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| **Local History- British History- Victorians (1837-1901)****(make links explicit to prior learning about Anglo-Saxons and Vikings)** |
| Y3 | Y4 | Y5 | Y6 |
| **Big Question** **What was life like for Children in Victorian times?** | **Big Question****Rich and poor** | **Big Question*** **Inventions and famous people**
 | **Big Question*** **Industry and Empire**
 |
| Who was Queen Victoria?* Queen from 1837 – 1901
* Time period as known as **Victorian Era.**
* Used to be the longest **reigning monarch**
 | Who was Queen Victoria?When was she Queen?Why is it called the Victorian period?**•**  | * Who was Queen Victoria?
* When was she Queen?
* Why is it called the Victorian period?
 | * Who was Queen Victoria?
* When was she Queen?
* Why is it called the Victorian period?
 |
| Working – mines, mills etc* Mines - Started at 8 yrs old but as young as 5.
* **Trapper** – open and close doors to allow fresh air through the mine. Sit in dark for 12 hours
* **Hurrier** – pulled carts

1* **Thruster** – pushed carts
* Mills – clean mills whilst they were running – lots of accidents
* Children were **cheap labour**
 | Illness – **living conditions*** people were unlikely to live beyond their 30th birthday
* Working hours, poor food, crowded, damp houses, in **slum housing**, led to more **disease** (such as scarlet fever, tuberculosis, typhus, smallpox, cholera and typhoid)

1* People, especially children, were weak and so unable to fight illness.
* Hospitals had no painkillers or **anaesthetics** and things were not disinfected. Doctors had little training and treatments often did not work. **Advances** were made in these during the 19th century, introducing anaesthetics, **revolution** in nursing, identification that microbes spread disease and antiseptic surgery.
* Chemists and **apothecaries** were the places to get treatments for poorer people.
* Toilet waste ran in streets and **contaminated** water supplies.
 | Brunel- bridges* Isambard Kingdom **Brunel**
* At 20 years old (1822) – oversee **constructio**n of a tunnel under the **Thames** (Rotherhithe tunnel) – still used by trains today.
* 1830 – won a design competition to build a bridge over River Avon – **Clifton suspension bridge** (this was not finished until after his death) – **tension** design allowed less material to be used and so was cheaper.

1* Oversaw many bridges and **viaducts** during his career.
* 1833 – given job as chief **engineer** for Great Western Railway
* Constructed Paddington station in 1854
 | Coal* **Industrial revolution** 1750- 1850
* Coke provided fuel for turning iron ore to iron.
* Power for the booming **industry**
* Coal powered the newly invented steam engines

1* Coal mines were very dangerous places to work and explosions took lots of lives.
* Mines - Elsecar and local area.
 |
| Conditions and social reforms* **Lord Shaftesbury** – helped to bring **reforms**
* 1833 factory **act** – illegal to **employ** a child under 9 in textile factories.
* 1842 – the mines act - boys under age of 10, plus girls and women forbidden to work down mine.
* 1844 ‘half time system’ was introduced to make sure only work half a day.
* Education act 1870 – education **compulsory** 5 – 10 year olds.
 | **Leisure** – toys, holiday, music halls, theatreRich –* Went on day trips and holidays to the seaside to ‘take the air’. Bathed in the sea but did not show lots of skin. Had beach huts on wheels to get changed and access the water.

2* Toys were made by hand and very expensive.
* Toys were often **educationa**l such as dolls houses to learn how to keep house, ‘Sunday toys’ to teach about the bible etc.
* Music halls began to start being seen by middle classes as vulgar.

Poor –* holidays and day trips were not **accessible** until late 19th century. Cheap railway fares made it more **affordable** and changed to working hours meant more time off. At the seaside they enjoyed a Punch and Judy show and penny lick ice cream.
* Second hand toys or made from **scrap materials**
* **Mid 19th century** - **Mass production** of toys meant cheaper to buy
* **All** children enjoyed playing outside with spinning tops, hoops, marbles and diablo
* Music halls – **affordable** entertainment with a wide range of performances.

