

Learning Activity

Creu gweithgaredd addysgol ar gyfer eich myfyrwyr wrth ddefnyddio gwefan Casgliad Y Werin Cymru
Create a learning activity for your students using People's Collection Wales website.



Progression Step

3



Subject

20th Century History, World War 2, Cardiff



Title

Investigate Wales at War – Cardiff during WW2



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Introductory Text

What was daily life like in Cardiff during World War 2?

This learning resource supports the learner to answer this key question. Whilst investigating digital copies of primary sources from Glamorgan Archives, learners will develop an understanding of daily life in Cardiff during WW2. Each short investigative task is linked to a collection of digital primary sources on The People's Collection Wales website and introduces a key question about a particular aspect of daily life during the war. There are 'primary source' help notes to support pupils with each investigation. Pupils will first establish the date for the outbreak of war and they will then investigate air raids, evacuation, rationing and VE Day. The supporting teachers' notes provides learning objectives, background information for each investigative task and ideas for additional learning activities suitable for Progression Step 3 pupils.

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Learning Objectives

Learners will understand:

- How WW2 affected the daily life of people in Cardiff and in Wales:
 - The outbreak of WW2
 - Air Raids
 - Rationing
 - Evacuation
 - VE Day

Learners will be able to:

History

- Select, record and organise information about historic events.
- Plan an investigative approach to answer the key questions.
- Use a range of sources, including the People's Collection Wales website, to search for information.
- Ask and answer relevant questions about the past.

Literacy and Numeracy

- Communicate ideas and information to a range of audiences and a variety of situations.
- Listen and respond to the ideas of others.
- Contribute to discussions and presentations.
- Organise information using a structure appropriate to the purpose and focus of the task.
- Select, analyse and present information appropriately.
- Use a range of appropriate reading strategies to make sense of texts.
- Identify main ideas, events and supporting details within the texts.

Skills Focus

Communication:

- Developing information and ideas.
- Presenting information and ideas.
- Locating, selecting and using information using reading strategies.
- Organising ideas and information.
- Communicating information.

ICT:

- Create and present information and ideas.
- Find suitable information from the People's Collection Wales website.

Thinking:

- Ask questions.
- Activating prior skills, knowledge and understanding.
- Gathering information.
- Considering evidence, information and ideas.

TASK 1

When was the outbreak of World War 2?

Study the **'Outbreak of World War 2 in Cardiff'** collection to find out the answer

Discussion

What do you think happened in your school when the war started?

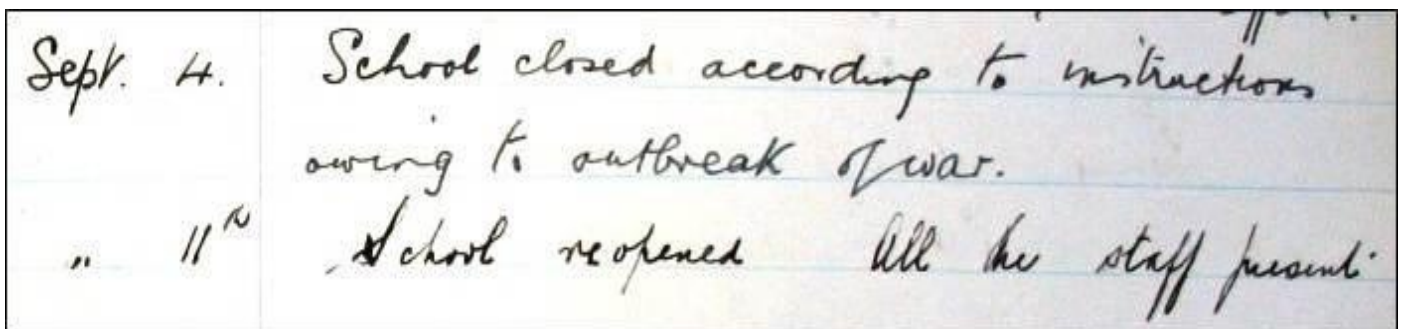
How do you think school children in Wales felt about the outbreak of WW2?

Collection for Task 1

[Click here for the collection 'Outbreak of World War 2' in Cardiff.](#)

USING PRIMARY SOURCES

Looking at primary sources— *A school log book*



What is a school log book?

