

Teachers' Kit

York Cold War Bunker

This kit supports a Discovery Visit to York Cold War Bunker, an atmospheric time capsule of Cold War nuclear war preparation. Use this kit and its associated Training Manual before, during and after your visit to help students get the most out of their learning.

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Welcome

This Teachers' Kit for York Cold War Bunker has been designed for teachers and group leaders to use to support a Discovery Visit to the site. Due to the limited space inside York Cold War Bunker, we are unable to book self-led visits, so any activities marked as self-led are for classroom use. The kit includes a variety of materials suited to teaching the Cold War at Key Stage 3 and Key Stage 4, with practical information, activities to support a visit and ideas for follow-up learning.

We know that each class and study group is different, so we have collated our resources into a form that allows you to decide which materials are best suited to your needs. The kit is in two separate parts: an **ROC 'Training Manual'** which is aimed at students and includes the type of information people working at York Cold War Bunker would have needed; plus this Teachers' Kit with ideas for using the Training Manual for activities. Both parts of the kit can be downloaded from York Cold War Bunker's **School Visits** page.

Both the Training Manual and the Teachers' Kit have their own contents page, to help you easily locate what you need and view individual sections. All our activities have clear guidance on the intended use for study so you can adapt them for your desired learning outcomes.

To further aid your planning for a visit to York Cold War Bunker, we have created Hazard Information, which can be downloaded from York Cold War Bunker's **School Visits** page. Here you can also find information on our expert-led Discovery Visits and an overview of what your class can experience. You can find more practical information about your booked visit to York Cold War Bunker on your Education Visit Permit and in our What You Need to Know document. We hope you enjoy your visit and find this Teachers' Kit useful. If you have any queries, please don't hesitate to get in touch with a member of our team either via bookeducation@english-heritage.org.uk or on 0370 333 0606.

English Heritage Learning Team

Icon key

The icons below will help you quickly identify the types of activities and information presented.



Pre-visit

Information and activities you can use in the classroom before your visit.

Orientation photos	04
Royal Observer Corps Training Manual activities ■ ■	05
Objects from the bunker* ■ ■	09
Preparing for a stay in the bunker* ■ ■	14

*The activities with a star can also be used for on-site visits when groups are waiting for their time slot to visit the bunker.

Visiting the Bunker (in person or virtually)

If you have to split your group into smaller groups to visit the bunker, the pre-visit activities with a * can be used by those waiting for their time-slot. Please remember to print these to bring with you.

Visit York Cold War Bunker virtually ■ ■	17
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Post-visit

Information and activities to help you extend your students' learning back in the classroom.

Nuclear bunkers and the peace movement ■ ■	19
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Pre-visit

Information and activities you can use in the classroom before your visit.

York Cold War Bunker

Orientation photos



When you arrive, you will go through a large metal gate and then up the steps to the bunker. The bunker can be a little cold as it is underground.



English Heritage staff wear uniforms like these.



There are men's toilets and an accessible toilet off the main corridor in the bunker. There are lights in the bunker, but they are not very bright.



The ejector unit room has a machine in it that occasionally makes a loud noise. You may or may not hear the noise during your visit.



On your tour, you will stand on the balcony and look down into the operations room. There will be a barrier in front of you.



The tour leader will talk to your group in this room and you will do a practical activity in here, with maps.

Royal Observer Corps Training Manual activities



Recommended for

History, Geography

Learning objectives

- To understand the role of York Cold War Bunker in the UK government's preparation for nuclear war.
- To learn about the important role the Royal Observer Corps (ROC) played during the Cold War.

Time to complete

Suggested times for each activity are in the Teachers' notes on page 6.



In addition to the Training Manual, observers were also given handbooks.

Summary

Use the Royal Observer Corps Training Manual to find out more about the role of the Royal Observer Corps during the Cold War.

Learning ideas

The Training Manual can be found on York Cold War Bunker's School Visits page. The Training Manual includes:

- Historical information about York Cold War Bunker.
- Details of the layout and functions of the rooms in York Cold War Bunker.
- Information about the ROC and their role during the Cold War.

In the Teachers' notes for this section, you will find suggested activities related to the manual.

There are additional activities related to objects (p.14–17 of the Training Manual) and oral histories from ROC members (p.18–20 of the Training Manual). These can be used pre-visit or as a supporting activity during a visit.

More learning ideas

Make a Cold War timeline in school and use the timeline on page 8–9 of the Training Manual to add in details of events at York Cold War Bunker.

