



Teacher's Pack

Bury Boxed Up

Second World War

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Introduction

This pack has been created by The Fusilier Museum as a resource for teachers to use in the classroom, either to introduce this topic or as a resource following a visit to the museum.

The pack is aimed at Key Stage One and Two pupils.

The contents of the pack illustrate aspects of the Second World War and how the war affected life in Britain. This pack also lays out where these topics meet the needs of the National Curriculum, especially the subjects of History and English.

Sections one to three contain background information for use by teachers and pupils. The pack also includes a list of all the objects in the box and a brief description of each object.

If you are introducing debate and discussion, access to the web would be useful to aid pupils research and would also help to meet the ICT requirements of the History curriculum.

Guidance for Teachers

Teaching pupils about the Second World War can raise emotive issues. Topics will deal with a variety of themes that could lead to further discussion about the realities of war and the death of soldiers and civilians. These issues can be used to explore the topic in greater depth, bringing the pupils thoughts and feelings to the fore. Such themes can also link to discussions about what is taking place in today's world. Our tips for exploring these issues are to:

- Discuss these issues as a class
- Create a safe environment
- Provide boundaries
- Create opportunities to discuss further around each theme

National Curriculum Links

Key Stage 1

History

- Develop an awareness of the past using common words and phrases relating to the passing of time
- Pupils should be taught about changes within living memory
- Pupils should be taught about significant historical events, people and places within their own locality
- Pupils should understand some of the ways in which we find out about the past

English

- Comprehension and learning of new vocabulary

Key Stage 2

History

- Local history study
- Chronological knowledge

English

- Speaking and listening
- Comprehension and learning of new vocabulary

PSHE and Citizenship

- Reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences
- To think about the lives of other people living in other places and times

The Second World War

The war in Europe began on 1st September 1939, when Germany invaded Poland. Britain and France responded by declaring war on Germany. In 1940, Germany invaded and quickly conquered France, Norway, Denmark, The Netherlands and Belgium.

In the summer of 1940 Germany attacked Britain from the air, in what became known as The Battle of Britain. This battle was Germany's first defeat as they could not overcome the Royal Air Force in the skies above Britain.

In 1941 Italy, an ally of Germany's, invaded Greece and North Africa which was a failure and Germany had to send troops to help the Italian army. In late 1941, Germany invaded the Soviet Union (now Russia) and although they made good progress, the winter weather in the Soviet Union soon became too much for them. The German army found itself stranded and without appropriate winter clothing or food rations. Following the battles of Stalingrad and Kursk in 1943, the German army was forced to retreat, and the Soviet army followed them across Europe and into Germany.

Meanwhile British and American forces launched the D Day landings in 1944. Troops landed on the beaches at Normandy, on the French coast, and began to fight their way across Europe forcing the German army to retreat towards Germany. This meant that German forces were now retreating from Eastern Europe (Russia) and from Western Europe (France). The Soviet army was the first to reach the German capital, Berlin, and Germany surrendered in May 1945, shortly after Adolf Hitler had committed suicide.

Life changed for many people during the Second World War including for those people left behind on the home front with the introduction of rationing and blackouts and children were evacuated from big towns and cities and sent to live in areas that were thought to be safe from any German bombs. Women found that they were needed to replace men in many different jobs and the country had to live through the Blitz, bombing raids carried out at night by the German air force, the Luftwaffe.

Section One: The Manchester Blitz

The Blitz started in late Autumn 1940, affecting London and other major towns and cities, such as Manchester and Liverpool. German bombers deliberately targeted areas of industry, major ports and densely populated areas to cause as much destruction as possible. Factories that were contributing to the war effort were often found in densely populated areas of Britain's towns and cities, ensuring that the level of destruction and casualties would be high.

The main period of the Blitz was from September 1940 to May 1941. In this time Manchester endured three major bombing raids. The Christmas Blitz was two nights of air raids in December 1940. It is estimated that several hundred people died and about 2,000 people were injured in these bombing raids. The pattern of bombing a town for several nights in a row was a tactic increasingly used by the Luftwaffe, the German Air Force. Targeted bombing campaigns such as this caused a huge amount of destruction to an area and disrupted the lives of the people living and working there.

