

**TOP SECRET**

# DISCOVERY — FRIEND OR FOE?



- CVPS Home learning
- WC 04.05.20
- Please write all answers in your Distance Learning books and don't forget to email your work to your class teacher.

Click on the lesson you would like to complete today.



[Lesson 1](#)

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**TOP SECRET**

# Lesson 1

The German's air force, The Luftwaffe, are on their way and The Blitz is about to begin.

They will be going for key, strategical targets across the country. Your mission is to identify what sort of targets they will be aiming for and locate some of their likely targets.

Once you have done this, contact the General with your findings.

Good luck old bean!



# WHAT DOES 'THE BLITZ' MEAN?

The word Blitz is short for the German word 'Blitzkrieg', which means 'lightning war'.

From September 1940 until May 1941, Germany began air raids in which they bombed parts of Britain at night-time. They decided to concentrate on bombing London and on 7th September 1940, London's first night of the Blitz took place, killing over 2000 people.



# WHY WERE THE GERMANS BOMBING?

The Germans wanted to damage industrial areas, like factories and ports, so that it made it harder for the British to produce and move weapons to fight them.

They didn't just stop at London. They bombed many other places throughout the country. They also bombed areas where people lived and thousands of people were killed.

Adolf Hitler thought that if the people of Britain saw others being killed and that their country was being destroyed, they would give up and stop fighting them, allowing Germany to take control of their country.



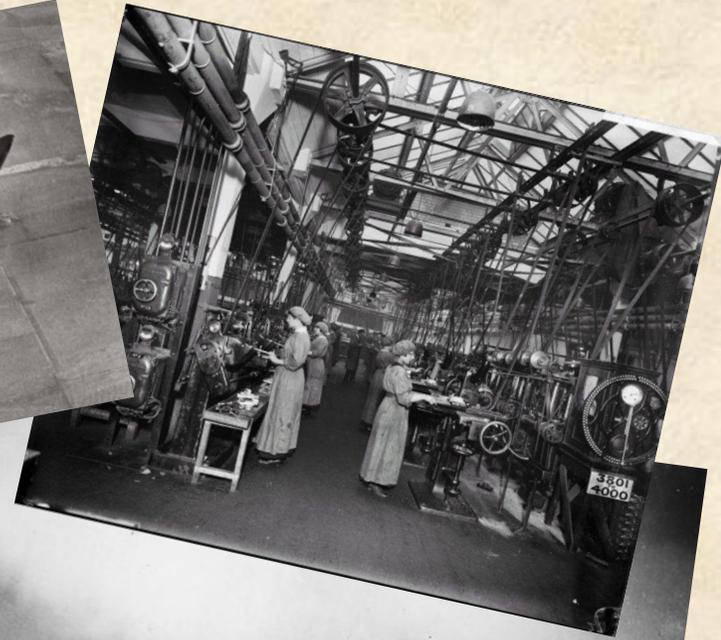
# LONDON

As London was, and still is, the capital city with large industrial areas, it was the first target during The Blitz. It began on 7 September, 'Black Saturday', when German bombers attacked London. London was then bombed for 57 consecutive nights, and often during daytime too. London experienced regular attacks and on 10-11 May 1941 was hit by its biggest raid. German bombers dropped 711 tons of high explosive and 2,393 incendiaries. However, this proved to be the last major raid until January 1943.



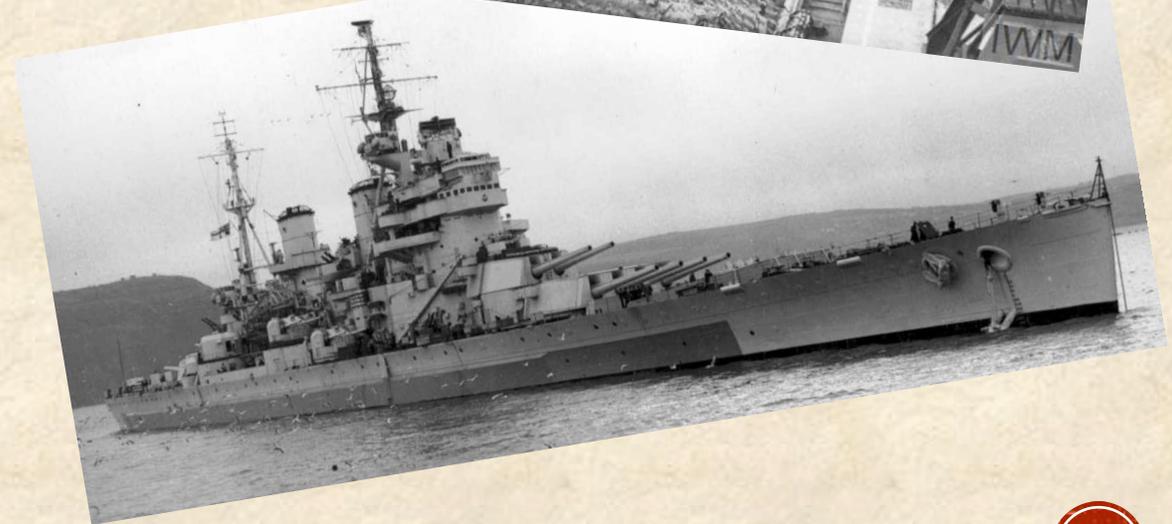
# BIRMINGHAM

Birmingham was Britain's third most-bombed city, after London and Liverpool. The first major raid took place in August 1940. More followed in September and October. In a raid on 19-20 November 1940, more than 400 tons of high explosive bombs were dropped. One of the city's most important factories, the Birmingham Small Arms (BSA) works, which was producing weapons for the army, was hit and 53 workers were killed. In a new tactic of hitting towns and cities on consecutive nights, Birmingham was blitzed again on 21-22 and 22-23 November. During this time, Birmingham was also producing Spitfires.