Royal Observer Corps Training Manual activities

Bunker survival features

(Training Manual pages 6–7: 20 minutes)

Pages 6–7 of the Training Manual have information about the different features of the bunker which would have enabled ROC crew to survive following a nuclear attack. There was a back-up of all the essential equipment within the bunker, as a nuclear attack would have made it impossible to bring in replacements. Students could consider:

- What conditions would have been like after their crew had been in the bunker for two weeks monitoring nuclear fallout.
 - What the bunker being equipped with these features tells them about the government's attitude towards nuclear war.
 - Whether any of the features are more important than others.
-

ROC operations exercise

(Training Manual pages 11–12: 30 minutes)

This exercise gives students information about the work the ROC volunteers at York Cold War Bunker engaged in. A narrative of a training exercise is included in Google Arts & Culture's virtual tour of York Cold War Bunker. Search for 'York Cold War Bunker – Preparing for Nuclear War 1961–1991.'

Look at this information with your students, then ask them to sort the exercise stages on pages 11–12 of the Training Manual into the correct order.

Alternatively, students could try to sort the stages first and then check their work by looking at the online exercise information.

ROC operations – practising display plotting

(Training Manual page 13: 10–15 minutes)

Display plotters recorded information about nuclear explosions across the country. They communicated this to the rest of the control room by writing on the back of a see-through map. In order for people in the control room to be able to read this, they needed to be able to write backwards. This page in the Training Manual gives students an opportunity to practise this skill.

Teachers' notes

Royal Observer Corps Training Manual activities *continued*

Map activities

(20–30 minutes)

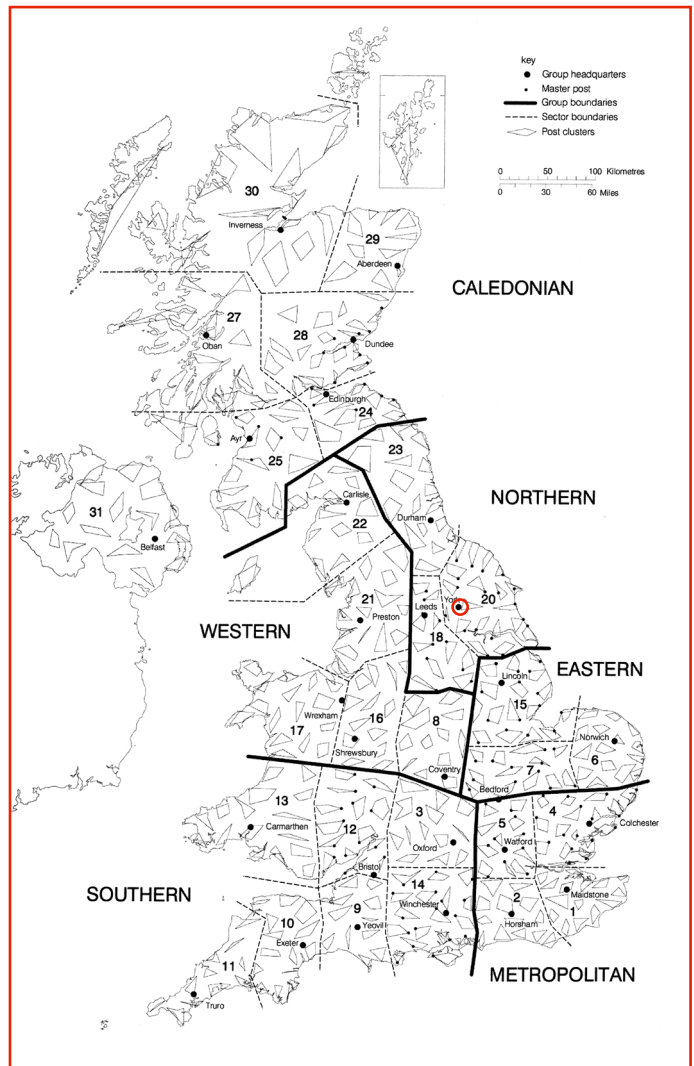
The map on page 10 of the Training Manual shows the monitoring posts across the whole country during the mid-1960s. This was the most extensive coverage the ROC ever achieved. At this time York Cold War Bunker was part of the Northern sector. It is circled in red on the map opposite.

