



# Young Heritage Hunters

## Britain Since the 1940s in the Milton Keynes Area Teachers' Pack



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**Front Cover photos:** Children from Green Park Junior School tasting 'wartime food', making do and mending, role playing 'natives and settlers' and learning to do the 'Hustle'.

## Introduction

Young Heritage Hunters was a 12-month education project to encourage students to explore their local heritage. The project was funded by the Heritage Lottery Fund. Throughout the project we worked with several schools and community groups to encourage students, families and the wider community to explore the past heritage of this new city. The project is led by Milton Keynes Heritage Association (MKHA) which was set up in 1994 when a group of local history groups came together with the aim of encouraging and developing co-operation between organisations which have an interest in Milton Keynes' heritage. MKHA has around 60 members with a wide range of historical and heritage involvement. You can explore MKHA's website [here](#).

For *Britain since the 1940s*, Young Heritage Hunters worked with students from Green Park Junior School. Through songs by the **Living Archive Band**, they explored aspects of life in Milton Keynes from the 1940s to the 1970s.

## Curriculum Links

### 1. QCA Schemes of Work

History Key Stage 1 & 2	Unit 9: What was it like for children in the Second World War?
History Key Stage 1 & 2	Unit 13: How has life in Britain changed since 1948?
History Key Stage 1 & 2	Unit 18: What was it like to live here in the past?

### 2. Primary National Curriculum until 2014 – Statutory areas of study

The government is in the process of changing the National Curriculum. The curriculum information below has been taken from the interim School Curriculum shown on the **Department for Education website** published 28 November 2011.

#### Key Stage 2:

##### (a) Local History Study

This is a study investigating how an aspect in the local area has changed over a long time. This could include how the locality was affected by a significant national or local event or development or by the work of a significant individual.

##### (b) Knowledge and Understanding of Events, People and Changes in the Past

Through research student can:

- explore the characteristics of different time periods and the experiences of men, women and children;
- identify and describe the reasons and results of historical events, situations and change in time-periods.

##### (c) Historical Interpretation

- Through researching sources, students can be taught to recognise that the past can be represented and interpreted in different ways and provide reasons for this.

##### (d) Historical Enquiry

Through research students can:

- discover through a range of sources how to find out about events, people and changes;
- ask and answer questions, and select and record information relevant to the focus of the enquiry.

**(e) Organisation and Communication**

Researching history can enable pupils to be taught to:

- recall, select and organise historical information;
- use dates and historical vocabulary to describe the periods studied;
- communicate their knowledge and understanding of history in a variety of ways (for example, drawing, writing, by using ICT).

**3. The New History Curriculum (draft)**

In the New Year the coalition government unveiled its new draft curriculum for history. It has been outlined on the **Historical Association website** February 2013. A study of Britain since 1940 links to the new curriculum as follows:

Key stage 1	Significant historical events, people and places in their own locality.
Key Stage 3	<ul style="list-style-type: none"> <li>• the Second World War</li> <li>• immigration</li> <li>• society and social reform, economic change and crisis</li> </ul>

**The Forties – Evacuees**

In the 1940s, the new city of Milton Keynes did not exist, but was a collection of small towns and villages. Wolverton and Bletchley played key parts in the war effort.

Wolverton Works – produced the Horsa Glider and repaired various bomber and fighter aircraft. It also converted motor cars, vans and lorries into armoured vehicles.

Bletchley Park – during the Second World War, Bletchley Park was home to the government's Code and Cipher School. It played a key role in intercepting and decoding enemy messages. It is credited with ending the war sooner and saving many lives. For more information on Bletchley Park visit:

**<http://www.bletchleypark.org.uk/>**

Many children were evacuated into the area (rogue full stop here) as it was away from major urban and industrial areas. The Living Archive website has links to local evacuee stories:

**Evacuees in Wolverton and New Bradwell****Town and Country**

Photo courtesy Milton Keynes Museum

The Living Archive Band wrote a song about being an evacuee.