On the first night of the raid, 22nd December 1940, it is estimated that 272 tons of high explosive bombs were dropped on Manchester. The following night, 23rd December 1940, 195 tons of bombs were dropped on the city and an estimated 2,000 incendiary bombs were also dropped across the two nights. One side of Manchester Piccadilly train station was destroyed and the city's infrastructure was disrupted with roads blocked by debris from damaged buildings, bomb craters and unexploded bombs. A whole section of the city centre was cordoned off for a period, water supplies were affected and electricity had to be rationed.

During the Christmas Blitz, hundreds of fires were started by incendiary bombs and many factories were badly affected by bomb damage. Many of Manchester's full time and part time Firefighters and Civil Defence workers had not returned from Liverpool, where they had been sent several days before to help with bombing raids on that city, an important maritime port during the war. Liverpool and Birkenhead suffered eight major attacks between September 1940 and May 1941 making it the second most bombed area in Britain.

Manchester was a large centre of industry during the Second World War, making the city a target for German bombers. In Manchester, the large factories at Trafford Park were repeatedly targeted for the work that they were doing to support the war effort. Aircraft manufacturers Avro, who made Manchester and Lancaster Bombers, were repeatedly targeted and a new Ford factory making engines for planes, was also targeted by the Luftwaffe. During an air raid in March 1941, Manchester United's football ground, Old Trafford, was hit by a bomb and the ground was not used again until 1949.



Buildings surrounding a bus station in Manchester burning after a German air raid on the night of 23 December 1940. © IWM (H 6322)

Section Two: Evacuees

The British government was concerned that there were areas of Britain that could be at threat from bombing raids by enemy aircraft. British towns and cities and parts of the south coast were all considered to be high risk areas and so a government evacuation scheme was developed during the summer of 1938, by the Anderson Committee. Operation Pied Piper began on 1st September 1939 and was designed to protect the vulnerable in society, mainly children, from bombing raids by the German Air Force.

Evacuation happened in several waves, with the first wave taking place on 1st September 1939, the day that Germany invaded Poland and two days before Britain declared war on Germany. Between 1st and 3rd September 1939, 1.5 million people were evacuated to safer parts of the country. Children were transported mainly by train, meeting at their local train stations early in the morning to board special train services to safer parts of the country.

Those people who were thought to be at the greatest risk from bombing raids were moved to areas of the country which were thought to be safer. Children from Manchester were moved to areas such as rural parts of Derbyshire, Lancashire and Staffordshire. Many were evacuated with their schools and their teachers were evacuated with them.

Operation Pied Piper relocated more than three million people through several waves of evacuation. However, some parents refused to send their children away, preferring to keep their children at home. Many children had positive experiences whilst they were away from home, experiencing new things and making new friends. The children had the opportunity to see parts of the country that they had not visited before, and experience rural ways of life that were unfamiliar to them. However, other children struggled to adapt to their new situation, suffering with homesickness and their experiences were less positive.

All parents were given a list detailing what their children should take with them. Items included a gas mask, a change of clothes and underwear, night clothes, spare stockings or socks, toothbrush, comb, towel, soap, face cloth, handkerchiefs and a warm coat.

The evacuation of thousands of children and vulnerable adults was a huge undertaking and required hundreds of volunteers to make sure that it went smoothly. Volunteers were on hand at the railway stations to ensure that children boarded the correct train; volunteers

were at Reception Centres to meet the children when they got off the train; volunteers were required to act as Billeting Officers and find each child a home when they got to their destination; not to mention the thousands of people who volunteered to give these children a home for as long as they needed one.

Most evacuees had no experience of life in the country and were amazed at how people lived in the countryside. Likewise, the people that took evacuees into their homes were often surprised at how dirty the children were and associated this with neglect at home. These were just children from poor areas of Britain's cities and their families provided for them in the best way that they could.



**A group of evacuees from Bristol arrive at Brent railway station near Kingsbridge in Devon during 1940.
© IWM (D 2593)**

Section Three: Women's Roles on the Homefront

Women's roles changed greatly during the Second World War. Women were traditionally seen as taking care of the home and children. Many men were called up to serve in the armed forces, as they did so they left jobs behind that needed to be filled. In many circumstances it was the women who were left behind that were called upon to fill these gaps. Here are several jobs that women did to help with the war effort.