Both rich and poor went to theatres and they needed to be expanded and new ones built to cater for the growing crowds. | Charles Dickens- **social** info from books* Wrote 15 **novels** and lots of stories and essays etc.
* Interested in **social issues**
* Wrote about strange and comic characters and set lots of his stories around London.
* Loved books as a child.
* During his childhood, he had to work and spent time in a debtors prison with his family.
* Became a journalist and sketch writer
* Wielded **influence** over working classes through his stories – choosing to write about things that he was passionate about such as the workhouses in Oliver Twist and Yorkshire schools in Nicholas Nickleby.
 | Steel * 1850s start of steel **industry.**
* Important in Sheffield

2* **Cutlery**
* Cheap steel was introduced because of the Bessemer process
* Used in ships, building, railways etc
* World leader in beginning of **19th century**
 |
| **Textiles*** Cottons, wools, silks and dyestuff could be produced much more quickly
* **Exported** around the empire.

3* Water power was replaced by **steam power** by around 1870.
* Factory conditions were **harsh** with deaths and deafness common
* Mills were common around the local area of Leeds etc.
 |
| **Workhouses**- Oliver twist* Poor people who had no job or home went there.
* Did jobs to **earn their keep**.
* **Orphaned** and **abandoned** children, sick, disabled etc.

2* Families were split up
* Worked hard in unpleasant jobs.
* ‘New’ poor law 1834 – workhouses were to become a kind of ‘prison’ system rather than refuge in exchange for work.
* Given very little food and were **ill-treated** – shown in the novel Oliver Twist (written in instalments between 1837 and 1839) by Charles Dickens (25 yrs old) who lived near a workhouse on Cleveland Street in London.
 | EducationRich* **Middle classes** might pay for children to go to school.

3* Educated at home by a **governess**
* Boys from 10 would g to public schools like Eton or Harrow
* Girls would continue to learn at home

Poor * Needed to work to **earn** money
* Sometimes went to church school but there were up to 100 children and few **facilities**.
* Some children went to free charity school **‘Dame’** schools
* 1844 – law requiring children in factories to have 6 half days schooling each week.
* 1880 law changed and all children 5 to 10 had to go to school
* Days were long and there was a lot of copying from the board.
* Boys and girls were **separate.**
* 1889 – leaving age raised to 12
* 1891 – schools **pence fee** was **abolished**
 | **Dr Barnardo** – charity, street child* Came to London and was shocked by **conditions** and no education.
* 1867 – set up ‘**ragged school’** free basic education
* Jim Jarvis took Barnardo around East End – what he saw made him abandon his career and devote himself to helping poor children. (inspiration for ‘street child’ book.

2* 1870 – first home for boys – place to stay and taught carpentry, metal work etc – limited places initially but then after finding a boy dead he said he would never turn a child away.
* Accepted all children regardless of race, disability or **circumstance**
* 1873 opened a home for girls
* Adopted the ‘cottage homes’ model of small family like groups looked after by a house ‘mother’.
* 1887 – introduced practice of ‘boarding out’ children to host families – early **fostering.**
* 1900 – Barkingside ‘garden village’ had 65 cottages, school, hospital and church. – 1500 girls
* Barnardo had a daughter, Marjorie, who had Down’s syndrome and this influenced his approach to disabled care.
* Died in 1905 – the charity had 96 homes and cared for over 8500 children. 4000 children were boarded out
* Barnardo’s **charity** carried on his work and still works for children’s right today.
 | Movement of **resources** – waterways to railways.* 1700 **canals** built to transport goods.
* Were able to **compete** with the railways
* **Mass production** meant more goods needed to be **transported** from mills and factories.
* Rivers didn’t go to the right places so canals and railways were built to **connect** major towns and cities.

4* Initially, canals transported heavy goods and railways transported people and light goods.
* By mid 19th century, **railway network** was large and so canal **tolls** needed to be reduced which meant they did not earn enough money to continue.
 |
| School* Not free until 1891 – poor didn’t learn to read or write.
* Rich were taught by a **governess**
* Poor went to **charity** schools or Sunday school
* 1880 school was **mandatory** – all had to attend until 10years

3* 1889 leaving age was 12
* 70-80 pupils in one class, Pupil-teachers helped out
* Teachers strict
* 3 R’s taught
* Slates were used instead of paper as it was expensive
* Dr Barnardo led to change in children’s homes 1867 – set up ‘ragged school’ where children could get free basic education.
 | Houses* houses were cheaply built. Some were built by factory and land owners for their **employees.**
* Most had between 2 to 4 rooms to house families with perhaps 4 or 5 children.