The song can be found on one of the Living Archive Band's CDs - All That's Changed Vol 2 - which can be purchased through the Living Archive or the Band website [www.livingarchiveband.co.uk](http://www.livingarchiveband.co.uk)

### Song words: **Letters Home** by Paul Clark<sup>1</sup>

*Dear Parents we hope you're ok.  
We're having a wonderful stay.  
We dare not upset her so here in this letter's  
What teacher permits us to say.*

It really is strange having school in the scout hall,  
But lessons go on in the same dreary way.  
The part that I like is geography class  
Where we walk down the tow path for half of the day.  
While the teacher's not looking, I've written this bit down:  
We're having a fight when we go out to play.

*Dear Parents etc*

I've bought a new top and I wish you could help me -  
The boys on my street they can spin it with ease.  
There's a small leather whip that they snap and they crack,  
And it makes the top spin for as long as they please.  
But when I do the same, it just falls in the gutter  
While they circle round me to laugh and to tease.

*Dear Parents etc*

It really is fun when the snow's thick and heavy  
With sledging and snowmen there's so much to do.  
Down the front garden path it's just perfect for sliding -  
Perhaps Mr. Lovell will have a slide too  
When he comes home from work - hey just think of the fun  
All us boys throwing snowballs at girls after school!

*Dear Parents etc*

Christmas is near - we look up to the heavens,  
But each night a searchlight it blots out the stars.  
I have written a letter to old Father Christmas  
To ask for a gun and a big armoured car  
That I've seen in the toy shop - when you come for Christmas  
I'll take you to see just how smashing they are

*Dear Parents we hope you're ok.  
We're having a wonderful stay.  
We dare not upset her so here in this letter's  
What teacher permits us to say.*

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## Worksheet 1 - Wartime Games for Children

During the war, children did not have many toys compared to modern children. They created games using materials that were easy to find.

### A Skipping Game:

These rhymes were said while jumping over a skipping rope.

*I had a little puppy - his name was Tiny Tim  
I put him in the bathtub, to see if he could swim  
He drank all the water, he ate a bar of soap  
The next thing you know he had a bubble in his throat!  
In came the doctor, (person jumps in)  
In came the nurse, (person jumps in)  
In came the lady with the alligator purse (person jumps in)  
Out went the doctor (person jumps out)  
Out went the nurse (person jumps out)  
Out went the lady with the alligator purse (person jumps out)*

### A Singing Game:

#### 1st verse:

*The Grand Old Duke of York.  
He had 10 thousand men,  
He marched them up to the top of the hill and he matched them down again.  
When they were up they were up  
And when they were down they were down  
And when they were only half-way up they were neither up nor down.*

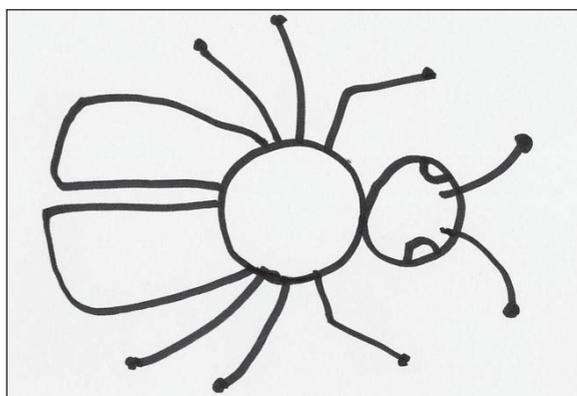
**2nd verse:** sing the song but JUST miss out the word 'UP'.

**3rd verse:** sing the song but JUST miss out the word 'DOWN'.

**4th verse:** sing the song but this time miss out the words 'UP' and 'DOWN'.

**5th verse:** Hum the song just singing the words 'UP' and 'DOWN'.

See how many you can catch out by singing it wrongly!



### A Beetle Game

To play this you just need a dice and pen and paper. The objective is to draw a beetle, with each number representing part of the beetle.

