

Then and Now Sudbury 50s - 80s

Education Pack - Part Two

The Education Pack Part One, Two and Three can be downloaded from the Sudbury section <https://www.brent.gov.uk/libraries-arts-and-heritage/brent-museum-and-archives/schools-and-groups/loan-boxes#Loanboxes>



Introduction

The Education Pack and accompanying loans suitcase came about as part of *Changing Sudbury*, a heritage community project by Sudbury Neighbourhood Centre, exploring the rich social and cultural history of Sudbury from the 1950s onwards through the memories of first generation arrivals and existing residents who saw, lived through and contributed to its changes, shaping the diverse and multifaceted Sudbury we know today and generously funded by the National Lottery Heritage Fund. Between Spring 2019 – Spring 2020, individuals were interviewed by project volunteers and these interviews were digitised.

The Then and Now Sudbury 50s – 80s Education Pack is in three parts

Part One: transcripts of themed oral history excerpts for KS1 and KS2 on these themes: Toys and Leisure, Food, Shops, Home Life, School Life, Clothes, Faith and Transport plus Then and Now photographs of Sudbury.

Part Two: details of items in the loans suitcase; lesson plans/additional ideas for activities in class.

Part Three: image bank for teachers use in class

You can request all three parts by contacting us at museum.archives@brent.gov.uk or by downloading them from <https://www.brent.gov.uk/libraries-arts-and-heritage/brent-museum-and-archives/schools-and-groups/loan-boxes#Loanboxes>

These resources were developed for use by KS1 and KS2 teachers and classes. They can also be used by community groups such as facilitators of reminiscence sessions.

Brent Museum and Archives Services for Schools

You can find out about our services for schools and groups by visiting [our schools page](#) where you can find out about workshops either at your school or at Brent Museum and Archives, loans box hires as well as independent visits to Brent Museum and Archives at The Library at Willesden Green. We have a range of online learning resources too.

To make an [enquiry about a workshop](#) please complete the online form.

To enquire about a loans box hire please visit [this page](#) and complete the form.

To enquire about an independent class visit please complete the form on [our schools page](#).

You can view our [online resources](#) as there is quite a range especially for local area studies. You can find out about [school's local area history](#) which will support your own knowledge of the area.

Do get in touch with our Learning Officer at museum.archives@brent.gov.uk if you have any queries.

Then and Now Sudbury 50s-80s Loans Suitcase - KS1 and KS2

[Contact the Learning Officer](#) to book the loans suitcase.

The suitcase comes with objects, photos and a range of resources to help you deliver activities at your school exploring changes in toys, leisure, home life and how the area has changed. This loans box would also be of interest to teachers in other parts of the borough. See the following pages for details of the contents of the loans suitcase.

Then and Now Sudbury 50s-60s workshop

At your school or at Brent Museum and Archives - KS1 and KS2






Students learn about changes in Sudbury from 1950s-1960s using interviews from local residents. The workshop uses music, objects and photos to help children compare changes in toys, leisure, home life and how the area has changed. This workshop is also relevant to teachers in other parts of the borough whose pupils are learning about toys, leisure, home life during 50s and 60s.

[Contact the Learning Officer](#) to book this workshop at your school or at Brent Museum and Archives

How to listen to audio interview clips about Sudbury in 50s-80s

On the [Changing Sudbury Project](#) website (select 'Resources' then 'Teachers and Schools') you can listen to selected audio clips suitable for KS1 and KS2 children on these themes: Setting the Scene for 1950s Sudbury, Business and Shopping, Community and Leisure, Faith, Beliefs, Behind doors, domestic life; Getting around: transport links, Further Afield. If you select the 'Themes' section you will find additional material aimed at an adult audience but that you may also find useful.

Additional Then and Now photographs - [Then and Now photos of Sudbury during the last 130 years](#)

Contents of the Then and Now Sudbury 50s-80s Loans Suitcase	
Sheets	
Paper copy of Sudbury 50s-80s education pack Part One	
Paper copy of Sudbury 50s-80s education pack Part Two	
1 x A3 Laminated Picture of Barbara	
1 x A3 Laminated picture of Barbara when younger	
1 x A3 Laminated picture of Patricia	
1 x A3 Laminated picture of Shirley	
1 x A3 Laminated Sudbury Oden/Starlite Ballroom (then and now photos)	
2 x A3 Laminated Eton Avenue in Sudbury (then and now photos)	
2 x A3 Laminated Wembley Stadium (then and now photos)	
3 x A4 Laminated Group A Background info about clothes and dancing items	
2 x A4 Laminated Group B Background info about home life items	
1 x A3 Laminated picture of Bus tickets	
1 x A3 Laminated picture of Ticket machine	
Modern objects	
	Modern item - Skipping rope x 2
	Modern item - 1950s style petticoat
	Modern item - 1950s style bowler hat
	Replica coal
	6 x rubber eggs

Old objects	
	Bag of coins: 18 x 1/2p, 30 x 1p, 18 x 3p, 12 x half shilling, 12 x shilling.
	Cassette tape – Elvis, Volume 1
	Record – Bill Haley and the Comets, Rock Around the Clock (in cardboard container)
	Long play tape – various home recordings
	1950s Plaid tie
	Fairy pre-treatment bar with original packaging
	Fairy liquid detergent bottle (full – please make sure to reseal carefully)
	Price's night lights with original packaging (fragile)
	Evening Standard newspaper – (fragile)
	Look and Learn magazine (in cardboard container)
	Leather bus conductor's bag (missing the strap)

How to repack the Loans Suitcase

The instructions below are step by step so that you can protect the more fragile objects in the suitcase. Please follow these steps when you are repacking the suitcase and refer to the photos below.