4* No water or toilet
* Streets would have to share a water pump (which was often **polluted**) and a couple of toilets
* Back to back housing had no backyards and a **sewer** ran down the middle of the street
* Middle and upper classes – larger houses with inside bathrooms, flushing toilets and gas lighting.
* 1848 – law allowing councils to clean up streets, build sewers, pave streets and houses had to be built to a set **standard**.
 | Charles Darwin- **evolution*** Scientist who studied nature
* Theory of evolution
* 1831 – went on an **expedition** to explore south America coast – HMS Beagle – 5 year trip
* Not popular with people who believed god created everything.
 | **Empire**-link to India Geog obj* When Queen Victoria became queen, Britain **governed** Canada, lots of India, Australia and New Zealand and small parts of South America and Africa.

5* 1838 – **slavery** was **abolished** in the British empire
* 1922 – British empire was at it’s height – largest empire the world had ever seen (quarter of earth land surface) 458 million people
* **Valuable materials** could be brought in from and sold to countries in the empire.
* Provided money-making opportunities for the rich and jobs and places to live for the poor.
* There was fighting to take over new **colonies** – between European countries that wanted the land and sometimes people who lived there.
* **East India Company** – India – Cutty Sark
* **Empress of India**
 |
| **Pastimes** – **leisure**, toys* Seaside holidays -steam trains and limits to working hours meant more time to go on holidays and day trips.
* Poor made their own toys such as rag balls, peg dolls or bought penny toys

4* **Wealthier** children had dolls, soldiers and train sets.
* Children played with toys linked to the bible
* Toys often taught children lessons about something.
 | **Domestic service*** **Middle class** had **servants.**
* Servants worked from 15 to 18 hours a day with half a day off a week.
* Meals and **lodging** were included but pay was low.
* Not as dangerous as other jobs.
* Girls would start in service at 12 or 13 years old.
* Some houses had one servant (a ‘maid of all work’ while others had lots with specific roles such as butler, cook, housekeeper etc.
 | Robert Peel – police* Was prime minister and worked in **parliament.**
* In 18th century there was no police force.
* Founded **metropolitan police force** in 1829

3* Known as ‘**bobbies’ or ‘peelers’**
* Uniform was chosen to look more like ordinary people than soldiers.
* Unpopular at first but did **reduce** crime in London
* Carried a wooden truncheon, handcuffs, and a wooden rattle (replaced by a whistle)
* Officers were under strict rules and only had 5 days holiday a year.
 |
| JobsPoor * Some examples of jobs were: mines, mills factories and workhouses, street sellers and costermongers (such as in Oliver Twist), leech collector, pure finder (collecting dog faeces to sell to tanneries), tosher (searched the sewers for valuables), matchstick makers (dipping pieces of wood into phosphorus), mudlark (searched mud of the **River Thames** for things to sell), chimney sweep, funeral mute, rat catcher (dangerous because of the diseases they carried)
* Whole families would work to get enough food

Rich (middle class) * Examples of jobs include: doctors, lawyers, bankers and factory owners
* Fathers worked, women often stayed at home.
 | Chocolate- Rowntree and CadburyBoth were **Quakers** – not allowed alcohol so chocolate drinks were taken instead.* Rowntree – born in York 1836. worked with younger brother in his cocoa and chocolate business.
* 1890 bought land for a purpose built factory
* John Cadbury -1824 opened a **grocers** shop in Birmingham – sold cocoa and drinking chocolate prepared himself.
* 1831- bought a warehouse nearby then a factory
* Bought Dutch press to remove the cocoa butter so making pure cocoa
* 1879 – started to build a factory and workers houses at Bournville. 30% of the money made by Cadbury went on **workers welfare** – building things like swimming pools, tennis courts etc.
* One of the first firms to introduce a Saturday half day work.
 |  |
| Clothes* Children dressed as mini versions of parents.
* Girls wore dresses and skirts – got longer as they got older

5* Boys wore clothes more like girls when they were young then wore trousers as they got older
* Poor made their own clothes
* Poor **mended** and **patched** their clothes and wore **second-hand** clothes.
* Shoes were expensive so they often went barefoot.
 | **Democracy**- votes* **Reform** 1832 – extended right to vote to men over 21 yrs old, owning a **household** worth £10
* Reform acts of 1867 – extended down class ladder to more working men and those that rented as well as owned **property**

5* 1884 – gave vote to most **agricultural labourers**
* No votes for women (not introduced until 1928) although **campaigning** started as early as 1896 by Millicent Fawcett forming the National Union of Women’s **Suffrage** (NUWS)
 | George and Robert **Stephenson – Rocket*** Early **locomotive** – George Stephenson
* 1823 – opened a locomotive factory in Newcastle.