Your dice must fall on a 6 to start drawing:

6 = Body (x 1 - this must be drawn first)

5 = head (x 1 - this must be drawn before eyes and antennae)

4 = wings (x 2)

3 = legs (x 6)

2 = antennae (x 2)

1 = eyes (x 2)

The round ends when the first person to draw a complete beetle shouts BEETLE!

## The Forties - Rationing

Rationing had a big impact on daily life wherever you lived in Britain. Shortages were so severe that wasting food was a crime. The Living Archive website has a local story about rationing in **A Fishy Tale**.

The Living Archive Band wrote a song about rationing. It can be found on one of the Living Archive Band's CDs - *All That's Changed Vol 1* - which can be purchased through the Living Archive or the Band website [www.livingarchiveband.co.uk](http://www.livingarchiveband.co.uk)

### Song: *There's a War On* by John Close<sup>2</sup>

The guitar chords:

Intro vamp: D – A – D – A  
D – C – B – A (x 2)

D

Signs saying 'Sold Out' are up in lots of shops

A

A lot of pubs are closed up – they haven't got a drop

D

You have to act a bit sharp getting by these days

G

And take advantage of the slightest chance that comes your way

A

D

Bm

G

A

If you hear of bananas or oranges on sale

D

Bm

G

A

Get there before the others, 'cos they'll 'ave 'em without fail –

D

D– C – B – A

Can you blame them?

D

D– C – B – A

What would you do?

D

There's a war on!

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## Song: *There's a War On* by John Close<sup>3</sup>

### The words:

Signs saying 'Sold Out' are up in lots of shops.  
 A lot of pubs are closed up – they haven't got a drop.  
 You have to act a bit sharp getting by these days -  
 And take advantage of the slightest chance that comes your way.  
 If you hear of bananas or oranges on sale,  
 Get there before the others, 'cos they'll 'ave 'em without fail –  
 Can you blame them?  
 What would you do?

There's a war on!

Last Saturday the missus made a tasty corn-beef pie.  
 We bought some liquid paraffin so we could have a fry.  
 Though using lard instead of butter doesn't seem so good,  
 And no-one gets their fresh fruit quite as often as they should.  
 You must admit that powdered egg takes you by surprise  
 When you mix a cake and the damn thing doesn't rise –  
 Can you blame it?  
 What would you do?  
 There's a war on!

For all this talk of shortages and coupons and the rest,  
 There's still a deal of folks who enjoy nothing but the best.  
 For all the regulations, it's only common sense -  
 There's still a great deal can be done with pounds, shillings and pence.  
 There's many a humble grocer who won't give a second look  
 If he should find a ten bob note inside your ration book.  
 Can you blame him?  
 What would you do?  
 There's a war on!

A local lad went walking with his girl the other day.  
 He stopped to buy some oranges in a shop along the way.  
 The grocer was polite but firm, he said, 'I'm sorry son –  
 But oranges are restricted to expectant mums.'  
 The lad looked at his girl and winked and then he said 'OK –  
 We'll have our stroll and pop back in later on today...'  
 Can you blame him?  
 What would you do?  
 There's a war on! There's a war on! There's a war on!

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## Worksheet 2 – War Time Food

**Note:** An ounce was the equivalent of 28.3 grams, so 4 ounces = about 113 grams  
A pint was just under ½ litre

By the end of the war the allowance per adult per week was:-

**Bacon and ham:** 4 ounces or 3 rashers

**Other meat:** 2 small chops

**Butter:** 2 ounces

**Cheese:** 2 ounces

**Special margarine fortified with vitamins:** 4 ounces

**Cooking fat:** 4 ounces

**Milk:** 3 pints ( 1 packet of dried a month)

**Sugar:** 8 ounces

**Preserves (e.g. jam or marmalade):** 1 lb (16 ounces) every month

**Tea:** 2 ounces

**Eggs:** 1 fresh egg (1 packet of dried or powdered eggs a month)

Vegetables were not rationed and often home-grown. Every morning the Ministry of Food would broadcast propaganda (persuasive information) and recipes on the radio. Carrots, parsnips and beetroot were often used in cakes, sweets and preserves because of their natural sweetness.