1. Put the A4 document wallets into the zip compartment in the lid
2. Put the laminated image sheets in the blue A3 wallet at the bottom of the suitcase.
3. Put these items in the cardboard container:
 - a. Look and Learn magazine
 - b. newspaper (in its sheath)
 - c. record (in its paper sleeve)then put the cardboard container on top of the blue A3 wallet.
4. Put the Conductor's leather bag on top of the cardboard container towards the wheel end of the suitcase.
5. Put the tie and replica coal inside the empty space of the bowler hat then put the bowler hat on top of the conductor's bag lengthways, with the rubber eggs wedged on one side and coin jiffy envelope on the other side of the bowler hat, again towards the wheel end of the suitcase.
6. Put the long play tape and Elvis cassette near the handle end of the suitcase, laying them flat.
7. Check the Fairy liquid bottle's lid is securely closed. Put the bottle so that when the suitcase is upright on its wheels, the bottle is upright.
8. Put the nightlights and Fairy pre-treatment bar on top of the long play tape and cassette. The nightlights are the most fragile objects in the suitcase and therefore should be packed as close to the handle end of the suitcase as possible where they will have the least pressure from objects on top of them when the suitcase is upright.
9. Slot the skipping ropes in where there is space, as shown in the photos.
10. Pack the petticoat on top before you close the suitcase.
11. There is a zipper on the outside of the suitcase that changes how much space there is inside the suitcase. Please make sure that the zipper is at the smallest size so that objects inside don't move around so much.

Thanks so much!



The image on the left shows the layout before the petticoat has been put in the suitcase.

The image on the right shows the layout after the petticoat in the carry bag has been put in the suitcase.



Background Information about Loans Suitcase items

Pre-decimalisation (1971) coins

Handling notes: not fragile but hands should be washed after use

Information:

There were four farthings in a penny, 12 pence made a shilling, 6 pence made half a shilling and there were 20 shillings in a pound. In the early 70s people often referred to 5p as half a shilling or via versa because they were converting values to something they were more familiar with.

Values less than a pound were usually written in terms of shillings and pence, e.g.,

three shillings and six pence was written as 3/6

pronounced "three and six" or "three and sixpence".

£1 in 1960 would be worth around the same as £23 today.

Audio clips www.changingsudbury.org.uk (Resources section then Teachers and Schools then select section e.g. Shops then scroll down until you find the clip you want to listen to:

Section	Person and period	Topic
SHOPS	60s Norma	Weekly Budget
SHOPS	60s Francis	Toy Shop
SHOPS	60s Kathleen	Tuppenny Library
SHOPS	60s Patricia	First Supermarkets
TOYS/LEISURE	50s Barbara	Cinema
HOME LIFE	60s Kathleen	Public Phone Boxes

Skipping rope x 2

Handling notes: use outside and pre-warn children that lots of space is needed around swinging rope in order to avoid injury.

Information:

Long rope skipping was one of the most popular games in Britain in the mid to late twentieth century. Played by girls, it was a group activity for three or more. The ends of the rope were turned by two non-skippers while one or more girls skipped to the beat of a sung verse or

chant, generally performed by all the players except those who were actually in the rope at the time.

Audio clip www.changingsudbury.org.uk (Resources section then Teachers and Schools then select section e.g. Shops then scroll down until you find the clip you want to listen to:

Section	Person and period	Topic
TOYS/LEISURE	50s Viv	Outside Games

Look and Learn magazine – Gunfight at Holbrook, 17th July 1971

Information:

Look and Learn was a British weekly educational magazine for children published from 1962 until 1982. It contained educational text articles that covered a wide variety of topics from volcanoes to the Loch Ness Monster; a long running science fiction comic strip, The Trigan Empire; adaptations of famous works of literature into comic-strip form; and serialised works of fiction such as The First Men in the Moon. Among other things, it featured the Pen-Friends pages, a popular section where readers could make new friends overseas.

Handling notes: as the paper is extremely delicate, the magazine should only be demonstrated to the children by an adult.

Audio clip www.changingsudbury.org.uk (Resources section then Teachers and Schools then select section e.g. Shops then scroll down until you find the clip you want to listen to:

Section	Person and period	Topic
TOYS/LEISURE	60s Francis	Magazines

1950s replica bowler hat, 1950s replica petticoat and 1950s original plaid tie

Handling notes: can be handled and tried on carefully, making sure they are not squashed/ripped.

Information:

The first bowler hat was originally created for Edward Coke, the younger brother of the 2nd Earl of Leicester in 1849. It was designed to protect his head from low-hanging branches while he was riding a horse. It is thought that before accepting the hat Coke arrived at the shop in London and stamped on the crown twice to check its robustness! During the 1950s and 1960s, men wore the Bowler style hat as part of the City uniform, often with a three-piece suit, tie and umbrella. This look had gone out of fashion by the 1970s.

The 1950s fashion for wide A-line skirts and dresses required large petticoats in order to achieve the desired volume. The netting fabric commonly used was a fairly new invention. It was light and airy, requiring fewer petticoats, but it was also itchy and very prone to flattening out with wear, so women's popular magazines gave lots of advice on how to keep them stiff. Starching with liquid starch or sugar was one technique. Ironing while damp was another. The stiffer the net the more scratched ladies' legs or tights became!

Audio clips www.changingsudbury.org.uk (Resources section then Teachers and Schools then select section e.g. Shops then scroll down until you find the clip you want to listen to:

Section	Person and period	Topic
CLOTHES	60s Francis	Work wear
CLOTHES	60s Shirley	Shift Dresses
CLOTHES	50s Barbara	Rock n Roll Fashion
CLOTHES	50s Patricia	Dance Fashion

Fairy pre-treatment bar with original packaging, Fairy liquid detergent bottle and Price's night lights with original packaging

Handling notes: these are the exact original items referred to in the audio clips and must be handled very delicately by the children with the supervision of an adult.

Information:

The fairy pre-treatment bar would have been used to pre-treat stains or generally coat clothes before washing them (most likely by hand!)

The liquid detergent bottle is an early sample from when the washing-up liquid was first launched in 1960.

Night lights were often used at night for comfort and safety. They provided enough light to see the outlines of objects in a room, but were dim enough to not disturb sleep. They were often used to comfort children who are afraid of the dark. They were a very practical solution to the regular power cuts of the 1970s. These blackouts were a result of industrial action by coal miners leading to severely restricted generation of electricity. The government introduced measures to combat this, including the restriction of commercial consumption of electricity to three consecutive days each week.

