

Year 6 - History Lesson	
Knowledge beyond 1066	Duration: 1 Hour
National Curriculum Objectives	
<ul style="list-style-type: none"> • (Knowledge beyond 1066) Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century. • (Knowledge beyond 1066) A significant turning point in British history, for example, the first railways or the Battle of Britain. 	
Lesson Objectives	Success Criteria
<ul style="list-style-type: none"> • Develop the knowledge to explain how evacuation during World War II changed British communities and affected children's lives. • Develop the knowledge to describe the impact of evacuation as a significant event in 20th-century British social history, including its effects on families and local areas. 	<ul style="list-style-type: none"> • I can describe why children were evacuated during World War II and how this changed their lives. • I can explain how evacuation affected different communities and give examples of these changes. • I can identify evacuation as an important event in British history and explain why it matters. • I can use evidence from historical sources to show how evacuation changed families and local places.
Links to Previous Learning	
<p>The previous lesson laid the foundation for understanding the broader social implications of World War II by exploring the Blitz and its impact on civilian life, which prepared students to delve into the specific experiences of evacuees. By examining how blackouts and bomb shelters shaped everyday existence, students built readiness to analyse the effects of evacuation on communities and families, particularly focusing on the experiences of children. This established a contextual framework that enhances their ability to connect historical events with personal narratives and social changes in 20th-century Britain.</p>	
Main Teaching (25 Minutes)	
Starter Activity (5 Minutes)	Resources
<p>Hand each child a luggage tag-shaped piece of paper and ask them to write their name and one special item they would take if suddenly sent away from home. Say, 'Imagine you are a child in World War II, told to leave your family today.' Invite children to stand, hold up their tags, and share their chosen item with a partner. Then gather three volunteers to briefly mime saying goodbye using their tags, while others watch and guess what they might be feeling.</p>	<ul style="list-style-type: none"> • Luggage tag-shaped paper (30 pieces) • Pencils • Classroom space for drama
Main Input (10 Minutes)	Resources
<p>Introduce the learning objectives and success criteria to the class. Show a large map of Britain on the whiteboard and use sticky notes labelled 'city' and 'countryside'. Place 'children' figures (use small blocks or drawn stick figures) on the city areas. Move these figures to the countryside as you explain that during World War II, thousands of children were sent away for safety. Point to the figures and ask: 'How do you think their lives changed?' Display a real evacuee label (or draw one) and read a short diary extract aloud. Compare a photo of a city street during the Blitz with one of a quiet village, highlighting the differences. Encourage children to use fingers to count the ways families and communities might have changed, then write these on the board. Discuss why evacuation is remembered as a key event in British history, linking to the impacts on children, families, and local places.</p>	<ul style="list-style-type: none"> • Map of Britain (on whiteboard or large paper) • Sticky notes and small blocks or stick figure cut-outs • Printed or spoken evacuee accounts • Paper and pencils for comic strips



Guided Practice (10 Minutes)	
<p>Divide the class into groups of four. Hand each group a brief evacuee account (printed or read aloud). Ask groups to role-play a scene: one child as the evacuee arriving, others as host family members. Instruct them to freeze and share, in character, how they feel and what has changed. Prompt: 'What's different for you now?' Rotate roles and encourage each group to draw a quick comic strip showing the moment of arrival and one community change. Move between groups, asking: 'Why do you think evacuation mattered for this family?' and 'What evidence do you see in the story?' Listen for evidence of understanding and provide feedback, e.g., 'That's a clear example of a big change!' Gather the class and invite volunteers to share their role-play or comic, checking all four success criteria are addressed.</p>	
Independent Practice (25 Minutes)	
Working Towards Activity	Resources
<p>Group pupils at a table with an adult. Pre-teach key words ('evacuation', 'Blitz', 'community') using word cards and pictures. Model a simple drama: mime saying goodbye, then arriving in a new home. Give pupils a sentence frame: "I was evacuated because _____. My new home is _____. I feel _____ because _____." Ask them to fill in the frame, using a word bank and pointing to a photo of city and countryside. Support them to draw or act out their story. Check understanding by asking each to name one change for evacuees.</p>	<ul style="list-style-type: none"> • Word cards and simple pictures (city, countryside, train, family, suitcase) • Sentence frame handouts or whiteboard • Pencils and plain paper
Age Related Expectations Activity	Resources
<p>Pair pupils and display two contrasting photos on the whiteboard: one of children boarding a train, one of a rural village. Ask them to role-play being an evacuee and a host child, alternating roles. Each pupil writes a short speech bubble for their character: 'How has your life changed?' Encourage use of evidence from the photos or prior learning. Finish with a short paragraph explaining why evacuation was important, using at least two examples of community change. Collect work and check for all four success criteria.</p>	<ul style="list-style-type: none"> • Two contrasting photos (children boarding a train, rural village) displayed on whiteboard or printed • Speech bubble templates or plain paper • Pencils
Greater Depth Activity	Resources
<p>Challenge pupils to analyse a short evacuee diary extract (read aloud or displayed) in small groups. Ask them to find three pieces of evidence showing how evacuation changed family or community life. Next, pupils create a freeze-frame drama scene showing a key moment (e.g., arriving in the countryside), then write a brief analysis: 'This scene matters because...' Encourage use of higher-level vocabulary ('disrupted', 'adapted', 'significant'). Groups present their freeze-frame and analysis, referencing success criteria.</p>	<ul style="list-style-type: none"> • Short evacuee diary extract (read aloud or displayed on whiteboard) • Plain A4 paper for freeze-frame drama labels • Pencils
Extension / Challenge Activity	Resources
<p>Invite able pupils to act as 'social historians'. Set the challenge: 'Imagine you are writing a radio broadcast in 1945 about how evacuation changed Britain.' Pupils independently plan and perform a short speech, synthesising historical evidence, diary extracts, and their own inferences. Require them to compare two communities and predict one long-term effect of evacuation. Ask for references to real sources or classroom learning. Peer listeners use a checklist to identify how all four success criteria were demonstrated in the broadcast.</p>	<ul style="list-style-type: none"> • Plain paper for radio script notes • Pencils • Success criteria checklist printed or displayed