### Making Wartime Carrot Fudge

4 tablespoons of finely grated carrot  
1 gelatine leaf  
orange essence or squash  
a saucepan  
a flat dish

- Put the carrots in a pan and cook them gently in just enough water to keep them covered, for ten minutes.
- Add a little orange essence, or orange squash to flavour the carrot.
- Melt a leaf of gelatine and add it to the mixture.
- Cook the mixture again for a few minutes, stirring all the time.
- Spoon it into a flat dish and leave it to set in a cool place for several hours.
- When the 'fudge' feels firm, cut it into chunks and eat.

### Mock Banana Recipe

Parsnips  
Banana essence or extract  
Sugar (if you have any!)

- Choose young parsnips as they are more tender and sweet.
- Peel the parsnips, do not slice.
- Boil in a small amount of unsalted water until tender.
- Dry well on kitchen paper.
- Slice the cooked parsnips and put into a bowl and mash.
- Add a few drops only of banana essence or extract.
- Continue adding banana flavouring until you get the right taste.
- Add sugar to taste then mash until smooth.



## The Fifties - Coming to Milton Keynes

Since the 1950s, Bletchley offered overspill housing to London Boroughs damaged by the war. This growth continued and in 1967 Milton Keynes was officially designated as a new city. The Living Archive carried out an oral history project with the residents of Bletchley to explore the attitudes of 'natives' to the newcomers and to record settlers' experiences.

There is a page about this on the website: Bigger Brighter

**<http://www.livingarchive.org.uk/content/local-history/areas/bletchley/bigger-brighter-bletchley>**

The Living Archive Band wrote a song about coming to Bletchley as a Londoner.

The song can be found on one of the Living Archive Band's CDs - *All That's Changed Vol 1* - which can be purchased through the Living Archive or the Band website [www.livingarchiveband.co.uk](http://www.livingarchiveband.co.uk)

### **Song words: *What Do They Think We Are?* by Kevin Adams<sup>4</sup>**

Had to leave our native city - which is really such a shame!  
 We are up the creek - what's more, we're all at sea.  
 Had to move out to the country, which is nuffink like the same -  
 We're confused by all these fields and farms and trees!  
 And the locals' exhibition of unnatural suspicion  
 Doesn't cheer us up - what's more it gets us down.  
 I check the mirror daily for me 'orns and tail so scaly...  
 And I wish that I was back in London Town.

Can you blame us for moving out of London?  
 Can you blame us for leaving it for dead?  
 When you've been fire-bombed and shot at, you begin to feel quite got at,  
 And you're wondering is it something wot I said?  
 We are townies, there is no point in denying!  
 We are townies and we're really proud of that!  
 We would go back there at the double if it weren't a pile of rubble -  
 If old 'tiller 'adn't tried to knock it flat!

**Chorus:** *What do they think we are? What do they think we are?  
 The pearly bloomin' monarchy or dockers on an 'oliday,  
 A costermonger from the Mile End Road?  
 What do they think we are? What do they think we are?  
 Are we just characters from Dickens all out looking for rich pickings?  
 What do they think we are?*

We carn 'elp it if we weren't born in Bletchley.  
 We carn 'elp it if we're not true country stock.  
 We've come from tenements in Stepney, a one-room flat in 'Ackney,  
 Or a prefab round the back of Millwall Dock.  
 We carn 'elp it if our kids aren't country bumpkins,  
 If their cockney vowels drive teacher up the wall -  
 'is complete hexasperation hat their lack of haspiration  
 Has they find the letter haitch is hunpronouncable!

We carn 'elp it if we're not exactly local.  
 We carn 'elp it if you think we don't fit in.  
 The air up here's less smoky and the houses ain't so poky  
 But novelty is wearing rather thin!  
 We extend the 'and of friendship to our neighbours  
 We say Good day! and 'Ow are you? for all we're worth -  
 Seems like friendship's out of fashion - or perhaps it's on the ration...  
 Maybe they 'aven't 'eard about it this far north!

