AT ROYAL ALBERT DOCKS, 1940
© PLA collection/ Museum of London

Some public air raid shelters were erected above ground but these were badly built and lacked any form of heating or sanitation. A census held in November 1940 discovered that only 39% of people in London used air raid shelters or Underground stations during bombing raids.

Most Londoners preferred to stay above ground in homes and offices that afforded little protection. So the government introduced the Morrison shelter. Named after the Home Secretary Herbert Morrison, the shelters had a heavy metal frame and wire mesh sides. They could be assembled in the home and even used as a table, and could accommodate two or three people at once.

The better-built houses in London's West End withstood the bombing raids better than the East End terraces, where the bombs were falling more heavily. Some very wealthy Londoners simply shut up their townhouses and left for their country homes. This all added to a growing feeling amongst East Enders that they were suffering more than other Londoners, forcing the government to act and to improve conditions in the shelters.



BOMB DAMAGE AT QUEEN VICTORIA STREET, C 1941

© Museum of London/ By kind permission of the Commissioner of the City of London Police

Then, an air raid on 10 September 1940 destroyed the private Royal Chapel in Buckingham Palace. At the time, King George VI and Queen Elizabeth were in residence taking tea, but escaped unscathed. After this attack, the Queen was prompted to express her solidarity with fellow Londoners, remarking, 'I am glad we have been bombed. It makes me feel I can look the East End in the face'. As a result, resentment in the East End began to decline.

The Houses of Parliament were damaged by air raids on 14 separate occasions. The raid on 10 May 1941 caused the most damage when the Commons Chamber was completely destroyed by a fire that caused the ceiling to collapse.

St. Paul's Cathedral survived the heavy bombardment of the City of London on the night of 29 December 1940, thanks to a combination of luck and the efforts of the dozens of volunteer firewatchers who managed to contain every incendiary bomb that landed. However, many of the surrounding buildings were destroyed. The Guildhall was burned out, Paternoster Row was destroyed and Christchurch, Newgate, along with five other Christopher Wren churches, were

gutted. A dozen firefighters died, as did over 160 other Londoners.

By the summer of 1941 the major bombing campaign by the Germans ended as they turned their attention to Eastern Europe and the Soviet Union. Random bomb attacks took place throughout the next few years, including highly destructive V1 missile and V2 rocket attacks, but never to the same extent as during the Blitz. In total, over a million homes in London were destroyed during the Blitz, and more than 20,000 civilians were killed, with one in 10 being children. However, despite the huge social and economic impact of the bombing, the collective endurance and defiance of Londoners – the 'Blitz spirit' – ensured that Hitler failed to break the British people's resolve.

LESSON 1: HOW DID THE BLITZ AFFECT LONDON AND LONDONERS?

ACTIVITIES

STARTER

Why was London a target during the Blitz?

The purpose of this activity is for students to understand not only why London was a prime target during the Blitz but also why some areas were targeted more than others.

Explain that in this unit of work students will be finding out about life in London during World War II and evaluating the lasting impact of the war on London and Londoners today.

Give students two minutes to talk to a partner about what they already know about World War II, either from previous lessons or from their general knowledge. They could be asked to write a 'key fact' about the war on a sticky note and put it on the board. Use this to establish some key background points. For example:

- ♦ When did the war start? When did it finish?
- ♦ Why did Britain declare war on Germany?

- ♦ Which other countries were involved?
- ♦ What is meant by the term 'Home Front'?
- ♦ In 1939, what was feared about how and why Britain would be attacked? (That it would be bombed by the German air force prior to invasion.)

Play the recording of the air raid siren. During the war, what did this sound signal? What was sounded when a raid was over? Play the recording of the all-clear.

Show the slide of the map of early 20th-century London.

Why was London clearly going to be a prime target for German air raids?

Ask students to suggest reasons (prompt if necessary). Students should come up and point to/circle the parts of London associated with the different functions of the city, for example:

- ♦ Centre of government – Westminster

- ♦ Main financial centre – City of London
- ♦ A major port – docks and warehouses in east and southeast London
- ♦ An industrial centre – factories mainly in east and southeast London
- ♦ A major shopping and entertainment centre – the West End
- ♦ Major producer of energy – gasworks and electricity stations in east London
- ♦ Transport hub – roads and railways

Explain that for the first year of the war only a few bombs were dropped on London. This period became known as the Phoney War. Then the air raids came.

Look at the map. What helped to guide the German bombers to the centre of London? (The distinctive shape of the Thames.)

Which part of London do students think the German Luftwaffe (air force) attacked first?

MAIN

What happened to Londoners during the Blitz?

Explain that in this lesson students will find out about:

- ♦ The Blitz – the name given to the period of intense German aerial bombardment of London (and other cities) during World War II.
- ♦ The physical effects of the Blitz on London.
- ♦ How Londoners took shelter from the Blitz.

Give out one London Blitz activity sheet to each student Resource 1.1 (page16). Hand out the Resource 1.2: The London Blitz: source material (page 20) and Resource 1.3: Shelters: source material (page 21) and the information sheet 'The Blitz', downloaded from the Exploring 20th Century London website, one between two. Working in pairs, students should discuss and complete the different activities.

Students could also look at the interactive map produced by the Bomb Sight project in order to research historically accurate details of dates and events:

www.bombsight.org/#15/51.5050/-0.0900

Differentiation

Instead of completing the activity sheets, it may be more appropriate for less able students to use the information sheets to complete a different activity. For example, drawing and labelling different types of shelters.

More able students could be given additional reading to extend their knowledge of the subject. For example, a copy of the 'Setting the Scene' information or a website link:

www.tankbooks.com/stories/childinlondon.htm

An account by Margaret Hoffman of her and her family's experiences in London during the Blitz. Includes details of sheltering from air raids.

PLENARY

Recap the key learning points covered in the main task.

What do students think the German leaders intended the Blitz to achieve? How far were they successful or unsuccessful in their aims?

You could end the lesson by showing students one of the film clips of the London Blitz. As a silent film, the London's Screen Archives film is perhaps the more effective in creating an impact. If these clips were shown on a 24-hour news programme today, what would be the subtitles on the bottom of the screen?

Homework idea

Ask students to write a short essay about the impact of the Blitz on people's everyday lives, based on what they have learned in the lesson and further research, as appropriate.

Differentiation

Less able students could produce a storyboard to explain what happened during an air raid.

More able students could research the experiences of different types of people living or working in a specific part of London. For example, a docker working at the West India Docks, a shop girl in the West End, a bank clerk in the City of London, a factory worker in the East End. Ask them to feed back to the whole group and to compare and contrast their findings.

Assessment Questions and Opportunities

Students' knowledge and understanding of the Blitz and its impact can be assessed by asking for an extended written response to the following question:

Q What was the Blitz? Explain how it affected London and Londoners.

Answers can be assessed according to the level of sophistication and understanding, and the extent to which points are extended and supported with examples.

All students should be able to demonstrate a knowledge of what the Blitz was and how it badly damaged some parts of London. They should be able to explain how Londoners took shelter from it, giving some examples of different types of shelters, and explain that some people were injured or killed.

Most students should be able to explain what the Blitz was and the dates it took place, including details of Black Saturday. They should be able to describe incendiary bombs and their effect. They should show a knowledge and understanding of why the docks and factories in the East End were a particular target. They should be able to describe what happened during air raids, including the sirens and the different types of shelters. They should be able to describe the effects on Londoners including homelessness, injury and loss of life.

Some students should be able to demonstrate a detailed knowledge and understanding of the events of the Blitz. They should be able to explain why certain areas were targeted more than others and why some, such as the City of London and dock warehouses, were more vulnerable to the effects of incendiary bombs than others. They should be able to give a detailed account of what happened during air raids, and the advantages and disadvantages of the different types of shelters. They should be able to describe the effects on the physical landscape of London and on Londoners, showing an appreciation of the diversity of Londoners' experiences.

LESSON 1: HOW DID THE BLITZ AFFECT LONDON AND LONDONERS?

RESOURCE 1.1: ACTIVITY SHEET: THE LONDON BLITZ



Read Resource 1.4: **Exploring 20th Century London: The Blitz** then discuss these questions with your partner:

- ◆ Where does the word 'blitz' come from? When did the Blitz start? When did it end?
- ◆ Why was the East End of London a key target? What other parts of London were bombed?
- ◆ As well as explosives, what other kinds of devices did the planes drop? Why were these particularly dangerous in older parts of London?
- ◆ What was one of the places where Londoners went to shelter from the air raids?



UNEXPLODED GERMAN INCENDIARY BOMB
© Museum of London

LESSON 1: HOW DID THE BLITZ AFFECT LONDON AND LONDONERS?

RESOURCE 1.1: ACTIVITY SHEET: THE LONDON BLITZ CONTINUED



1. The first night of the Blitz became known as 'Black Saturday'. The sentences below are an account of what happened but they are in the wrong order. Discuss with your partner what the right order should be then write the account correctly on the right hand side.

A. That night over 1000 bombs and thousands of incendiary devices were dropped on the docks, warehouses, factories and homes.

B. The London Blitz began on Saturday 7 September 1940.

C. After 18 days the fires were still burning.

D. Goods in the warehouses, such as paint, pepper and rum, caught fire causing a firestorm which lasted for a week.

E. 348 German bombers, escorted by 617 fighter planes, began the attack on the East End of London in the late afternoon.

1.

2.

3.

4.

5.

LESSON 1: HOW DID THE BLITZ AFFECT LONDON AND LONDONERS?

RESOURCE 1.1: ACTIVITY SHEET: THE LONDON BLITZ CONTINUED

4. Look at Resource 1.3: Source material. Use the information to complete the chart and answer the questions below.

Type of shelter	Image (A, B, C, or D)	Advantages in an air raid	Disadvantages in an air raid
<p>Morrison shelter</p> <p>These shelters had a heavy metal frame and wire mesh sides. They could also be used as a table.</p>			
<p>Anderson shelter</p> <p>These were made out of curved sheets of iron. They were half-buried in the garden with earth heaped on top.</p>			
<p>Public shelter</p> <p>These were often brick built with concrete roofs. They were half-buried underground with earth heaped on top.</p>			
<p>The London Underground</p> <p>The station platforms and even stairways were used at night for shelter.</p>			

Discuss these questions with a partner:

- ♦ What other places did people find to shelter in? What were some of the dangers of these?
- ♦ Why do you think many Londoners preferred to stay in their homes rather than use shelters outside?

LESSON 1: HOW DID THE BLITZ AFFECT LONDON AND LONDONERS? RESOURCE 1.2: THE LONDON BLITZ: SOURCE MATERIAL



CITY BOMB DAMAGE AT CIRCUS, MINORIES, 1940
© Museum of London/By kind permission of the
Commissioner of the City of London Police



AIR RAID DAMAGE AT ROYAL ALBERT DOCKS, 1940
© PLA collection/Museum of London



BOMB DAMAGE AT QUEEN VICTORIA STREET, 1941
© Museum of London/By kind permission of the
Commissioner of the City of London Police

Source A

"Although few people lived in the City [of London], the firestorm still resulted in 163 deaths and widespread damage was done to offices and shops. The Guildhall was burned out, Paternoster Road was destroyed and Christ Church, Newgate, and five other Wren churches were gutted."

Port Cities website

Source B

"The daylight exposed a terrible scene; the greater part of the timber docks like a barren smouldering wilderness and huge warehouses completely gutted."

Port of London Official

Source C

In total more than one million homes in London were destroyed during the Blitz and more than 20,000 civilians were killed. One in ten of them were children.

