



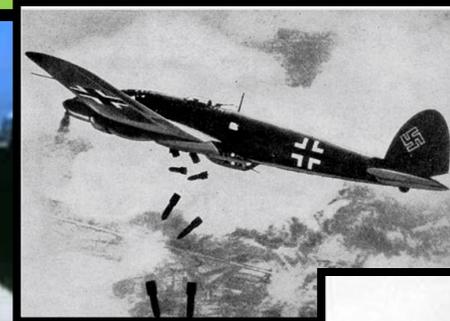
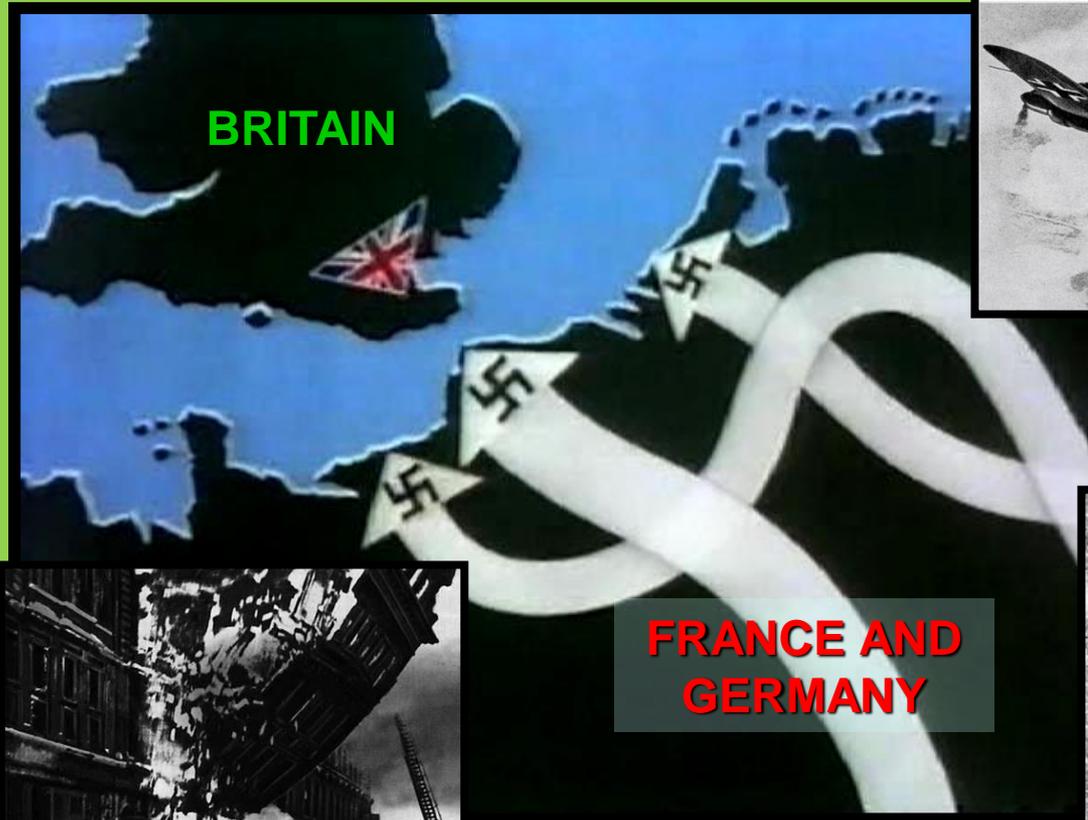
# Children Evacuees in World

# War II



When **Britain** announced it was at **war** with **Germany** in **1939** the British Government knew that **Germany** would **attack** Britain with **bomber planes**. So they **ordered** that **mothers and children** who lived in cities **had to leave** the cities and go to **live with other people**, people not known to them, **in the countryside**.

They were to be **EVACUATED** to the **safety** of **Rural** areas of Britain.