It is very similar to a diary, in that the writer, usually the headteacher, records any interesting information that happens in the school. Schools that were paid for by the government had to keep a record of what happened in the school.

What information can we get from a school log book?

Not all log books have the same information. Some simply record the day to day running of the school, others hold interesting information about pupils and their lives. Most will contain information about attendance and local events.

The extract above from a school log book tells us that this school in Wales was closed on September the 4th 1939 **'according to instructions'**. The school reopened on the 11th of September 1939 with **'all the staff present'**.

TASK 2

What was an air raid like during World War 2?

Study the '[Cardiff Air Raid collection](#)'. Use the collection to find out what happened during an air raid. Here are some questions to help you with your investigation.

What happened during an air raid?

What did children have to do during an air raid?

What rules did people have to follow during the air raids and who checked that the rules were followed?

What happened to some of the buildings in Cardiff during the air raids?

Why do you think people wore gas masks during the air raids?

Collection for task 2

[Click here for the collection 'Cardiff Air Raid'](#)

USING PRIMARY SOURCES

Looking at a primary source - A photograph



So what is a photograph?

A photograph is a picture made by using a camera. Nowadays we are all used to having our photograph taken and we use digital cameras and mobile phones to take photographs. These **digital** photographs can be easily viewed and printed onto paper. In the 1930s and 1940s far fewer people owned cameras and there were no **digital** cameras. Photographs were taken using **film** cameras and the **film** had to be processed using special chemicals before the image could be viewed. It is also useful to know that, although colour film was available during the first half of the 20th Century, it was expensive. So, most of the World War 2 photographs in archives and record offices are black and white.

So what information can we get from photographs?

Photographs can give us a lot of information about our local area and help us to create a picture of the past. They can show us what places and people looked like during a certain time in history, providing us with evidence about what has changed and what has stayed the same. Photographs by themselves can give us a lot of information and we can enrich the evidence by using other archive material, e.g. the air raid bombing sites map (BC_FS_4_4) in the 'Cardiff Air Raid Collection' on the People's Collection Wales website.

Useful questions to think about

- What kind of smells and sounds can you imagine just by looking at photographs?
- How do you think the people in the photographs are feeling?
- What do you think the people in the photographs are thinking?

TASK 3

What does evacuation mean?

Study the '[Evacuation from Cardiff collection](#)'. Can you work out what 'evacuation' means.

Here are some questions to help you with your investigation.

Why were children evacuated from Cardiff during WW2?

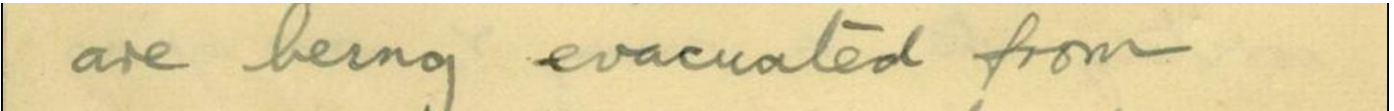
Where were children evacuated to during WW2?

Collection for task 3

[Click here for the collection 'Evacuation from Cardiff'](#)

USING PRIMARY SOURCES

Looking at a primary source - A letter



So what is a letter?

A letter is a very particular type of historical source. It is important to remember that letters are often written for a 'private' audience. A letter is also written in a way that invites dialogue, in the same way as an e-mail or a Facebook entry would today.

So what information can we get from a letter?

Often personal letters offer historians information that official documents don't include. By looking at a letter we can learn about the direct experiences of individuals, they offer us **personal** experiences of historical events. For example, what was everyday life actually like or how people felt.

Here are some useful questions to ask when using a letter as historical evidence. They will help you search for evidence about the author, the recipient and the history of the letter you are studying.

What does the letter look like and what can this tell us about the author, the recipient and the historical context?

- What kind of paper, ink and pen has been used?
- What does the writing look like and what can that tell us about the author?

Writing style and quality. What can they tell us about the author, the recipient and the historical context?

- What is the writing style, is it formal or familiar?
- Are there spelling mistakes? Why?
- Are there grammatical mistakes?

The Story. What can they tell us about the author, the recipient and the historical context?

- When was the letter written?
- What story is the author telling and from what perspective?
- How does the letter relate to other historical sources from the same period?

TASK 4

What can you find out about rationing?

Study the **'The Cardiff WW2 Rationing collection'**.

Here are some questions to help you with your investigation.