4* 1828 Railway board competition to find the best engine- the rocket won for its **weight, speed, power and reliability**.Designed together with son Robert
 |
| **Mary Seacole*** Born in Jamaica and learnt about healing
* 1854 -Mary went to England to **volunteer** as a nurse to Florence Nightingale in the **Crimean War**

5* No allowed to join
* Travelled to Crimea **self-funded** to build her own hospital – ‘**British Hotel’**
* Called ‘Mother Seacole’ by soldiers she looked after.
* Used all her money and became very poor – journalist wrote about her in the paper- she is congratulated by Queen Victoria.
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| Y3 | Y4 | Y5 | Y6 |
| **WW2 (1939-1945)** |
| **Big Question****Protection** | **Big Question****The war at home** | **Big Question****On the front line** | **Big Question****Who was the better leader- Charles De Gaulle, Winston Churchill or Adolf Hitler?****Acceptance – Historical or still a problem?** |
| When did it start?* 1st Sept 1939

How and why did it start?* **Hitler** was voted in, wanted to make Germany great again after WW1 where Germany lost a lot of their land. **Invaded** Poland

1* WW2 began on 3rd Sept
* Who were the allies and enemies in WW2
* 1945 – end **VE Day**
 | When did it start?* 1st Sept 1939

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1* WW2 began on 3rd Sept
* Who were the **allies** and **enemies** in WW2

1945 – end **VE Day** | When did it start?* 1st Sept 1939

How and why did it start?* Who was **Adolf Hitler and Neville Chamberlain**.
* Hitler was voted in, wanted to make Germany great again after WW1 where Germany lost a lot of their land. Invaded Poland

1* WW2 began on 3rd Sept
* Why did Neville Chamberlain make such a quick decision to start the war?
* Who were the **allies and enemies** in WW2
* 1945 – end **VE Day**
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* 1945 – end **VE Day**
 |
| **Evacuees** * Moved children out of cities to keep them safe from **bombing** – started in 1939
* School children and their teachers, mothers with children under 5, pregnant women and some disabled people were evacuated.

2* Some stayed with relatives but most went to complete strangers – **billeting officers** found homes for them.
* Not forced to go but encouraged by poster campaigns etc.
* Labels were attached to them at the stations
* Families chose their child when they arrived
* Took a suitcase with a few **belongings**, gas mask and **identity card**
 | **Home front*** Home front – Britain (front line – Europe)
* **Evacuated** children
* Gas masks carried around
* **Air raid shelters** built
* Windows blacked out.
 | **Conscription*** Some men volunteered at the start of the war but more were needed.
* 3 September 1939 passed a law – **National Service Act**
* All men aged 18 to 41 had to register for service

2* 1940 men aged 19-27 were ordered to fight unless doing certain jobs.
* Medically unfit, key workers such as farmers, engineers etc were **exempt.**
* By 1941 – all unmarried women or childless widows between 20 – 30 were called up and men up to 60 years old were made to do some form of national service.
 | Compare leadership styles, decisions made, alliances, public happiness and well-being.**Neville Chamberlain*** **Elected** as **Prime minister** UK 1937
* Thought the best way to avoid war was to give Hitler some things he wanted – **appeasement**
* **Munich agreement** 1938 – allowed Germany to take over Sudetenland – celebrated for bringing **peace**

2* Germany continued to be aggressive and **invaded** Poland
* Britain **declared** war September 1939
* Prime minister for first 8 months of war
* **Resigned** in 1940 after failure to take northern Norway
* Died 6 months later of bowel cancer.

**Winston Churchill*** Prime minister UK 1940-1945 then 1951-1955
* Was responsible for royal navy at start of WW2
* Didn’t want to appease Germany – wanted to fight to stop Hitler taking over Europe.

3* Chosen to be prime minister after Chamberlain in 1940
* Formed **alliances** with **Soviet Union** and US
* Very famous for speeches and writing

**Charles de Gaulle*** Brigadier general in France during the start of WW2
* Disagreed with the leaders of French government who decided to **surrender**
* Fled to Britain and set up his own French Government called Free France
* Speeches told the French to resist the German rule
* French Government in France called him a **traitor** and sentenced him to death
* Gathered French forces that had escaped France to help **liberate** France during D-Day
* His French army liberated Paris
* Became **provisional** leader of France when Germany was **ousted**. He oversaw the end of WW2
* Resigned in 1946 but became president of France again in 1958.