After cuts to the Ministry of Defence's budget in 1968, many group headquarters were closed and the regions were reorganised. Leeds Cold War Bunker (Group 18) closed and York took over the monitoring of the posts in their area.

Questions about the map

Students could consider the following questions:

- What places does this map show? (The whole of the UK. Students may point out some of the cities they recognise.)
- What was happening at the time in history this map was made? (This was just after the Cuban Missile Crisis, one of the 'hot' parts of the Cold War.)
- What did you find out from this map that you might not learn anywhere else? (The coverage that the ROC had across the UK.)
- What doesn't the map show? (The names of the different monitoring posts, and how the system worked.)
- What other documents or evidence might you need to help you understand this map? (Information about the monitoring posts, and information about how the monitoring system worked.)
- How useful do you think these maps were to the ROC? (Very useful, as each monitoring post or group control needed to know what was happening in the rest of the country, if a nuclear attack happened.)
- What does the number of monitoring posts tell you about the government's attitude towards nuclear war? (There are over 1,000 monitoring posts at this time, which means the government must have seen nuclear war as a credible threat.)
- Was there a monitoring post near to our school? (You may want to compare this map with a current online map of the UK.)



HMSO/The National Archives

Teachers' notes

Royal Observer Corps Training Manual activities *continued*

What do previous ROC members say? (oral histories)

(20–30 minutes)

The quotes on pages 18–20 of the Training Manual come from people who were members of the Royal Observer Corps. They were collected in 2020. You could use these quotes as an enquiry activity, with students considering the following:

Page 18 – joining the ROC

- Why did these people choose to join the Royal Observer Corps? What other reasons might people have had for joining?
- What does Noreen's quote (quote A) reveal about the structure of the workforce?
- How far can personal accounts be trusted as evidence for wider Cold War attitudes? Is there any information not given, or anything you'd like to research further?

Page 19 – exercises the ROC took part in

- How might ROC members have felt taking part in realistic nuclear war exercises?
- What does Noreen's quote (quote I) tell us about social relationships between the members of the ROC?
- How useful are first-hand accounts of ROC exercises for understanding Cold War defence planning?

Page 20 – nuclear conflict

- What do these memories tell us about what people expected a nuclear war to be like?
- How might the ROC's understanding of nuclear conflict be different to the general public's?
- What kind of emotions do these quotes reveal?
- What do these quotes reveal about the psychological uncertainty of the Cold War?

Overarching questions:

- What can we learn and what can't we learn from these quotes? What additional information might you need to build up a more complete picture?
- Given your knowledge of the Cold War and what you have read in these sources, would you have joined the ROC?
- In what ways might ROC quotes be limited, biased and incomplete and why does this matter to historians?

Objects from the bunker



Recommended for

History, English

Learning objectives

- To learn about some of the objects that were used by the Royal Observer Corps (ROC).
- To use objects as sources for enquiry questions.
- To consider how objects can improve our understanding of the Cold War.

These activities can be done in the classroom or to support a visit to York Cold War Bunker.

Time to complete

Suggested times for each activity are in the Teachers' notes on page 10.



All monitoring posts had a Ground Zero Indicator. This had photosensitive paper inside to gather information about the position of a nuclear bomb explosion.

Summary

Explore objects related to life during the Cold War and York Cold War Bunker to develop students' enquiry skills.

Learning ideas

Pages 14–16 of the Training Manual have a set of information cards for objects that were used in the bunker or are related to wider Cold War history. Each card also includes an optional question for students to engage with.

Some suggested activities based on the object cards are:

- Activity 1 – answer enquiry questions to consider how the objects relate to Cold War history.
- Activity 2 – further research and creating object cards.
- Activity 3 – sort objects according to their purpose.

The Teachers' notes on page 10 give further information to support the delivery of these activities.

If you are visiting York Cold War Bunker with multiple groups, you could print off the object cards and use them with groups waiting for their entry time. Information about local spaces you can book to do this work in is sent out with your booking information.

More learning ideas

ROCA Heritage is the official National Heritage Group of the Royal Observer Corps Association. Students could research other equipment used by the Royal Observer Corps during the Cold War and what that tells us about the technology of the time. Search online for 'ROC Heritage Cold War equipment'.

Objects from the bunker

Activity idea 1: Enquiry questions (20–30 minutes)

Use the object cards to answer one of the object questions on p.11.

Different questions could lend themselves to different ways of sorting. Students could:

- Cut out the cards and physically sort them.
- 'Diamond-rank' the cards, with the top card in the diamond being the most important and the bottom card being the least important.
- Answer the questions as a class or group discussion.