If there wasn't as much food as usual, what do you think happened?

What sort of foods do you think were rationed?

What do you think 'Dig for Victory' means?

What do you think 'Make do and Mend' means?

Collection for task 4

[Click here for the collection 'Cardiff WW2 Rationing'](#)

USING PRIMARY SOURCES

Looking at a primary source - A government information leaflet



So what is a government leaflet?

A government leaflet is a very particular type of historical source. It is important to remember that these leaflets are written for a **public** audience. They describe what the government wants the public to do or to think at a particular time in history.

So what information can we get from a government leaflet?

Government information leaflets offer historians information about the **public** messages of governments in power at particular times in history. By looking at government leaflets we can learn about how governments of the past tried to solve the problems they faced. They can also tell us what governments of the past wanted their public to think and what they wanted their public to do.

Here are some useful questions to ask when using government information leaflets as historical evidence. The questions will help you search for evidence about the messages in government information leaflets.

What does the government leaflet look like and what can this tell us about the author?

- What kind of paper and ink has been used?
- What do the writing and the pictures look like and what can that tell us about the author?

Writing style. What can they tell us about the author and how the author wants to talk to the public?

- What is the writing style, is it formal or familiar?
- What is the tone of the leaflet, is it friendly or unfriendly?

The message. What can they tell us about the author, the recipient and the historical context?

- When was the leaflet written?
- What message is the author telling us about and from what perspective?
- How does the leaflet relate to other historical sources from the same period?

TASK 5

What was 'VE day' and how was it celebrated?

Study the 'Cardiff VE Day Celebration Collection'.

Here are some questions to help you with your investigation.

Can you work out what VE Day was?

What happened in schools on VE Day?

What do you think people ate to celebrate?

Collection for task 5

[Click here for the collection 'Cardiff VE Day Celebration'](#)

Well done you have finished your investigations and you have collected lots of information about World War 2!

Now it's over to you to find out more.

What new questions would you like answers to?

You can do more research online, at archives, local record offices and museums.

Find out more online

<http://www.peoplescollection.wales/collections/377425>

<http://www.bbc.co.uk/wales/history/sites/themes/ww2.shtml>

Find out where your nearest archive or record office is by following the link:

<http://www.archiveswales.org.uk/>

Find out where your nearest museum is by following the link:

<http://www.culture24.org.uk/places+to+go/wales>

Task 1

The Outbreak of World War 2

ADDITIONAL LEARNING ACTIVITIES

Discussion

What do you think happened in your school when the war started?

How do you think school children in Wales felt about the outbreak of WW2?

Writing a school log book entry - Then and Now

Find more examples of school log books from across Wales on the People's Collection Wales website.

After studying the log book entries, the pupils could write a short series of school log book entries about an event that has affected both their school and another country in the World.

They might include the following information:

- The date the event happened.
- The countries in the World that were also affected by the event.
- What happened in their school.
- How they felt about the event.
- Who was affected by the event.

Ideas for events

- Our school and the Olympics.
- Our school and extreme weather.
- Our school and charity days.

Other follow on activities could include:

- Writing a pen pal letter about the event described in their log book entry to a school child in another country also affected by a similar event.

- Writing and performing a radio announcement, describing the world event they have described in their school log book entry. Play the sound of Neville Chamberlain announcing that Britain was at war as a starting point.

Hear Neville Chamberlain announcing that Britain was at war by following this link:

http://www.bbc.co.uk/schoolradio/subjects/history/ww2clips/speeches/chamberlain_declares_war

The outbreak of World War 2 - External links and further reading

More introductory information about World War 2 :

http://www.bbc.co.uk/schools/primaryhistory/world_war2/world_at_war/

More detailed information about the lead up to the outbreak of World War 2 :

<http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/>

Task 2

Air Raids during World War 2

ADDITIONAL LEARNING ACTIVITIES

After visiting your local archive the pupils write a **censored** newspaper article about an air raid or air raid related incident in your local area.

Remember it might not be an actual air raid.

Use the air raid collections on the People's Collection Wales website and primary sources from local archives to write a newspaper article. Remember that media output was censored to protect morale on the Home Front. They will need to think positively!

The pupils will need the following in order to write the article:

- General information about air raids in Britain and Wales from the People's Collection Wales website and other web sources listed in this learning resource.
- Specific information about air raids in your local area from the People's Collection Wales website and your local archive.
- Copies of your local newspaper during the war from your local archive.