**Franklin Roosevelt*** Elected as **president** 1932
* Continued to be elected into WW2
* Promised to try to keep the US out of the war
* 1941 – Japan bombed Pearl Harbour and Roosevelt declared war.
* Worked with the allies : UK and Soviet Union
* Came up with concept of the **United Nations**

**Joseph Stalin*** Known as a brutal leader responsible for 20 million deaths
* Became a leader of a **communist** group which over threw the government led by the Tsars
* Became leader of **Soviet Union** in 1924
* Moved the country away from farming to factories
* Killed anyone who did not agree with him
* Caused famines in areas so that people would starve
* Formed an **alliance** with Hitler at beginning of WW2
* Hitler hated him and attacked Soviet Union in 1941 so Stalin joined the allies

**Adolf Hitler** * Born in Austria -wanted to be an artist – did not do well in school
* Joined German army during WW1 – won iron cross for bravery twice
* Entered politics after the war
* Good speaker – joined the **Nazi party** – popular with people

4* Promised to restore Germany to greatness after the war
* 1933 elected as chancellor of Germany
* Became **dictato**r of Germany
* Wanted more land to ‘grow’ the country so started taking over nearby countries
* Alliances with Japan and Italy
 |
| **Anderson and Morrison shelters****Anderson** – designed for up to 6 people.* 1.5 million Anderson shelters were given out before WW2 and then 2.1 million during WW2.
* Free if you earned less than £250 a year.
* 6 **corrugated steel panels** that were curved and bolted together at the top. Buried up to 1 metre in the ground with a thick layer of soil or **turf** on top.

3* People grew flowers or veg on the top.
* Saved about 50,000 from being killed by bombings.

Morrison – indoor shelter* Designed to be slept under at night and used as a table the rest of the time.
* Steel top and wire mesh sides
* Not designed to survive a direct hit but from the bomb **blast**.
* Given free to those who earned less than £350 and year
* 500,000 made
 | Dig for **victory*** **Propaganda campaign** – very successful
* Encouraged people to use all their spare space to grow vegetables.

2* All land was used – gardens, parks, golf courses...even Kensington gardens and outside the Tower of London!
* Food was hard to get because their were fewer **supplies** brought by boat – needed to **ration** food and **produce** as much as we could.
* 1943 – 3.5 million **allotments** were being used.
 | Men needed at home* **Home Guard** set up in 1940
* Normally men older or younger than the age of conscription. Or those unfit.
* Started as an ill-equipped group but changed into a well equip and well-trained army of 1.7 million men.
* Roles included being ready for invasion, **bomb disposal**, **manning anti-aircraft** and **coastal artillery.**
* Needed to be able to move freely and have fired a rifle (but this was not upheld)
 |
| Gas masks* 38 million **gas masks** given out by 1939
* Gas was used in WW1 and killed many soldiers. It could not be smelt and took a long time to take effect
* The **government** thought it might be used against people during **bombing raids**.

4* People had to carry it with them at all times and were **fined** without it.
* They were thick black rubber with a **filter** to take out the gas.
* Special ones were developed for children and babies
* A gas rattled sounded if a gas attack occurred but this never happened.
* Gas **drills** at school happened like fire drills today.
 | Air raid **wardens*** ARP – **Air Raid Precautions**
* ARP wardens **patrolled** streets during black out (no light able to be seen); reported damage, handed out gas masks and shelters; staffed public air raid shelters and reunited families.
* 1.4 million wardens – most volunteers with other jobs.
* Wore **helmets** with W on the front.
 | Illnesses and **conscientious objectors** * People who did not want to fight were conscientious objectors – had to tell a **tribunal** why they were refusing.
* They were either made to join, given an **exemption** or given jobs that did not involve fighting.
* They could end up in jail if they refused.
* Blindness, ‘mental disorders’, allergies to materials commonly used by soldiers were all exempt
 |
| Schools* School buildings were often damaged in towns and cities and so lessons were held in other places such as churches, pubs and outside.
* Some schools in towns were closed due to evacuation but not all children left so had no school.
* Equipment was hard to get
* Young male teachers went off to fight so retired teachers were called back in

5* Children did not reach the same levels of literacy and numeracy.
* **Rural** schools sometimes had shifts where locals used the school in the morning and evacuees in the afternoon.
* Air raid etc interrupted schooling.
 | **Rationing*** German **submarines** attacked **supply** boats and cut off their deliveries.
* **Imported** food before the war was 55 million tons which dropped to 12 million tons a month after war started.