Audio clips www.changingsudbury.org.uk (Resources section then Teachers and Schools then select section e.g. Shops then scroll down until you find the clip you want to listen to:

Section	Person and period	Topic
HOME LIFE	50s Patricia	Fairy Soap
HOME LIFE	50s Patricia	Laundry And Home Goods
HOME LIFE	50s Patricia	Night Lights

Cassette tape – Elvis, Volume 1, Record – Bill Haley and the Comets, Rock Around the Clock (in cardboard packet with newspaper) and Long play tape – various home recordings

Handling notes: Both the packaging and the fabric of all three items is fragile and should therefore be handled very delicately by the children with the supervision of an adult. Please ensure that tape reel and cassette tape do not have their tape unravelled and also please handle the record either on the edges or on the middle paper strip to avoid scratching it.

Information:

The first commercial vinyl long-playing records were produced in the 1930s and vinyl continued to grow in popularity until the 1970s when other music technologies took over (although vinyl has enjoyed a ‘come back’ since the late 1990s). They were played at home, in pubs and clubs, at dances and in youth clubs.

The first long play tape or reel-to-reel audio tape recording systems were used in the 1940s and by the 1950s, it was possible to buy a pre-recorded tapes featuring songs by popular artists. The peak of sales of pre-recorded reel tapes was the mid-1960s, but after the introduction of the less complicated cassette tapes in the 1980s, sales fell quickly.

Although it was actually invented in the 1960s, the cassette tape was most popular in the 1970s and 1980s, as it was a more effective, convenient and portable way of listening to music than other forms of music playing technology. Stereo tape decks and ‘boom boxes’ were some of the most popular consumer products of these decades, and the introduction of the Sony Walkman in 1979 enabled people to take their music with them anywhere for the first time.

Audio clips www.changingsudbury.org.uk (Resources section then Teachers and Schools then select section e.g. Shops then scroll down until you find the clip you want to listen to:

Section	Person and period	Topic
TOYS/LEISURE	50s Barbara	Music Artists
TOYS/LEISURE	60s Patricia	Teenage Pastimes
HOME LIFE	60s/70s Viv	Records And Cassettes
HOME LIFE	60s Patricia	Music Playing Devices
SHOPS	50s Patricia	Sudbury Shops

Replica piece of coal

Information:

Deliveries of coal were usually made door to door and families had a 'coal hole' or regular place to store the dusty material. The coal was used in fireplaces to heat the home and to cook food.

Coal had helped Britain become the first modern industrial power, fuelling her factories, steel works, ships and railways in the 19th century. Abundant, cheap and high-quality coal was what made Britain more powerful than her rivals in continental Europe and the United States.

Coal was rationed from July 1941 - June 1958 because more and more miners were called up to serve in the forces. This meant that people often could not heat their homes properly. Coal burning in factories and homes, on the railways, and in manufacturing town gas, was responsible for the choking smogs which regularly blanketed London and Britain's other major cities in the 19th century. In December 1952, coal contributed to a terrible five-day smog over London that is estimated to have killed 4000 people. The Great Smog prompted the passage of the Clean Air Act of 1956, which tightened pollution controls for factories and extended them to homes for the first time. The 1950s marked the high-point of coal consumption, which halved over the next 20 years. Coal consumption was progressively eliminated from the railways, gas manufacturing and the collieries themselves by the late 1960s, and from most homes and industrial users by the late 1970s. The transition away from coal coincided with and was facilitated by the discovery of enormous natural gas deposits in the North Sea in 1959 and then oil in 1969. Between the 1950s and the 1990s, the country constructed 19 large nuclear reactors able to supply plentiful amounts of electricity, accelerating the shift away from coal in domestic and industrial use.

Handling notes: fairly robust and doesn't transfer dust like real coal

Audio clips www.changingsudbury.org.uk (Resources section then Teachers and Schools then select section e.g. Shops then scroll down until you find the clip you want to listen to:

Section	Person and period	Topic
HOME LIFE	60s/70s Kathleen	Coal Fires
HOME LIFE	60s Patricia	Heating
HOME LIFE	50s Patricia	Home Appliances
HOME LIFE	60s Barbara	Smog
SHOPS	50s Patricia	Coal Deliveries

Leather bus conductor's bag

Information:

Bus conductors were a common feature of busses until the late 1970s and early 1980s. They collected money for tickets and communicated with the driver using a series of bell codes, such as two bells to start (the well-known "ding-ding"). The bus conductor's bag was an iconic part of the uniform. Conductors collected passengers' money in a leather pouch slung over the neck and shoulders. The pockets could also be used for storage of documents and the loop on the front would have contained a 'budget' key for opening the locker and destination blind boxes

Handling notes: please handle this original item with care and do not allow unsupervised handling. The strap is missing through wear and tear.

Audio clips www.changingsudbury.org.uk (Resources section then Teachers and Schools then select section e.g. Shops then scroll down until you find the clip you want to listen to:

Section	Person and period	Topic
TRANSPORT	60s Francis	Route master Bus Conductor
TRANSPORT	50s/60s Patricia	Trolley Buses

Evening Standard newspaper – Coronation Special, Tuesday 2 June 1953 (in cardboard packet with record)

Information:

The coronation of Queen Elizabeth II took place on 2 June 1953 at Westminster Abbey. Elizabeth's father, King George VI, died the previous year on 6 February 1952. She was just 25 when she came to the throne. The one-day ceremony took 14 months of preparation and was the first British coronation to be televised. Elizabeth rehearsed for the occasion with her maids of honour. A sheet was used in place of the velvet train she wore for the real ceremony

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IN THE
1950s-1980s**



and a formation of chairs stood in for the carriage. She also wore the Imperial State Crown while going about her daily tasks – at her desk, during tea, and while reading a newspaper – so that she could get used to its feel and weight.

Handling notes: the newspaper is extremely delicate, with the edges starting to crumble. It should only be demonstrated to the children by an adult.

