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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 WarLinks 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 WW2Start a vocabulary list/board | Slide 2Teachers NotesMany 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.English2a,2d,2hCitizenship1a, 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 EuropeRelate to attitudes in local areaListen to Chamberlain’s broadcast announcing war **Reflect as groups** on the significance of a declaration of war.New vocabulary  | Slide 3Teachers 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 ListOral 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 effectsRecognise the geographical impact of he Blitz  | Slide 4Teachers Notes | As AboveEnglsh SpeakingCitizensship 4a,b. | Vocabulary /terminologyOral 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 BlitzCompare the statistics to familiar population figures | Slide 5Teachers 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 6Teachers notes.Information /Worksheet ‘Operation Pied Piper.’ | HistoryEnglish2f.2h,2bWriting⬧ | VocabularyOral response of rationale behind selected evacuee groupWritten response to evacuation process exercise |
| Oral record. Posters. | Use the information on slide to support Map Exercise 1Clarify the vocabulary for task (ports, docks, cities, industrial area) Familiarise students with areas urban, towns, cities | Slide 7Teachers NotesMap Exercise 1 Worksheet / Printed Map UK |

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| History - 5Geography4a &b | Written Map exercise relating geographical area to individual/local knowledge. |

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| 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 8Teachers NotesPropaganda PosterOral Recording. Dorset Records | Citizenship4a.bEnglishListeningSpeaking |  |
| 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 levelsSupport Needs:More support / structure to taskWorksheets adapted for the children: separate simpler content / multi-level questions worksheets.Peer / group support, Use of imagesGlossary of TermsCreative writingArt & Design |
| \*English Curriculum Links referenced to Key Stage 2 Reading Domain AssessmentsKS2 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 |