LESSON 1: HOW DID THE BLITZ AFFECT LONDON AND LONDONERS?

RESOURCE 1.3: SHELTERS: SOURCE MATERIAL



Source D

"My grandmother used to use the cupboard under the stairs in her house if the air raid warning was given and she was at home. On one occasion a bomb landed on her street and the shock of the blast caused the door of the cupboard to stick. She had to wait several hours for neighbours to hear her banging on the door till she was let out."

Paula Kitching

Source E

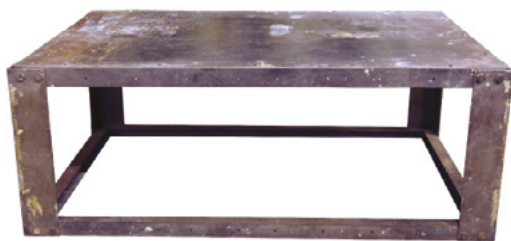
"One of the worst incidents of the Blitz occurred in September 1940 at South Hallsville School in Canning Town. Several hundred people made homeless by the bombing had gathered at the school to await evacuation to safety. The school suffered a direct hit and 73 people, mostly women and children, were killed."

Port Cities website



ANDERSON SHELTER

© Museum of London



MORRISON SHELTER

© Museum of London



QUEENSWAY TUBE STATION © Museum of London



CONCRETE SHELTER AT ROYAL DOCKS

© Museum of London

LESSON 2

HOW DID LONDONERS DEFEND THEIR CITY?



THE BIG IDEA

Students will find out about the different ways in which Londoners defended themselves and their city. This will include an evaluation of the work of civil defence organisations and an exploration of the role of women.



LESSON OBJECTIVES

All students will find out about different civil defence organisations in London and how some women's lives were changed by the war.

Most students will use a range of different evidence and source material. Most students will practise writing formal, structured accounts for the purpose of demonstrating knowledge and understanding.

Some students will consider the effect the war had on women's lives in greater depth and the extent to which it changed existing gender stereotypes.



RESOURCES

- ♦ **Resource 2.1:** Activity sheet: Defending London, double-sided (one copy per student)
- ♦ **Resource 2.2:** Defending London: source material (one copy per pair)
- ♦ **Resource 2.3:** Women at War: source material (one copy per pair)

LESSON 2

HOW DID LONDONERS DEFEND THEIR CITY?



YOU WILL ALSO NEED:

A PowerPoint presentation created in advance with headings, questions and images, as appropriate. You can include an image of a Home Guard platoon and/or training exercise, which can be sourced from the internet.

You can also download or stream Andrew Marr's introduction to the Home Guard.

www.bbc.co.uk/programmes/p00gfkkh

Optional: a short clip from an episode of the BBC series *Dad's Army*.

www.bbc.co.uk/iplayer/episodes/b007tlxv/dads-army

Optional: stream the BBC audio recording

To escape the bombing, 5,000 Londoners in the East End slept in Epping Forest, and many others used tube stations as shelters.

Mavis and Sidney Schogger spoke to BBC Breakfast about their experiences,

www.bbc.co.uk/news/av/uk-34206198

LESSON 2: HOW DID LONDONERS DEFEND THEIR CITY?

LANGUAGE AND LANDMARKS

KEY WORD	EXPLANATION	SYNONYMS
Civil defence	The organisation and training of civilians to defend life and property in wartime	
Conscription	Compulsory enrolment in the armed forces or other war work	Call-up, military service
Reserved occupation	Job considered essential to the war effort so the worker was excused from conscription	
Volunteer	Someone who works for an organisation without being paid	Unpaid worker
Barrage balloon	Large balloon attached to the ground with metal cables to discourage attacks by low-flying aircraft	

LESSON 2: HOW DID LONDONERS DEFEND THEIR CITY?

SETTING THE SCENE

Students will find out about civil defence during the lesson. Additional information is included here that you may wish to introduce and to help you answer questions students may ask.

During the war, both men and women were conscripted into civil as well as military occupations on the Home Front. Civil defence activities became essential, with civilians often serving as volunteers in the Home Guard, as Air Raid Precaution wardens and in the emergency services. As there were high numbers of men fighting in the armed forces, women took on jobs that had previously been dominated by men, including work in heavy industries and truck driving.

Even before the outbreak of war, goods had been moved away from the docks where anti-aircraft guns were installed and cargo transit sheds acted as storage for barrage balloons. When war was declared, the balloons began to appear over London, preventing planes from dive-bombing the city. Batteries of guns were set up at key sites, designed to shoot down enemy planes and to deter them from attacking the city. Powerful searchlights swept the sky at night.



BOMB DAMAGE AROUND NEWGATE ST, TOWARDS CHEAPSIDE, 1941

© Museum of London/By kind permission of the Commissioner of the City of London

Until 1944, the threat of invasion from Germany was very real in Britain. As a result, all street and rail signage were removed from London. Decorative iron railings around many civic spaces were taken down and melted to manufacture planes and weapons. Public buildings and monuments were surrounded by sandbags for protection against blasts and shrapnel.

Created by Anthony Eden, the Secretary of State for War, the Home Guard had originally been named the Local Defence Volunteers but was renamed by Winston Churchill. Men aged between 17 and 65 who were unable to serve in the armed forces were encouraged to join. Within 24 hours of Eden's call for volunteers in May 1940, 250,000 men had come forward. By the end of June, nearly 1.5million had volunteered. Due to the shortage of weapons – many of which had been left behind following the evacuation at Dunkirk – volunteers had to improvise in their training, using golf clubs and pick axe handles.

Air Raid Precautions (ARP) wardens were employed to help members of the public during air raids. The wardens helped to build Anderson and Morrison shelters, enforced blackout regulations

and distributed 38 million gas masks to the public. They also kept order in public air raid shelters, administered first aid and watched for fires. Full time wardens worked 72 hours or more a week, while others were unpaid part-timers. They were issued with equipment including an identifying armband, a gas rattle and a steel helmet.

Like the Home Guard, ARP wardens were often the butt of jokes, but during the Blitz they were typically the first on the scene after an air raid, many risking their lives to save others. The City of London had its own ARP wardens, many of whom worked during the day in the offices of City firms.

The emergency services – fire, police and ambulance – were short of staff because of conscription, introduced for men in 1939. The Auxiliary Ambulance Service and the Auxiliary Fire Service were created to work alongside the London Fire Brigade and the London Ambulance Service. Members, like the ARP wardens, often behaved heroically during the Blitz. As with the Home Guard, many Port of London workers also volunteered to serve in the Auxiliary Fire Service, working alongside members of the London Fire Brigade.

Reserve policemen, special constables and women officers were recruited to the police force. Many unemployed men were drafted into the Royal Army Pay Corps. These personnel, along with others from the Pioneer Corps, were charged with the task of salvage and clean-up after air raids. Joint War Organisation members drove ambulances, were stretcher-bearers, ran mobile units, and made up first aid parties. They staffed casualty stations and first aid posts, such as London Underground stations used as air raid shelters.



ARP WARDEN'S HELMET

© Museum of London



RIVER EMERGENCY SERVICE VOLUNTEERS,
c 1940

© PLA collection/Museum of London

On the River Thames, a new River Emergency Service (RES) was created to assist with damaged ships and casualties, and to clear the river of mines. In addition to its launches, the RES also had 14 ambulance vessels crewed by one doctor, nurses and boat handlers.

Women were also conscripted from 1941 and expected to carry out war work. Women in London worked in gas works and munitions factories, drove

ambulances and worked for London Transport. The Women's Royal Voluntary Service (WRVS) undertook work including the organisation of canteens and temporary accommodation for Londoners bombed out of their homes, the evacuation of children, and salvage and recycling schemes. Women in the RES were trained in a wide variety of skills, from signalling to seamanship.

Women also joined the Women's Royal Naval Service (the WRNS), the Auxiliary Territorial Service (ATS) and the Women's Auxiliary Air Force (WAAF). Princess Elizabeth joined the ATS in February 1945 aged 19. Amongst other duties these organisations operated searchlights and launched barrage balloons in London. Others joined the First Aid Nursing Yeomanry and some worked as ARP wardens.

During the Blitz, the Scout Association guided fire engines to where they were most needed, becoming known as the 'Blitz Scouts'. Girl Guides distributed gas masks, learned to send Morse code messages and helped to administer First Aid.

During World War II, The Auxiliary Territorial Service's 'colour bar' stopped many people from joining the forces. Once the bar was lifted in 1943, Nadia Cattouse, Norma Best and Connie Mark were just a few of the many Black women who volunteered as firewatchers, factory workers and nurses. These roles were crucial to the national war effort.

Every London borough was required to have a Civil Defence centre, responsible for building shelters and for civil defence activities. At the peak of the Blitz, nearly one in six Londoners were involved in civil defence in one way or another.

BLACK PEOPLE IN LONDON WARS - CASE STUDIES

Princess Omo-Oba Adenrele Ademola



PRINCESS ADEMOLA, AT GUY'S HOSPITAL, 1938
© Imperial War Museum

Princess Omo-Oba Adenrele Ademola was the daughter of Alake of Abeokuta, a king in Southern Nigeria. She arrived in Plymouth in 1935 aged 22, and lived at the Africa Hostel in Camden Town.

The hostel was set up by the West African Students' Union (WASU). It was an important social and political organisation and provided support for West Africans like Ademola in Britain.

She completed her schooling in Somerset in 1937, and in 1939 was listed as part of the nursing staff at St Saviour's ward, Guy's Hospital. By 1941, she was a registered nurse at Guy's hospital, becoming qualified after six years of training.

Ademola's most notable presence in British records is through the colonial film *Nurse Ademola*. It was made by The Colonial Film Unit, which produced up to 200 propaganda films promoting colonial development.

The film depicts Ademola positively - both as a nurse and for her outstanding contributions to the national war effort in this role.

SOURCES AND RECOMMENDED READING:

The Black Presence in Britain: *Caribbean Women in WW2*
<https://bit.ly/3i0rFOQ>

The National Archives: *African Princess in Guy's: The story of Princess Adenrele Ademola*
<https://bit.ly/adenrele-ademola>

Women's History Network: *Black Women in Wartime Britain 1939-45*, Stephen Bourne
<https://bit.ly/blackwomen1939-45>

BLACK PEOPLE IN LONDON WARS - CASE STUDIES

The Blitz: Ita Ekpenyon



Ita Ekpenyon arrived in London from Nigeria in 1921. When war broke out in 1939, he was living in London and studying to become a lawyer.

Ekpenyon was too old for military service by then, but was still keen to help so decided to volunteer for civilian defence duties. In 1940, he enrolled as an Air Raid Precautions (ARP) Warden in the St Marylebone Borough Council Civil Defence Volunteer group. His unit's records show he experienced multiple raids, put out incendiary bomb fires, gave first aid and delivered population counts as the bombs fell over London.

Ulric Cross



SQUADRON LEADER PHILIP LOUIS ULRIC CROSS
© Imperial War Museum

Ulric Cross was born in Port of Spain, Trinidad and arrived in Britain in 1941 to train as a navigator. He was commissioned as an officer in the 139 (Jamaica) Squadron in the RAF.

Cross showed talent as a navigator and was chosen to join the élite Pathfinder Force. He was given the dangerous task of marking targets accurately for bombing raids. Cross was quickly promoted to Flying Officer. In 1944 he

received the Distinguished Flying Cross (DFC). In 1945, he was recognised again for his dedication to his role and talent as a navigator, and was awarded the Distinguished Service Order (DSO).

