



Lowerhouse Junior School

History Overview Sheet



Year 6 – What caused the mass evacuation of local children during WWII?



Rationale: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Substantive Knowledge:

- Know the dates that WW2 started and ended.
- Know about the main events that led to WW2's beginning.
- Know about significant leaders such as Hitler and Churchill.
- Know the names of the countries that supported Britain.
- Know the impact that the war had on ordinary people.

Disciplinary Knowledge:

Enquiry, Interpretation and Using Sources:

- Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?'
- Describe the results of historical events, situations and changes e.g. the impact on people's lives
- Recognise that some events, people and changes are judged as more historically significant than others

Chronology:

- Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time.

Communication:

- Describe aspects of cultural, economic, military, political, religious and social history
- Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines

Overview:

Lesson 1: Artefact Session – Images of Evacuated Children
Lesson 2: Introduction to WWII and the Concept of Evacuation - To understand the events leading to the mass evacuation of children during WWII.
Lesson 3: Life for Children Before Evacuation - To understand how life for children was affected by the war, particularly the threat of bombings.
Lesson 4: The Process of Evacuation - To explore how evacuation was organized and the challenges children faced during the process.
Lesson 5: The Experience of Evacuated Children - To examine the effects of evacuation on children and their relationships with host families.

Key Vocabulary

Axis - Countries which fought on the German side, including Italy, Germany and Japan
Allies - Countries which fought on the British side during WW22 (including the USA, Great Britain, France and Russia)
Propaganda - Controlling news media (such as radio) to depict the war effort
No Man's Land - The area between the two sides during battle.
Armistice Day - The day the agreement was signed between the Allies and Germany to end the WW1 on 11th November
Conscription - A rule that said all healthy men aged 18 – 41 had to fight

Lesson 6: The Legacy of Evacuation and Its Impact on Childhood - To evaluate the significance of the mass evacuation of children during WWII	
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Impact/Assessment

Most Children will: • offer reasons to explain why the war started; • explore the significance of key events; • explain how and why the changing role of women was significant to the war effort; • recall key facts about rationing, evacuation and the Holocaust.

Less Able Children will: • say when the war started; • tell you some of the countries and key individuals involved; • recall some details about key events; • describe what evacuation and rationing were, explain how they worked and how different people were affected; • describe some of the jobs women did during the war; • describe what the Holocaust was and who suffered as a result.