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## Worksheet 3 – Bigger Brighter Better

Drama games or creative writing can help children to explore difficult topics such as the conflict between the residents in Bletchley:-

- local residents of Bletchley who had lived there for generations called 'natives'
- urban immigrants relocated from London are referred to as 'settlers'

In preparation listen to some oral history extracts on **Living Archive Online**.

**Exercise 1** (10 mins): Divide the class in half:

### **Group A: The Settlers**

Imagine it is your first day in a new school.

How do you feel?

What are your hopes?

What are your fears?

How is this school different from your school in London?

Talk to the other 'settlers'... and try using a Cockney accent!

### **Group B: The Natives**

Lots of new children have arrived at your school.

They talk differently to you.

They seem louder and more pushy than the children you are used to and your parents have said some unkind things about the Londoners.

How do you feel about their arrival?

Talk to the other 'natives'

**Exercise 2** (10 min) Put students into pairs one each from Group A and Group B. The teacher does not have enough exercise books for the class so you are going to share one between two. However, you cannot see the bit that you need to work on. The teacher has said you need to finish all the exercises or you will be in serious trouble. Can you sort it out with your partner? Will you be kind and share or take it for yourself? What happens next?

To see things from the other perspective swap places and repeat Exercises 1 and 2.

**Exercise 3** Carried out as a whole class. Choose a confident student to sit in the chair. The other students will go to them and whisper things to say out loud.

You are a 'settler' and have been in school now for a week. How is it going? How do you like it? What are the other children like? Who are your friends? Who do you look out for? Who looks like trouble and should be avoided?

Choose another student and repeat as a 'native'.

**Exercise 4** Divide the class into two Group A 'settlers' and Group B 'natives'.

You have lost your pet cat. Move around the hall looking for your cat on the signal find someone from the opposite group to you. Tell them about your cat. Do you help each other find the cats? What happens next?

**Plenary:** Ask students how they felt as 'natives' and 'settlers'.

Explain that over time the 'natives' stopped being suspicious of the 'settlers' and they made friends. Ask them how long they and their family have lived in the local area. If you moved to the area, how did you feel?

How might you react if new children came to our school?

## The Sixties – Teenagers

The rapid expansion of areas like Bletchley led to an increase in young people in these areas. In the post-war era there was a population and economic boom. For more information about young people in Bletchley in the 1950s – 1960s see **Bletchley Youth Clubs**

This new generation of teenagers had a very different outlook from their parents. Teenagers expressed themselves through music and fashion. For more about this

In the 1960s Wilton Hall in Bletchley hosted many of the up-and-coming bands of the day including:

The Animals: **The House of the Rising Sun**  
 The Searchers: **Needles and Pins 1964**  
 The Troggs: **Wild Thing**  
 The Rolling Stones: **Not Fade Away 1964**

For more information about Wilton Hall at the time see **Stars at Wilton Hall, Bletchley**

### Song: *The Night the Stones Rolled into Town* music by Neil Mercer<sup>5</sup>

#### The guitar chords: Key E

E G#m A B  
 I was just fifteen, it was the year that I left school

E G#m A B  
 Levi jeans, Ben Sherman shirts were what we thought was cool

A G#m C#m  
 Getting used to working weekdays, living by the rules

F#m F#m B  
 Till the weekend came around

E G#m A B  
Wilton Hall was paradise for all us music fans

E G#m A B  
Dancing there on Friday nights to all the latest bands

A G#m C#m  
And the man behind it all, I'd like to shake his hand

F#m F#m B  
 It was Ron King who wore the crown

A B E  
 On the night the Stones rolled into town

A B E A B A  
 And we were living for the future, glad to be alive

A G#m C#m D A B  
 Then one day you wake and find the future has arrived...