Other follow on activities could include:

- A role play activity where small groups take it in turns to be the Air Raid Wardens visiting your school. The pupils will need to prepare a presentation using material from the 'air raid collections' on the People's Collection Wales website. As Air Raid Wardens they would describe to the rest of the class what action should be taken during an air raid.

You could also contact your local museum and see if they have a World War 2 handling box for props.

Listen to the sound of an air raid siren by following this link:

http://www.bbc.co.uk/schoolradio/subjects/history/ww2clips/sounds/air_raid_siren_audio

Air raids during World War 2 - External links and further reading

See more images in relation to air raid wardens:

<http://www.peoplescollectionwales.co.uk/items/44482>

More information about air raids in Wales:

http://www.bbc.co.uk/wales/history/sites/themes/periods/ww2_bombing.shtml

More information about air raids in Wales and the UK:

<http://www.nationalarchives.gov.uk/records/research-guides/maps-bomb-census-survey.htm>

Task 3

World War 2 and evacuation

ADDITIONAL LEARNING ACTIVITIES

Writing a letter home

After being evacuated, children would send postcards and letters home to their parents, letting them know how they were and what they had been up to.

The pupils imagine they are an evacuee and have travelled to a new place far from home. They write a letter to their parents on their arrival.

Firstly they will need to decide where they are travelling from and where they are travelling to. Using a map of Wales, try to locate the areas that were considered dangerous (densely populated areas and cities) and those areas considered safe (the countryside). This will highlight where evacuees were likely to have been taken from, and where they might have been sent to.

The 4th edition Ordnance Survey maps available on the People's Collection Wales website could be used to find out what Wales was like during World War 2.

The following information should be included in their letter:

- Consider the advantages and disadvantages of being evacuated.
- The journey they would have had.
- The family they now live with and the feeling of homesickness.
- Perhaps explain the differences in their new lifestyle.
- What makes the country different from the city? For example, the fresh air, animals, the noises.
- Have they made any new friends?

Other follow on activities could include:

- Write a list of what they would take with them if they were being evacuated. Think about what they would **need** to take, and what they would **want** to take. (For example, strong walking shoes, a gas mask, dry biscuits, their favourite teddy...).
- Discussion—How useful and reliable are the letters in the air raid collection as historical sources?
- Write a reply to one of the letters they have studied.

Evacuation - External links and further reading

More information about 'Operation Pied Piper'

<http://news.bbc.co.uk/1/hi/uk/8229175.stm>

www.jstor.org/stable/4467219

More information about 'Evacuation to Wales'

http://www.bbc.co.uk/wales/history/sites/themes/periods/ww2_evacuees.shtml

TASK 4

World War 2 and Rationing

ADDITIONAL LEARNING ACTIVITIES

Explore the 'Recipes Collection' on The People's Collection Wales website. Follow the link below.

<http://www.peoplescollectionwales.co.uk/collections/377867>

Visit your local archive to find more recipes from WW2 and also find out more about rationing in your area.

- Pupils can write a WW2 menu for the day using rationed ingredients. Pupils can then write a diary of what they have eaten in a day and compare the two.
 - How much sugar are there in the two menus?
 - How much fat?
 - What about fibre?
 - What about vegetables?
 - How much did their menu cost?
- Choose one of the WW2 recipes from their menu and make it.

A food rationing activity for September.

- Pupils can follow the instructions in the 'Wild Fruit Crop Leaflet' in the 'Cardiff World War 2 Collection'.
- Find a relevant wild fruit WW2 recipe in their local archive.
- Work out the cost of making the recipe.
- Cook the recipe and enjoy!

Suggested other follow on activities:

- Pupils could learn to knit. They could all knit a small section of a scarf each. The sections can be sewn together to create a 'scarf for the soldiers, sailors and airmen' fighting on the front.
- A box of relief items could be prepared by pupils and sent to a charity that is currently involved in a conflict somewhere in the world. This will draw parallels between contemporary conflict and WW2.

Showcase

Pupils can create a collection on the People's Collection Wales website, showcasing the WW2 recipes. They can also include digital copies of the WW2 rationing artefacts from their local archive.

TASK 5

VE Day

ADDITIONAL LEARNING ACTIVITIES

Visit your local archive and museum to find images of VE Day in your area.