Audio clips www.changingsudbury.org.uk (Resources section then Teachers and Schools then select section e.g. Shops then scroll down until you find the clip you want to listen to:

Section	Person and period	Topic
HOME LIFE	50s/60s/70s M	Watching Television
HOME LIFE	50sBarbara	Appliances And Ice Cream

KS1/KS2 Sudbury in 50s-60s Lesson Plan to use in class

This lesson is scripted for delivery by Brent Museum and Archives team but may be adapted for use by teachers within the classroom. It utilises a range of audio and video clips and includes object handling activities relating to transport, dancing, clothes, money and home life. [Please contact the Learning Officer](#) directly to book workshop delivery by Brent Museum and Archives.

Ideally one room set up for the workshops and then for the children to come in to that room in turns to have their workshop rather than moving from room to room.

- A clear table at the front
- A clear space at the front for the whole class to sit on the floor facing you while you do your introduction.
- Tables on one side of the room for half the class to stand round while they do the clothes activity with the teacher with some space in front to twirl while trying on the petticoat
- Tables on the other side of the room for the other half the class to stand round while they do the handling activity with you.
- Ideally chairs stacked or out of the way except for enough for adults and any children that need a seat during the workshop to have one.
- Turn up the volume on the teacher's lap top for appropriate volume for films.

Staffing: You (the workshop leader) and class teacher as a minimum.

Resources required:

Audio clip www.changingsudbury.org.uk (Resources section then Teachers and Schools then select section e.g. Shops then scroll down until you find the clip you want to listen to:

Section	Person and period	Topic
TOYS/LEISURE	50s Barbara	Dancing

Films on You Tube:

- [A Journey by a London Bus](#)
- [Rock Around the Clock](#)
- PowerPoint with the following images (plus on A3 laminated sheets as back up in case of IT failure)
 - 1 x recent picture of Barbara
 - 1 x picture of Barbara when younger
 - 1 x picture of Patricia
 - 1 x picture of Shirley
 - 1 x Sudbury Oden/Starlite Ballroom (then and now photos)

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- 2 x Eton Avenue in Sudbury (then and now photos)
 - 2 x Wembley Stadium (then and now photos)
 - 1 x picture of Bus tickets
 - 1 x picture of Ticket machine
 - Group A Background info about clothes and dancing items (3 sheets)
 - Group B Background info about home life items (2 sheets)

 - Objects:
 - 3p, 1/2 p and 6p coins (enough for whole class to have one coin each)
 - Bus conductor bag
 - Price's night lights
 - Fairy liquid
 - Pre-treatment bar
 - Plaid tie
 - Rock around the clock record
 - Coronation Newspaper
 - Replicas:
 - Petticoat
 - Bowler hat

Introduction to workshop and rules for your time together

What is a museum? What are some of the ways we learn about the past? Today we are going to learn about our local part of London, by finding out what older people said about their lives when they were younger.

Sudbury in 50s – 60s is about 50-70 years ago.

Slide 1 - These are the people we interviewed in 2019. When they were interviewed they were in their 70s and 80s. We wrote down what they said and recorded their voices so that people in the future will also be able to learn about what life was like in Sudbury in the past. Do you think they always looked like this? What about when they were children or teenagers?

Slide 2 - This is Barbara as a girl listening to the radio when she was about your age. What do you think is going on in the middle photo? This is Barbara in 2019.

Some of these people also gave us some of their old objects so we could show you. Some of the other things you will see today are copies made nowadays (what is a replica?) because the old ones are very fragile and easy to break. We do need to be very careful with everything we touch today and take great care. Hold up one finger – when we say you can do one finger touch that means you can touch the object with one of your fingers.

Transport – Let's think about transport and how we get from one place to another. How did you come to Brent Museum today/how did you get to school today? E.g. if child says 'by car' say 'hands up everyone who came by car', 'anyone come a different way?' if bus, then say 'hands up everyone who came by bus' and so on. There are many more cars now and in the 50s-60s people used busses more/walked/bicycled round Sudbury. I'm going to show you a film that was made in 1950 to help people coming to live in Britain from other parts of the world understand how to buy tickets and use the busses in Britain.

A lot of people came at that time from colonies as part of the British Empire to Britain to work and the people who came from the Caribbean in those years are known as the Windrush Generation.

In a moment we are going to watch a film. I would like you to look out for some things. Put up your hand the first time you see one. You don't need to talk to anyone or say anything and you don't need to put up your hand again when you see another one.

These are the things I would like you to look out for

A bus. Fields. Someone buying a bus ticket in exchange for money.

Slide 3 – [Journey by a London bus \(1950\) on YouTube](#) (0-3mins 15 seconds)

Q&A What did you see in the film? Talk about what they saw. Where did they get on the bus? At the back. show pic of the coins and the ticket machine and hold up the bag and explain that it used to have a strap but that it has worn out and broken and isn't there anymore.

Slides 3- 5 Show the children the slides of the bus tickets, the coins and the bus ticket machine and talk through how the [machine worked](#). The tickets are from Glasgow.

Bus tickets - Sold by a person known as a bus conductor. He or she collected the money and let the bus driver know when all of the passengers were on board by using bell signals or tapping on the ceiling of the bus with a coin to say it was ok to drive on.

In a minute we are going to imagine that we are on a bus and I am the conductor and I am going to come round and say "fares please" and you are going to tell me where you are going? And then I will then take your coin and give you an imaginary bus ticket (using the imaginary ticket machine)

You have four choices. You can either say "One child to the cinema please"

Slide 7 The building was Sudbury Town Odeon from 1935 to 1956, and became the Starlite Ballroom in 1964. Around 2014, the original cinema auditorium was demolished and as of 2015, there was a snooker club upstairs and a children's nursery on the ground floor. Show slide then and now - it started off as a cinema and you can pretend that you are going to see a film called Rock Around the Clock with Bill Haley and the Comets with lots of rock and roll music in it.

Slide 8 – the photo in the middle is from the film. Barbara loved going dancing and listening to music on her record player.

Or you can say “one child to the ballroom please” as later on the building became a ballroom where you could go and see live bands perform and dance or listen to the music.