Women's Land Army

The Women's Land Army (WLA) played an important role in boosting Britain's food production during the Second World War, with more than 80,000 women joining the WLA during the war. These women became known as 'Land Girls.'

Before the war Britain imported much of its food meaning that when war broke out, and the shipping of goods was being disrupted by the war, it was necessary to grow more food at home. As so many male farm workers had joined the armed forces, women were needed to do the jobs that that had been done by men.

The WLA was originally established in 1917, but disbanded at the end of the First World War. The WLA reformed in June 1939 as Britain prepared to go to war again. Initially women were asked to volunteer for the WLA. However, from December 1941, women could also be conscripted for work on the land. This meant that women had to obey the government and work wherever they were sent. These women performed a variety of jobs on the land, working in all weathers and could be sent to work anywhere in the country.

Air Raid Warden

The Air Raid Wardens Service was set up in 1937. Wardens were responsible for reporting incidents, ensuring that people were in air raid shelters during an air raid and they provided Air Raid Precaution (ARP) advice. This include how to fit black-out curtains and how to put a gas mask on. They were also expected to extinguish small fires, administer first aid and investigate reports of unexploded bombs.



Seven members of the WAAF, each with over two and a half years' service at the Parachute Training School at Ringway, 3 May 1944. The women had, between them, packed nearly fifty thousand parachutes. © IWM (CH 13267)

Women's branches of the armed forces

Women were conscripted in December 1941 and were given a choice of working in industry or joining one of the auxiliary services:

- Auxiliary Territorial Service (ATS)

The Auxiliary Territorial Service was formed in 1938 and focused on jobs such as cooks, clerks, orderlies, store women or drivers to begin with. By the end of the war there were over a hundred different roles in the ATS, which allowed more men to be released to serve on the front lines. This was the largest of the women's services.

- Women's Auxiliary Air Force (WAAF)

The Women's Auxiliary Air Force was founded in June 1939 to free up male Royal Air Force staff for front line duties. By 1943, the WAAF had nearly 200,000 members and they undertook a variety of roles, including compiling weather reports, maintaining aircraft, serving on airfields and working in intelligence.

- Women's Royal Naval Service (WRNS) (Known as 'Wrens')

The Women's Royal Naval Service was reformed in April 1939, having been disbanded in 1919 at the end of the First World War. Women were recruited for shore-based jobs, which released men for active service at sea. By 1943, there were 74,000 WRNS serving in the UK and overseas. WRNS played a major part in the planning and organisation of naval operations and members of the WRNS served at Bletchley Park operating code breaking machines.

Women also volunteered for other organisations such as the Women's Voluntary Service (WVS), Civil Defence, the National Fire Service, Air Transport Auxiliary (ATA) and as military nurses.

Further Information

Websites

BBC History People's War, an account of an evacuee in Bury

<http://www.bbc.co.uk/history/ww2peopleswar/stories/25/a2059625.shtml>

The Imperial War Museum has a range of resources available on their website

<https://www.iwm.org.uk/history/the-evacuated-children-of-the-second-world-war>

Books

You could read the following books:

Goodnight Mr Tom, Michelle Magorian

Carrie's War, Nina Bawden

When Hitler Stole Pink Rabbit, Judith Kerr

The Diary of Anne Frank

Horrible Histories, Woeful Second World War

Listen and Watch

You can find film, images and sound clips of Winston Churchill's speeches online, as well as iconic sounds such as air raid sirens and the sound of planes flying overhead. Try YouTube for similar content.