Activity idea 2: Create Cold War object cards (up to 1 hour)

Students can carry out further research into these and other Cold War-related objects. ROCA Heritage has information about equipment used by the ROC – search online for 'ROC Heritage Cold War equipment'.

Students could use the object card template on page 12 to present their information.

Activity idea 3: Sort objects into those that were used for defence, for propaganda and for morale (15 minutes)

Use the table on p.13 to sort the objects into those used for defence, for propaganda and for morale. Students could either write the names of the objects in the columns or cut out the pictures of the objects and stick them on.

Answers:

Defence	Propaganda	Morale
Bomb Power Indicator Training Manual and test paper York group map Telephone and internal telephone directory Fan All the items except the fan were used for nuclear attack training exercises, ensuring ROC volunteers were ready for a defence role in a nuclear attack. The fan was essential in keeping the bunker air breathable, therefore allowing the ROC to carry out defence work.	Uniform* Protect and Survive booklet* The uniform acted as a visual representation of the strength of the defence forces and helped foster a sense of unity. The Protect and Survive booklet was used to influence people into preparing their homes for a nuclear attack (propaganda), helping people learn how to protect themselves (defence) and making people feel prepared (morale).	Water heater Ticket to ROC dance Having a permanent supply of hot drinks at the bunker helped to keep morale up. Dances were social events that also helped to boost morale.

*Uniform could also be placed in the morale column.

*The Protect and Survive booklet could be seen as defence, propaganda or for morale

Objects from the bunker

Activity 1: Object enquiry

Look at the object cards on pages 14-16 of the Training Manual. Choose a question from this page to answer. Consider the best way of presenting your information – you might choose to do this in a table, or by ‘ranking’ the objects from most important to least important.

Who would have used these objects and why?

How do these objects reflect the fears or threats of the time?

Was the government more concerned with public safety or keeping control?

To what extent do these objects show that people expected nuclear war to actually happen?

What do these objects suggest about the way people prepared for war?

Questions about individual objects:

What does this object reveal about the military or political priorities during the Cold War?

How useful is this object for understanding public attitudes to nuclear war?

What does the design or material of the object suggest about expectations for nuclear conflict?

Does this object support or challenge the idea that the Cold War was a source of constant fear?

Who was this object intended for and what does that tell us about government planning for the Cold War?

Objects from the bunker *continued*

Activity 2: Cold War object report

Cold War object report

Report compiled by:

Date:

Image of object:

Why is this object important or interesting?

.....

.....

What is the object used for?

How does this object show what government or public priorities were during the Cold War?

.....

.....

Who used this object?

.....

.....

.....

When was it used?
(give time period if possible)

How useful is this object for understanding the Cold War?

.....

.....

Objects from the bunker *continued*

Activity 3: Sorting objects

Sort the objects from pages 14–16 of the Training Manual into those that were used for defence, those that were used for **propaganda** and those that were used to boost **morale**.

defence to defend from an attack	propaganda to influence people's opinions or beliefs	morale to put people in a positive frame of mind

Preparing for a stay in the bunker



Recommended for

History, English

Learning objectives

- To learn about the type of objects ROC volunteers used and owned during the Cold War.
- To consider the significance of different objects.

Time to complete

15–20 minutes

Summary

In the event of a nuclear attack, whichever ROC crew was in the bunker at the time would remain there for at least two weeks, monitoring and reporting fallout. This activity looks at items they may have taken in with them.

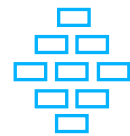
Learning ideas

This activity can be used as a supporting activity during a visit, or in the classroom.

The list of potential items can be found on page 17 of the Training Manual.

Students could rank the items in several different ways:

- A written list from most important to least important, with reasoning.
- By cutting out the object pictures and lining them up from most important to least important.
- As a 'diamond ranking', with the most important at the top of the diamond and the least important at the bottom.



During their time in the bunker, observers would be expected to wear uniform.

Further information about the objects can be found in the Teachers' notes on page 15.

More learning ideas

Students could consider which items they would want to take in, if they were preparing for a bunker stay today.