SOURCES AND RECOMMENDED READING:

Black Past: *British West Indian Regiment (BWIR) (1915-1918)*
<https://bit.ly/BWIR1915-1918>

Operation Black Vote: *War blitz: Forgotten black British history remembered*
<http://bit.ly/forgottenblackhistory>

Royal Airforce Museum: *Pathfinder. Squadron Leader Philip Louis Ulric Cross*
<https://bit.ly/Pathfinder-UlricCross>

Black Londoners: *10 Things You Didn't Know About London's Black Community on the Home Front* (downloadable pdf)
<https://bit.ly/BlackLondoners-Homefront>

LESSON 2: HOW DID LONDONERS DEFEND THEIR CITY?

ACTIVITIES

STARTER

Who defended London?

Recap the knowledge covered in the last lesson with a quick 'true or false' quiz.

Explain that, in this lesson, students will be finding out about the different ways that Londoners defended their city and themselves during the war.

Q What happened to all fit men aged between 20 and 41 as soon as war broke out?

A Conscription – called up to serve in one of the armed forces, or other kinds of war work, unless in a 'reserved occupation', i.e. one considered essential to the war effort.

So who was left to defend London? (For example, very young men, older men, men who were disabled or in very poor health. And, of course, women.)

Show the image of the Home Guard or the film clip of Andrew Marr's introduction to the organisation.

Optional: if you have a DVD of the BBC series *Dad's Army*, you could show a clip from this instead.

- ♦ What was the Home Guard set up to do?
- ♦ Who would have joined it?
- ♦ Why do students think the Home Guard immediately became the subject of jokes?
- ♦ Was this fair?

MAIN

How was the city defended?

Explain that in this lesson students will be finding out about:

- ♦ The different defences that were put in place to defend London during the war.
- ♦ The work of civil defence organisations.
- ♦ The different types of work done by women during the war.

What does civil defence mean?

Write or project a definition on the board. For example, the organisation and training of civilians to defend life and property in wartime.

Give out copies of the activity sheet, Resource 2.1 (page 33), and the source material sheets, Resources 2.2 (page 35) and 2.3 (page 36), for students to work on in pairs or small groups.

Differentiation

Instead of completing the activity sheets it may be more appropriate for less able students to use the activity cards to complete a different activity. For example, designing a poster to encourage Londoners to join one of the civil defence organisations.

An activity for students to work in pairs or small groups to analyse a World War II magazine cover and to consider gender stereotypes at the time.

PLENARY

How effective was Dad's Army in defending London?

Consolidate what has been learned during the lesson and encourage students to reflect upon it. For example:

- ♦ Why did so many Londoners volunteer for civil defence jobs that were often exhausting and dangerous?
- ♦ How effective were these organisations in defending London?
- ♦ How did the war change some women's lives for the better?

Optional: End by listening to some or all of the interview with the volunteer fire-fighter, Ernie Havers. Do students think he was brave or reckless to pretend to be older than he was in order to join the fire service?

Homework idea

Students choose a topic related to the defence of London during World War II that they would like to research further. Suggestions could include:

- ♦ Physical defences. For example, barrage balloons and anti-aircraft guns.
- ♦ A particular civil defence organisation.
- ♦ The role of women.
- ♦ Civil defence in the immediate locality of the school or wider area. For example, the East End, the City of London.

Most students should research their chosen topic using at least two different methods. For example, the internet, school or local library books, visiting a local museum or archive.

Students should present their findings as a written report.

Many civil defence organisations have their own websites, or affiliations with other websites, which include information about their role during World War II, archive material and personal accounts. For example:

www.atsremembered.org.uk/

www.home-guard.org.uk/

Differentiation

You may need to provide a template to help some students shape their findings with sub-headings for key areas of research.

More able students could be asked to write an extended response to a more specific research question, based on the topics listed above, of particular interest to them.

Assessment Questions and Opportunities

Students' knowledge and understanding of the roles of the different civil defence organisations can be assessed by asking for a written or oral response to questions that require them to provide evidence and give an opinion.

For example:

Q Which civil defence organisation do you think was the most effective in defending London?
Give reasons for your answer.

Answers can be assessed according to the level of sophistication and understanding demonstrated and the extent to which opinions are supported by evidence.

For example:

- A1 I think the Auxiliary Fire Service was most the effective because they put out fires after air raids.
- A2 I think the Auxiliary Fire Service was the most effective. Many firefighters in the London Fire Brigade had gone off to fight in the war. The men in the Auxiliary Fire Service worked with them to fight the fires after air raids which were caused by incendiary bombs. They were very brave and many of them were killed or seriously injured during the Blitz. The damage to London during the Blitz would have been worse without them.
- A3 I think the Auxiliary Fire Service was the most effective as, if it had not for their work, the destruction of London during the Blitz would have been even greater. The London Fire Brigade had lost many of its workers because of conscription. Members of the Auxiliary Fire Service worked alongside them to fight the fires caused by incendiary bombs. Their work was particularly valuable in areas like the London docks and the City of London which were heavily targeted.

Although they were unpaid, many performed acts of bravery. Over 800 fire-fighters lost their lives and 7000 were seriously injured during the Blitz.

LESSON 2: HOW DID LONDONERS DEFEND THEIR CITY?

RESOURCE 2.1: ACTIVITY SHEET: DEFENDING LONDON



Look at the images and read the information on **Resource 2.2: Defending London**: source material and **Resource 2.3: Women at War** source material. Use them to help you complete all the activities.

1. These defences were put in place to help protect London.

Draw a line to match up the name of the defence with its purpose.

Sandbags	to prevent enemy planes dive bombing the city
Barrage balloons	to look for enemy planes at night and help guide anti-aircraft guns
Anti-aircraft guns	to limit the damaging effect of bomb blasts on buildings
Searchlights	to shoot down enemy planes and act as a deterrent

2. The following words are connected to the photographs or information on resources 2.2 and 2.3. Use the sheets to help you write a definition of each word, or words.

	DEFINITION
Warden	
Volunteer	
Gas Rattle	
Munitions	
Auxiliary	
Casualty	

LESSON 2: HOW DID LONDONERS DEFEND THEIR CITY?

RESOURCE 2.1 ACTIVITY SHEET: DEFENDING LONDON CONTINUED



3. Read the job descriptions. These were all jobs available to Londoners during the war. Match the job descriptions with the job titles at the bottom of the sheet and write the titles in the correct space.

Job title:

Job description:

This unpaid work will include organising:

- ♦ the evacuation of children
- ♦ canteens and temporary accommodation for homeless Londoners
- ♦ salvage and recycling schemes

Job title:

Job description:

You will:

- ♦ assist with damaged ships and casualties
- ♦ clear the river of mines

You will receive training in:

- ♦ signalling

Job title:

Job description:

This unpaid work will involve working alongside members of the London Fire Brigade to fight fires.

Job title:

Job description:

You will help members of the public during air raids. Your duties will include:

- ♦ helping to build Anderson shelters
- ♦ keeping order in public air raid shelters
- ♦ giving first aid

Job title:

Job description:

Duties may include:

- ♦ launching barrage balloons
- ♦ operating searchlights
- ♦ looking after ammunition stores
- ♦ operating telephone exchanges
- ♦ driving trucks and ambulances

Job title:

Job description:

Responsibilities will include working out how to safely and quickly:

- ♦ demolish unsafe bomb damaged buildings
- ♦ reach people buried in rubble

Air Raid Precaution (ARP) Warden; Heavy Rescue Team; Auxiliary Fire Service (AFS); River Emergency Service (RES); Auxiliary Territorial Service (ATS); Women's Royal Voluntary Service (WRVS)

4. Which job would you apply for? Write some bullet point notes in the space below explaining why you would like it. What skills or interests do you have that make you suitable for it?

LESSON 2: HOW DID LONDONERS DEFEND THEIR CITY?

RESOURCE 2.2: DEFENDING LONDON: SOURCE MATERIAL



Source A

Barrage balloons filled with gas and anchored to the ground with steel cables.



Anti-aircraft guns located at important sites.

LENGTH OF FABRIC WITH SCENE DEPICTING
THE BATTLE OF BRITAIN

© Museum of London

Source B

Members of the Auxiliary Fire Service worked alongside the London Fire Brigade. Over 800 firefighters lost their lives and 7000 were seriously injured during the Blitz.



BOMB DAMAGE AROUND NEWGATE ST,
TOWARDS CHEAPSIDE, 1941

© Museum of London/By kind permission of the
Commissioner of the City of London Police

Source C

Air Raid Precaution (ARP) Wardens were trained to sound rattles to warn people if poisonous gas was released over London.



ARP RATTLE

© Museum of London

LESSON 2: HOW DID LONDONERS DEFEND THEIR CITY?

RESOURCE 2.3: WOMEN AT WAR: SOURCE MATERIAL



Source D



FACTORY WORKERS

© The Sainsbury Archive, Museum of London
Docklands

Source E

During the war women took on many jobs that people had thought only men could do.

Women in London worked in gas works and factories making weapons and ammunition (munitions), drove ambulances and worked for London Transport. The Women's Royal Voluntary Service (WRVS) did work including organising canteens and temporary accommodation for Londoners bombed out of their homes.

Women became ARP wardens and joined the River Emergency Service (RES). Women in the RES were trained in a wide variety of skills, from signalling (with flags and lights) to seamanship (the art of operating a boat).

Women also joined the Women's Royal Naval Service (the WRNS), the Auxiliary Territorial Service (ATS) and the Women's Auxiliary Air Force (WAAF). Amongst other things these organisations operated searchlights and launched barrage balloons.

Source F



RIVER EMERGENCY SERVICE VOLUNTEERS, C 1940
© PLA collection/Museum of London

LESSON 3

WHAT OTHER CHALLENGES DID LONDONERS FACE DURING THE WAR?



THE BIG IDEA

Students will explore the causes and effects of other challenges Londoners faced during the war including food shortages and evacuation. They will examine the impact of these on the daily lives of Londoners and consider both the similarity and diversity of experiences.



LESSON OBJECTIVES

All students will find out more about life for Londoners on the Home Front.

Most students will investigate the challenges faced by Londoners during the war and the impact these had on their daily lives. Most students will create a relevant, structured and extended written answer to an enquiry question, supported by historical evidence.

Some students will be able to account for, and reflect upon, the diversity of experiences of Londoners during the war.



RESOURCES

- ♦ **Resource 3.1:** Activity sheet: Challenging Times on the Home Front, double sided (one copy per student)
- ♦ **Resource 3.2:** Food shortages: source material (one copy per pair)
- ♦ **Resource 3.3:** Challenges: source material (one copy per pair)

LESSON 3

WHAT OTHER CHALLENGES DID LONDONERS FACE DURING THE WAR?



YOU WILL ALSO NEED:

A PowerPoint presentation created in advance with headings, questions and images, as appropriate. Source images from the internet of:

- ♦ a wartime queue outside a food shop
- ♦ a map of the British Empire in the 1920s/30s
- ♦ an image of evacuees

Optional: write the names of various food products on post-it notes (e.g. tea, coffee, sugar, butter, frozen lamb, eggs).

Download or stream the BBC film clip in which Giles Coren and Sue Perkins investigate rationing and cooking in World War II.

www.bbc.co.uk/programmes/p00gffy3

Download or stream the BBC audio recording of a radio broadcast of children being evacuated from a London train station.

www.bbc.co.uk/learning/schoolradio/subjects/history/ww2clips/eyewitness/evacuees_children

LESSON 3: WHAT OTHER CHALLENGES DID LONDONERS FACE DURING THE WAR?