# PORTSMOUTH

The important naval base of Portsmouth on the south coast was raided almost every four weeks during the start of 1941. It suffered its heaviest raid on 10-11 January. German aircraft dropped 140 tons of high explosive bombs and 40,000 incendiaries on the city. Fires were started in the dockyard. The city's Guildhall was also set on fire by incendiary bombs and its interior and roof destroyed.



# BRISTOL

By November 1940, Bristol had already endured numerous air raids. German bombers had targeted its docks at Avonmouth and its aircraft factories on the outskirts of the city. But on 24 November the city was hit by an air raid of much greater ferocity than those that had come before. German bombers dropped 1,540 tons of high explosives and 12,500 incendiaries. Many of the city's historic buildings were destroyed or in flames and 175 UXBs (unexploded bombs) were left behind.



# SHEFFIELD

The industrial city of Sheffield, famous for steel production, was a major centre for armaments manufacture. It was hit by two raids on 12 and 15 December 1940. Damage to the city's industrial areas was relatively light. But the city centre was devastated in the raid and nearly 3,000 homes and shops were destroyed.



# YOUR TASK

With your research complete, General Hasselsloth needs you to explain, in a small paragraph, why areas are likely to be targeted. Identify some of the likely key targets on the map, noting down why these areas are of military importance. If you are unable to print out the map, write out why some areas were more important than others, still have a look at where some of these places are located and note down some areas of importance for the General, explaining what was important about these areas.

Once completed, notify the General as quickly as you can!



Explain to the General, why areas may be targeted by the Luftwaffe.

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Locate areas of importance.



**TOP SECRET**

## Lesson 2

Well done, you have alerted General Hasselsloth to some of The Luftwaffe's likely targets.

Your mission today is to suggest what the General can do to protect people in the area and what he can do to fight back against the bombing raids.

Inform the General of your findings so he can put your plan into action.



# STAYING SAFE

The government ordered that after dark, street lights must be turned off, cars had to have special headlamps and people had to cover their windows and doors to stop any light. This was known as a 'Blackout'.

When flying above, bomber pilots would look down and see just darkness instead of lit up streets and homes. This made it much harder for the Luftwaffe to know where they were and meant that it was harder for them to hit their targets. There was however, an increase in road accidents as those driving cars could not see where they were going.



# STAYING SAFE

People were warned of a likely air raid by loud sirens, positioned in different parts of towns and cities. During the blitz, they became an almost daily part of life.

The sirens made a very loud and long signal or warning sound. For an alert, the siren sound pitch rose and fell alternately. The All Clear was a continuous sound from the siren. Not every alert brought a raid, and sometimes raids happened when no alert had sounded.

When people heard the siren they would stop what they were doing and make for a shelter.

This is what they sounded like:

<https://www.youtube.com/watch?v=p3rP3htV0zc>



# STAYING SAFE WITH SHELTERS

Public shelters were available which were made of brick and were often dark and smelly. People in London spent the nights in the underground stations, sleeping on the platforms.

As the night raids became so frequent, many people who were tired of repeatedly interrupting their sleep to go back and forth to the shelter, virtually took up residence in a shelter.



# STAYING SAFE WITH SHELTERS

Some people built Anderson shelters in their gardens. These were made from six corrugated iron sheets bolted together with soil over the top and would often be half buried in the ground. There were steel plates at either end and measured 1.95m by 1.35m. There would often be a bench inside where people could sleep and a small entrance at one end.

The government gave out Anderson shelters free to poor people who earned below £5 a week. Men who earned more than £5 a week could buy one for £7. By September 1939, 1.5 million had been built in gardens.

In low-lying areas, the shelters tended to flood and sleeping was difficult as they did not keep out the sound of the bombings.



# STAYING SAFE WITH SHELTERS

The Morrison Shelter was named after the Minister for Home Security, Mr. Herbert Morrison. From March 1941 onwards, people could have a Morrison shelter which was kept indoors. It looked like a cage with steel mesh around the sides and a thick sheet of steel on the top. People would sleep inside it, although it was quite squashed. It could also be used as a table.

The Morrison shelter was very strong and even if the ceiling collapsed above, usually the people inside would be safe. It measured 2m long, 1.2m wide and 0.75m tall.



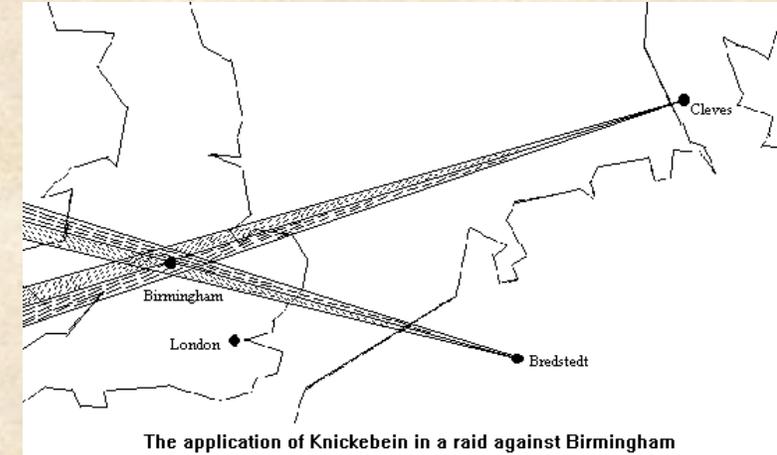
# FIGHTING BACK - COUNTERMEASURES

To help against The Blitz, Britain tried many different ideas. Creating fake airstrips to draw The Luftwaffe away from real targets was one such idea.