The pupils step back in time and write a letter to a friend who was evacuated to your area during the war. Their friend has now gone home and they describe their VE Day party to them. The pupils will need to collect evidence before they write their letter. They can use the pictures on the People's Collection Wales website, pictures from your local archive as well as any other information you can find locally. The more evidence you have the better your letter will be!

In their letter they could include:

- What they wore to the party.
- Was there music?
- What food did they eat? Remember food was still rationed!
- Did they play games?
- What party decorations did they have?
- How do they feel now the war is over?

To find out how people felt, pupils could do the following:

- Visit their local war memorial to help them understand that many lives were lost in their local area.
- Visit your local archive and ask for copies of letters or newspaper articles related to VE Day. The pupils can then examine the message in the archive documents by doing the following:

Highlight in red the words and phrases that indicate happiness.

Highlight in blue the words and phrases that indicate relief.

Highlight in green the words and phrases that indicate sadness.

This exercise will help pupils write their own letter

Classroom discussion—Pupils can discuss how the VE Day party in their letter compares to a recent celebration or party they have been to.

Other follow on activities could include:

- Re-enact a VE Day party in your classroom. Your local museum might be able to help you by providing handling objects for the celebration and even some clothes.

VE Day - External links and further reading

More information about VE Day

http://www.bbc.co.uk/schools/primaryhistory/world_war2/the_war_ends/

TASK 1

Britain and the outbreak of World War 2

World War 2 broke out on Sunday the 3rd of September 1939 at 11am.

Why did the war break out?

In January 1933, Adolf Hitler came to power in Germany, he immediately began to challenge the Treaty of Versailles and adapt an aggressive foreign policy, which led to war. Some historians argue that Britain and France were to blame for the Second World War because they did not stand up to Hitler

More information about The Treaty of Versailles:

<http://www.bbc.co.uk/schools/qcsebitesize/history/mwh/ir1/thetreatyrev1.shtml>

What was the policy of 'appeasement'

During the 1930s, Britain and France followed a policy of **appeasement** toward Germany. They gave Adolf Hitler what he wanted in order to keep the peace. So why did Britain and France keep on giving in to Hitler's demands?

Appeasement was based on the idea that what Hitler wanted was reasonable and, when his reasonable demands had been satisfied, he would stop making demands and asserting his power.

There were many reasons why Britain appeased Hitler, but here are the main ones:

- The **British people wanted peace** - they would not have supported a war in 1938 and Neville Chamberlain, the British Prime Minister at the time, remembered the **slaughter of the First World War**; he thought another war would destroy civilisation.
- **Chamberlain wanted a strong Germany** to serve as a barrier against expansion by communist Russia.
- **Britain's armed forces were not ready for a war.**
- **Many people admired Hitler.** In 1938, the American magazine 'Time' declared him 'Man of the Year'.
- Many of **Hitler's complaints appeared reasonable** at the time, particularly in relation to The Treaty of Versailles.

More information about why WW2 broke out:

<http://www.bbc.co.uk/schools/qcsebitesize/history/mwh/ir1/whowastoblamerev3.shtml>

<http://www.bbc.co.uk/schools/qcsebitesize/history/mwh/ir1/whowastoblamerev4.shtml>

Adolf Hitler goes to far!

It is easy to argue that Hitler's actions pushed Europe, which was desperate to be reasonable, into war. His invasions of Czechoslovakia and Poland in 1939 went beyond correcting the 'mistakes' of The Treaty of Versailles. In September 1939 Britain and France went to war with Germany. They wanted to help Poland after it was invaded, but they were too late. Poland was occupied by Germany. By the summer of 1940 Germany had conquered Holland, Belgium, France, Denmark and Norway.

More information about which countries fought in the war:

http://www.bbc.co.uk/schools/primaryhistory/world_war2/world_at_war/

TASK 1

The Outbreak of World War 2

HOW DID PEOPLE IN WALES FEEL ABOUT THE OUTBREAK OF WAR

Following months of rising tension in Europe, the people of Wales responded with mixed feelings to the outbreak of World War 2.

There was **relief**, this is reflected in the quote below copied from the Western Mail and published on the 4th September 1939

"The general feeling was that at last, after months of suspense and nervous tension, the country knew exactly where it stood."

Harry Highman from Newport, was a young boy at the time and he remembers **excitement** .