KEY LANGUAGE

KEY WORD	EXPLANATION	SYNONYMS
Food shortages	Severe lack of food supplies throughout a whole country or area	
Rationing	When people are only allowed a fixed amount of something	Limiting, controlling, restricting
Black market	Illegal trade in buying and selling goods that are in short supply	
Chemical weapons	Poisonous chemicals usually delivered in a device such as a bomb	
Gas mask	Mask used to protect a person's face from poisonous gas	
Evacuation	During the war, when children were sent out of cities for their own safety	Departure, removal
Billeting officer	Person whose job it was to find homes for evacuees in their area	
Blackout	Period when all lights must be covered or turned off to prevent them from being seen by an enemy	

LESSON 3: WHAT OTHER CHALLENGES DID LONDONERS FACE DURING THE WAR?

SETTING THE SCENE

World War II presented numerous challenges for Londoners in their everyday lives. Families were torn apart as husbands, fathers and sons went off to war. Children were evacuated, sometimes never to be reunited with their families. Many were killed, injured or bombed out of their homes in the air raids. Others had to move in with relatives or into temporary shared accommodation. Food shortages led to rationing and queues.

Evacuation

As soon as war was declared, 'Operation Pied Piper' was put into action. These were plans drawn up in 1938 to ensure the mass evacuation of children, pregnant women and mothers of very young children from urban areas deemed vulnerable to attack. In London children gathered at local schools along with their teachers and awaited transport to safe areas. The successful implementation of the scheme depended on an army of volunteers and the government urged all women to offer their services to their local council. During the first four days of the operation around 550,000 children were evacuated out of London

into the relative safety of the surrounding countryside. However, they were often miserable and, as there was little bombing of London during the period known as the Phoney War, many returned home. When the Blitz began, there were around half a million school age children in London.

Huge numbers of London children remained away from their families for years. Some never returned to them as many parents who had stayed in the city, or were fighting abroad, were killed. Others were bombed out of their homes and could not be traced. At the end of the war, thousands of children remained 'unclaimed'.

Food rationing

Before the war, Britain had relied heavily on food imported from overseas. During the war, German U-boats sank ships bringing food which led to massive shortages. As a result, rationing was introduced for certain foods and ration books were distributed. On 8 January 1940, bacon, butter and sugar were rationed. This was followed by ration schemes for meat, tea, jam, biscuits, breakfast cereals, sweets, cheese, eggs, lard and milk. Infants, pregnant women, nursing mothers and the sick were given additional rations of milk, concentrated orange juice and cod liver oil from welfare clinics.

Although some people kept chickens, eggs were in short supply for most Londoners. In May 1941, the first imported dried egg powder arrived from America. The initial allowance for a family was one packet, equivalent to twelve eggs, every eight weeks. This allowance later increased to a packet every four weeks.

In addition to ration coupons, 'points' were issued for imported tinned food. These could be spent as people wished, for example on one tin of sardines worth six points, or two tins of fruit each worth three points. The government launched the 'Dig for Victory' campaign to encourage people to grow their own fruit and vegetables. In London, every park, front garden and patch of land was turned into an allotment, some of which still survive.

The Ministry of Food issued recipe leaflets instructing housewives on how to make the most of what food was available and to encourage the use of unfamiliar products such as dried eggs. They also gave advice in radio broadcasts and, in London, requested demonstrations of Blitz cooking from Girl Guides. This entailed constructing emergency ovens out of bricks from bombed houses. Guides also shared the wartime recipes they had invented such as mock fishcakes made from potato and anchovy sauce.

In spite of rationing there were still food shortages. People often had to queue for hours to ensure they claimed their rations before the shops' supplies ran out. Some shops were destroyed during the Blitz and others had to close because of bomb damage. Emergency shops were set up in disused buildings, on trestle tables in the street and in vans. Petrol and clothing were also rationed and everyone was encouraged to adopt a 'make do and mend' approach.

Bombs and chemical weapons

During World War I, chemical weapons including mustard gas and phosgene (a lethal gas) had been used to disable and kill soldiers in the trenches. At the start of World War II, the government was concerned that these could be used in an attack against Britain. It was decided that everyone was to be given a gas mask. By 1940, 38 million had been issued and distributed by ARP wardens.



SAINSBURY'S EMERGENCY SHOP IN VAN, C 1940's
© The Sainsbury Archive, Museum of London Docklands

Air Raid Wardens carried out monthly inspections, and if a person was found to have lost their gas mask, he or she was forced to pay for its replacement. Adult gas masks were black while some children had 'Micky Mouse' masks with red rubber pieces and bright eyepiece rims. There were also gas 'helmets' for babies and toddlers, which covered half their bodies and into which mothers had to pump air with a pair of bellows. Children were required to take their masks to school and out to play. Teachers ran gas mask drills, using gas rattles, to make sure that pupils had them at all times and were able to put them on properly.

Another disruption to everyday life was the blackout. As soon as war was declared, the government ordered that all lights were to be switched off or covered at night in order to prevent German planes from using the light of the city to guide them. People had to install thick blackout blinds at their window and could be fined by ARP wardens if they forgot to draw them. Special hoods, which only allowed a slit of light to shine through, had to be placed over car headlights and bicycle lamps with similar hoods had to be used. There were no streetlights. During the first month of the war, the number of Londoners killed in road accidents doubled.

Everywhere in the city, among bombed out buildings and queues for food, Home Front posters instructed Londoners to 'Keep Calm and Carry on' and to 'Dig for Victory'.



TELEPHONE OPERATOR'S GAS MASK
© Museum of London

Racism and hardship

In 1941, Winston Churchill received a letter from a Black woman living in Camden. In it, she pleaded with him to acknowledge and act on the discrimination faced by Black people in her community. The woman reported air raid wardens and police officers were even removing them from air raid shelters.

Despite being active participants in the war effort, the racism prevalent in Britain meant that Black people were still considered second class citizens. They experienced racist treatment from both white British people and white American troops.

The Taranto Mutiny of 1918: Racism in the World Wars

The first and second World Wars saw many Black African and Black Caribbean individuals either forcibly or voluntarily join Britain's war efforts. However, despite their service as British military personnel, many faced racism during the war and after returning to the UK.

The mutiny of December 1918 in Italy is just one example of resistance against racism and segregation within the British Army. In Taranto, southern Italy, members of the British West Indian Regiment (BWIR) were informed that as British military personnel they would receive the same fair treatment as their white British counterparts. Despite this, 19 members of the BWIR who arrived in Taranto shortly after died of pneumonia. A further 1,115 Black soldiers were left in a blizzard with no warm clothing.

In December 1918 BWIR members were told to clean their white comrades' toilets and perform labour intensive tasks around the camp. At the same time, word spread that white soldiers had been given a pay rise unlike the BWIR. The rising unrest coupled with the ill treatment of Black Caribbean soldiers, and active segregation policies within the British Army, led to strikes and a four day mutiny which left many either dead or injured. Segregation policies such as the colour bar were still in place more than 20 years later during World War II. This meant that many Black African and Caribbean soldiers were denied the opportunity to become ranking officers.

The colour bar

Incidents of racial discrimination against Black Britons by white American troops happened throughout the war. Many Caribbean workers were shocked by the colour bar they met in Britain.

However, they were more upset by Britain's racial discrimination. It was in stark contrast to the overt racism they experienced from the American army. Instead, British racism was covert and concealed with a sense of initial welcome into the 'Mother Country'.

People found that many jobs and posts were unavailable because they were Black. Only when their labour was needed for the war effort, could Black people find work more easily in UK factories. However, they often still met resistance from white employers and employees. They also had general difficulty accessing accommodation, service in cafes, and faced negative comments in public places.

SOURCES AND RECOMMENDED READING:

Women's History Network: *Black Women in Wartime Britain 1939-45*, Stephen Bourne

<http://bit.ly/BlackWomen1939-45>

London Historians: *10 Things You Didn't Know About London's Black Community on the Home Front*

<http://bit.ly/londonblackhomefront>

Race, empire and British war time national identity, 1939-45, Sonya O. Rose

<http://bit.ly/britishwartime-ID>

Staying Power. The History of Black People in Britain, Stephen Fryer

<http://bit.ly/StayingPowerBritain>

Black Cultural Archives: *Wars to Windrush Subject Guide*:

<http://bit.ly/Wars-to-Windrush>

History Workshop: *Mutiny: Hidden Histories of Black British Soldiers in WWI*

www.historyworkshop.org.uk/mutiny/

The BWIR, Mutiny and the Men of Taranto: No Parades, Josie Holford

www.josieholford.com/no-parades/

i news: *The black Britons who helped win the Second World War — but also had to fight racism during the Blitz*

<http://bit.ly/black-brits-during-ww2>

Taylor Francis Online: *Fighting Racism: Black Soldiers and Workers in Britain during the Second World War*, Gavin Schaffer

<https://bit.ly/3hZKAJQ>

LESSON 3: WHAT OTHER CHALLENGES DID LONDONERS FACE DURING THE WAR?

ACTIVITIES

STARTER

Why were there food shortages during the war?

Quickly recap what was learnt in the last lesson. For example, by projecting a slide with anagrams of the names of various civil defence organisations. Students have two or three minutes, working with a partner, to solve them.

Explain that, in this lesson, students will be finding out about some of the other challenges faced by Londoners during the war.

Show the image of the wartime queue for food (page 50).

- Q. Why were there shortages of certain foods during the war?
 - A. For example, the war at sea and the bombing of docks and warehouses during the Blitz.
- Q. Why couldn't Britain produce enough food itself?
 - A. Industrial Revolution – decline of agriculture and enormous population growth. Before the war Britain relied heavily on imported food, particularly in large cities like London.



1940'S COUNTER SERVICE AND EGG RATIONING AT SAINSBURY'S

© The Sainsbury Archive, Museum of London Docklands

Show a map of the British Empire.

Resource 3.2: British empire food export (page 53)

- Q. Which food products do students think would have come from around the Empire?
- A. For example, tea from India, sugar from the Caribbean, butter and frozen lamb from New Zealand and Australia.
- Q. What products would have been imported from Europe?
- A. For example, eggs from France and the Netherlands.

Optional: make this activity more interactive by naming the foods below and asking students to come out and put the sticky notes on countries on the map that each food may have come from. Make the point that these are the foods that are going to be in short supply during the war.



- ♦ **Wheat:** India
- ♦ **Tea:** China and India
- ♦ **Flaxseed:** Canada and Japan (although Japan wasn't a former British colony)
- ♦ **Spices** (cloves, cinnamon, black pepper, nutmeg, mace etc.), tea, wheat, salt and curries: India (East India Company). Popular during Tudor times, especially as a status symbol.
FACT: Indian dishes were modified to British tastes - Britain's national dish is chicken tikka masala.
- ♦ **Cocoa:** Ghana
- ♦ **Sugar:** The Caribbean (Jamaica mainly)
- ♦ **(frozen) Meat and dairy:** New Zealand-
- ♦ **Rice:** Burma (now called Myanmar)

Show the link below to introduce the topic of food rationing (which some students may already be familiar with).

www.bbc.co.uk/bitesize/guides/z6ctyrd/revision/3

Revise/recap some key points. For example, why the scheme was introduced and how ration books were used.

MAIN:

What other challenges did Londoners face?

Explain that in this lesson students will be finding out more about rationing and how it affected people's diets, as well as other challenges that Londoners faced in their daily lives during the Blitz.

Give out the information sheets and activity sheets and cards for students to work on in pairs: Resource 3.1 Challenging times on the home front (page 50), Resource 3.2: Food shortages: source material (page 53) and Resource 3.3 Challenges: Source material (page 54).