In mid-1940, it was discovered that The Luftwaffe were using a system called *Knickerbein* to guide their planes. It was a series of radio signals that the pilots could follow to their targets. The British created fake signals for the pilots to follow to lead them away from the cities.

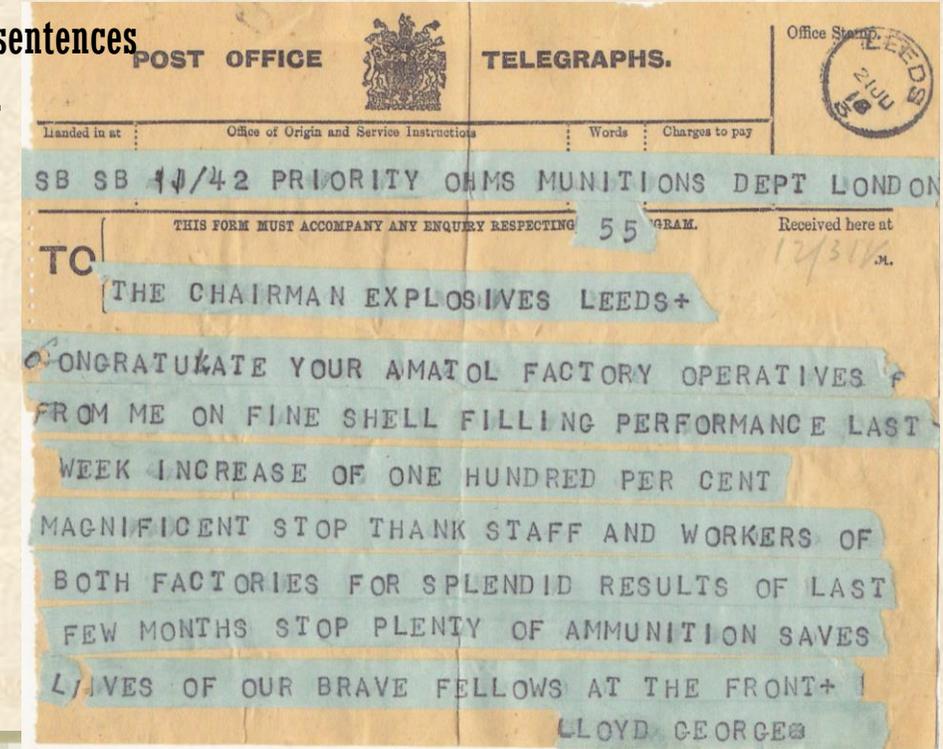
The British also tried using bright search-lights to locate the bombers in the dark and shoot them down with fighter planes and anti-aircraft guns.

These early defences against The Luftwaffe were mildly effective and it was ultimately the development of airborne radar that proved most effective in the night as radio waves would be sent out and bounce back off of The Luftwaffe's bombers. These allowed the RAF to know where they were. The Blitz ended on 16<sup>th</sup> May 1941 when German bombers had to help with the invasion of Russia.



# YOUR TASK

An example of sent telegram. It uses short sentences and the 'stop' is where a full stop would go.



You need to contact the General as quickly as you can with the information you have gathered.

Tell him how he can keep the people of Great Britain safe from the bombing raids of The Luftwaffe and what he can do to fight back.

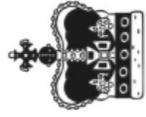
You need to get a telegram to General Hasselsloth. Telegrams are short messages sent using a telegraph machine. It uses Morse code so your message needs to be short and to the point advising him what he should do. If fancy a challenge, you can send the telegram yourself by translating it into Morse code!

There is a template you can print off if you wish, but writing it out in your Distance Learning book will do the job.  
Good luck!



A telegraph machine.

A	.-	J	.-.-.-	S	... .	0	-----
B	-....	K	-.-	T	-	1	.-.-.-
C	-...-	L	.-..	U	...-	2	..-.-
D	-..	M	--	V	...-	3	...--
E	.	N	-. .	W	.-.-	4	....-
F	...-	O	---	X	-...-	5	.....
G	--.	P	....	Y	-...-	6	-....
H	....	Q	----	Z	-... .	7	--... .
I	..	R	... .			8	-----
						9	-----



**POST OFFICE**

**TELEGRAM**

Date:

To:

From:

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Message:

**TOP SECRET**

## Lesson 3

Fantastic work on the intel! Thanks to you, we'll get through The Blitz.

The General is tucked away from the bombing so is unsure of what is going on. He needs an artist's impression of what is happening in London. You would think someone so important would have access to a camera, but he's adamant on a picture from a budding artist.

Get your pencils, pens, paints or whatever you have at your disposal and give the General a clearer picture of what is going on!





What famous landmarks can you see in this silhouette?