Suggested Activities

- Split the group in two and ask them to debate the role of women during the Second World War. Did women play a vital role in the war effort?
- Read books written about the experiences of children during the Second World War. Write your own short story about what it would have been like to be evacuated
- Visit your local war memorial and look at the names on the memorial. You might recognise popular local surnames
- Find out which recipes were popular whilst food was rationed. Have a go at making one of the recipes. Examples include Woolton Pie, eggless sponge cakes and rabbit stew
- Learn some basic first aid skills so that you can help other people like the ARP Wardens did during the war
- Find the sound of the air raid and play it. Describe how the sound makes you feel
- Create a class newspaper which tells the story of the Manchester Blitz

RAF Wings Badge

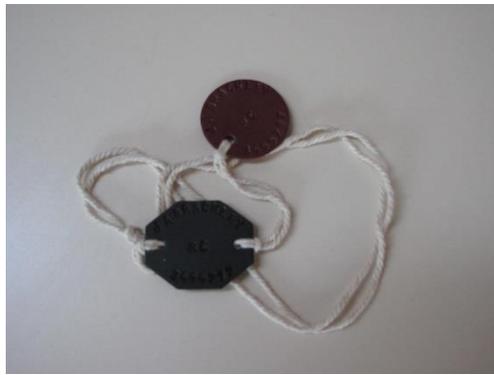


This badge was awarded to men who had completed their flying training and was worn on their uniform.

During the war men leaving home to fight had to say goodbye to family and friends. Some men chose to leave their loved ones with small gifts and one popular gift was a small copy of their Wings Badge. The copy of the badge was given to anyone who the man was leaving behind at home including his wife, parents, family and children.

The badges were fitted with pins so that could be worn on a blouse or lapel. The style originated from the cap badges worn by regiments, such as the Lancashire Fusiliers.

Identity Tags



Identity Tags were issued to every British soldier during the war. The tags were made of compressed fibre, like very thick cardboard. Soldiers were issued with two tags, each bearing the same information, the soldier's name, military number, regiment, blood group and religious denomination. If the soldier was injured, or died, the information was used to treat him and to let his family know what had happened to him.

Bone Handle Toothbrush



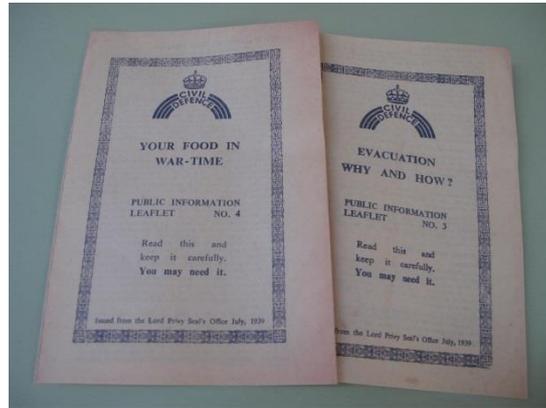
Evacuees had to pack a few things to take with them, for example, a change of clothes, underwear, a hair brush and a toothbrush. This is an example of a bone handled toothbrush that would have been common in the 1940s.

ID Card



Identity Cards were introduced at the beginning of the war in 1939 and had to be carried all the time. It was important to keep this document safe as it was a way of identifying yourself if the Police, Army or government asked you to do so. With so much uncertainty the government wanted to know exactly who was in the country, and by asking the population to apply for an Identity Card this gave them an accurate answer. The government could then tell whether somebody was in the country legally, or not. Identity Cards captured a person's age and gender, making them a good way to plan for rationing, to know who could serve in the armed forces and how many could be employed in vital war work on the home front, for example building planes at Trafford Park in Manchester.

Civil Defence Leaflets



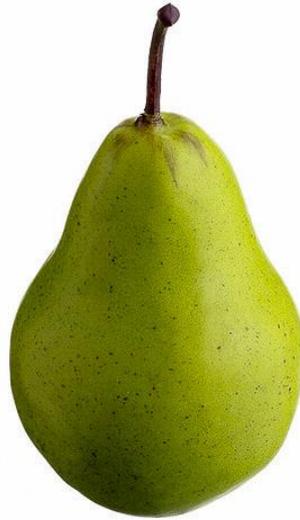
Evacuation Why & How

This leaflet, written and sent out by the government, told people what evacuation was and how it would happen. The leaflet set out who could be evacuated, such as children, pregnant ladies and anybody with a disability. The leaflet gave parents lots of helpful advice, such as how to find out when their children's school was being evacuated, and what their children would need to take with them.