Inclusivity Adaptations	
SEN - Neurodiversity	Resources
<ul style="list-style-type: none"> • Seat the pupil at the front left desk facing the interactive whiteboard. Before each activity, show a step-by-step visual schedule printed on A4 laminated cards, placing them on their desk. Verbally say, 'We will do one step at a time. Look at the next card when ready.' This supports sequencing and reduces anxiety, with curriculum adapted to meet pupils' needs without lowering ambition. • Provide the pupil with noise-cancelling headphones on their desk and say, 'Use these during group role-plays if the noise feels too much.' Offer a choice to watch role-plays from their desk or join in. Use consistent routines by verbally announcing transitions, e.g., 'In 2 minutes, we will stop and share.' Teaching is responsive and learning is adapted without lowering ambition. 	<ul style="list-style-type: none"> • A4 laminated visual schedule cards • Noise-cancelling headphones • Slant board • Tablet with voice-to-text software
SEN – Limited Mobility	
<ul style="list-style-type: none"> • Position the pupil at a desk near the classroom entrance with a clear path to the door. Provide a slant board on their desk for writing evacuee labels and drawing comics. Instruct, 'Use your voice to text on the tablet for writing if holding a pen is hard.' This adapts physical access and tasks without reducing cognitive challenge. • Assign the pupil as the group's narrator during role-plays, seated at their desk with the tablet or paper ready. Say, 'You will describe actions and feelings aloud while others act out. Speak clearly using your sentence frames.' This values verbal contributions and ensures full participation with curriculum adapted to meet needs. 	
EAL	Resources
<ul style="list-style-type: none"> • Pre-teach key vocabulary by displaying a labelled picture of an evacuee label, city, and countryside on the whiteboard. Say each word clearly, then show a matching flashcard on the pupil's desk. Provide sentence frames such as 'I think evacuation was... because...' on coloured paper at their desk to scaffold speaking and writing. • Use a graphic organiser printed on A4 with columns titled 'Change', 'Feelings', and 'Evidence'. Seat the pupil front right near the teacher. During group work, say, 'Write or draw one thing that changed, how children felt, and one clue from the story.' Allow use of first language notes if needed and check understanding by asking them to point to their answers. 	<ul style="list-style-type: none"> • Picture flashcards for key vocabulary • Sentence frame cards printed on coloured paper • Graphic organiser sheets • Bilingual dictionary or first language notes
Plenary (10 Minutes)	
<p>Ask pupils to reflect on why children were evacuated during World War II by sharing verbally with a partner. Review how evacuation changed lives by inviting volunteers to explain these effects using evidence from the diary extracts and role-plays. Use visual prompts of city and countryside photos to consolidate how communities were affected, encouraging peer checking. Celebrate progress by praising clear examples of family and community changes seen in comics and freeze-frames. Close by discussing why evacuation remains significant in British history, ensuring all pupils contribute at their level through speech, gestures, or drawings to confirm understanding.</p>	
Safety Assessment	
<ul style="list-style-type: none"> • Starter activity involving mime and handling luggage tag-shaped paper risks paper cuts; supervise handling and provide rounded edges on paper. • Main activity using small blocks or stick figures risks choking for younger pupils nearby; ensure all pieces are larger than 32mm and monitor usage. • Guided practice role-plays involve standing and moving; maintain clear space to prevent trips and falls, especially near desks and walkways. • Use of art supplies for comic strips risks allergic reactions; verify ingredient lists and student allergy information before distribution. 	





Cut & Stick – Book Inserts

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