A



B



C



Can you recognise any of these silhouettes? (Answers in your distance learning books)

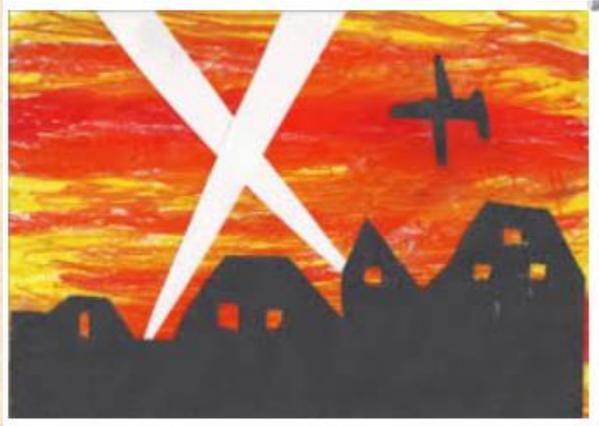




**Why would this silhouette be inappropriate to use for your artwork?**



Create a silhouette of the 1940s London skyline. You can do this by drawing, painting, cutting out and sticking in, or any other imaginative way you can think of. Just remember, it is 1940's London, so do not include buildings like the London Eye, the Shard, the Gherkin, or any other skyscraper.



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## Lesson 4

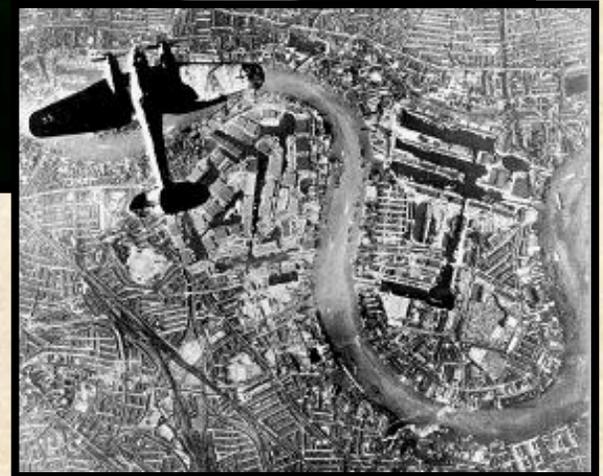
The General thanks you for all of your hard work. The time has now come to move to safety. Get your bags packed and collect your thoughts, we're evacuating!



# EVACUATION IN WORLD WAR II

When Britain announced it was at war with Germany in 1939 the British Government knew that Germany would attack Britain with bomber planes. So they ordered that mothers and children who lived in cities had to leave the cities and go to live with other people, people not known to them, in the countryside.

They were to be **EVACUATED** to the safety of Rural areas of Britain.