Preparing for a stay in the bunker



Malcolm Koo (CC BY 4.0)

batteries

During a nuclear attack, the electricity supply could be affected so batteries were essential for keeping equipment in operation.



dosimeter

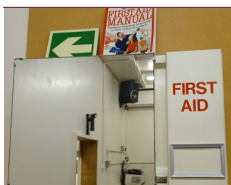
Following a nuclear bomb, if someone had to leave the bunker temporarily to take readings from equipment, they would need to know how much nuclear fallout they had been exposed to. This dosimeter measured this.



Jeanne © Public domain

family photographs

ROC volunteers were encouraged not to bring personal items into the bunker. This was because some items, such as electronic equipment, could interfere with monitoring equipment and other items, such as photographs, could distract ROC members during operations.



first aid kit

A comprehensive first aid kit was an important item, as during a nuclear attack it would have been impossible to seek medical care elsewhere.



Adamt © Public domain

games

Traditional games were important for entertainment and morale. However, they were not an essential item. (Developments in technology meant that hand-held video consoles were available by the time the bunker closed, but electricity supply could be affected by a nuclear attack.)



radio

The radio was kept in the commandant's office, tuned to BBC Radio 4. In the event of a nuclear attack, Radio 4 would change to an emergency broadcast (which came from another English Heritage site, Dover Castle). This allowed the commandant to know straight away that they were in a nuclear situation.



Salvation Army via Flickr (CC BY 2.0)

tinned food

Essential for survival, as fresh food would likely have been affected by nuclear fallout.



CC0: photo by form PxHere

vitamins

If the crew were in the bunker for a long time without natural light and with dwindling food supplies, vitamins increased in importance to help people stay healthy.



KVDP © Public domain

water

Essential for survival, as the outside water supply was likely to become contaminated in the event of a nuclear attack.

Visiting the bunker

Activities for students to do when using the digital tour. Some of the pre-visit activities can be used to support a site visit – please see the [Contents page](#) for more details.

Visit York Cold War Bunker virtually



Recommended for

History

Learning objectives

- To learn about the physical features of York Cold War Bunker.
- To understand the defensive role of York Cold War Bunker during the Cold War.

Time to complete

Approx. 30 minutes



The Control Room at York Cold War Bunker was one of the most important areas.

Summary

Use Google Arts & Culture's online information about York Cold War Bunker to experience a virtual tour.

Learning ideas

Access the following digital resources to explore York Cold War Bunker if you cannot visit in person.

This resource gives an overview of the role of the bunker during the Cold War and the type of operations the ROC carried out:

[Preparing for Nuclear War 1961–1991 — Google Arts & Culture](#)

There are also 360° tours of both floors of the bunker here:

[York Cold War Bunker floor-1, United Kingdom — Google Arts & Culture](#)

[York Cold War Bunker floor-2, United Kingdom — Google Arts & Culture](#)

You could use the site plan on page 3 of the Training Manual to help students understand which part of the bunker they are looking at.

More learning ideas

Students could work in groups, with each member drafting a script for one room in the bunker, to create their own bunker tour.

Post-visit

Information and activities to help you extend your students' learning back in the classroom.

Nuclear bunkers and the peace movement



Recommended for

History, English, PSHE

Learning objectives

- To explore the different viewpoints around nuclear arms.
- To discuss and debate different viewpoints to reach a conclusion.

Time to complete

Approx. 45 minutes

Summary

Carry out a debate to explore some of the different viewpoints around nuclear armament.

A suggested approach:

Set the scene for the students – it is 1989, government budgets are tight, the Cold War seems to be coming to an end and the government needs to decide whether York Cold War Bunker should continue to exist as a deterrent.

Sort students into groups, with each group taking on the role of a different group of people:

- Ministry of Defence staff member
- ROC volunteer
- Anti-nuclear activists
- Local community members
- Scientists

Give each group their role card (p.21–25) and allow them 10 minutes to look at the information and prepare their arguments/counter-arguments.

Give each group three minutes to present to the other students, followed by two minutes for questions and rebuttals.

Ask the students to come to a collective conclusion to the following question: Should we invest in the bunker or cut it?

Reveal that in 1991, York Cold War Bunker was closed.



People across the UK marched against the use of nuclear weapons. Geoff Charles, CC0, via Wikimedia Commons

More learning ideas

Students could design their own civil defence or counter campaign for a modern issue such as climate change.

Nuclear bunkers and the peace movement *continued*

Activity idea 2:

Discussion/research activity based on English Heritage blue plaques

English Heritage runs the blue plaque scheme in London. The blue plaques, on all sorts of London buildings – large and small, honour the notable women and men who have lived or worked in them. Some of these blue plaques are dedicated to people who were part of the peace movement. On pages 26–27 is information about four of them.

