

Year 3 - Week 12
Catshill Home Learning

This week your learning will be based around WW2 in the local area. There is lots of information but we hope you find it interesting as it is so close to where you live! You could read it independently or you could share the reading with an adult or sibling at home 😊.

Subject Suggested Activities – English/Topic

- ➔ World War Two in the local area
- ➔ Key questions based on reading
- ➔ Technology during WW2 – take notes whilst watching or tell somebody what you've found out
- ➔ Feeling crafty? Create a form of transport yourself
- ➔ Identity Cards

Other Website links

Handwriting <https://www.ictgames.com/mobilePage/writingRepeater/>

David Walliams (audio story – we know how much you love World's Worst Children)
<https://www.worldofdavidwalliams.com/elevenses/>

Fun news videos and animal videos <https://www.reachoutreporter.com/>

Please look on the school website for additional resources as well as our Year 3 class page.

Take care and stay safe!

Miss Moody and Mrs Braiden-Smith 😊

WW2 in the Local Area

Longbridge Factory

In 1939, Austin Motor Company were building motor cars and light trucks for public use. In approximately 1941, parts of Longbridge Factory began producing army trucks, ammunition and parts of aircraft that would be used in the war effort.

Longbridge, Austin Motor Company, painted their rooves in a camouflaged pattern so that the factory blended in with the local countryside. That being, the Lickey Hills and other local green spaces. German aircraft had difficulty spotting Longbridge factory because of this and as a result bombs hit alternative targets such as railways and marshalling areas. A marshalling area was where the incoming trains dropped their containers off with supplies for the surrounding factories.

German bombers would follow the railway tracks and because the steam trains would produce smoke and a glint of light from the fire, they were easier to spot.



Auxiliary Fire Service

As there were so many incendiary bombs dropped, the regular fire service were struggling to deal with the amount of work. Therefore, civilians were drafted in to work as part of a team called the AFS. Their job was to help deal with the amount of fires in the local area.

Being a child in Wolverhampton

Children would meet their friends and play in the local fields. On some occasions, when they were playing, they would spot Home Guards practicing military manoeuvres (how to protect the area against paratroopers) in the fields.

All children carried their own gas masks to school. At playtimes, the children would play on the playgrounds but the playgrounds had been changed so that there were shelters for safety. These were built into the school playground and would cater for a couple of classes of children. The shelters weren't noticeable from above and had steps leading down into them. There were steps on both ends of the shelter just in case one side did get hit.

Bear on the Loose

Do you know Dudley Zoo? Well, during WW2 Dudley Zoo happened to be hit by a stray bomb. The Germans were aiming for the Dudley Railway Marshalling yards. However, one bombed went astray and landed on Dudley Zoo. The bomb hit the corner of the bear enclosure. As a result, the bears were startled and scared and all tried to flee. Some bears managed to escape from the zoo grounds and ran away from the explosion. One bear in particular ran down to the Birmingham Wolverhampton New Road and, totally disorientated, ran along the road. A police constable who was patrolling on his bicycle saw the bear and ran into a nearby telephone box to protect himself. Whilst in the box, he watched the bear prowl around the nearby houses and even went sniffing round the telephone box. Meanwhile, he phoned the police station and told them about his situation. Luckily, within about ten minutes a flatbed lorry with six zookeepers with nets and poles managed to corner the bear by a railway bridge. They threw nets over the bear who was very frightened and took him

back to the zoo. A man with a loud-hailer (like a megaphone) then drove around the streets telling the people that they were now safe and the bear was too.