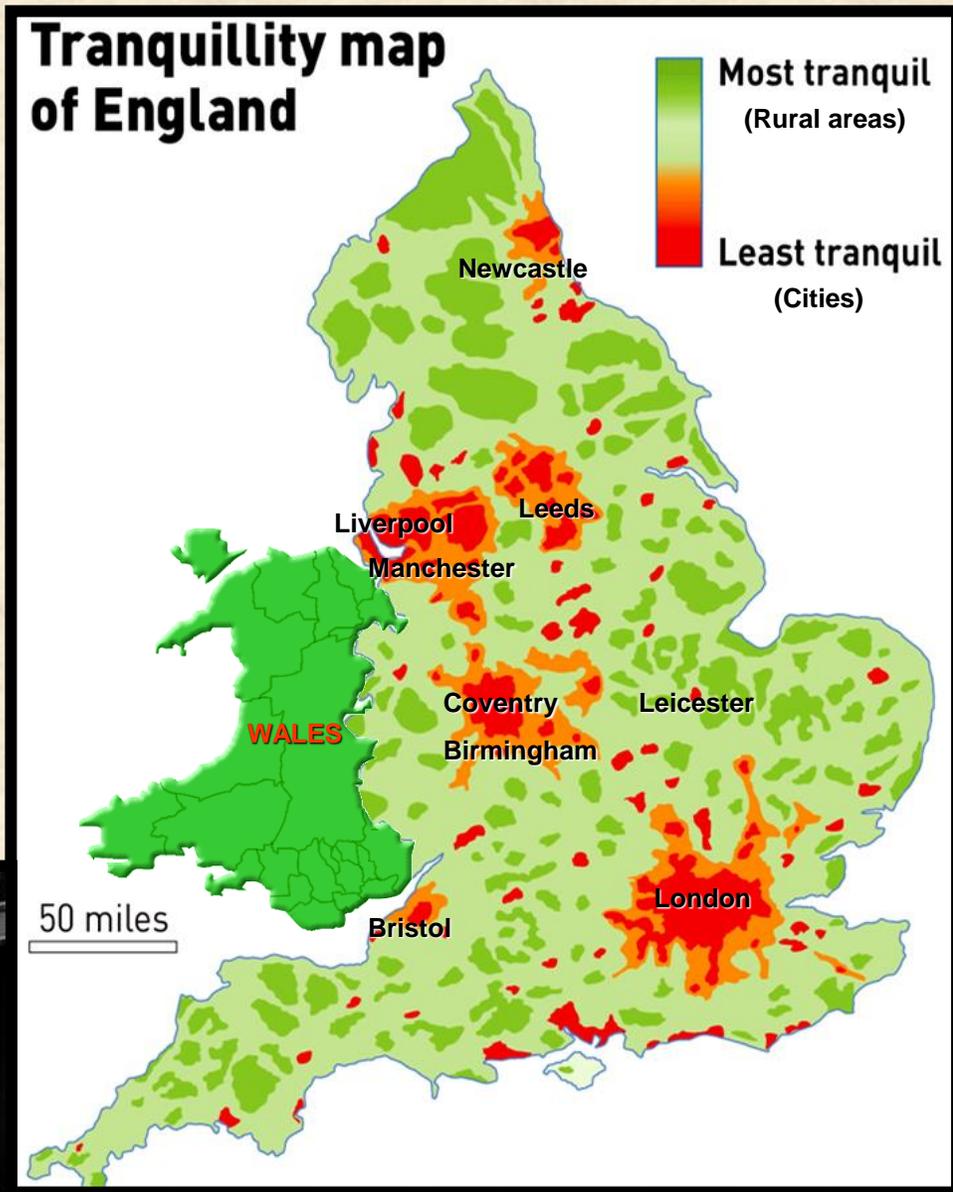
# EVACUATION IN WORLD WAR II

Towns and villages in the countryside (Rural and Farming areas) would not be targeted by German bomber planes as much as the cities – so children would be much safer living in the rural areas.

The areas in red on the map show the areas the German bombers would target the most.

The areas in green on the map show the rural countryside areas where people would be safer from bombing raids.

Mothers and children were *evacuated* to green areas.

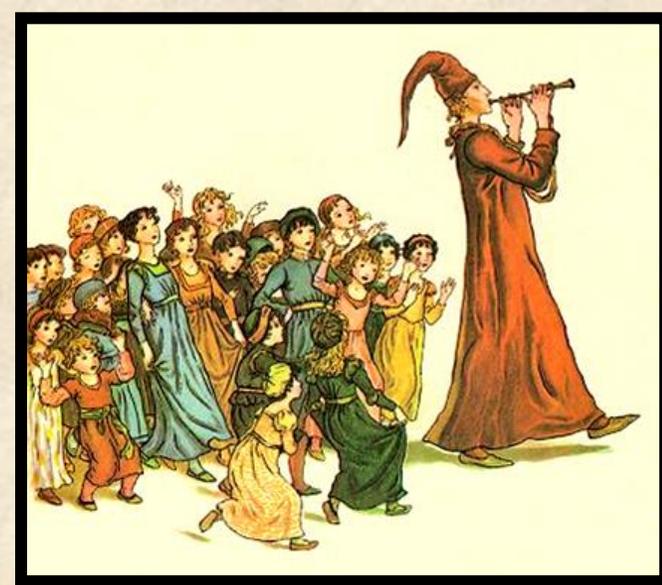
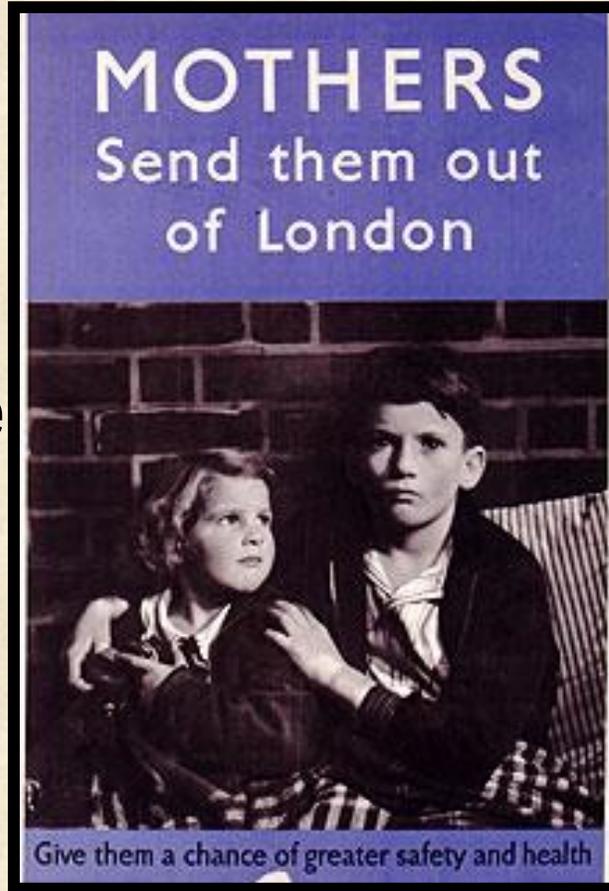


# EVACUATION IN WORLD WAR II

In 1939 more than 3.1 million (3,100,000) children were evacuated from the main British cities including London.

The plan to evacuate them was called *Operation Pied Piper*, after the German folktale about a magical musician who lured all the children of a town away with his musical pipe, and the children were never seen again.

The evacuation of city children happened very quickly.



# EVACUATION IN WORLD WAR II

But the Evacuation happened so quickly that some children did not know where they were being sent to.

Many children had never been separated from their parents and family before. Many children's parents had to stay in the cities to work and so the children were evacuated on their own.

Imagine how it must feel to be told you were leaving your parents, you were going somewhere strange, you would be living in strangers' houses with them, and that you might not see your parents for up to a year.



Look at the children in this picture.

They are being evacuated. Their mothers are saying 'Goodbye' to them at the railway station.

The children are about to travel on a train to a rural area to live with strangers. How do you think they must feel? What is around their necks?