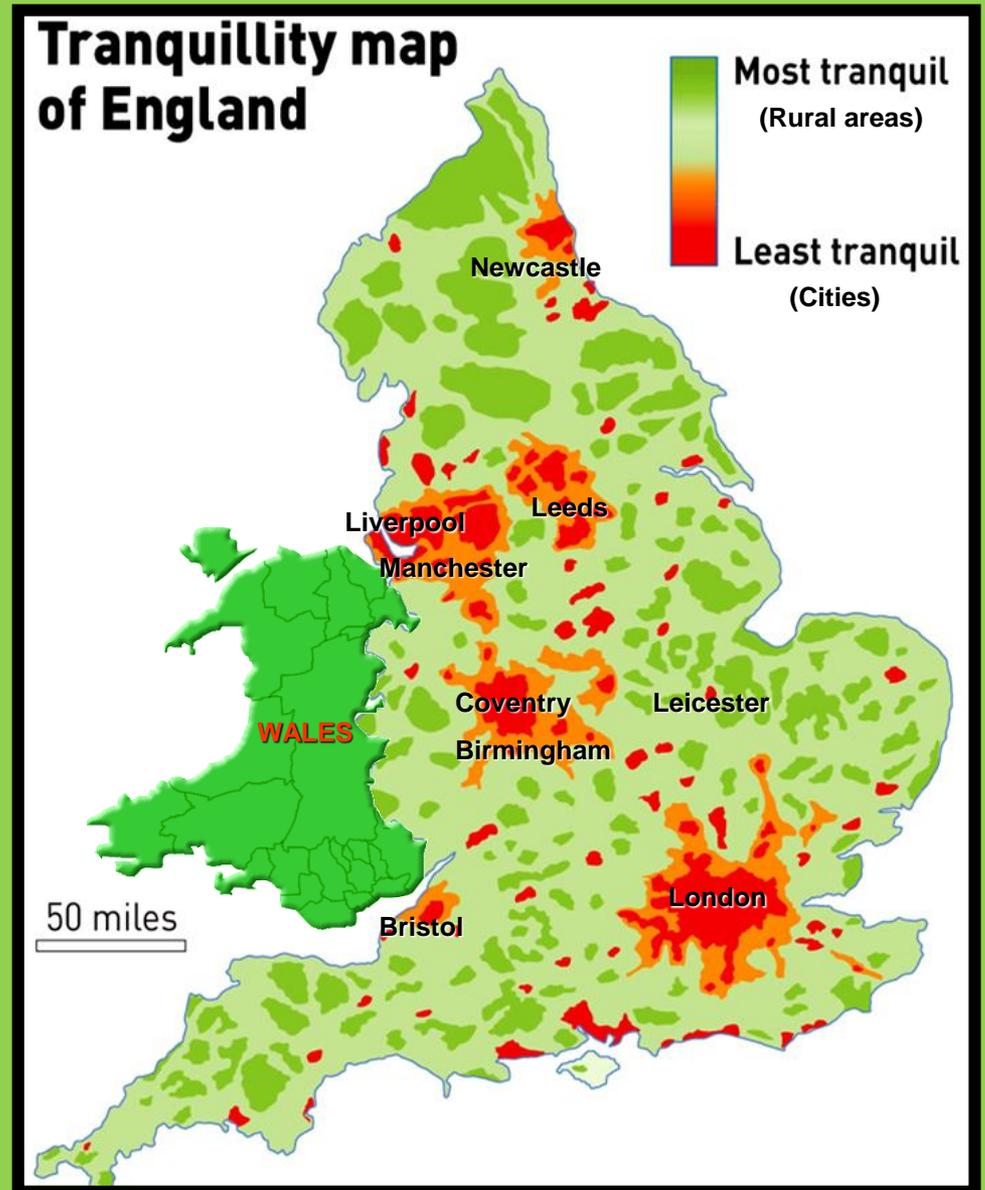


**Towns and villages** in the **countryside** (**Rural** and **Farming** areas) would not be targeted by German bomber planes as much as the cities – so **children** would be much **safer** living in the **rural areas**.

The areas in **red** on the map show the areas the German bombers would target the most.

The areas in **green** on the map show the rural countryside areas where people would be safer from bombing raids.