Start off by asking students:

Have you ever seen a blue plaque? (You could show some images of blue plaques, including those in this document.)

What do you think they are?

Why are some people remembered in public places and others not?

In groups, students could then look at the information about the blue plaque recipients related to the peace movement on pages 26–27 and discuss:

- Who are they? What did they do?
- How did their life or work contribute to the peace movement?
- Why do you think English Heritage chose to honour them?
- What challenges might they have faced in their lifetime?
- Do you think they would still be remembered today without this blue plaque?

Students could then design their own plaque for someone they think should be remembered – this does not have to be someone related to the peace movement or the Cold War.

Plenary discussion:

- Whose stories are missing?
- How can we make public history more inclusive and representative?

Ministry of Defence (Government)

Your role:

You work for the UK government's Ministry of Defence. Your job is to keep the country safe from threats, including nuclear war. Budgets are tight so you need to justify the continued operation of York Cold War Bunker.

Your goals:

- Protect the UK population from nuclear threats.
- Make sure the government has the right resources to detect and respond to a crisis.
- Ensure citizens don't lose confidence in the government's plans.

Your arguments:

- The ROC and bunkers will help us respond quickly if attacked.
- Having an early warning system is essential in order to save lives.
- If we decommission the system this could be seen as a sign of weakness.
- Nuclear deterrence ensures peace because our enemies fear retaliation.

Challenges/counter arguments you might face:

- Critics say bunkers are too expensive and won't protect everyone.
- Peace campaigners think deterrence is unethical.

Preparation prompts:

- How will you convince people this is a good use of government money?
- If we close all the bunkers and stand down the ROC, what might happen?

Royal Observer Corps (ROC) volunteer

Your role:

You are part of the Royal Observer Corps, based at 20 Group Headquarters in York (York Cold War Bunker). Your job is to monitor for nuclear explosions and map nuclear fallout. The information you provide informs emergency responses.

Your goals:

- Provide a reliable early warning system for nuclear attacks.
- Protect as many lives as possible.
- Monitor and communicate information to inform government responses.

Your arguments:

- ROC volunteers have trained for this role and take our duties seriously.
- The bunker system allows us to detect attacks early and save lives.
- The information we provide helps local and national government plan emergency responses.

Challenges/counter arguments you might face:

- Even if there's peace now, threats can return quickly.
- Peace activists say this is preparation for failure.
- Local citizens might not understand your work.

Preparation prompts:

- How would you explain what the ROC does to the public?
- What might happen if York Cold War Bunker is closed?

Peace campaigners

Your role:

You are part of a peace movement, like the Campaign for Nuclear Disarmament (CND). You oppose nuclear weapons, so you want the UK government to disarm and promote peace.

You believe that having bunkers and nuclear weapons makes war more likely.

Your goals:

- Campaign for all governments to get rid of nuclear weapons and disarm.
- Raise awareness of the dangers and cost of bunkers and nuclear defence.

Your arguments:

- Bunkers are not an effective defence. They only protect a small number of people.
- Money spent on bunkers could be used to fund housing, education or healthcare instead.
- 'Mutually assured destruction' is not a moral way to deter conflict between countries.

Challenges/counter arguments you might face:

- Critics may accuse you of being unpatriotic.
- Other countries have nuclear weapons. The government says we need our own deterrent.

Preparation prompts:

- What alternatives to the bunker system can you suggest?
- How will you persuade other people that a peaceful solution is best?

Local community members

Your role:

You live near York Cold War Bunker. You have seen people in uniform going into the bunker regularly, but you're not sure what happens inside. You're worried about your family's safety and how your taxes are being spent.

Your goals:

- Ensure your family and community are kept safe.
- Understand how public money is being spent.
- Make sure the government listens to its citizens.

Your arguments:

- As the bunker is in our local area we'd like to know what happens inside it. We're concerned that having a bunker nearby makes us less safe.
- How will the bunker protect us, or is it just there to protect government staff?
- Our taxes could be used to improve healthcare, housing and education instead.

Challenges/counter arguments you might face:

- The government says it has to keep some things secret to protect national security.
- ROC members say that the work they do at the bunker helps to keep you safe.

Preparation prompts:

- How would you like the government to protect you?
- How do you feel about your taxes paying for the bunker?