[https://www.youtube.com/watch?v=ijh7\\_OrM23I&safe=active](https://www.youtube.com/watch?v=ijh7_OrM23I&safe=active)

# TASK 1

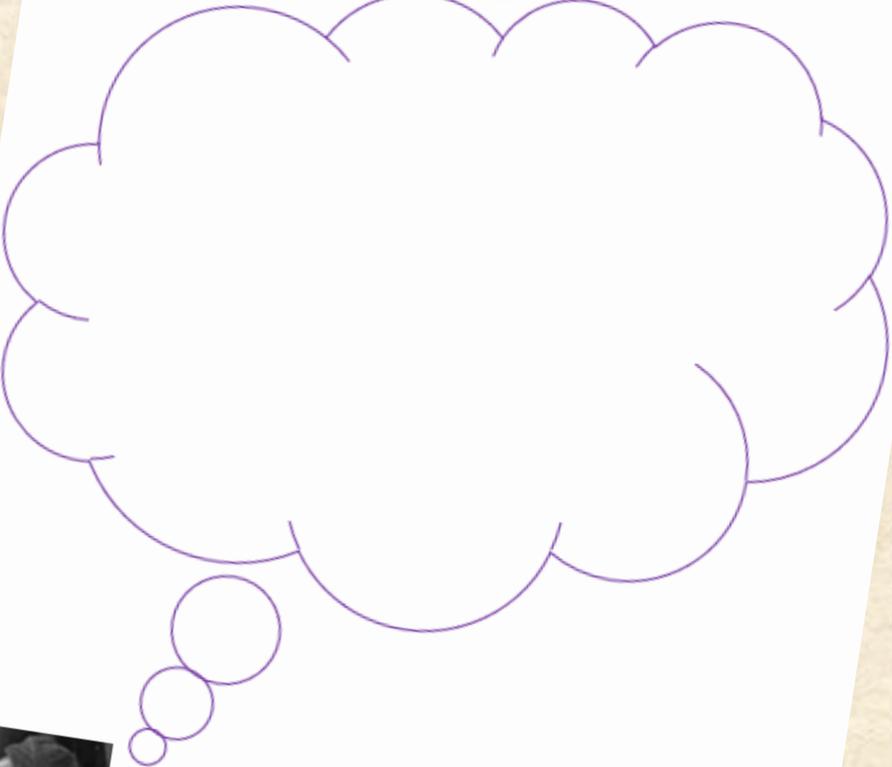
How do you think children felt about being evacuated during the Blitz?

What words could describe their emotions leaving their home?

How would they have felt arriving in an unfamiliar environment and having to call it home?

Complete the thoughts of an evacuee task. You can draw this out in your Distance Learning book or print off the next page.

**Life as an Evacuee**



LO: To know what the Blitz was and empathise with the emotions of children who were evacuated.		
I can...	I think:	My teacher thinks:
Understand why parents chose to send their children away from the city and evacuate them to the countryside.		
Consider how children who were evacuated would have felt about this experience.		
Imagine some of the thoughts and feelings children who were evacuated may have had.		



# Life as an Evacuee



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Consider how children who were evacuated would have felt about this experience.		
Imagine some of the thoughts and feelings children who were evacuated may have had.		

# TASK II

What do you think they packed in their cases?

Do you think there was anything that they were not allowed to take?

What items would you have packed?

If it were now, what items would you pack?

Answer the first two questions in your Distance Learning book and then complete 'A suitcase for one'. There is a larger version you can print off on the next page if possible or you can draw it out in your book.

## A suitcase for one...

LQ: Why were children evacuated?

LQ: What was it like to be evacuated?

I can...

Suggest why evacuation was used as one strategy to protect children (class discussion).

I think:

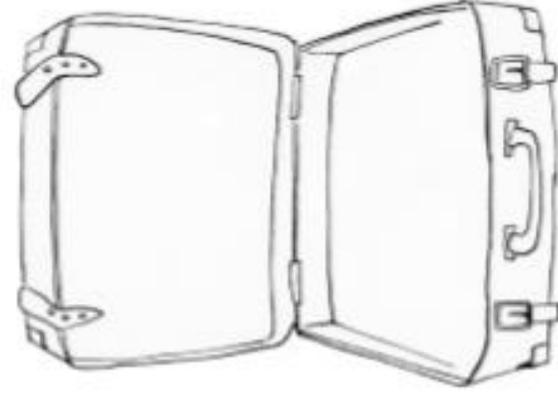
My teacher thinks:

Describe some likely feelings and experiences of an evacuee.



# A suitcase for one...

LQ: Why were children evacuated?		
LQ: What was it like to be evacuated?		
I can...	I think:	My teacher thinks:
Suggest why evacuation was used as one strategy to protect children (class discussion).		
Describe some likely feelings and experiences of an evacuee.		



# WHAT THEY ACTUALLY PACKED

Families were told the children were only allowed to have one suitcase with them. In that suitcase they had to have:

- the clothes they would need
- their Identity Card
- their Ration book
- their Gas Mask
- some money, and a few small toys.

Everything had to fit in the one suitcase and the children had to keep the suitcase with them all the time they were travelling to their rural area.