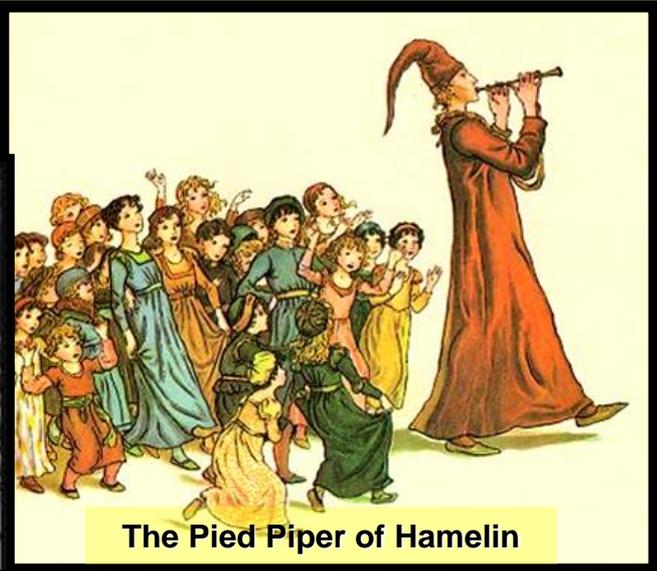
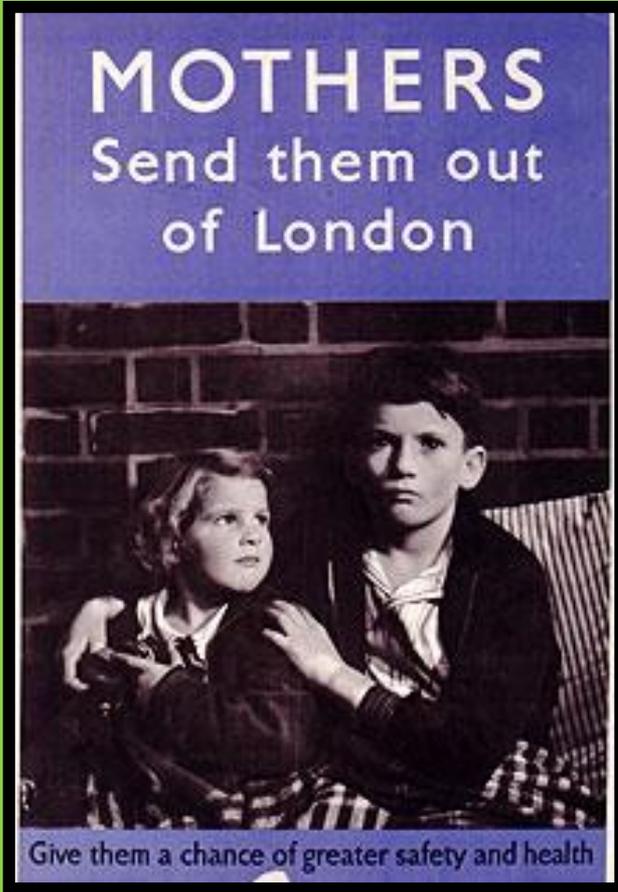
**Mothers** and **children** were **evacuated** to **green** areas.



In **1939** more than **3.1 million (3,100,000)** children were **evacuated** from the main British cities including **London**.

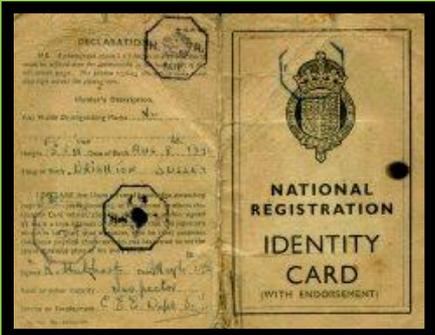
The plan to evacuate them was called *Operation Pied Piper*, after the German folktale about a magical musician who lured all the children of a town away with his musical pipe, and the children were never seen again.

The evacuation of city children happened very quickly.



Families were told the **children** were only **allowed** to have **one suitcase** with them. In that suitcase they had to have:

- the **clothes** they would need,
- their **Identity Card**,
- their **Ration book**,
- their **Gas Mask**,
- some **money**, and a few **small toys**.



Everything had to fit in the one suitcase and the children had to keep the suitcase with them all the time they were **travelling to their rural area**.



# Task 1

What would a Child Evacuee put into their suitcase when they were going to be evacuated?

- You are going to make a poster showing what things a child evacuee would put into their evacuation suitcase and what things they would not put in the suitcase.
- Look carefully at the images and identify what they are and what they might be made of. The Images are on a separate document.
- Decide if that thing was essential and would definitely have to go in the suitcase – or if the child could choose to put in their suitcase -or if they would not be able to put that thing in their suitcase.
- Divide your poster into 3 columns.
- Label each column with the a heading:

Essential Items

Chosen Items

Unsuitable Items

But the **Evacuation** happened so **quickly** that some children **did not know where** they were being sent to.