Scientists

Your role:

You are scientists who study nuclear fallout and radiation. You provide scientific facts to the government to help them with emergency planning. You are politically neutral but your research influences government decisions.

Your goals:

- Provide accurate, scientific advice to help the government respond effectively to nuclear events.
- Advise on survival scenarios (for people and infrastructure).

Your arguments:

- An effective civil defence plan can save lives.
- The ROC monitoring system should warn us quickly and can help track nuclear fallout.

Challenges/counter arguments you might face:

- Citizens may not trust government science or advice.
- Peace campaigners say no system can save lives in a nuclear war.
- Focusing on prevention is better than focusing on survival.

Preparation prompts:

- Why is it important for the government to take your advice about the bunker?
- How can science be used to protect and inform (and not scare) the public?

York Cold War Bunker

Nuclear bunkers and the peace movement *continued*

English Heritage runs the blue plaque scheme in London. The blue plaques, on all sorts of London buildings, honour the notable women and men who have lived or worked in them. Some of these blue plaques are dedicated to people who were part of the peace movement:

Helena Normanton (1882–1957)

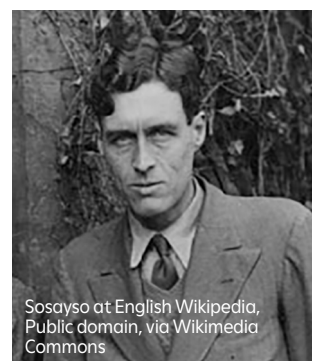
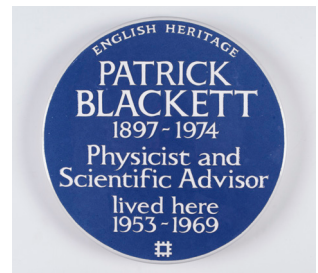
- Trained as a teacher. She refused to follow the accepted line in history, especially in relation to imperialism in India, which she believed was based on force or fraud.
- Became the first female barrister in England, after having initially been refused entry to the profession because she was a woman.
- Was the first woman (alongside Rose Heilbron) to become a King's Counsel.
- Became the first married woman to have a passport issued in her birth name, after deciding not to take her husband's surname.
- Took part in the women's march against the atom bomb in 1953.



© Public domain

Patrick Blackett (1897–1974)

- During the Second World War he advised the government on how to apply scientific research to win the war.
- He opposed the saturation bombing of German cities and was against the UK developing nuclear weapons.
- After the Second World War, more controversially, he advocated including the USSR in nuclear weapon policy and believed that Britain should remain neutral.



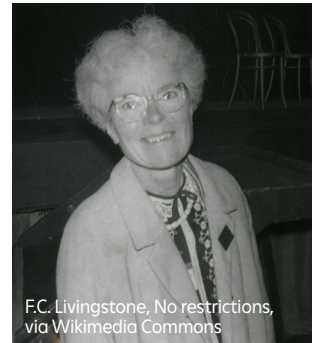
Sosayso at English Wikipedia, Public domain, via Wikimedia Commons

York Cold War Bunker

Nuclear bunkers and the peace movement *continued*

Kathleen Lonsdale (1903–1971)

- Born in Ireland and moved to England when she was young.
- Studied physics, chemistry and higher mathematics at a boys' school, as girls were not taught those subjects at the time.
- Became a Professor of Chemistry (the first female professor at University College London).
- Witnessed a German Zeppelin airship shot down during the First World War and saw the empathy her mother had for the people in it, despite them being the enemy. This informed her pacifist views.
- Went to prison for a month during the Second World War for refusing to register for civil defence duties.
- Was president of the British section of the Women's International League for Peace and Freedom and was active in discussions around the dangers of nuclear physics.



Abdus Salam (1926–1996)

- Born in a region of western Punjab that later became Pakistan, he moved to England to study at St John's College, Cambridge in 1946.
- Awarded the Nobel Prize for Physics in 1979, alongside Sheldon Glashow and Steven Weinberg.
- Was the Scientific Advisor to the President of Pakistan for 13 years. During this time, he helped Pakistan develop its nuclear capacity for peaceful purposes. President Zulfikar Ali Bhutto later progressed the development of a nuclear bomb. It's unclear whether Salam was involved in this, but later in life he backed nuclear disarmament.
- Advocated for scientists in developing nations. Set up the International Centre for Theoretical Physics in Italy to provide placements for scientists in developing countries and allow an exchange of ideas between East and West.