When all, or most, students have completed the first side of the activity sheet, recap what has been learnt so far.

Explain that they are now going to investigate a different challenge – one faced by many London children.

Introduce the topic of evacuation by showing an image of an evacuee and by playing the BBC audio clip. Many students will already have some knowledge of this so revise a few key points.

For example:

- ♦ Why were children evacuated from London?
- ♦ What was the scheme code-named? (Operation Pied Piper.)
- ♦ How was the evacuation organised? (By WRVS members and other volunteers, children went with their teachers to London train stations.)
- ♦ What happened when the children reached their destination? (They were met by billeting officers, 'picked' by local people).
- ♦ Why were many brought back to London before the Blitz? (For example, homesickness, missed by parents, Phoney War).

Students can then complete the second side of the activity sheets.

Note: You may decide that there is sufficient material here for two lessons. You could study food shortages and rationing in the first lesson and evacuation and other challenges in the second. In this case you may want students to complete an additional activity on evacuation.

For example:

<http://bit.ly/ww2-evacuation>

An activity for students to work in pairs or small groups, centred on a video clip of evacuees. As an extension activity, they could write a play script individually or as a group activity.

An activity for students to work in pairs or small groups, centred on a photograph of two evacuees. As an extension activity, they could write a play script individually or as a group activity.

Differentiation:

Less able students could be given a different task to complete using the information sheets. For example, create a storyboard showing how the war affected daily life for Londoners. Alternatively they could explore simplified information and archive images on a website.

A resource from the Imperial War Museum can be printed out. Based on source material from the museum's collection, students can work individually or in small groups to analyse the material and answer questions that explore the impact of the war on people in Britain as a whole.

PLENARY

Did the war have a negative impact on the lives of all Londoners?

Consolidate what has been learned during all the lessons in the Discover section. Encourage students to reflect upon the diversity of Londoners' experiences.

For example:

- ♦ Which groups of Londoners did the war have the most negative impact on? (For example, people whose homes were bombed and/or who lost friends and family; people living in areas most heavily bombed such as the East End).
- ♦ Could the war be said to have had a positive impact on some Londoners? (For example, women who were able to use their talents and skills in jobs that were formerly only undertaken by men; some poorer Londoners actually ate a better diet than they had before the war.)

Homework idea

Students should use all the completed activity sheets and homework tasks to answer the enquiry question:

How did World War II affect the lives of Londoners?

Offer students a guide to help them plan and structure the task. For example:

- ♦ Introduction: a brief introduction to key dates and events in the war and the impact of these on Londoners.
- ♦ Main: five or six paragraphs expanding on different topics in detail (For example, the Blitz, civil defence organisations, the role of women, rationing, other challenges). They must support their accounts with evidence.
- ♦ Conclusion: Summing up and evaluating how the war affected the lives of Londoners, taking into account the diversity of experiences.

Differentiation

Less able students could be asked to choose, or be allocated, one of the topics, for example, rationing. They can write a few sentences about the topic, illustrated with labelled sketches.

Consider giving some students a list of suggested key words to use and/or a template to write in.

More able students could carry out additional research and provide a bibliography of books and websites consulted at the end of their essay.

Assessment Questions and Opportunities

Students' knowledge and understanding of the diversity of Londoners' experiences could be assessed by asking for a written response to the following question:

Q Did the war have the same impact on the lives of all Londoners? Give reasons to support your view.

Answers can be assessed according to the level of sophistication and understanding of both the similarities and differences in experiences, and the causes of these. For example:

- A1 The war did not have the same impact on the lives of all Londoners. Some things were the same. For example, all Londoners had to have ration books and gas masks. Some things were different. For example, some Londoners were killed in air raids or lost their homes.
- A2 The war did not have the same impact on the lives of all Londoners. Some things affected everybody such as food shortages and rationing, and many children were sent away from

their families to the countryside. In other ways, some Londoners were affected more than others such as people living in the East End which was heavily bombed. Many of them lost their homes and families. The war also had a positive impact on some people such as women who did jobs that people had thought only men could do.

- A3 Although Londoners shared some of the same challenges during the war, there were many diverse experiences. Those living in the East End of London, for example, suffered worst during the Blitz, whereas some very wealthy people in the West End moved out of London to their country homes. Some children were evacuated out of London while others stayed with their families. Most Londoners were affected by the threat of chemical warfare and by food shortages and rationing, although some people bought goods on the black market. All Londoners were affected by disruption to their daily lives such as the black-out and queues for food. However, the war could be said to have had a positive effect on some people's lives such

as women who were able to use their skills in jobs which before the war had been closed to them.

OTHER SUGGESTIONS

The Jewish Military Museum

The Jewish Military Museum offers in-school visits and activities including visitors able to give first-hand accounts of wartime conditions in London

<https://jewishmuseum.org.uk/about-us/history/jewish-military-museum/>

LESSON 3: WHAT OTHER CHALLENGES DID LONDONERS FACE DURING THE WAR?

RESOURCE 3.1: ACTIVITY SHEET: CHALLENGING TIMES ON THE HOME FRONT



Look at the photographs and objects on Resource 3.3: Food shortages (page 53) and read the text.

Use them to complete the activities and answer the questions below.

1. Study Source A. List two reasons why there were food shortages in London during the war.

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2. Look at Sources B, C and D in Resource 3.2. Discuss these questions with a partner.

- ♦ What was rationing? Why did the government introduce it? How did you use a ration book?
- ♦ Which foods were rationed? Do you think it was always easy to buy your rations?

- ♦ Some people bought goods on the 'black market'. What do you think that was?
 - ♦ Why do you think rationing was harder for Londoners than for people in country areas?
 - ♦ Suggest reasons why, in spite of rationing, many Londoners were actually healthier at the end of the war than they had been before it.
3. Turn the facts and figures in Source B into a bar chart in the space below. You can use ounces or grams.

4. Imagine that the woman in the photograph below is having a conversation with the shopkeeper about rationing. What do you think she is saying? Write her words in the speech bubble.

.....



1940'S COUNTER SERVICE AND EGG RATIONING AT SAINSBURY'S

© The Sainsbury Archive, Museum of London Docklands

LESSON 3: WHAT OTHER CHALLENGES DID LONDONERS FACE DURING THE WAR?

RESOURCE 3.1: ACTIVITY SHEET: CHALLENGING TIMES ON THE HOME FRONT CONTINUED



5. The threat of chemical warfare, and the intense bombing of London during the Blitz, led to challenges to everyday life for Londoners.

Use the photographs, objects and information on the Resource 3.3: Challenges (page 54): source material, plus what you have learned in previous lessons, to write a few sentences about each challenge. Include any information about how Londoners responded to them and how you think they affected everyday life.

Make notes under the different headings.

Evacuation:

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Bombed out shops:

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The blackout:

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Gas masks:

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Bombed out homes:

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Other:

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LESSON 3: WHAT OTHER CHALLENGES DID LONDONERS FACE DURING THE WAR?

RESOURCE 3.2: ACTIVITY SHEET: BRITISH EMPIRE FOOD EXPORT



Put sticky notes on countries on the map that each food may have come from.

A world map with various regions highlighted in different colors to represent food sources. The colors are: Wheat (orange), Tea (green), Flaxseed (yellow), Spices (purple), Cocoa (red), Sugar (blue), (frozen) Meat and dairy (pink), and Rice (grey). The highlighted regions include: Wheat (USA, Canada, Australia, New Zealand), Tea (India, China, Sri Lanka, Kenya, Uganda, Rwanda, Burundi, Tanzania, Malawi, Mozambique, Zimbabwe, Botswana, Namibia, South Africa), Flaxseed (USA, Canada, Australia, New Zealand), Spices (India, Sri Lanka, Indonesia, Malaysia, Philippines, Vietnam, Cambodia, Laos, Thailand, Myanmar, Bangladesh, Pakistan, Afghanistan, Tajikistan, Uzbekistan, Turkmenistan, Kazakhstan, Kyrgyzstan, Georgia, Armenia, Azerbaijan, Turkey, Iraq, Iran, Oman, Yemen, Saudi Arabia, Egypt, Sudan, Ethiopia, Somalia, Djibouti, Eritrea, Kenya, Uganda, Rwanda, Burundi, Tanzania, Malawi, Mozambique, Zimbabwe, Botswana, Namibia, South Africa), Cocoa (Ivory Coast, Ghana, Nigeria, Cameroon, Congo, DRC, Liberia, Sierra Leone, Liberia, Ivory Coast, Ghana, Nigeria, Cameroon, Congo, DRC, Liberia, Sierra Leone), Sugar (Brazil, Cuba, Haiti, Dominican Republic, Puerto Rico, USA, Canada, Australia, New Zealand), (frozen) Meat and dairy (USA, Canada, Australia, New Zealand), Rice (India, China, Thailand, Vietnam, Cambodia, Laos, Myanmar, Bangladesh, Pakistan, Afghanistan, Tajikistan, Uzbekistan, Turkmenistan, Kazakhstan, Kyrgyzstan, Georgia, Armenia, Azerbaijan, Turkey, Iraq, Iran, Oman, Yemen, Saudi Arabia, Egypt, Sudan, Ethiopia, Somalia, Djibouti, Eritrea, Kenya, Uganda, Rwanda, Burundi, Tanzania, Malawi, Mozambique, Zimbabwe, Botswana, Namibia, South Africa).

Wheat
Tea
Flaxseed
Spices
Cocoa
Sugar
(frozen) Meat and dairy
Rice

LESSON 3: WHAT OTHER CHALLENGES DID LONDONERS FACE DURING THE WAR?

RESOURCE 3.2: FOOD SHORTAGES: SOURCE MATERIAL



Source A

Salvaging sugar at West India Docks after an air raid.



SUGAR SALVAGE AT WEST INDIA QUAY
© PLA collection/ Museum of London

Source B

Food rationing began in 1940. Petrol and clothes were also rationed.

FOOD ITEM	RATION ALLOWED PER WEEK (APRIL 1945)
Bacon and ham	4oz (120g)
Butter	2oz (60g)
Cheese	2oz (60g)
Lard	2oz (60g)
Loose tea	2oz (60g)
Margarine	4oz (120g)
Meat	To the value of one shilling and 2 pence (about 6p)
Sugar	8oz (240g)
Sweets	12oz (360g) per month
Preserves e.g. jam	1lb per month (480g)

Did you know?

As part of the 'Dig for Victory' campaign London parks were dug up so that people could grow vegetables.

Source C

Ration coupons were cancelled by the shopkeeper when the customer had bought his or her rations.

Source D

In 1941 canned food from America began to reach London.



© PLA collection/ Museum of London

Did you know?

The wartime Ministry of Food produced recipe booklets advising how to make meals out of ingredients that were available.

Did you know?

Before the war less than one third of the food eaten by Londoners was produced in Britain. German submarines targeted ships bringing supplies to prevent them reaching the port.

LESSON 3: WHAT OTHER CHALLENGES DID LONDONERS FACE DURING THE WAR?

RESOURCE 3.3: CHALLENGES: SOURCE MATERIAL



Source E

Emergency shops were set up in disused buildings.



SAINSBURY'S EMERGENCY SHOP IN VAN, C 1940'S
© The Sainsbury Archive, Museum of London Docklands

Did you know?

During the first four days of 'Operation Pied Piper' about 550,000 children were evacuated out of London. Many were miserable and returned before the Blitz began.

Source F

This gas mask has been adapted so that it can be used by a telephone exchange operator.



GAS MASK
© Museum of London

Source G

Armband worn by a volunteer.