Slide 9 Or you can imagine that you have a friend that lives in Eton Avenue and you are going to their house to listen to music on their record player and dance and have fun. So you would say “one child to Eton Avenue please”

Slide 10 Or you could say “one child to Wembley Stadium please” where Bill Haley and the Comets performed their songs – show pic of Wembley Stadium then and now.

Role play

Ask the teacher to sit at the front and be the driver and do the steering and any noises they wish to contribute. Give the teacher coins so that each child has one and then go round the ‘bus’ asking you where you are going

a ticket usually was (3 1/2p for children, 6p for adults but it depended on how far you were travelling on the bus).

As you go round you could in character, say “are you going to see Bill Haley at Wembley Stadium? He’s everywhere at the moment” or are you going to see that Rock around the Clock film with Bill Haley and the comets – so popular!

Watching video and dancing.

Would you like to find out what this Bill Haley song was like? Who likes dancing? Dancing and listening to music was very popular in the 50s-60s. How do we listen to music now: Internet/phone/lap top/tablet/Alexa/Siri/Spotify. Barbara loved listening to Bill Haley (show her photo) then listen to her clip about dancing:

www.changingsudbury.org.uk (Resources section then Teachers and Schools then select section e.g. Shops then scroll down until you find the clip you want to listen to:

Section	Person and period	Topic
TOYS/LEISURE	50s Barbara	Dancing

“There was a dance hall called the Victoria Ballroom which was .. when the cinema closed at Sudbury Oden they had a dance hall there. It was just Saturday night dances really which used to play I don’t think we very often had live bands I don’t remember it was mostly records we danced to there. **Barbara**

I want you to put up your hand the first time you see any of these things – you don’t need to keep putting your hand up each time (show them the slide of the record player before you

show the film): a record player, people dancing, a woman wearing a big petticoat under her dress (show them the petticoat) which makes the dress stick out. Play following clip of Bill Haley: Rock Around the Clock and encourage children to dance along
<https://www.youtube.com/watch?edufilter=NULL&v=xbYiGROYAAk>

15 minutes – Divide into two groups

Group A: Clothes and Then and Now

Resources:

Eton Avenue, Wembley Stadium, Starlite Ballroom photos to compare then and now.

Pictures of the bus tickets and ticket machine.

Bowler hat, petticoat, tie.

We are looking at clothes of the 1950s and 1960s. Different styles to those nowadays. Trying on the petticoat and bowler hat, perhaps trying to do up the tie. Looking at photo of people wearing dresses that had petticoats underneath and man wearing bowler hat in 50s.

Group B: Home Life (these items are more fragile than the items in the Clothes and Then and Now group)

The first thing I want to show you is this newspaper – which queen is on the front of the paper? So now she is old but this is a real newspaper from when she was young. The bit I like the best is on the second page where you can see the coach she travelled in to Westminster Abbey with her husband. Talk about how for lots of people this is the first time that they had a TV in their home or went round to their friends to watch theirs but the TVs were very small. The coronation was on TV live so lots of people wanted to watch it.

Lots of people still read newspapers nowadays but many people use their phones/lap tops to find out about the news.

Hold up the Bill Haley and the comets record and explain what it is and then go round the table letting them do very careful one finger touch, with a flat finger so it doesn't scratch the record.

Hold up the pre-treatment bar, explain what it is and let the children smell and touch the bar with one finger touch.

Explain what the fairy liquid is – first bottle in 1960 to encourage people to buy it.

Explain what the nightlights are – comforting for children – didn't have all the electrical things in the home that we do now like nightlights and good when electricity shortages were there.

Groups swap over

Plenary

Group A – Dances and Clothes Info for supporting adult – page 1 of 3

The first bowler hat was originally created for Edward Coke, the younger brother of the 2nd Earl of Leicester in 1849. It was designed to protect his heads from low-hanging branches whilst he was out riding. It is thought that before accepting the hat Coke arrived at the shop in London and stamped on the crown twice to check its sturdiness! During the 1950s and 1960s, men wore the Bowler hat as part of the City uniform, often with a three-piece suit, tie and umbrella. This look had gone out of fashion by the 1970s.



The 1950s fashion for wide A-line skirts and dresses required bulky petticoats in order to achieve the desired volume. The netting fabric commonly used was a fairly new invention. It was light and airy, requiring fewer petticoats, but it was also itchy and very prone to flattening out with wear, so women's popular magazines dished out plenty of advice on how to keep them stiff. Starching with liquid starch or sugar was one technique. Ironing while damp was another. The stiffer the net the more scratched ladies legs or tights became!

Dancing:

"I suppose with the first, real first one would be... Rock Around the Clock, by Bill Haley, and the Comets. I liked Elvis Presley, and then a bit later on of course Cliff Richard came along, er, Billy Fury, Marty Wild. They were all pop stars, sort of, when I was in more, probably when I was in my late teens." **Barbara**

"There was a, er, a dance hall called, it was called the Victoria Ballroom, um, which was um when the cinema closed, there was um at Sudbury, Sudbury Odeon, they had a dance hall there. They were just Saturday nights dances, really, we used to play, I don't, we didn't very often have live bands, I don't remember, it was mostly records, you know, we'd dance to those, yeah."

Barbara

Group A – Dances and Clothes Info for supporting adult – page 2 of 3

Clothes:

“My father went to and from work in the early 1960s wear, wearing a bowler hat and a pinstripe suit and that was normal for a printer’s representative, and a rolled umbrella.” **Francis**

“...and rock ‘n roll, and dancing. I used to have um, I used to wear um, a very full skirt with petticoats underneath, which were net, and had about six of these, so the skirt would stand out like this, so when you, if you danced, if you jived um, you’d turn so that your skirt’d come up and you’d wear very thick belt, wide belt and very often us girls wore our cardigans, but buttoned up down the back, and that was sort of our, our fashion then.” **Barbara**

“Whereas locally here, we would attend, um, tea dances at Wembley Town Hall, which is now a school. And the Majestic ballroom, that was a cinema at the top of Wembley, and they had regular dances that we used to go to, but they were much more low-key, you know, you didn’t have to dress quite so much. A smart skirt and a pretty top, an’ the chaps had to have a tie and a jacket, but...no the chaps would be in smart jackets and trousers, and a tie, always a tie, um. I think that was a time when the, the different knots that you did in your tie were quite significant, and a lot of people followed the um pre-war Windsor knot.