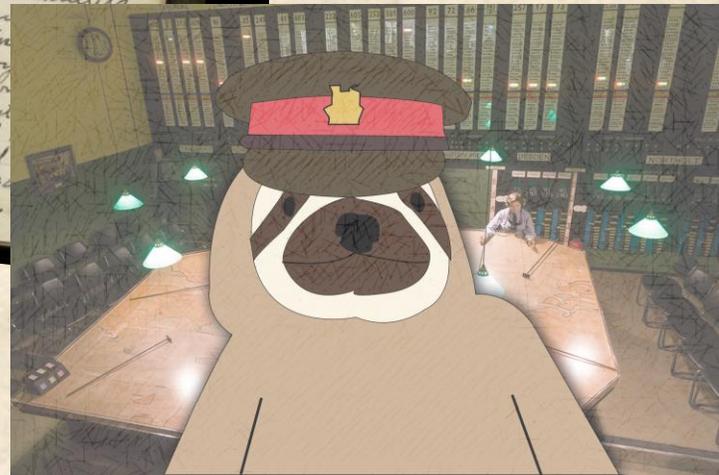
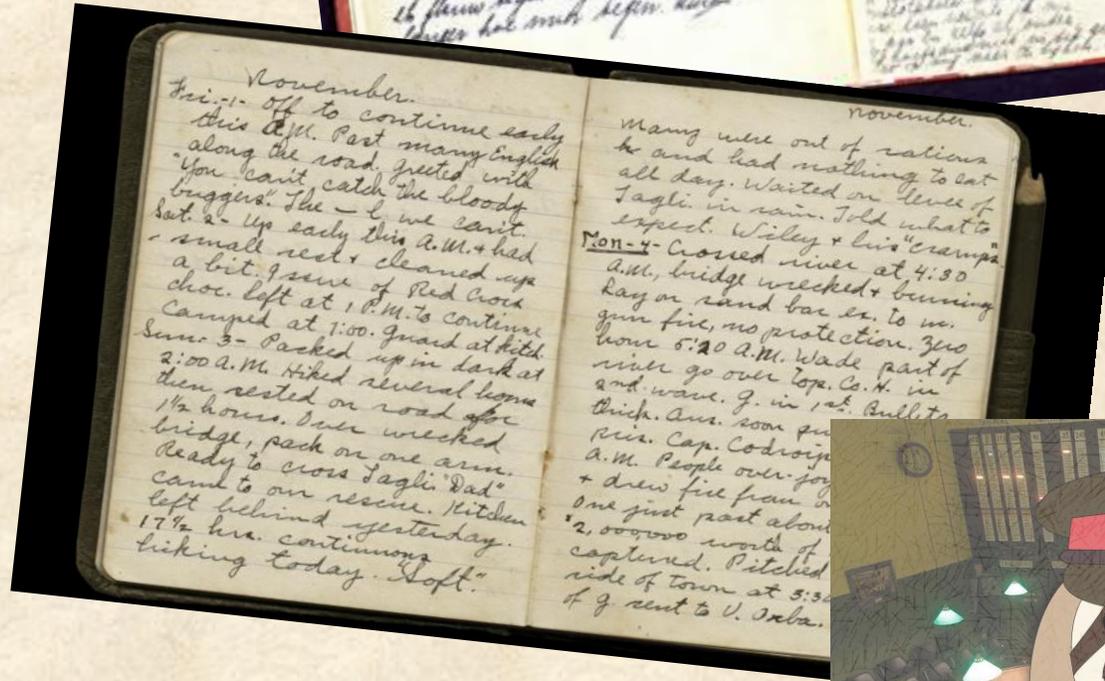
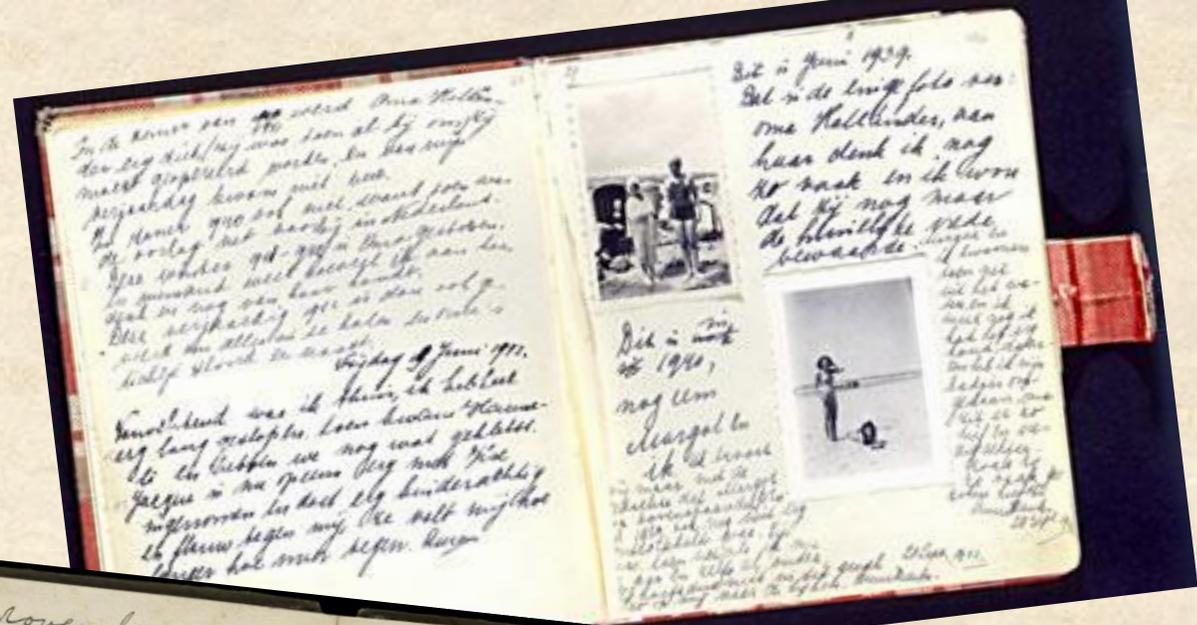


**TOP SECRET**

# Lesson 5

The General sends his best and hopes you're well. The countryside can be lovely at this time of year and should be much quieter and safer than the city.