"It was wonderful, exciting, we were going to hear guns firing. We were always running around playing soldiers. So the war, to us, was something to look forward to."

For many, however, there was a feeling of **resignation**. As one unemployed man told the Penarth Times,

"I'm just waiting for the call-up. I suppose we'll all be drawing army pay before long."

These extracts are copied from

<http://www.bbc.co.uk/wales/history/sites/themes/periods/ww2-when-war-broke-out.shtml>

retrieved 11.02.13

TASK 2

Air Raids during World War 2

When did air raids take place during World War 2 in Wales?

France fell in June 1940 and this meant that Wales and the UK was now on the western frontline. Cardiff was the first place in Wales to be bombed. Following the first air raid in Cardiff, harbours and industrial sites were targeted all over Wales. After 1941 the German air force was sent to prepare for the invasion of Russia on the Eastern Front and the bombing in Wales, along with the rest of the UK, were less frequent. There were, however, infrequent raids until 1943.

Where were the worst air raids in Wales?

Swansea suffered the most intense bombing raid in Wales; during February 1941 the 'Swansea Blitz' lasted three nights and large areas of the town centre were destroyed.

See images: <http://www.peoplescollectionwales.co.uk/collections/376966>

Cardiff, however, suffered the most sustained attacks in Wales.

What happened during an air raid?

Government guidelines and the ARP.

As early as 1935 government officials were discussing air raid precautions; in 1935 Stanley Baldwin issued a circular to all local authorities. The circular was called Air Raid Precautions and it invited all local authorities to make defensive plans in the event of war. As a result of the A.R.P. circular air shelters were built in some areas. In 1937 the Air Raid Wardens service was created and 200,000 volunteers were recruited (see further details under 'Air Raid Wardens' below.)

See this example of an air raid shelter being built in Cardiff :

<http://www.peoplescollectionwales.co.uk/Item/1250-building-air-raid-shelters-near-the-temple-of>

Despite the ARP circular of 1935 many local authorities didn't respond. In 1938, however, there was a renewed sense of urgency. This renewed sense of urgency was due to the increased international tension because of the 'Munich Agreement' and Germany's behaviour towards Sudetenland in Czechoslovakia.

More information about the Munich Agreement and Sudetenland :

<http://spartacus-educational.com/2WWmunich.htm>

<http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/chamberlainandappeasementrev2.shtml>

As a result of the crisis in 1938 Neville Chamberlain put Sir John Anderson in charge of the ARP. One key development that resulted from this appointment was the development of the 'Anderson Shelter', an affordable air raid shelter.

More information about the Air Raids and Air Raid shelters:

<http://spartacus-educational.com/2WWshelters.htm>

Blackouts

From September 1, 1939 everyone in Britain had to follow blackout guidelines. This meant that after dark every light had to be covered, windows had to be covered up and there were significant fines if people didn't comply. Black light bulbs were used and car headlights were covered. **See more images :**

<http://www.peoplescollectionwales.co.uk/Item/1235-second-world-war-headlamp-cover-used-during-t>

<http://www.peoplescollectionwales.co.uk/Item/9389-second-world-war-light-bulb-used-during-the-b>

Air Raid Wardens

'Air Raid Precautions (ARP) was established well before the war, but the number of wardens and their responsibilities increased from 1939 onwards. ARP wardens had various responsibilities including:

- *making sure no lights were visible during the 'blackout'*
- *issuing gas masks and air raid shelters*
- *sounding the air raid siren and the all clear*
- *searching for survivors after bombing raids*
- *recording information about size and location of bombs and related damage.*

<http://www.nationalarchives.gov.uk/records/research-guides/maps-bomb-census-survey.htm>

TASK 3

World War 2 and Evacuation

When were people evacuated during World War 2?

Many evacuees were moved during the early stages of World War 2 and forward planning had taken place prior to the outbreak of war. The evacuation plan was called 'Operation Pied Piper' and it was overseen by Sir John Anderson. During the first few months of the War, however, there were no big bombing raids in Britain and as a result, by 1940, many evacuees had been sent home. By July 1940 the German air force had changed their strategy and air raids became frequent in the larger cities. This resulted in a second wave of evacuation across the UK. Between September 1940 and December 1941, over 1,250,000 children were evacuated.

Who was evacuated?