ARM BAND WORN BY STAFF EVACUATING CHILDREN
© Museum of London

Did you know?

In World War I (1914–1918) chemical weapons were used against troops fighting in the trenches.

Source G

Rescue workers searching through the wreckage of a bombed building.



BOMB DAMAGE AT 79–81 ALDERSGATE ST, 1944
© Museum of London/By kind permission of the Commissioner of the City of London Police;

Did you know?

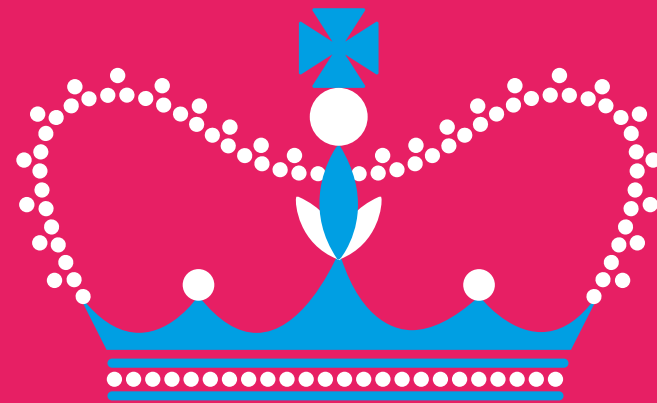
The government ordered a 'blackout' during the war to prevent lights from the city guiding enemy planes. No-one was allowed to show a light from their house after dark. There were no street lights and car and bicycle lights had to be dimmed.

EXPLORE

Students should deepen their understanding of the impact of WWII on London and Londoners by exploring and engaging with a museum or archive, or by discovering evidence on a guided walk.

Explain the Connect activity prior to your visit so that students have a specific focus for information and evidence gathering. Students should be organised into groups that they will work in during the visit, and will remain in for the Connect activity.

These resources include suggestions for different visits, including how some could be combined on the same day trip.



EXPLORE WORLD WAR II AND THE HOME FRONT



THE BIG IDEA

Students will gain a deeper insight into the impact of World War II on London and Londoners by visiting a museum, archive or heritage centre, or going on a guided walk.



LEARNING OBJECTIVES

All students will use museums and/or historic sites in order to widen their knowledge of life on the Home Front during World War II and the impact of the war on London and Londoners.

Most students will investigate and interpret original archive material such as archive film, artefacts, photographs and documents. Most students will increase their familiarity with different methods of interpretation used by museums and historic sites.

Some students will deepen their knowledge and understanding of the Home Front in its wider historical context of Britain and Europe at war.



RESOURCES

Visit 1:

- ♦ **Resource E1:** Life on the Home Front (one per student)
- ♦ A notebook and/or sketchbook (one per student)
- ♦ Cameras or mobile phones (one per group) – check restrictions on photography in the venues you intend to visit.

EXPLORE

WORLD WAR II AND THE HOME FRONT



RESOURCES CONTINUED

Visit 2:

- ♦ E2: Docklands at War (one per student)
- ♦ A notebook and/or sketchbook (one per student)
- ♦ Cameras or mobile phones (one per group) – check restrictions on photography in the venues you intend to visit.

Differentiation:

The museum has created 'Docklands at war' activity sheets for self-guided visits that you can download and print out for students. These are aimed at KS2 students but you may decide that they are more appropriate for your SEN and EAL learners. For links to these visit:

<http://bit.ly/Mol-docklands-activity>

Visit 3:

- ♦ A notebook and/or sketchbook (one per student)

Create your own prompt sheets to support the different visits, as appropriate.

Many venues will have created activity sheets for self-guided visits. Contact them in advance, or visit their website, to find out if these are suitable for your students.

- ♦ Cameras or mobile phones (one per group) – check restrictions on photography in the venues you intend to visit.

Preparing for the visit

A pre-visit to your chosen venue is strongly recommended, as you can then ensure your students' time is focused on the most relevant areas. The learning staff at most sites will be happy to help you get the most out of your visit and can direct you to existing gallery materials.

EXPLORE: WORLD WAR II AND THE HOME FRONT

KEY LANGUAGE

Key language will depend on the location of your visit but may include:

KEY LANGUAGE	EXPLANATION	SYNONYM
Museum	Place where objects of historical, artistic, or scientific interest are collected, exhibited, conserved and studied	
Historic site	A building or location which is important because of its significance to political, military or social history	
Archive	Place where historical documents and written records are stored, conserved and studied	
Film archive	Place where films, including newsreels and amateur films are stored and conserved	
Artefact	Object made by a human being, usually one which has historical, artistic, or cultural value	Object
Document	Piece of written or printed paper that provides information or evidence	Record

EXPLORE: WORLD WAR II AND THE HOME FRONT

VISIT 1: FIND OUT MORE ABOUT LIFE ON THE HOME FRONT DURING WORLD WAR II

Visit the Imperial War Museum London

Lambeth Road, SE1 6HZ

www.iwm.org.uk

The exhibition called *A Family in Wartime* tells the story of how ordinary people braved the challenges of life at home during the Second World War through the eyes of the Allpress family, who lived in Stockwell. The exhibition includes a model of the family's home, a recreation of an Anderson shelter, films, radio broadcasts, photographs and paintings.

You can also book a taught session for your class. The learning sessions for key stage 3 students include *Second World War: Home Front*. Using a range of artefacts and sources, students analyse the impact of war on civilians on the home front, including paid and voluntary work, the role of women, and children's experiences.

Self-guided visits to the *A Family in Wartime* exhibition are free; charges apply to taught sessions and workshops.

While you are at the museum you could also visit the Holocaust exhibition, which traces the Nazi persecution and murder of Europe's Jews from 1933 to 1945. This exhibition is not recommended for students under the age of 14.

The Museum's Turning Points: 1934–1945 gallery explores key moments of World War II through the connections between people's lives and the objects on display.

Find out more: To make a booking with the Imperial War Museum, visit:

www.iwm.org.uk/visits/iwm-london/schools

EXPLORE: WORLD WAR II AND THE HOME FRONT

VISIT 2: FIND OUT MORE ABOUT THE IMPACT OF WWII ON LONDON'S DOCKLANDS

Visit the Museum of London Docklands

1 Warehouse, West India Quay, E14 4AL
www.museumoflondon.org.uk/docklands

The museum is housed in Number 1 Warehouse, the only one of the original Georgian warehouses at West India Quay to survive the Blitz. The Docklands at War gallery tells the story of the effect of the Blitz on London's docks, factories and the local community. Exhibits include a life-size replica of a Port of London Authority (PLA) shelter constructed during the war, a recreated mobile kitchen, archive film, audio, photographs, artefacts, posters and paintings.

Self-guided visits are free, and the museum also offers free workshops for schools.

Find out more: To book a free self-directed school visit, complete the booking form on the museum's website:
www.iwm.org.uk/visits/iwm-london/schools

EXPLORE: WORLD WAR II AND THE HOME FRONT

VISIT 3: FIND OUT MORE ABOUT BLACK CONTRIBUTIONS TO WW2

Visit the Black Cultural Archives

1 Windrush Square, Brixton, SW2 1EF

www.blackculturalarchives.org

The Black Cultural Archives is the only national heritage centre dedicated to collecting, preserving and celebrating the histories of African and Caribbean people in Britain.

Their founders wanted to create a space where members of the community, especially young people, could come and find positive representations of themselves in history and culture.

Entry is free and collections can also be browsed online:

<https://blackculturalarchives.org/collections>

A Subject Guide called *Wars to Windrush* is available:

<http://bit.ly/Wars-to-Windrush>

For more information about their learning programme:

email learning@bcaheritage.org.uk
or call 020 3757 8507.

EXPLORE: WORLD WAR II AND THE HOME FRONT

VISIT 4: FIND OUT MORE: OTHER OPTIONS

Visit one of the venues, or go on one of the walks, suggested below.

Visit the Churchill War Rooms

**Clive Steps, King Charles Street,
SW1A 2AQ**

www.iwm.org.uk/visits/churchill-war-rooms

This underground bunker, in the basement of a Whitehall building, provided the secret headquarters for the core of the British government throughout World War II. Students can explore the rooms, including the Cabinet War Rooms and the Courtyard Rooms which have been preserved as they were during the war.

The War Rooms offer a variety of taught sessions for key stage 3 students including three Life on the Home Front options – Artefacts, Propaganda and Women.

Self-guided visits to the War Rooms are free; charges apply to taught sessions and workshops.

To find out more about the Churchill War Rooms, or make a booking, visit:

www.iwm.org.uk/visits/iwm-london/schools

Go on a walking tour of the City of London

Led by professionally qualified Blue Badge and City of London tourist guides, this tour tells the story of the worst raid on the City of London during the Blitz and looks at the ways in which ordinary Londoners helped to protect their city night after night. Students will walk through one of the most devastated areas, the Barbican, to St. Paul's and find out the remarkable story of how the cathedral was saved from destruction.

Maximum group number: one class per tour.

To find out more about the walking tour of the City of London, including costs, contact:

Eileen Cox on 07989 747 533 or
Eileen@visitlondonguide.co.uk

Visit the London Transport Museum

Covent Garden Piazza, WC2E 7BB
www.ltmuseum.co.uk

The *London Transport at War* gallery tells the story of how London's transport system and its staff played an important part in keeping the city moving during the war. Displays include those exploring the important role played by women working for London Transport and in factories, including aircraft construction, and the shelter provided during the night by the London Underground. Self-guided visits are free.

To find out more about a school visit to the London Transport Museum visit:
www.ltmuseum.co.uk/learning/schools

Visit the Jewish Museum (including the Jewish Military Museum)

Raymond Burton House, 129–131 Albert Street, NW1 7NB
www.jewishmuseum.org.uk

The *History: A British Story* gallery gives an insight into British Jewish history from 1066 to the present day including displays relating to refugees from Nazism, including the 10,000 unaccompanied children who came to Britain on the Kindertransport. The Holocaust Gallery tells the story of Auschwitz survivor, Leon Greenman, who was born in the East End of London.

Self guided visits and taught workshops are available for secondary and SEN students – charges apply.

To find out more about visiting the Jewish Museum visit:

www.jewishmuseum.org.uk/schools

<https://jewishmuseum.org.uk/about-us/history/jewish-military-museum/>

Visit the RAF Museum in London

Grahame Park Way, NW9 5LL
www.rafmuseum.org.uk

In addition to the 100 planes and RAF memorabilia housed in the aircraft hangers, the sound and light spectacular *Our Finest Hour*, retells the story of the Battle of Britain and the Blitz in the Battle of Britain Hall. The museum also offers a range of taught sessions including life during the Blitz and document studies which they can tailor to your group's needs.

Self-guided visits and taught sessions are free.

To find out more about free self-guided visits and workshops at the RAF Museum London visit:

www.rafmuseum.org.uk/london/schools.aspx

Visit the National Army Museum

Royal Hospital Rd, SW3 4HT

www.nam.ac.uk

The World Wars gallery explores the role of the British army during both World Wars. The impact of war on the Home Front, and the work of those who guarded it, is explored alongside the contribution made by soldiers, illustrating the blurring of the distinction between civilian and soldier. Highlights include interactive audio-visual displays and archive film footage.

Self-guided visits are free and the museum also offers workshops for KS3 students.

To find out more about self-guided visits and workshops at the National Army Museum visit:

www.nam.ac.uk/education/planning-booking

Visit your local museum

Several local museums have displays exploring how the local area and communities were affected by the war. These include:

Croydon Museum

**Croydon Clocktower, Katharine Street,
Croydon CR9 1ET**

www.museumofcroydon.com/

If you are planning a school visit, please contact the learning team in advance so that they can book a time slot for you and let you know if there are additional resources available to support your visit. Entry is free.