Your Food in Wartime

During the Second World War, the government introduced food rationing from the beginning of the war. Households were issued with ration books to ensure that everybody had access to the same amount of food. The government encouraged households to grow their own vegetables to add to their diet and lots of people made their gardens into vegetable patches. The rationing of materials and clothes was also introduced.

Pear (Please don't try to eat this, it's not real!)



When children were evacuated to rural, safer parts of the country, they all took a few items with them in a suitcase. For example, a change of clothes, pyjamas, toothbrush and hairbrush or comb. The evacuees also took a snack with them to eat on the journey and this might have included a piece of fruit, like this pear. Households were encouraged to turn their gardens into vegetable patches and grow their own fruit and vegetables. Those people that didn't have a garden were offered an allotment (a small piece of land) elsewhere, a patch of land that they could use to grow their own food. The Government's *Dig for Victory* campaign was important because it helped to free up food for the armed forces and ensured that everybody had an equal share of what food was available.

Swimming Costume



Evacuees might also have packed a swimming costume, if they had one. Knitted swimming costumes were good because they reused wool at a time when materials were in short supply. It was believed that wool would keep you warm in the water.

However, the wool also absorbed the water, which made the swimming costume very baggy! Wool can be very itchy, which can be very uncomfortable for the wearer.

Airplane Spotter Cards



The front of each of these cards shows the front and side image of an aeroplane and states the name and nationality of the plane. They were a useful tool in learning to identify the silhouettes of different aeroplanes, especially enemy aircraft. Playing cards such as these were popular with families who could take them into the air raid shelter and play card games during the Blitz.

Clothing Coupon Book



The rationing of clothes government on 1st June issued with a Clothing ensured that every clothing that they would

was introduced by the 1941. Each person was Coupon book, which person had access to the need. Every adult was

given sixty-six points which had to last them a year, although this was reduced as the war went on. As with food rationing, the system was introduced to make it fair for everybody. Each item of clothing was allocated a points value, for example, eleven coupons were needed for a dress and eight coupons for a man's shirt or a pair of trousers. Children were issued with an extra ten coupons to allow for the fact that they would grow out of their clothes as they got older.

Materials and labour were redirected from making clothes for the public, to making uniforms for men and women in the armed forces and other organisations, such as the Women's Land Army and Civil Defence organisations. Materials were also needed for other purposes, such as making parachutes.

Ration Book



Food rationing was introduced in Britain in January 1940 and the first things to be rationed were bacon, butter and sugar. Every household in Britain had to register with their local greengrocer, butchers and bakers to ensure that every household got the same amount of food. As the war went on, many items were rationed including milk, eggs, cheese and meat.

The government encouraged people to start their own allotments, and the *Dig for Victory* campaign was launched. Households turned their gardens into vegetable patches and areas of unused land were used as communal allotments.

A food ration would consist of:

4oz bacon

8oz sugar

2oz tea

1oz cheese

6oz butter/margarine

2oz lard

Items that were considered to be a luxury were rationed monthly, such as jam and eggs.

Women's Land Army Arm Band and Cap Badge



The Women's Land Army (WLA) made a significant contribution to providing the country with food during the war. Before the war, Britain had imported much of its food, bringing it into the country by boat. Following the outbreak of war, it became essential that Britain produced more of its food. Cargo travelling to Britain by sea was at risk of being sunk by the German navy.

By Autumn 1941, 20,000 women had joined the WLA and were known as *Land Girls*. Most lived at the farm where they were working and this could be a lonely and isolated life, especially if you were the only Land Girl at that farm. In some areas large numbers of women were recruited and needed somewhere to live, so hostels were set up for them which did give these women a better sense of community.

Gas Mask (Replica which is safe to try on)



By the end of September 1938, 38 million gas masks had been given out to adults and children in Britain. They had to be carried everywhere, in case of a poisonous gas attack, and it was the job of the Air Raid Warden to make sure that people carried a gas mask with them all the time.

Gas masks were carried in cardboard boxes, like the one in the loans box. Children found gas masks quite frightening, so the government released some gas masks in bright colours which were given to young children. These gas masks became known as *Mickey Mouse* gas masks.

Shops, schools and factories all held gas mask drills to prepare people for a gas attack. Luckily gas masks were not needed during the war, as gas bombs were not dropped on Britain.