3* Ration books were given to every one.
* Contained **coupons** for goods which meant you could only buy so much (you still paid)
* Ration books had different colours depending on who you were. ( children, pregnant people, and mothers with small children got different rations to keep them healthy)
* The books were given out to keep it fair and to stop prices getting higher.
 | **Trench** life* Long periods of boredom with brief periods of terror
* Lack of sleep
* Poor **living conditions**
* French -Maginot line built leading up to WW2- massive chain of concrete, iron and steel **fortresses**, **bunkers** etc linked by tunnel networks. Covered the length of the French-German **border** – didn’t hold off the Germans.

3* Not as much **trench warfare** as WW1 because they lacked time to build these **defences.**
* Trench systems were used when fighting was in one place for a longer period of time.
* Sand bags and improvised fighting positions using rubble etc were used.
 |
| Women’s work -factories* Women took on jobs that men had previously done when they were away fighting.
* **Munition**s factories – made weapons like shells and bullets.

4* Mechanics, engineers, air raid wardens, bus and fire engine drivers
* To start with it was single women between 20-30 yrs old but by mid 1943 90% single and 80% married women were working.
* 640,000 women were in the **armed forces** – WAAF, WRNS, flew aircraft, drove ambulances, nurses, etc.
* Princess Elizabeth was a driver and mechanic in the ATS
* Mary Churchill (Churchills youngest daughter) was also in ATS
 | Soldiers weapons and **uniform*** Soldiers carried -water bottle, **ammunition** pouches, spade, groundsheet, mess tin, tinned **rations**, spare socks and laces

4* Dark olive wool coat with a lighter shade trousers, cap with a brown brim and brown service shoes.
* Machine guns, automatic rifles, **grenades**
* Tanks
 | **Holocaust*** 1933 – Hitler was Chancellor – first Concentration camp built in Dachau
* 6 million **Jews** killed including about 1 million children
* Millions of other groups killed as well such as disabled people, polish, Catholics, etc

5* Jews and other minority groups were **blamed** by Hitler for Germany losing WW1
* Wrote a book – Mein Kampf
* All Jews were forced into certain areas of towns ‘**Ghettos**’- guarded, crowded, little food.
* Jewish people rounded up and taken to **concentration camps**
* Forced to do hard work, lots starved and weak died.
* Extermination camps were also set up to kill people
* Gas chambers killed many people.
* Some people hid for many years to avoid being taken. Anne Frank wrote a famous diary about her experience.
* Oskar Schindler – German businessman who saved the lives of over 1000 Jewish people.
 |
| **Propaganda*** Used to give people messages about the war
* Used to boost **morale** and **persuade** people to do certain things

5* Lots of **slogans** and posters were produced to give messages to the public.
* Make do and mend – nothing wasted and factories were used for war effort
* Dig for Victory – grow your own
* Share shelters
* Evacuate children
* Save money - Squanderbug
 | **Battle of Britain** - **airborn** **invasion** of Britain * August 1940 –German **Luftwaffe** bombed British airforce
* Lasted many months
* Bombed runways, airfields, aircraft factories etc
* **Spitfire** and **Hurricane** planes, Lancaster bombers used
* Britain lost 792 planes and over 500 pilots were killed.
* Germans had more planes but Britain had home advantage and **radar** helped Britain know where the planes were.

5* September 15th 1940 – Battle of Britain Day. Largest attack yet.
* Turning point of WW2 as it prevented a German invasion and was the first **defeat** of German forces.
* Led to **The Blitz** campaign by Germany – attacking during the night on town and cities.
 |
|  | Operation sealion – seaborn **invasion** of Britain (u boats)* Plan for invasion during Battle of Britain
* Relied on Germany having control of English Channel
* Plan was to take **control** of the sky before attacking on land (needed no attacks on their boats as they crossed.
* Battle of Britain was **pivotal** before it could be a success.
* Never put the plan into practice as Germany lost the Battle of Britain.
 | Topical issues about **acceptance** linked to PSHE* Celebrating differences between us all
* **Minority** groups and their place in **society** – how it has and is changing. For example disabled, religions, LGBTQ+, race
* How we can challenge actions and comments that we do not agree with.
 |