The Duke of Windsor was a very popular character in pre-war times and he used to tie his tie in a particular knot and some of our chaps liked to do that too. And then they had the era of very thin ties, just a sort of strip, um but they all wore a tie for the dances. And we girls had full skirts, taffeta skirts, with um sugared petticoats underneath. You could get net petticoats, that we’d starch up with sugar, it was cheaper to do it with sugar water (laughs), so you had a nice full skirt and a top, flat shoes probably. Some people probably wore little kitten heels, um, fashion... we made a lot of our own clothes, my friend Janet and I.”

Patricia

Group A – Dances and Clothes Info for supporting adult – page 3 of 3



Quex Road Pioneers outing – 1961. A group of Pioneers dance by the roadside on their return from an outing to Clacton-on-Sea. The trip was organised by the Church of the Sacred Heart in Quex Road, Kilburn. ©Paddy Fahey.



Man in pinstripe suit and bowler hat, 1950s
©International Wool Secretariat.

Group B – Home Life Info for supporting adult - page 1 of 2

- The fairy pre-treatment bar would have been used to pre-treat stains or generally coat clothes before washing them (most likely by hand!)
- The liquid detergent bottle is an early sample from when the washing-up liquid was first launched in 1960.
- Night lights were often used at night for comfort and safety. They provided enough light to see the outlines of objects in a room, but were dim enough to not disturb sleep. They were often used to comfort children who are afraid of the dark. They were a very practical solution to the regular power cuts of the 1970s. These blackouts were a result of industrial action by coal miners leading to severely restricted generation of electricity. The government introduced fairly radical measures to combat this, including the restriction of Commercial consumption of electricity to three consecutive days each week.
- Many of our interviewees hired or bought their first television in order to watch the Coronation. The Coronation of Queen Elizabeth II took place on 2nd June 1953 at Westminster Abbey. Elizabeth's father, King George VI, died the previous year on 6th February 1952. She was just 25 when she ascended the throne. The one-day ceremony took 14 months of preparation and was the first British coronation to be televised. Elizabeth rehearsed for the occasion with her maids of honour. A sheet was used in place of the velvet train she wore for the real ceremony, and a formation of chairs stood in for the carriage. She also wore the Imperial State Crown while going about her daily business – at her desk, during tea, and while reading a newspaper – so that she could become accustomed to its feel and weight.

“Liquid detergent came in I think probably about the late fifties, sixties, I really not sure of the date, but every household was, um, had delivered to them a little plastic container, holding fairy liquid detergent to use for your washing up. And, er, the same little Fairy chap on the front, which you see on the current bottles.

Group B – Home Life Info for supporting adult - page 2 of 2

And that was a great innovation (...) It's quite a thick plastic bottle, um, unlike the current see-through ones ... there were no plastic bags shopping (...) my mother used to have a lovely big basket which we used to take up to Wembley for the groceries um but anything that was packaged for you was in a paper bag, certainly no plastic at that stage ... um, although we had um toilet roll, when I was at my grandmother's there was only newspaper hanging in the outside toilet but at home we had Izal toilet paper that was a bit like transp... um oh what do you call it when you do transp... tracing paper, just like tracing paper um and soft toilet tissue came later on along with Kleenex tissuesbut that, that was not common in our childhood, in the 50s, because it was actually quite expensive when it came in (...) other laundry day things... did we mention before? Laundry day was Monday, um, all the washing was done then and it took pretty well most of the day in a house of, just with two children, and the bed linen would be hung out on the line to dry, and then ironed probably on Tuesday... the other things that went on the Ideal boiler racks were rings of apple... and pear, my mother used to preserve by drying and so the Idea, Ideal boiler was perfect for that. We'd have apple rings for later on in the year, and dried pear. And then, quite often too the Ideal boiler too was home to the chickens, because the eggs were put in the um, in boxes, to hatch out, and er so the Ideal boiler was heating the water for the laundry, drying the fruit, and getting the chickens hatched. All sorts of uses that had." **Patricia**

Additional ideas for supplementary lessons

KS1 and KS2 Toys and Leisure PE Lesson

Class should be split into 5 groups in an open space, preferably outside and students rotated around the 5 games which were popular in the 50s and 60s:

You will need:

- 1 x tennis ball
- 1 x basketball
- 2 x balls for throwing
- 6 x tablespoons
- 6 x rubber eggs (from suitcase)
- 2 x skipping ropes (from suitcase)

Piggy in the middle (up to 6 players – 2 x groups of 3)

What you will need: 2 x balls (any kind will work for this game)

Instructions: Place two of the children about 10 metres apart and the third child in the middle - they are the "piggy in the middle". The two players on the outside throw the ball to each other while the one in the middle tries to catch it. If the ball is dropped, any of the three players can recover it. If the person in the middle catches or recovers the ball, the person who was the last to throw is now the 'piggy in the middle'.

Egger (up to 6 players)

What you will need: 1 small ball with good bounce such as tennis ball and a wall.

Instructions: One person, 'it', begins with the ball and the rest of the group huddle together and choose a colour each. One person then recites all the chosen colours to the person who is 'it' before they throw the ball as high as possible against the wall shouting one of the colours. Whoever has chosen that colour must collect the ball while the others run away. As soon as they have caught it they shout 'Egger', and everyone must stand still. The person with the ball may then take three giant steps towards any one of the others, and roll the ball to try and touch their feet, making them 'it' and the whole cycle starts again. If they do not manage to touch their feet with the ball, they become 'it' instead.

Hot potato (up to 6 players)

What you will need: 1 large ball with good bounce such as a basketball

Instructions: All players should spread out into a large circle. The ball is then bounced or thrown from person to person around in a circle. The aim of the game is to get rid of the ball as quickly as you can - you can't hold the ball for long because it's hot like a potato! If someone drops the ball or holds on to it for too long they are 'out' and play begins again with a smaller group.