To find out more about visiting Croydon Museum:

Phone: 020 8253 1023

Email:
museumeducation@croydon.gov.uk

Valence House Museum

Becontree Avenue, Dagenham RM8 3HT

Housed in the only surviving manor house in Dagenham, the new galleries tell the story of Barking and Dagenham and its people throughout the ages. Entry is free.

<http://valencehousecollections.co.uk/learning/>

To find out more about visiting Valence House Museum:

Phone: 020 8227 5222

Email:
valencehousemuseum@lbbd.gov.uk

Greenwich Heritage Centre

**Artillery Square, Royal Arsenal,
SE18 6ST**

The Centre offers illustrated talks and sessions for schools on a variety of topics including World War II. There is no charge for sessions for schools in Royal Greenwich.

www.greenwichheritage.org/learn/schools

To find out more about visiting Greenwich Heritage Centre:

Phone: 020 8854 2452

Email:
heritage.centre@royalgreenwich.gov.uk

Whitehall Museum

1 Malden Rd, Sutton SM3 8QD

Find out about life in Cheam during the war through maps, photographs, bomb records and other archives.

www.friendsofwhitehallcheam.co.uk/

Hackney Museum

**Ground Floor, Technology and Learning
Centre, 1 Reading Lane, E8 1GQ**

The story of Hackney through the ages.

<https://hackney-museum.hackney.gov.uk/learning/>

EXPLORE: WORLD WAR II AND THE HOME FRONT

RESOURCE E1: LIFE ON THE HOME FRONT



On this visit you will be exploring how ordinary people braved the challenges of life on the Home Front during World War II through the eyes of one family who lived in Stockwell, South London.

- ◆ You need to record information and evidence in the form of notes, sketches and photographs that will be useful to you when creating your quiz.
- ◆ Check whether photography is allowed in the exhibition and, if it is, remember to switch off the flash on your camera.

Investigate the evidence in the exhibition

Ensure that you investigate all the evidence. This includes: text panels, posters, advertisements, paintings, photographs, artefacts, clothing, archive film, radio broadcasts, touch screen interactives, interviews with the family and a miniature model of their wartime home.

Record information and evidence

Research the following Home Front topics:

- ◆ Air raids and how the family coped with them
- ◆ Types of bombs dropped on the area
- ◆ Shelters
- ◆ The blackout
- ◆ Measures taken to protect the house
- ◆ Food shortages, food rationing and cooking
- ◆ Children's experiences, including evacuation
- ◆ Gas masks
- ◆ Clothes rationing and 'Make do and Mend'
- ◆ Civil defence
- ◆ The role of women
- ◆ Any other evidence that you think is interesting and relevant.

Tip: Your group could divide up the topics so that different students are responsible for researching and gathering information on different subjects.

EXPLORE: WORLD WAR II AND THE HOME FRONT

RESOURCE E2: DOCKLANDS AT WAR



On this visit you will be investigating the impact of World War II on London's docks and factories, and on the lives of the local community in the East End.

- ♦ You need to record information and evidence in the form of notes, sketches and photographs that will be useful to you when creating your quiz.
- ♦ Check with museum staff whether photography is allowed inside the museum and, if it is, remember to switch off the flash on your mobile.

Start outside the museum

Before the Blitz, the line of warehouses would have stretched the complete length of the dock. There would have been wooden transit sheds on the quay between the docks and the warehouses. Record the evidence of what happened during the Blitz.

Go into the museum and up to the Docklands at War gallery on the second floor.

Watch the short film at the beginning of the gallery that uses archive film clips to tell the story of what happened to the docks during the Blitz.

Explore the gallery, recording information and evidence on the following topics:

- ♦ Black Saturday
- ♦ The effects of the Blitz on:
 - the docks and warehouses
 - factories and industries
 - the local community
- ♦ Different types of shelters in the East End and conditions inside them
- ♦ The South Hallsville School disaster
- ♦ The different types of bombs used by the Germans and the problems of unexploded bombs (UXBs)

- ♦ The work of civil defence organisations including ARP wardens and the River Emergency Service (RES).
- ♦ Stories of individual bravery (e.g. Edward George Walker and John Henry Newton)
- ♦ The contributions made by women working in factories and in civil defence organisations
- ♦ Local factories that changed what they manufactured in order to support the war effort (e.g. the Tate & Lyle sugar refinery)
- ♦ Food shortages and how some supplies from overseas did get to Londoners
- ♦ The memories of local people who lived through the war (audio recordings)
- ♦ Any other evidence that you think is interesting and relevant.

Tip: Your group could divide up the topics so that different students are responsible for researching and gathering information on different subjects.

EXPLORE: WORLD WAR II AND THE HOME FRONT

RESOURCE E3: WORLD WAR II AND THE HOME FRONT



On this visit you will be investigating the impact of WWII on London and on Londoners.

- ◆ You need to record information and evidence in the form of notes, sketches and photographs that will be useful to you when creating your quiz.
- ◆ If you are visiting a museum or archive, check whether photography is allowed. If it is, remember to switch off the flash on your mobile.

Investigate the evidence

Ensure that you investigate all the evidence. Depending upon where you are visiting this could include: streets, buildings, vehicles, text panels, posters, advertisements, paintings, photographs, documents, artefacts, clothing, archive film, radio broadcasts, touch screen interactives and recordings of interviews with people who lived through the war.

Record information and evidence

Depending on where you are visiting, topics could include:

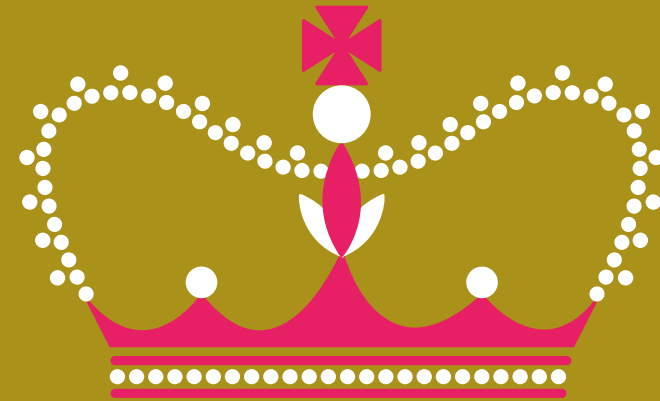
- ◆ The physical impact of the Blitz on London's streets and houses, docks, warehouses and factories
- ◆ How London Transport kept the city moving during the war
- ◆ Communication systems and networks during the war
- ◆ Measures taken to ensure the safety of the Prime Minister and his wartime cabinet
- ◆ How London factories supported the war effort
- ◆ Air raids and how Londoners coped with them
- ◆ Types of bombs dropped by the Germans
- ◆ Different types of shelters and conditions inside them
- ◆ Blackout regulations and enforcement
- ◆ Measures taken to protect London and individual buildings

- ◆ Food shortages, food rationing and cooking
- ◆ Children's experiences, including evacuation
- ◆ Gas masks and the threat of chemical warfare
- ◆ Clothes rationing and 'Make do and Mend'
- ◆ The training and work of civil defence organisations
- ◆ The role of women
- ◆ Stories of individual, or collective, acts of bravery
- ◆ The wartime experiences of different communities in London
- ◆ The stories of refugees from Nazi Germany who came to London to escape persecution
- ◆ Any other evidence that you think is interesting and relevant.

Tip: Your group could divide up the topics so that different students are responsible for researching and gathering information on different subjects.

CONNECT

In this section students will consolidate and extend what they have learned and understood. They will create a group presentation in the form of a PowerPoint presentation using the evidence that they collected on their Explore visit, including notes, sketches and photographs, and from additional research back in the classroom. They will present this to other students in their class or year group. At the end of the unit they will evaluate the lasting impact of the war on London's landscape, economy and society.



LESSON 4

WORLD WAR II AND THE HOME FRONT



BIG IDEA

The purpose of this lesson is for students to apply the knowledge they have gained and organise the evidence they have collected to devise an educational quiz for learners of a similar age. They will reflect on what they have learned throughout the unit and evaluate the lasting impact on the war on London and Londoners.



LEARNING OBJECTIVES

All students will prepare and present a group presentation in the form of a PowerPoint.

Most students will select and organise appropriate evidence to use and develop their computing and presentation skills. Most students will reflect upon what they have learned and make connections between the past and present.

Some students will recognise change and continuity between London at the end of World War II and London today.



KEY LANGUAGE

Students will use the unit's Key Language vocabulary, as relevant and appropriate, in their presentations.

LESSON 4

WORLD WAR II AND THE HOME FRONT



RESOURCES

- ♦ Create a PowerPoint presentation including instructions for the quiz task, assessment criteria (if used) and questions to consider during the plenary. You will need to include a montage of images of London today, to include some post-war developments – for example, the Southbank Centre; 1960s tower block – and some more recent developments, for example, Canary Wharf.

LESSON 4: WORLD WAR II AND THE HOME FRONT

VISIT FEEDBACK

Begin with a class discussion of the visit. For example:

- ♦ What did you enjoy the most/find most interesting?
- ♦ If you visited a museum, what methods of interpreting the past did you find most effective? (For example, displays of objects, reconstructions, interactive exhibits, archive films, recordings of personal accounts).
- ♦ What new information did you find out about the impact of the war on London and Londoners?
- ♦ What would you like to find out more about?

Explanation of task

Explain that working in small groups (4–6), students will use what they have learnt in the classroom, and the evidence that they have collected on their visit, to create a knowledge-based quiz, aimed at learners of their own age.

Explain that the students will need to create these in the form of a PowerPoint presentation. They will need to consider how they will present it to other students, for example:

- ♦ Will they ask students to write/record answers individually and then mark at the end?
- ♦ Can students confer with a partner/ small group then put hands up to give answers to each question?

- ♦ Elicit suggestions about the different styles of questions they could include:

multiple choice

true/false statements

dates/events to put in the correct order

identifying the 'odd one out'

matching activity

anagrams

identifying causes/effects.

Remind students that the purpose of this quiz is to draw on the historical information and evidence they have learnt during the unit.

Students could illustrate their quiz with photographs that they took on their visit, images from the teaching resources, and/ or their own drawings.

Students will need one or two lessons (plus homework) to prepare their quiz.

LESSON 4: WORLD WAR II AND THE HOME FRONT

Differentiation

Different groups can be set different targets for the number of quiz questions to create.

Presentation

Each group will present their quiz to other students, using whatever format they have chosen.

If all the classes in the year group are following this unit of work at the same time, then groups could give their presentations to a different class. If this is not practical, then they can present to their own class.

The quizzes can be assessed on content and presentation, either for individual contribution or for group achievement. You could design a mark sheet so that students are aware of the criteria that will be used to assess them.

Students can be encouraged to give constructive oral feedback on each other's presentations. You may wish them to complete self-assessment forms for their presentations, and/or for the unit as a whole.

UNIT PLENARY

What has been the lasting effect of the war on London and Londoners?

Recap the points already made about the impact of the war on Londoners at the time.

Play the BBC Class Clip showing aerial images of London in the years immediately following the war. What impact did the Blitz have on London's landscape? For example:

- ♦ The loss of many old buildings, particularly in the City of London and the East End. For example, churches, public buildings, schools, shops, Georgian and Victorian terraced houses, warehouses.
- ♦ Some areas relatively unscathed, others completely devastated.

