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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 2 - Evacuees: What was it like to be evacuated?** |
| **Key Content** | **Learning Objectives** | **Teaching and learning** | **Aids / Resources** | **National Curriculum Links**  | **Assessment Evidence** |
| * Intro slide
 | Consolidate knowledge | Recap learning so far.Discuss the class glossary | Slide 1 | History: 5, 6.English. 2d,Citizenship1a, 2,b,e.. | How well are children retaining the information?Do they show empathy when discussing the children of the Second World War? |
| * Life away from home
* Evacuees Experiences
* School
* Writing Letters
* Final Task
 | To understand the children’s experiences within the context of local sources | Discuss the information in the image.How does this portray the children?. | Slide 2Teachers Notes and questions, ‘small happenings’.*DHC - WI -19 Charmouth p 33* | History: 5, 6.English. 2d,Citizenship1a, 2,b,e.. | Oral responses to questions relative to local history accounts.Does pictorial imagery help understanding of experiences? |
| To identify and consider the differences in a range of local accounts.  | Read each account (with transcription) and talk about the experiences.Discuss the different formats and views in each clip. | Slide 3Teachers notes and questions.Transcription*D-2571 -8 Letter from Doris Green (nee Wray) to Kay Kearsey**D-3370 Letter from Harry Wilson to his mother.**Dorset Daily Echo Clip 4th September 1939**Interview transcript DS5S5 Edna Bolton* | History as above English 2b.d,fCitizenship2e 4b | Oral responses demonstrating students’ ability to recognise differences in local historical accounts.  |
| Understand the experiences of evacuees within local context.Recognise the significance of oral accounts in understanding evacuees experiences | Listen to Audio clip.Complete the differentiated Worksheets Lesson 3 ‘Home Management’ | Slide 4Teachers Notes and questions.Worksheet with Transcription*DHC DSA 5 clip 3 wav**DHC - D -0233 Image: Horse and cart delivery milk* | History Englsh 2b,d,ListeningCitizenship 4b 2e | Listening skillsChildren ability to recognise important points from oral sources.Form opinions about differences in the evacuee experiences |
| Understand and identify the differences in historical accounts in recording experiences. | Read each clip.What information was being related in each clip.How are they different and Why?Talk about the image showing students in classrooms wearing Gas masks  | Slide 5Teachers Notes and questions.*A 1941 drawing by Alex Macpherson of a class of children wearing gas masks* *© IWM ART LD1217**DHC DSA/168/2/2 Rosemary Taylor*  *D-2571-8 Kingston School Minute Book* | .History 5,6English 2 b,d,f Citizenship1a 2e 4a,b | Reflect and relate with consideration, on the differences of school experiences. (Individual research on Gas Masks)  |
| As above | Read through letter contents.Discuss the contents and form opinions | Slide 6Teachers notes and questions*D- 2571- 8 Letter from Kay Kearsly to Doris Green**DHC – WI- Holywell**D-2571-8 Robert Clarke to Kay Kearsley* | History 5,6 English2f.2h,2bCitizenship1a 2e 4a,b | Oral response to establish understanding of range of source material and its relevance. |
| Identify the relevance of different historical account to compare experiences of events. | Read through Diary entries and Newspaper clips.Talk about the feelings and emotions these accounts provoke.As a class, compile a list- who were the ‘witnesses’ in each excerpt from slides 5 and 6 – were the records created at the time, or later? Which ‘witnesses’ do you feel are the most reliable, and why? | Slide 7Teachers Notes and questions.*DC-PL/1/5/1/5 Norman Edwin Gale -Diaries**Newspaper Clip- Dorset Echo 29th March 1940* | Citizenship2e,4bEnglish 2b,f SpeakingCitizenship1a,2e.4a,b | Oral reflection of the contents of Historical local documents. Reflect on feeling and emotions in the accounts. |
| Understand the significance in communicating in the experience of evacuees. | Read the individual letters between Harold Wilson and his mother.Students reflect on the content and offer ideas on what the story is conveying. What is happening at the time?Identify and discuss the content of correspondence. | Slide 8Teachers Notes and questions.*DHC - D-3307- 1 Harold Wilson Letters**Transcription* | History 5.6English 2f,dCitizenship 2e,4a,b | Oral reflections on interpretation of events.. |
| Recognise the significance of sourcing and content in the correspondence in local historical documents related to child evacuees. | Read through the final task Observe and relate to images from local and National sourcesReview previous lessons knowledge.Discuss final task and necessary resources and equipment.Vocabulary Glossary and Wordsearch  | Slide 9Teachers Notes and slide final activity guide.**Differentiation** Wordsearch*WI-19-1 p33 Charmouth WI* | History – 5,6English 2d,f,hWriting ⬧Citizenship2a,e,f 4a,b | Written / creative evidence demonstrating cooperation and collaboration to create class display using knowledge and guidelines.Completion of final exercise. |
| **Differentiation create**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. |