Jump in skipping (up to 6 players – 2 x groups of 3)

What you will need: 2 x skipping ropes from suitcase

Instructions: Two students should turn the rope whilst the third jumps in and tries to jump over the rope in time to the turns. Once they have the hang of this they can try one of the following tricks or rhymes before swapping over.

Can Can

Jump on your left foot while raising your right knee. Then do a two-foot jump. Jump on your left foot again while kicking your right foot. Then do a two-foot jump. Repeat with the other leg.

Teddy Bear

The skipper jumps the rope whilst singing this rhyme; he/she acts out the actions as the words come up in the rhyme.

Teddy Bear, Teddy Bear, turn around, Teddy Bear, Teddy Bear, touch the ground. Teddy Bear, Teddy Bear, show your shoe, Teddy Bear, Teddy Bear, that will do!

Teddy Bear, Teddy Bear, go upstairs, Teddy Bear, Teddy Bear, say your prayers.

Teddy Bear, Teddy Bear, turn out the lights, Teddy Bear, Teddy Bear, say good-night!

Egg and spoon race (up to 6 players)

What you will need: 6 tablespoons, 6 rubber eggs from the suitcase

Instructions: Pass out a spoon and egg to each student and line them up. Give an agreed starting signal. Each student must carry the egg on the spoon to and from a designated spot (to a tree and back, to a fence and back, or whatever you choose). The first player to return is the winner. If a student drops their egg, they must return to the start line and begin again. As a variation you could also have 3 pairs and play the game as a relay - as soon as the first player returns to the line, they pass the egg and spoon on to their partner for the second lap.

Note: remember to ask all children and adult helpers to wash their hands at the end of activities using the coins.

Shops (KS1 Maths)

You will need:

Printed off images of sweets

30 x 1 penny coins (from the jiffy envelope in the suitcase)

18 x 3p (thrupenny) coins (from the jiffy envelope in the suitcase)

Use the printed images of sweets and simple money (pennies and thrupennies in money envelope) to practice counting in ones and threes through role-play of 'buying' sweets (in reality they will just take one of the pictures each time they 'purchase' a sweet).

Inform them that Marathons (their modern name is Snickers), Lovehearts and Refreshers are priced at 3p and all other loose sweets at 1p. Give them a small selection of 1 pennies and thrupennies and ask them to work out how many sweets can they buy with the money you have given them.

This could be done in groups with each child being given one or two coins, or individually, with children taking it in turns to purchase their sweets after 'waiting in line at the sweet shop'!

LIFE IN
SUDBURY
IN THE
1950s-1980s



Note: remember to ask all children and adult helpers to wash their hands at the end of activities using the coins.

Shops (KS2 Maths)

1960s Shopping Activity Worksheet

Task: The year is 1960 and you have been asked to go shopping. Your parents have given you the following coins:

2 x shillings (worth 12 pence each)

2 x half shillings (worth 6 pence each)

3 x threepences (worth 3 pence each)

5 x pennies (worth 1 pence each)

3 x half pennies (worth ½ pence each)

Below is your shopping list and a list of prices:

SHOPPING LIST

*Joint of brisket beef from butchers
on Court Parade (ask for bone in)*

*5lbs potatoes from the greengrocer
on Court Parade (make sure they
don't have any sprouting bits!)*

*1 pint of milk from Unigate
Dairies*

*Some pudding for the whole
family*

*(You can use the change to buy
yourself some sweets!)*

Mum and Dad x

PRICES

Groceries

1 pint of milk – 3d

5lbs potatoes – 6d

Joint of beef – 25d

Block of icecream – 12d

Cone of broken biscuits – 6d

Sweets

Black bullets – 1d each

Sherbet lemons – 1d each

Flying saucers – 2 for 1d or ½d each

Refreshers – 3d

Lovehearts – 3d

Liquorice allsorts – 2 for 1d or ½d
each

Marathon chocolate bar – 4d

Instructions

1. See if you can find the old coins above and add them together to see how much money you have in total.
2. List all of the items you would like to buy, and their prices. Make sure to include everything on the list. You can choose whether to have biscuits or ice cream for pudding.
3. How much money do you have for sweets? Add your chosen selection of sweets to your list and add everything together to make sure you can afford to pay for it all!
4. How much change do you have?

Working Out

Wish list for shopping:

Total cost:

Change:

Home life (KS1/KS2 Literacy)

Ask the class to think of what might have been different in the kitchens of the interviewees. What might we have today that they didn't have? (If prompting is needed - do you think they had a washing machine? How about a fridge?)

Show the domestic handling items from the suitcase to demonstrate differences between what they used and what we have today (use the 'Background Information' towards the beginning of this pack to provide further insight into each object):

Fairy liquid bottle

Fairy pre-treatment bar

Piece of replica coal

Listen to the following extract as a class using the activity worksheets for KS1 and KS2:

Audio clip www.changingsudbury.org.uk (Resources section then Teachers and Schools then select section e.g. Shops then scroll down until you find the clip you want to listen to:

Section	Person and period	Topic
HOME LIFE	50s Barbara	Appliances And Ice Cream

KS1

Either use the laminated sheets or photocopy a sheet for each child or pair. As they listen to Barbara, they should put their hand up or mark off when they hear her mention each appliance and try and spot the image that is the odd one out (often she mentions NOT having particular items that we now take for granted!) The activity is a little like bingo, so they could even shout out 'Bingo!' when they think they have everything. The 'odd one out' is a modern image of a washing machine. They could draw a circle around this item to show just how different our household equipment is today.

KS2

Photocopy enough copies for each child. As they listen, they should fill in the blank spaces using a pencil and the word bank provided. You may need to play the extract twice. If there is time, refer to the images on the KS1 Home Life Activity Sheet to give the class an idea of what these items looked like!

KS1 1950s Home Life Activity



KS2 1950s Home Life Activity Worksheet

Listen to the recording of Barbara speaking and complete the missing sections of the passage using the word bank below.