Vulnerable people such as **children**, **expectant mothers** and the **disabled** were evacuated. School children were evacuated as a priority. They would often travel straight from their school, often by train, with their teacher to safer areas of the country. Around 3.5 million people, mainly children, were evacuated during World War 2.

Where did evacuation take place?

Children were taken from **cities**, where air raids were most likely to take place, and moved into the **country**, areas that were considered safe during this time. Through the Anderson Committee, 3 zones were allocated—**evacuation**, **neutral** and **reception**. Some children were sent to live with family members, however others had to live with complete strangers. It was an exciting time for some, especially those who had never seen a cow before! A mixture of emotions were felt, a sadness in leaving their families and their homes, but some felt excited about seeing new places. A small number of children were even sent abroad, to places like Canada, Australia and the United States.

Evacuation and Wales

Wales offered many 'reception' areas. 'Reception' areas were considered fairly safe from German bombers. Around 110,000 children were evacuated to Wales throughout World War 2. Children were also moved from Welsh urban areas like Cardiff and Swansea to Welsh rural areas like Ceredigion. The county of Glamorgan received the most evacuees from all over the UK; they welcomed around 33,000 children.

For a personal story of an evacuee in Wales, you can read Jimmy Ritchie's story online 'I am a Welshman'

Follow the link to an Imperial War Museum project 'Your Past My Future'

<http://archive.theirpast-yourfuture.org.uk/upload/package/52/Flash%20Site/index.html>

- You can watch the introduction or skip it.
- Then click on **Personal Stories**.
- Then click on '**I am a Welshman**' to read Jimmy Ritchie's Story.
- You can **print** pages from Jimmy's story for the classroom.

TASK 4

World War 2 and Rationing

BACKGROUND INFORMATION

Why were goods rationed during WW2?

Goods were rationed during World War 2 because it became increasingly difficult to import goods. With the decline of imported goods the government needed to do something to control consumption and share what was available amongst the population. Everyone in the UK was allocated a certain number of 'coupons' per week to buy rationed goods. Shop keepers would be prosecuted if they did not follow the rules and there were food inspectors to ensure that the system was adhered to.

What was rationed during World War 2?

Rationed food included:

bacon, butter, sugar, meat, fish, tea, jam, biscuits, breakfast cereals, cheese, eggs, milk and canned fruit

Other rationed goods included:

Petrol, Clothing

When were goods rationed during World War 2?

Petrol was rationed in 1939 and in January 1940, bacon, butter and sugar were rationed. This was followed by meat, fish, tea, jam, biscuits, breakfast cereals, cheese, eggs, milk and canned fruit. Clothing was rationed from 1941.

Who was affected by rationing in Wales during World War 2 and how did it affect daily life?

The affect of food rationing.

In Wales, as with other areas in the UK, it is suggested that people's diets became healthier. It was, however, easier to get meat, eggs and butter in rural areas without coupons. But, if a Food Inspector became aware of illegal or 'black market' deals, prosecution was a very real possibility. As in the rest of the UK, children in Wales were treated differently from adults; they were entitled to extra foods considered essential for growth, such as milk and orange juice.

Dig for Victory

People were encouraged to provide their own food through the government's Dig for Victory campaign. Gardens were dug up and vegetables planted and people were encouraged to have allotments.

Make do and Mend

When clothing was rationed in June 1941 a points system allowed people to buy one completely new outfit a year. To save fabric, men's trousers were made without turnups, while women's skirts were short and straight. Frills on women's underwear were banned. Women's magazines were packed with handy hints on how to re-use fabric and clothes. Instead of stockings, which were in short supply, girls coloured their legs with gravy browning. Sometimes a friend would draw a line down the back of their legs with an eyebrow pencil for a seam!

TASK 5

VE Day

BACKGROUND INFORMATION

When was VE Day?

Germany surrendered unconditionally on the 7th of May, 1945, and the following day was celebrated as VE (Victory in Europe) Day. The war in Europe was over.

What happened on VE Day?

VE Day was on May 8th. It commemorates the end of the Second World War in Europe, when the forces of Nazi Germany surrendered to the Allied forces.

Church bells rang out across Wales and the UK. Churches and chapels were packed as people went to give thanks that, after 6 long years of suffering, victory had finally come. It was a time to reflect on the millions of lives lost, hardships endured and to give thanks for those who survived.