Many **children** had **never** been **separated** from their **parents** and family **before**.

Many **children's parents** had to **stay** in the **cities** to work and so the children were evacuated on their own.

**Imagine** how it must **feel** to be told you were **leaving your parents**, you were **going somewhere strange**, you would be **living in strangers' houses with them**, and that **you might not see your parents for up to a year**.



Look at the children in this picture.

They are being evacuated. Their mothers are saying 'Goodbye' to them at the railway station.

The children are about to travel on a train to a rural area to live with strangers. How do you think they must feel?

What can you see in these pictures?

What do you think the children have around their necks? **What are they for?**

What do you think are in the boxes hanging from their shoulders?

How do they look? How do you think they are feeling about being evacuated?

Evacuation



When **children** arrived at the **rural area** there were always lots of **adults waiting**. The **adults** would **pick the children** they wanted to come and **live with them**. Many children had to **wait a long time** until they were picked by an **adult**. Sometimes children would wait while all the other children were picked. **Brothers and sisters** would be picked **together mostly**, but there were times when **brothers and sisters** had to be **split up** and go to **live with different families**. They might **not see each other** again for **more than a year**.



Some **children** were **lucky** and got to live with **families** who were **kind** to them and lived in **well furnished houses** with bathrooms and **toilets inside**.  
Some children were **not** so **lucky** and had to live in **small cramped houses** with no bathroom and only an **outside toilet**, and the people **did not** treat them in a **loving way**, like their own family.



*What do you notice about these houses that is different to our homes today?*

These photos show parts of a **wartime house** that an **evacuee** may have lived in with their **host family**.

*What do you notice about the inside of this house?*

*Can you identify any of the unusual objects?*

*(click to reveal the names of items)*



Many **children** had **never been** into the **countryside** before. They were **shocked** and **excited** at the **huge areas** of rural and farming land. City children often **wrote letters** to their parents **describing seeing animals** such as **cows** and **sheep** for the **first time**.



*What sights, smells and sounds do you think would be new to these evacuees?*

*"Dear mother*

*I was sad to leave you at the station. We saw a meadow of horses. While the sun went down a nice lady told me where to go when we arrived there Then I got picked .Then we arrived at a farm. mrs sharp told me where my room was she asked if I wanted a drink. I helped her in the farm. My new school is very nice I have made new frends my techer is nice too. I hope dad is safe in the war.*

*All my love Edward xxxxxxxx" (aged 9)*



"Dear Mum,

It was so sad to see you stay. The journey was awful, Alice wet herself and she was sick all over me, But we saw cows in a field, it was fascinating. We were taken to the village hall where we were picked by adults, luckily me and Alice stayed together in the same house. We were picked by Mr and Mrs Kinsman, they're really strict. At school Mr Kinsman's my teacher, I have to spend a whole day with him. Alice's teacher is really nice he's called Mr Clark. I ruined my shoes in the pigs' pen and when Mr Kinsman found out he went bonkers.

We'll write back as soon as possible  
Edna" (aged 10)



Many evacuee **children** went to **live on farms**.

As well as going to school they had to **help the farmers** look after the farm animals and the fields.

Many **city children** had the opportunity to do things they would **never have** been able to do **in the city**, such as:

- Feed, clean and ride horses
- Feed and milk cows
- Feed and clean pigs
- Feed chickens and collect their eggs



Evacuee **children** would work in the **farmers' fields** before **school**, after school and at weekends and holidays.

All year round they helped **dig up potatoes, carrots, onions, cabbage, and turnips.**

In **summer** they would **pick** fruit from the farmers' fruit trees; **apples, pears, plums and cherries.**

In **autumn** the children would help **pick blackberries.**



Picking plums



Picking blackberries



Picking cabbages



Digging up potatoes

# Task 2

You are going to write a letter in the role of an evacuee. Use the planning grid to help you.

