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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 Centre’s 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  Reflection and listening skills through Oral Resources Observation skills and comprehension of new vocabulary |
| **Lesson 2 - Evacuees: What was it like to be evacuated?** |
| **Key Content** | **Learning Objectives** | **Teaching and learning** | **Aids / Resources** | **National Curriculum Links**  | **Assessment Evidence** |
| * Recap and discussion from slide
 | Understand why children were sent away from London and other major cities c 1940To be able to infer from a statement and show empathy | Draw from the children their knowledge from lesson 1 with questioning.Use the questions in the slide notes to interrogate the image from the WI War Record Book Encourage empathy -  | Slide 1 |  | Are the children clear on the context for evacuation in the UK during WW2?Are there misconceptions to be addressed? |
| * What was it like to be evacuated?
* Billeting
* On Arrival
* Hosts
* Hosts - equipment
 | To understand the value of oral and written local historical sources | How do we know about evacuee experiences? Primary sources. Recorded memories – written or spoken. Discuss the information in the written correspondence of Dorset evacuee memories.Listen carefully to the clip of an evacuee recorded in the 1990’s. Talk about the information that was recorded and form opinions on some of the points.Children may see copy of transcription.**In pairs, children take turns to retell Edna’s story** | Slide 2Teachers Notes and questionsTranscript of oral clip *Transcript: Edna Bolton – DSA5 clip 1* | History: 5, 6.English 2b. 2d,2fCitizenship1a, 2a,c,e.. | Oral responses to questions relative to local history accounts.Oral viewpoints relating to evacuee experience.Can the children retell Edna’s story in their own words? |
| To understand the billeting experience and process.Understand the role of women | Appreciate how the billeting process operated.Use the historical publicity poster for discussion in small /class groups, considering the role of women in the process.New vocabulary  | Slide 3Teachers notes and questions. | As above English 2a b | Vocabulary ListOral responses demonstrating students’ opinions on Historical Publicity Poster.  |
| Understand the experiences of evacuees during the billeting process.Form responses through studying Primary historical sources. | Read, discuss and reflect on the information in the local newspaper article. Children to answer q’s from teacher’s notes under slide, in pairs on whiteboard or similar. draw information from the sources on details of a) billeting process.b) feelings and emotions. | Slide 4Teachers Notes and questions. *Dorset Daily Echo 04 09 37* | As AboveEnglsh 2b,d,SpeakingCitizenship 4b 2e | Vocabulary /terminologyOral responses to questions referring to children’s evacuation experiences.Show recognition of the value of local sources. |
| Recognise the significance of the information in historical documents related to events. | VocabularyStudy the ‘Reception Schedule’ Use the questions to understand the information on the schedule, as a class or print and allow children to answer on the sheet and make up their won questions about the data. Why was a record such as this made and kept?  | Slide 5Teachers Notes and questions.*Southampton Reception Schedule DC-PL-1-5-1-5* | .History 5,6English 2b,f  | Vocabulary Oral interpretation of documentary evidence  |
| Understand the role of Hosts.Understand different versions of the past exist.  | Consider what information the local historical sources are conveying. One quote from an oral history recording, one entry from a school log book and a page from the Women’s Institute War Record Book. Reflect on the information using questions.What are the differences in methods of information | Slide 6Teachers notes and questionsTranscriptions*DHC- W- 19-1 p.138 Winfred-Newburgh Womens’ Institute*.*DHC - PE-KIP/SC/1/1* | History 5,6 English2f.2h,2b | VocabularyOral response to establish understanding of range of source material and its relevance. |
| Understand the role and responsibility of billeting officers.Recognise the different experiences of evacuees | Talk about the types of billet used.What would be a comparison with the present day in the attitude of some local people towards evacuees.Students reflect on the situation in the source image -, Small groups.Suggest solutions.Hot seat an unwilling foster mother and / or the billeting officer responsible for the baby.  | Slide 7Teachers Notes and questions. | History 5.6English 2f,dCitizenship 2e,4a,bWriting⬧ | Oral feedback on appreciation of difficult situations during child evacuation.Written scenario using historical source. |
| Recognise the significance of the information in historical documents related to Hosts responsibilities. | Consider the information supplies on the Blanket Inventory account.Interpret the method used to record the items.Identify the differences in numbers supplied. Suggest reasons. | Slide 8Teachers NotesEmphasise that primary sources give us lots more detail than secondary overviews. But they need more interpretation. *D- 552/6 – Shaftesbury Inventory Account* | History – 5,6English 2d,f,h | Oral response forming opinions on Billeting organisation.Recognition of statistical evidence in historical documents.Form opinions. |
| Understand the relevance of varied types of historical documents to interpret historical events | Explain the ‘Schedule of Furniture’ documentation.Use the ‘Schedule of Furniture’ transcript worksheets to complete the accompanying worksheet. Students work in small groups 2/3Use completed work towards class display.  | Slide 9/10 ACTIVITYTeachers NotesGovernment Evacuation Scheme‘Schedule of Furniture’ to be supplied forms transcriptions and worksheets. (Differentiation- transcript)Useful youtube links:[*https://youtu.be/bhdxmKcmVzw*](https://youtu.be/bhdxmKcmVzw)***The living Room***[*https://youtu.be/HPVvta-tHC8*](https://youtu.be/HPVvta-tHC8)***The Kitchen***[*https://www.iwm.org.uk/learning/resources/the-1940s-house*](https://www.iwm.org.uk/learning/resources/the-1940s-house) | History 5a2c,3b, c.EnglishSpeakingReading | Written evidence of informed responsesWritten evidence of changes across different periods/societiesCompletion of written exercise. |
| **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)**Support Needs:**More support / structure to taskWorksheets adapted for the children: separate simpler content / multi-level questions worksheets./multi choice questionsPeer / 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. |