In Wales and across the UK people gathered on the streets, many dressed in red, white and blue, to sing and dance, hugging each other, relieved that the war was finally over. Britain and Western Europe decided to celebrate VE Day on the 8th May with street parties and fancy dress parades for the children. In Russia VE Day is celebrated on May the 9th, the official date the war ended. Food was still rationed, so people had to share their coupons for party food. Many of the street party decorations were handmade.

Official announcement by Winston Churchill

The Prime Minister Winston Churchill officially announced the surrender of Nazi Germany which was broadcast around the world to British soldiers. He gave thanks to God and then went to join the Royal family on the balcony of Buckingham palace and told the crowds. "This is your victory... Advance Britannia".

Follow this link to hear an audio clip of Winston Churchill announcing the end of WW2

http://news.bbc.co.uk/onthisday/hi/dates/stories/may/8/newsid_3580000/3580163.stm

Further reading and useful links

General external links and further reading

Other collections related to World War 2 on The Peoples Collection Wales

<http://www.peoplescollectionwales.co.uk/collections/377425>

More thematic information about Wales and World War 2

<http://myglyw.org.uk/index.php?id=3617>

<http://www.bbc.co.uk/wales/history/sites/themes/ww2.shtml>

A thematic guide to WW2 in the UK for primary schools

http://www.bbc.co.uk/schools/primaryhistory/world_war2/

More thematic information about UK and the World during World War 2

<http://spartacus-educational.com/2WW.htm>

People's memories of World War 2 from across the UK

<http://www.bbc.co.uk/history/ww2peopleswar/>

Timeline for World War 2

<http://www.bbc.co.uk/history/ww2peopleswar/timeline/>

More information and learning activities about the Home Front in the UK

<http://www.nationalarchives.gov.uk/education/homefront/>

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Find your local archive below:

[Aberystwyth University Archives](#) archives@aber.ac.uk Tel: 01970 628593

[Anglesey Archives](#) archives@anglesey.gov.uk Tel: 01248 751930

[Bangor University Archives](#) archives@bangor.ac.uk Tel: 01248 382966

[Cardiff University, Special Collections and Archives](#) keelanp@cardiff.ac.uk Tel: 029 2087 5678

[Carmarthenshire Archive Service](#) archives@carmarthenshire.gov.uk Tel: 01267 228232

[Ceredigion Archives](#) archives@ceredigion.gov.uk Tel: 01970 633697/633698

[Conwy Archives Service](#) archifau.archives@conwy.gov.uk Tel: 01492 577550

[Denbighshire Record Office](#) archives@denbighshire.gov.uk Tel: 01824 708250

[Flintshire Record Office](#) archives@flintshire.gov.uk Tel: 01244 532364

[Glamorgan Archives](#) glamro@cardiff.gov.uk Tel: 029 2087 2200

[Gwent Archives](#) enquiries@gwentarchives.gov.uk Tel: 01495 353363

[Gwynedd Archives, Caernarfon](#) archives.caernarfon@gwynedd.gov.uk Tel: 01286 679095

[Gwynedd Archives, Meirionnydd](#) archives.dolgellau@gwynedd.gov.uk Tel: 01341 424 682

[Neath Antiquarian Society Archives](#) westglam.archives@swansea.gov.uk Tel: 01639 620139

[Pembrokeshire Record Office](#) record.office@pembrokeshire.gov.uk Tel: 01437 775456

[Powys Archives](#) archives@powys.gov.uk Tel: 01597 826088

[Swansea University Archives](#) archives@swansea.ac.uk Tel: 01792 295021

[University of Wales, Trinity St David Archives](#) rodericbownlibrary@tsd.ac.uk Tel: 01248 38296

[West Glamorgan Archive Service, Swansea](#) westglam.archives@swansea.gov.uk Tel: 01792 636589

[Wrexham Archives and Local Studies Service](#) archives@wrexham.gov.uk Tel: 01978 297480

You can find more resources online, at archives, local record offices and museums.

Find your local archive or record office @ www.archiveswales.org.uk/

Find your local museum @ <http://www.culture24.org.uk/places+to+go/wales>

The National Library of Wales @ <http://www.llgc.org.uk>

People's Collection Wales @ www.peoplescollectionwales.co.uk

RCAHMW @ <http://www.rcahmw.gov.uk>

Coflein @ <http://www.coflein.gov.uk/>

Britain from Above @ <http://www.britainfromabove.org.uk/>