## My Evacuee Letter Plan

Opening/Train Journey

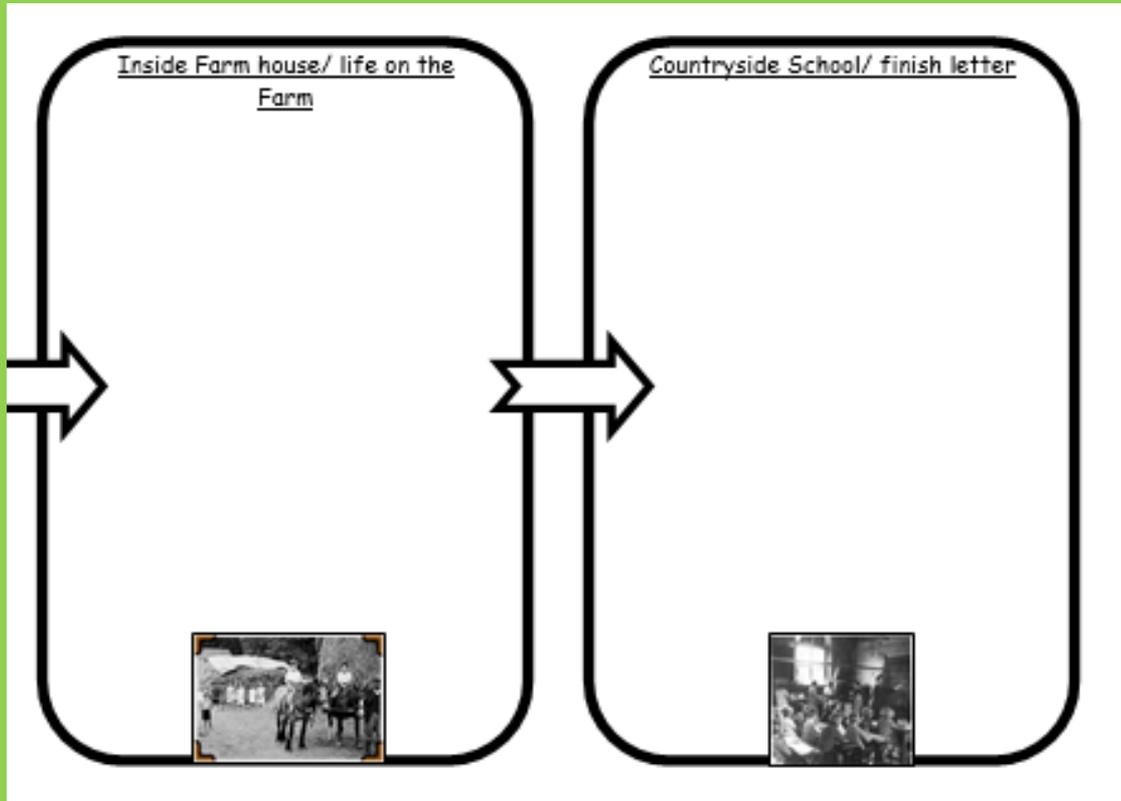


Arriving at countryside  
Station/waiting to be picked by  
adult hosts



Taken to Farm house/sights,  
sounds, smells





In your letter I would like you to use:

Ambitious adjectives

Emotive language

Fronted adverbials

Vibrant verbs and adverbs

Simile or metaphor

Challenge: To use a colon in your writing.

Don't forget to send me a copy.

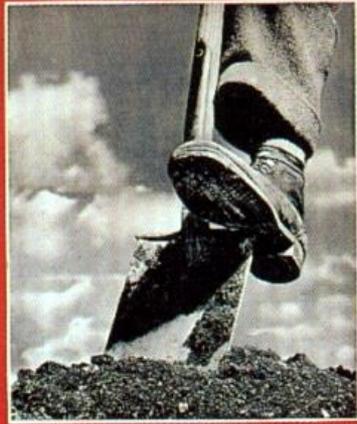
All these **vegetables** and **fruits** that Evacuee Children were helping to **grow in farmers' fields, in back gardens, on pieces of waste ground**, were essential in helping the whole country of **Britain cope with the strict food shortages** that had started in 1940.

From **1940** the British Government had to **RATION FOOD**,  
And **Rationing did not stop** in Britain **until 1953**.

# RATIONING



**DIG FOR VICTORY**



R.B.1  
T5

MINISTRY OF FOOD

1952-1953

**RATION BOOK**  
(GENERAL)

Surname *Dodson* Initials *S.I.*

Address *11A Annela Road,  
Felstead  
Suffolk.*

IF FOUND RETURN TO ANY FOOD OFFICE

FOOD OFFICE CODE No. **E - F**  
1 - 4