Optional

Play the BBC Class Clip outlining the Abercrombie Plan, or just explain that this was a plan put forward by a town planner, Patrick Abercrombie, for the complete redevelopment of London.

LESSON 4: WORLD WAR II AND THE HOME FRONT

Show the slide with the montage of images of modern London.

- ♦ What have been the long-term impacts of the conflict on the city today?

Elicit points about:

The physical landscape. For example:

- ♦ Post-war redevelopment – new style of architecture (concrete, glass e.g. South Bank development); high-rise blocks of flats; new roads, road widening schemes, flyovers, etc.
- ♦ Many examples of post-war architecture have proved unpopular with Londoners; many are now being demolished and new buildings are replacing them.

London's economy. For example:

- ♦ World War II led to the break-up of the British Empire over the following two decades, resulting in changes to the patterns of world trade.

- ♦ 'Roll-on roll-off' ferries were developed by Americans during the war for the transportation of armoured vehicles. This led to changes in the way goods could be transported. However, London's up-river docks were too small to handle container ships. By 1980, all had closed.

- ♦ London gradually lost its function as an industrial centre. Today, there are two financial centres (City and Canary Wharf), employing people in the financial services industry. Many other Londoners are employed in other service industries, for example, retail and catering. Very few Londoners today are employed in the manufacturing industries.

London society. For example:

- ♦ London had lost over one million homes. Many Londoners had moved out of the city.

- ♦ In the 1950s/60s, most of the surviving old terraced housing in places like the East End were pulled down as part of Abercrombie Plan, with previous inhabitants being rehoused in new estates and high-rise developments. This led to social problems.

- ♦ New homes were built in new towns in counties surrounding London, for example, Harlow in Essex, Stevenage in Hertfordshire. More Londoners moved out of the city, and old communities were broken up.

- ♦ Today, luxury modern developments have appeared in places like the Docklands. Neighbours often don't know each other.

To what extent do students think many of these changes would have happened anyway?

How far do they think these changes are a direct result of the war?

LESSON 4: WORLD WAR II AND THE HOME FRONT

Homework idea

Ask students to imagine that they are a town planner working on the redevelopment of an area of London that was devastated as a result of bombing during the war. Ask them to begin by researching how the area was affected by the bombing – what kind of buildings and amenities were destroyed? They could then produce an annotated plan for the redevelopment of the area. What road and rail links will they include? What types of housing? Will there be public spaces? What about shops, restaurants and entertainment, schools, hospitals and other public services?

Differentiation

You may wish to give students a list of headings to consider when drawing their plan.

Less able students could focus on one particular aspect and draw a plan for this, for example a residential development.

More able students could find out more about the Abercrombie Plan using the internet. For example:

Stuff about London blog:

Big problems call for Big solutions – the Abercrombie plan

<http://bit.ly/abercrombieplan>

Students could write an account of what they consider to be the successes and failures of the plan.

LESSON 4: WORLD WAR II AND THE HOME FRONT

Assessment questions and opportunities

Students' knowledge and understanding of the impact of the war could be assessed by asking for an extended written response to the following question:

Q What has been the lasting effect of the war on London and Londoners? Give details and evidence to support your view.

Answers can be assessed according to the level of knowledge and sophistication, the extent to which evidence is evaluated, and the degree to which the war is placed within its wider historical context.

All students should be able to describe the lasting impact on the physical landscape of London such as the loss of old buildings. They should be able to describe how these have been replaced with new buildings such as blocks of flats.

Most students should be able to demonstrate a clear understanding of how the physical landscape of London was changed. They should be able to describe the new style of architecture after the war, such as high rise buildings, and some of the social problems this has created. They should show an awareness that the war led to the break-up of the British Empire and that this affected London's economy, leading to factory closures and contributing to the dock closures. As a result, most Londoners today work in service industries.

Some students should be able to demonstrate a clear grasp of how the physical landscape of London was changed, particularly in certain areas such as the East End and the City of London. They should be able to describe the new style of architecture after the war, for both public and residential buildings, and comment upon the success and failures of these. They should show a clear understanding of how the the war led to the break-up of the British Empire and how this affected

London's economy, leading to the decline of manufacturing industries in London and contributing to the dock closures. They should be able to explain that this eventually led to the loss of London's function as a manufacturing centre and is the reason why most Londoners today work in service industries.

SUGGESTED FOLLOW-UP

Teachers and/or parents/carers could extend this sequence of lessons by encouraging students to undertake further independent research, or by taking them on a walk or a visit to a local museum or archive:

Explore the impact of the Blitz on your local area

Use the interactive map produced by the Bomb Sight project to find out about the bombs which fell on your neighbourhood during the Blitz. Record their position on a paper map then go for a walk around the area to see if you can find any physical evidence of them today, e.g. damaged buildings or open spaces and modern buildings where older ones would have been.

www.bombsight.org/#15/51.5050/-0.0900

Talk to elderly neighbours and relatives

Find out if any neighbours or relatives remember the Blitz. Were they evacuated out of London? Do they remember air raids? Perhaps they even served in one of the civil defence organisations. Do they have any letters or photographs that they might let you scan? Ask if you can interview them and record their memories on a voice recorder.

Visit your local museum, archive or record office

Many of these will have visitor assistants who will be happy to help you find out more about the history of your local area. You may even be able to find records of what happened in your street during the war.

Go for a walk around London

Visit St. Paul's Cathedral and walk around the City of London. Which buildings do you think survived the Blitz and which have been built since the war? Or visit Docklands and explore the new development at Canary Wharf, then compare it to what remains of the line of Georgian warehouses at West India Quay.

Students could also visit one of the other museums suggested in the Explore section. For example:

The Imperial War Museum London

Lambeth Road, SE1 6HZ.

Free entry.

www.iwm.org.uk

The Museum of London

150 London Wall, EC2Y 5HN.

Free entry.

www.museumoflondon.org.uk/london-wall

The London Transport Museum

Covent Garden Piazza, LWC2E 7BB.

Charges apply, child (under 16) free entry.

www.ltmuseum.co.uk

The Jewish Museum

Raymond Burton House, 129–131 Albert Street, NW1 7NB.

Charges apply.

www.jewishmuseum.org.uk

The National Army Museum

Royal Hospital Rd, SW3 4HT.

Free entry.

www.nam.ac.uk

Students and teachers can find out more about the impact of the war on London and Londoners, by visiting the following websites:

A short overview of life in London during the war. Suitable for readers of average ability.

<http://bit.ly/Mol-londonlifeww2>

A comprehensive website for information about the London Blitz including text, images, film and audio. Suitable for able learners to extend their knowledge and understanding of the topic.

<http://bit.ly/dockland-blitz>

BBC class clip on women in war:

<http://bit.ly/work-for-women-WW1>

The website includes documents from the National Archives' collection, worksheets, games and videos. The resource is not specific to London but there are various links. The worksheets are aimed more at KS2 and family learning than KS3 but some may be suitable for SEN and EAL learners

www.nationalarchives.gov.uk/education/homefront/

An account of the role played by volunteer seamen and Thames barges in evacuating Dunkirk. Suitable for able readers to extend their knowledge and understanding by finding out about a connected topic.

www.thamesdiscovery.org/frog-blog/barges-at-war

A learning resource using material from the Sainsbury Archive. Includes an overview of how the war affected shops and shopping, including rationing. Suitable for readers of average ability to find out more. Includes links to extension topics and an online interactive quiz.

<https://www.sainsburyarchive.org.uk/catalogue/search/sawar22-material-relating-to-world-war-two>

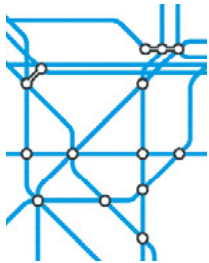
Clear exploration of how WWII led to the collapse of British imperial power.

www.bbc.co.uk/history/british/modern/endofempire_overview_01.shtml

Report into the reasons for the decline and closure of London's upriver docks and an evaluation of the regeneration of the area by the London Docklands Development Corporation in the late 20th century.

www.lddc-history.org.uk/other/lddcpresent09conf.pdf

LINKS TO OTHER LONDON CURRICULUM SUBJECTS



GEOGRAPHY

Mapping London Introduces the city through the medium of maps, including maps showing the impact of WWII bombing on London.



MUSIC

City on the Move a composition inspired by travel across London so could be combined with the visit of this unit.

REFERENCES AND SUGGESTED READING

Bright, Neil and Harris, Clive (2010)
A Wander Through Wartime London: Five Walks Revisiting the Blitz. Pen and Sword Military

A guide to walks exploring evidence of the Blitz such as air raid shelter signs, bomb damage on buildings and memorials. Walks cover: the East End and the docks, Greenwich, Bermondsey, Southwark and the West End. Includes maps and archive photographs. Appendices include lists of Civil Defence casualties in the boroughs covered by the walks and the locations of wartime fire and ambulance stations across the city.

Gardiner, Juliet (2005) *Wartime: Britain 1939–1945.* **Headline Review**

This does not have a specific London focus, but is a comprehensive account of the impact of the war on the Home Front. In addition to the more familiar aspects such as food shortages and evacuation, it includes less familiar ones such as the stories of conscientious objectors.

Gardiner, Juliet (2011) *The Blitz.* **Harper Press**

Again, this does not have a specific London focus, but gives a thorough overview of the physical devastation of Britain's cities during the Blitz and the impact on the lives of the civilian population. It also explores social, political and cultural implications.

USEFUL LINKS

Museum of London

Information on the impact of the Blitz on London, particularly its effects on the docks and dockland communities in London's East End.

<http://bit.ly/docklands-war>

BBC

BBC website including background information on rationing, film clips, images and audio.

www.bbc.co.uk/bitesize/guides/z6ctyrd/revision/3

Detailed account of evacuation procedures during World War II, including accounts of the experiences of some evacuees.

www.bbc.co.uk/history/british/britain_wwtwo/evacuees_01.shtml

Imperial War Museums

Free World War II teaching resources.

<http://bit.ly/ism-reesourcesww2>

Imperial War Museum webpage about life for children during World War II, linked to objects and images in their collection. (Page also includes links to other Home Front topics).

www.iwm.org.uk/history/growing-up-in-the-second-world-war

Britain from above

Britain from Above presents the unique Aerofilms collection of aerial photographs from 1919-1953, including aerial photographs of bomb damage in London.

www.britainfromabove.org.uk/

English Heritage

World War II bomb damage images

www.heritage-explorer.co.uk/web/he/imagebytheme.aspx?ctid=9

How to guides on how to get the most out of the Heritage Explorer resources.

www.heritage-explorer.co.uk/web/he/howtoguides.aspx

CREDITS

The GLA would like to thank the following organisations for their contribution:



THE *BLACK*
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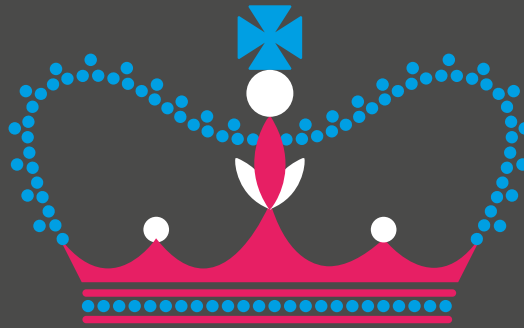
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'The London Curriculum lessons are really different because we can see, touch and interact with our lessons.'

key stage 3 student

'I find the London Curriculum really interesting to teach and I think the children are really intrigued by the subject matter.'

key stage 3 teacher

'I enjoyed learning about the Second World War and getting to see the real objects from the Museum of London.'

key stage 3 student