We didn't have a _____ (...) We, we didn't have um running hot water (...) we had an immersion _____ in the airing cupboard which was up on the landing, so if you put the put the hot water, so people were then able to have a bath, basically, you know, um, which you only had certain days of the week, when it was your turn. So once a week, I would have a bath once a week, usually on a Friday I think, after last day of school, you know (...) she used to have to heat the _____ on the _____, then, she had two so when one got cool she could replace it and use another iron. My friend's mum, I remember, used to plug her iron in to the _____, to the (laughs), which wasn't the right thing to do... (laughs) dangerous! (...) not having a fridge, if, if you wanted something in the summer, like we, we used to quite like an 'ice cream _____', but... which was _____, with a dollop of ice cream in the top. Used to be lovely. But, we had to go around the corner to the shop, which was, as I say, on the main road, about five minutes. Um, we'd have to buy a _____ of ice cream, because he had a freezer, a block of ice cream, which he'd wrap in _____, we'd rush home with it, because we couldn't, we didn't have a fridge to put in, we had to eat the whole lot because it would be melted (laughs). But that was one of our treats (...) We had a TV, like a lot of people, for the _____, the Queen's Coronation in 1953. Not many people had televisions in our area anyway before then, and we wanted to watch the Coronation, so they had um... I think it was called 'Radio Rentals' in Wembley (...) the size of the television screen would have been about 12 _____, so it'd be about that big, but we thought it was fantastic. All in _____, of course, um, and that's what we did for the Coronation, that's when we had our first television.

Word bank:

lemonade	Coronation	heater	iron	stove
sundae	newspaper block	inches		
black and white	light switch		refrigerator	

Home life (KS1/KS2 Art and Design)

Investigate the 'then' and 'now' photographs of streets such as Court Parade, Harrow Road, Sudbury Court Estate, Eton Avenue, Wembley High Road shops and the 662 Trolleybus at Sudbury Terminus.

As a class, discuss things that have changed over time and things that have stayed the same.

Ask each student to draw and colour their favourite street scene as it was originally pictured.

Listen to the Audio clip www.changingsudbury.org.uk (Resources section then Teachers and Schools then select section e.g. Shops then scroll down until you find the clip you want to listen to:

Section	Person and period	Topic
HOME LIFE	60s Barbara	Smog

Handle: the piece of replica coal from the suitcase, using the 'Background Information' document to learn more about the use of coal at that time.

Use charcoal (explaining that this is the same substance as the coal) to create smudges across the coloured pictures to give the effect of the smog Barbara describes.

Faith (KS2 Literacy)

Listen to the Audio clip www.changingsudbury.org.uk (Resources section then Teachers and Schools then select section e.g. Shops then scroll down until you find the clip you want to listen to:

Section	Person and period	Topic
FAITH	70s Shirley	Church Celebrations

Watch an excerpt from this clip of a [Methodist Association of Youth Clubs weekend at the Royal Albert Hall](#): (NOTE: we suggest watching with no sound)

Ask the class to imagine they are members of Sudbury Methodist Youth Club at the 250 year celebration Shirley describes. Their task is to write a first person account or diary entry of their trip, thinking about all five senses and describing how they feel.

Faith (KS1/KS2 Art and Design)

The project interviewees are from many different faiths:
Baptist, Pentecostal, Jewish, Catholic, Methodist and Church of England.

Listen to the Audio clip www.changingsudbury.org.uk (Resources section then Teachers and Schools then select section e.g. Shops then scroll down until you find the clip you want to listen to:

Section	Person and period	Topic
FAITH	50s M	Building St Cuthberts Church

Investigate the old photos of the other religious buildings as a class, before asking:

If you could design a new faith building in Sudbury what would it look like?

Thought shower ideas as a class before asking each pupil to produce an individual sketch. They might choose to design a multi-purpose building that can be used by different faiths or something that is more personal to one of the interviewees, themselves or someone they know.

You might decide to use the completed sketches for a display or ask the class to vote on a winner.

School life (KS2 Literacy)

As a class, listen to and/or read the following extracts relating to school life:

Audio clips www.changingsudbury.org.uk (Resources section then Teachers and Schools then select section e.g. Shops then scroll down until you find the clip you want to listen to:

Section	Person and period	Topic
SCHOOL	60s Francis	School Activities
SCHOOL	60s Francis	Feeding Guinea Pigs
SCHOOL	60s Francis	Being Catholic
SCHOOL	70s Kathleen	School Facilities
SCHOOL	50s Barbara	Separate Playgrounds
SCHOOL	50s Barbara	School Experience

Examine the old photographs of Sudbury School and Wembley High School.

Ask the children to write a diary entry in the first person as if they were a child going to school in 1950s-1970s Sudbury. They could pretend they are a particular interviewee (i.e. a day in the life of Francis) or even choose their favourite elements from all of the interviewees' memories of their time at school and combine them into one narrative.

They should add ideas and details from their own imagination, including describing what happened, who was involved, how they felt and what they might be able to see, hear and smell.

Lines of enquiry for objects

These lines of enquiry can be used to help in exploring the objects more closely.

- What does the object look like?
 - What does it feel like, smell like, sound like?
 - Is it big or small? Is it heavy or light?
- Is the object decorated? Why or why not?
- What is the object made of?
 - Is there more than one material used?
 - Is the material manmade or natural?
 - Why was this material used to make the object?
- How do you think it was made?
 - Does it have more than one part?
- Is it broken?
 - Has it been mended? How? Why?
- What might the object have been used for?
 - How might it have been used?
 - Is it easy to use? Why or why not?
 - Does it perform its function well? Why or why not?
- Who might have used it? Why?
- Do you think the object is old?
 - How can you tell?
- Do we have objects like this today?
 - If not, why not?
 - If yes, how is the object different from those used today? How is it similar?
 - Why do you think it has or hasn't changed?
- What do you think the object was worth to the person who made it?
 - To the person who owned it?
 - Why?
- Why do you think the object has survived until today?
- Do you like the object? Why or why not?
- If you could design the object for use today what would you change?

You can also ask some more specific questions related to the objects:

- Do we use these objects today? What might we use instead?
- Who would have used these objects?
- Would it take longer to use any of the items than their modern equivalent? Which would you prefer to use?
- What would you miss the most if you lived in 1950s/60s/70s/80s? What would you like about living in 1950s/60s/70s/80s?