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| **Dorset History Centre**  Children of the Second World War – Evacuees    Lesson Plans: An investigation into the effect on the lives of children and communities of Evacuation during the Second World War  Links to the National Primary Curriculum KS 2:  History 5 - a local History study  6 - a study of an aspect or theme in British history that extends pupil chronological knowledge beyond 1066.  English\*  Geography: communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.  Citizenship. | | | | | |
| Investigation Aims: Drawing on the historical, social resources from the Dorset History Archives, to develop a knowledge of Evacuees and Host families’ experiences by studying records of the lives of the families, communities and evacuated children, in the local areas.  Learning Objectives: Through studying and interpretation of resources, complete activities and exercises to demonstrate an ability to connect and understand events of the past in the context of the local and wider context of the Second World War.  Encourage:  Collaboration in completion of exercises  Discussion of events studied  Reflection and listening skills through Oral Resources  Observation skills and comprehension of new vocabulary | | | | | |
| **Lesson 1- Evacuees: Who are they?**  **The Blitz** | | | | | |
| **Key Content** | **Learning Objectives** | **Teaching and learning** | **Aids / Resources** | **National Curriculum Links** | **Assessment Evidence** |
| * What is an evacuee? * Why were there evacuees? * What was the ‘Blitz’? * Who were the evacuees? * Where did evacuees come from? | To understand the meaning of the term evacuee in the context of WW2.  Make links between events and situations in different periods | Understand the definition of evacuee  **Examine and discuss** WI War Record book image- discuss the question, how do we know about the evacuees?  Encourage students to reflect on evacuees in present time and relate to WW2  Start a vocabulary list/board | Slide 2  Teachers Notes  Many people of colour already lived in British cities in the 1940’s and Black children were part of some evacuee cohorts. <https://www.iwm.org.uk/collections/item/object/205016496> | History: 5, 6.  English  2a,2d,2h  Citizenship  1a, 2a, c,e. | Oral responses to discussion of the image.  Oral viewpoints relating to comparative evacuee experience |
| To understand some reasons and chronology behind the WW2 evacuation scheme. Consider the wider context of the outbreak of war. | Recognise the geography, cause and impact of the outbreak of war.  Use interactive map to check and understand children’s grasp of Europe  Relate to attitudes in local area  Listen to Chamberlain’s broadcast announcing war  **Reflect as groups** on the significance of a declaration of war.  New vocabulary | Slide 3  Teachers notes and questions  [Interactive map of Europe (philarcher.org)](https://philarcher.org/diary/2013/euromap/)  [recording of chamberlains declaration of war broadcast - Google Search](https://www.google.com/search?q=recording+of+chamberlains+declaration+of+war+broadcast&oq=recording+of+chamberlains+declaration+of+war+broadcast&gs_lcrp=EgZjaHJvbWUyBggAEEUYOdIBCTIwMjIxajBqNKgCALACAQ&sourceid=chrome&ie=UTF-8&safe=active&ssui=on#fpstate=ive&vld=cid:b6cc8c5a,vid:t2qlZHW-fDI,st:0) | As above  English 2a | Vocabulary List  Oral responses to Newspaper clip. The effect of the declaration of War. Length of time period. |
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| Identify the meaning of the Blitz  Understand the wider consequences of the Blitz | Reflect on the impact of the Blitz relating to the information considering its emotional effects  Recognise the geographical impact of he Blitz | Slide 4  Teachers Notes | As Above  Englsh  Speaking  Citizensship 4a,b. | Vocabulary /terminology  Oral responses to questions’ understanding time periods and geographical areas extent of the bombing in UK |
| Understand the use of statistics to interpret the impact on communities in WW2 | Reflect by study and discussion impact of the Blitz  Compare the statistics to familiar population figures | Slide 5  Teachers Notes  Maths discussion / activities e.g. children make ‘crocodile jaws’ to show which numbers are greater or lesser | As above Geography  . | Vocabulary  Oral comparisons of statistical information |
| Establish the identity of groups of evacuees.  Understand the evacuation process through the Government ‘Pied Piper’ Scheme. | Discuss the rationale behind different groups of evacuees.  What information does the historical image convey?  **Use the differentiated information sheet provided to complete the worksheet on ‘Operation Pied Piper’.** | Slide 6  Teachers notes.  Information /Worksheet ‘Operation Pied Piper.’ | History  English  2f.2h,2b  Writing⬧ | Vocabulary  Oral response of rationale behind selected evacuee group  Written response to evacuation process exercise |
| Oral record. Posters. | Use the information on slide to support Map Exercise 1  Clarify the vocabulary for task (ports, docks, cities, industrial area) Familiarise students with areas urban, towns, cities | Slide 7  Teachers Notes  Map Exercise 1  Worksheet / Printed Map UK | |  |  | | --- | --- | | History - 5  Geography  4a &b | Written Map exercise relating geographical area to individual/local knowledge. | | |  |  | | --- | --- | | History - 5  Geography  4a &b | Written Map exercise relating geographical area to individual/local knowledge. | |
| Identify different ways in which the past is represented. | Interpret the information shown in the Historical Propaganda Poster using question and discussion. Groups /whole class  .  Consider her experiences. Talk about the ‘Phoney War’ What did some evacuees do? | Slide 8  Teachers Notes  Propaganda Poster  Oral Recording. Dorset Records | Citizenship  4a.b  English  Listening  Speaking |  |
| Identify the range of geographical areas impacted by the Blitz |  | Slide 8 |  |  |
|  | Plenary | In pairs pupils write a quiz question about todays’s lesson 2/3 questions put to class. |  |  | Evaluation of learning |
| **Differentiation**  Key content is relevant for all ages and abilities acquire namely:  The ability to make connections and contrasts between events associated the conflicts of the past (HA)  The Pied Piper information sheet is provided at 2 levels  Support Needs:  More support / structure to task  Worksheets adapted for the children: separate simpler content / multi-level questions worksheets.  Peer / group support,  Use of images  Glossary of Terms  Creative writing  Art & Design | | | | | |
| \*English Curriculum Links referenced to Key Stage 2 Reading Domain Assessments  KS2 English Writing Curriculum  ⬧ noting and developing initial ideas, drawing on reading and research where necessary  ⬧ ensuring the consistent and correct use of tense throughout a piece of writing  ⬧ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  ⬧ proof-read for spelling and punctuation errors | | | | | |