He has suggested that you document your experience of evacuation using a diary. He is eager to read about how you are getting on!



# STAYING WITH A NEW FAMILY

When children arrived at the rural area, there were always lots of adults waiting. The adults would pick the children they wanted to come and live with them. Many children had to wait a long time until they were picked by an adult.

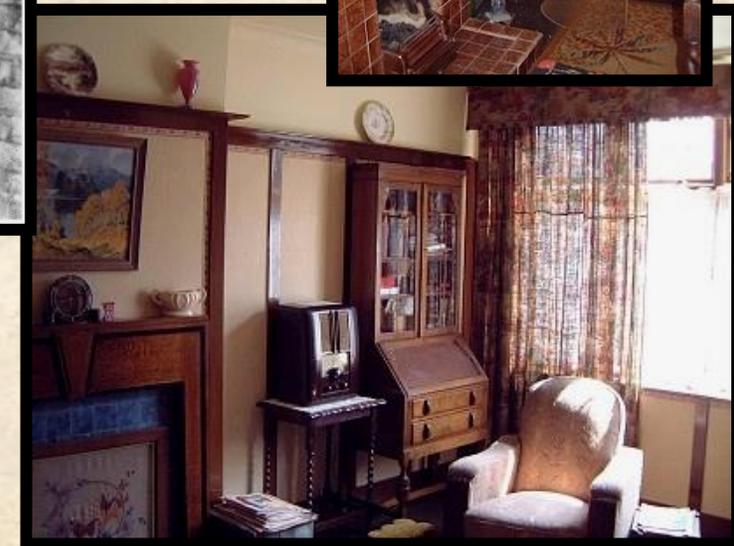
Sometimes children would wait while all the other children were picked. Brothers and sisters would be picked together mostly, but there were times when brothers and sisters had to be split up and go to live with different families. They might not see each other again for more than a year.



# STAYING WITH A NEW FAMILY

Some children were lucky and got to live with families who were kind to them and lived in well-furnished houses with bathrooms and toilets inside.

Some children were not so lucky and had to live in small cramped houses with no bathroom and only an outside toilet, and the people did not treat them in a loving way, like their own family.



# STAYING WITH A NEW FAMILY

Many children had never been into the countryside before.

They were shocked and excited at the huge areas of rural and farming land.

City children often wrote letters to their parents describing seeing animals such as cows and sheep for the first time.



# STAYING WITH A NEW FAMILY

Many evacuee children went to live on farms.

As well as going to school they had to help the farmers look after the farm animals and the fields.

Many city children had the opportunity to do things they would never have been able to do in the city, such as:

- Feed, clean and ride
- Feed and milk cows
- Feed and clean pigs
- Feed chickens and collect their eggs



# STAYING WITH A NEW FAMILY

Evacuee children would work in the farmers' fields before school, after school and at weekends and holidays.

All year round they helped dig up potatoes, carrots, onions, cabbage, and turnips.

In summer they would pick fruit from the farmers' fruit trees; apples, pears, plums and cherries.

In autumn the children would help pick blackberries.



# YOUR TASK

Yesterday, you packed your suitcase packed and gathered your thoughts in the two activities.

Now that you have looked at what happened to children once they arrived in the rural areas and what they got up to with their new families, write a diary entry on either your trip to the rural area or on your first few days with your new family.

Use the example on the next page for some inspiration.

Remember to use:

- Past tense
- First person pronouns (I, we, my)
- Describe your point of view, thoughts and feelings
- Include opinions as well as facts
- Use ambitious words to describe people and places
- Is written in an informal style, as though speaking to someone
- Use time conjunctions to link events (first, then, next)
- Organise events into paragraphs
- Uses inverted commas to show direct speech



# EXAMPLE:

Dear Diary,

I can't believe this has actually happened. I'm on a train heading south and I have to stay there for a very long time. It's called evacuation—that means sending the children away to the country to avoid all of the bombing.

I can understand why they are doing it but I am still utterly miserable. Mother says that it might only be for a little while but I don't think she was quite telling the truth. The Germans are bombing London and all of the other cities day and night and whatever Prime Minister Churchill says on the wireless, I know that victory parties are a very long way off. Mr Hitler is proving much more trouble than we first thought!

I'm going to somewhere called Penzance in Cornwall and that's all I really know. I tried to be brave when Mother and little Peter took me to the platform and put me on the train. I even kept my composure when Mother told me 'Stay safe. I love you my darling' but now I'm in a train carriage all by myself and I can't hold back the tears anymore.

Some of the boys from my class at school are racing around, laughing raucously and shouting about what an amazing adventure it is. Silly boys. Obviously they don't know that when we get there, we'll be taken to a hall and people only pick the nice looking children. No one will ever pick smelly Jimbo Hargreaves. He looks and smells like he lives with Farmer Gibbins' pigs!

I must get myself together or I'll look an awful state by the time we get there and no family shall want to take me home. That's my biggest worry. What if no one wants me? What if I'm just left there like the stray dog nobody wants? My heart is filled with anxiety and distress and I can't get myself together.

I wish I could see it all as an adventure...

I'll write in you later diary, when hopefully someone might have chosen me!

Dave