A B E  
 On the night the Stones rolled into town

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## **Song: *The Night the Stones Rolled into Town*** **By Neil Mercer & Kevin Adams<sup>6</sup>**

### **The words:**

I was just fifteen, it was the year that I left school  
 Levi jeans, Ben Sherman shirts were what we thought was cool  
 Getting used to working weekdays, living by the rules,  
 Till the weekend came around...

Wilton Hall was paradise for all us music fans  
 Dancing there on Friday nights to the latest bands  
 And the man behind it all, I'd like to shake his hand -  
 It was Ron King who wore the crown  
 On the night the Stones rolled into town

### **Chorus:**

*And we were living for the future, glad to be alive  
 Then one day you wake and find the future has arrived*

In Makario's coffee bar, before the show that day  
 Sipping our espressos, we sang 'Not Fade Away'  
 Nowhere else to go to, happy just to stay  
 While the world went spinning round  
 On the night the Stones rolled into town.

### **Chorus:**

*And we were living for the future, glad to be alive  
 Then one day you wake and find the future has arrived*

We went into Wilton Hall, on that famous day  
 Right up to the stage, and there we stood and watched them play  
 I can still remember, just like yesterday  
 How Keith made that guitar sound-  
 On the night the Stones rolled into town

### **Chorus:**

*And we were living for the future, glad to be alive  
 Then one day you wake and find the future has arrived  
 On the night the Stones rolled into town  
 On the night the Stones rolled into town  
 On the night the Stones rolled into town  
 Ooooh – ooooh – aaaah!*

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## Links

The Living Archive Band - <http://www.livingarchiveband.co.uk/>

Living Archive - <http://www.livingarchive.org.uk/>

Milton Keynes Heritage Association - <http://www.mkheritage.co.uk/>

Bletchley Community Heritage Initiative -

<http://www.livingarchive.org.uk/includes/external/bletchley/>

### Links for The Forties

Britain's Reel History – Britain's War Time History <http://www.bbc.co.uk/programmes/p00jtm6v>

Beetle Drive Worksheet <http://www.kidspuzzlesandgames.co.uk/games/beetle-drive-game/>

Talk about Wolverton – <http://talkaboutwolverton.wordpress.com>

The Evacuees in Wolverton and New Bradwell <http://www.livingarchive.org.uk/content/local-history/areas/wolverton/the-evacuees-in-wolverton-new-bradwell>

Town and Country – An Evacuees Experience <http://www.livingarchive.org.uk/content/local-history/topics/world-war-2/town-and-country>

A Fishy Tale – an usual tale of war time rationing <http://www.livingarchive.org.uk/content/local-history/topics/streets/a-fishy-tale>

### Links for The Fifties

Bigger Brighter Better – Oral History Recordings

[http://www.communitycatalogues.co.uk/view\\_a\\_21\\_or\\_2808.aspx](http://www.communitycatalogues.co.uk/view_a_21_or_2808.aspx)

Talk about Bletchley: <http://talkaboutbletchley.wordpress.com>

### Links for The Sixties

Bletchley Youth Clubs [http://clutch.open.ac.uk/schools/eaton-overspill00/youth\\_clubs.html](http://clutch.open.ac.uk/schools/eaton-overspill00/youth_clubs.html)

The Reel History of Britain - Britain's First Teenagers <http://www.bbc.co.uk/programmes/p00jtmff>

The Animals - The House of the Rising Sun <https://www.youtube.com/watch?v=bwAw9ThDQmk>

The Searchers - Needles and Pins 1964 <https://www.youtube.com/watch?v=BXYNHp19xok>

The Troggs -Wild Thing

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

The Rolling Stones – Not Fade Away 1964 [https://www.youtube.com/watch?v=pt\\_zum97kjE](https://www.youtube.com/watch?v=pt_zum97kjE)

Stars at Wilton Hall, Bletchley

<http://talkaboutbletchley.wordpress.com/2012/03/22/stars-at-wilton-hall-bletchley/>