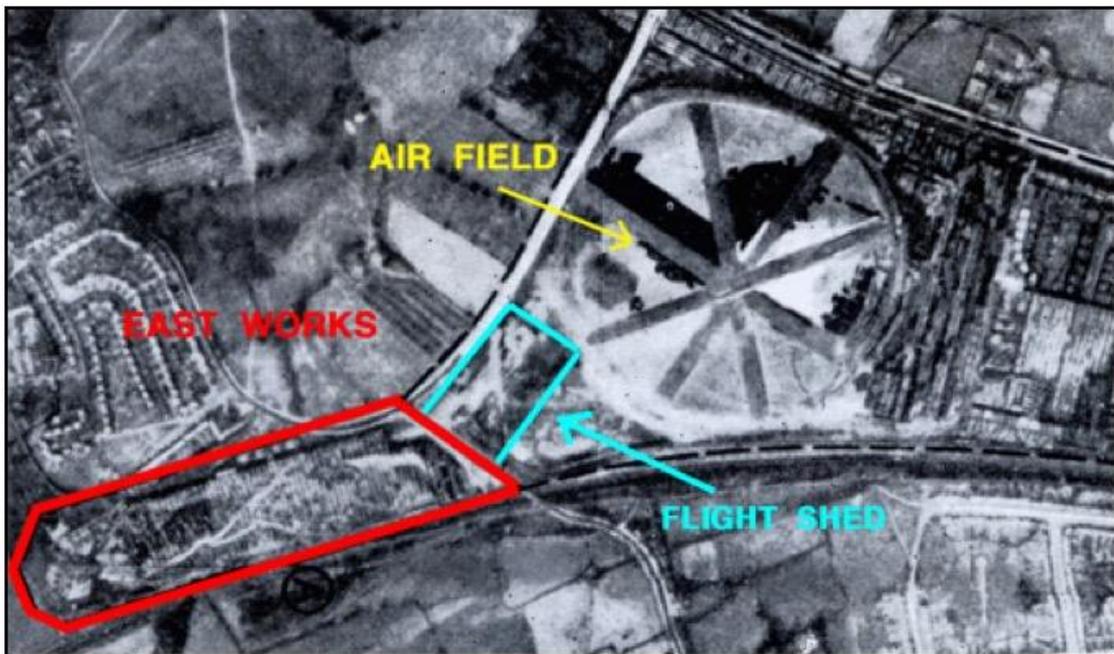
Rowley Regis

Rowley Regis had two anti-aircraft guns and two searchlights. The searchlights were powered by someone pedalling and this would rotate the light or elevate it. If a German aircraft was spotted, the light would follow it and lock onto it. The gunners would then aim their guns at the aircraft and if it was a German bomber they would fire. The day after an air raid, some children would explore the local area to see if there was any shrapnel from the shells that had been fired during the air raid.

Take Off

On the Austin Motor Works, there was a high runway where there was a fighter plane and pilot based 24 hours a day. Should any enemy aircraft stray within the range of the fighter plane, the fighter plane would respond by targeting them. Sometimes there would be air battles after which the aircraft would come back and land at Austin Motor Works. Below is a picture of a Hurricane plane taking off from Longbridge airfield.





Above is a picture taken by the Germans. As you can see the airfield is shaped like the spokes of a wheel and this was brilliant because it allowed them to take off in any direction and therefore the direction of the wind did not prevent them from taking off. They would take off into the wind to help them increase altitude rapidly.

- Q1. Why did Austin Motor Company paint its roof in camouflage colours?
- Q2. What is a marshalling area?
- Q3. Who would the children sometimes meet when playing in local fields?
- Q4. Why did German aircraft have difficulty spotting Longbridge factory?
- Q5. How were children kept safe at school?
- Q6. Where did the police officer take refuge when a bear was on the loose?
- Q7. Why would you use a loud-hailer?
- Q8. How were anti-aircraft guns and searchlights powered?
- Q9. What is shrapnel?
- Q10. Why was Longbridge airfield shaped like the spokes of a wheel?
- Q11. How do you think the workers of Longbridge felt during this time?

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-machines-of-world-war-two/zv9kcqt>



Feeling Crafty? Why not research a form of transport used during WW2 and create it yourself. For example: a Spitfire, Hawker Hurricane, HMS Belfast or Matilda tank.

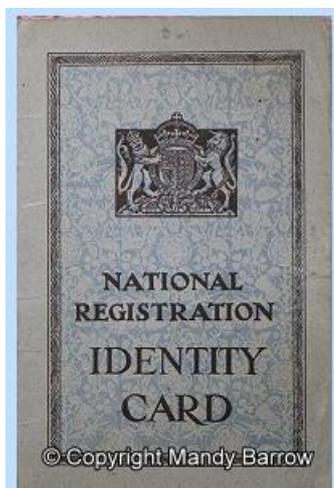


Identity Cards

Identity cards were introduced during the War under the National Registration Act 1939.

Everyone, including children, had to carry an identity card (ID) card at all times to show who they were and where they lived.

The sections in the card showing the change in address were important, as many people moved several times during the war. Why do you think they moved so much?



NUMBER ENEG 334 3	SURNAME CORRI.
CHRISTIAN NAMES (First only in full) DORIS	
CLASS CODE A	
FULL POSTAL ADDRESS 24 CORONATION PLACE, HIGH WYCOMBE	
HOLDER'S SIGNATURE <i>DORIS CORRI</i>	
CHANGES OF ADDRESS. No entry except by National Registration Officer, to whom removal must be notified.	
REMOVED TO (Full Postal Address)	REMOVED TO (Full Postal Address)
8 FLINTS TERRACE, RICHMOND, YKS.	126 Seely Road Swindon
REMOVED TO (Full Postal Address)	REMOVED TO (Full Postal Address)

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Now you can have a go at creating your own. You can use the example below if you wish...

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<p>1. ALWAYS CARRY YOUR IDENTITY CARD You may be required to produce it on demand to a Police Officer or member H.M. Armed Forces.</p> <p>2. YOU ARE RESPONSIBLE FOR THIS CARD AND MUST NOT PART WITH IT TO ANY OTHER PERSON You must report at once to the local National Registration Office if it is lost, destroyed, damaged or defaced.</p> <p>3. If you find a lost Identity Card or have in your possession a card not belonging to yourself or anyone in your charge, you must hand it in at once at a Police Station or National Registration Office.</p> <p>4. Any breach of these requirements is an offence punishable by a fine or imprisonment or both.</p> <hr style="width: 50%; margin-left: auto; margin-right: auto;"/> <p style="text-align: center; font-weight: bold;">FOR AUTHORISED ENDORSEMENTS ONLY</p>	<div style="border: 3px double black; padding: 20px; margin: 0 auto; width: 80%;"> <p style="font-size: 1.2em; font-weight: bold; margin: 0;">NATIONAL REGISTRATION</p>  <p style="font-size: 1.5em; font-weight: bold; margin: 0;">IDENTITY CARD</p> </div>																													