

EVACUEES AND THE HOME FRONT IN IPSWICH

LEARNING OBJECTIVES	TEACHING ACTIVITIES	SOURCES	LEARNING OUTCOMES
<p>CHILDREN SHOULD LEARN</p> <ul style="list-style-type: none"> ○ When and where WW2 took place ○ About the leaders and key events and dates of the war ○ That WW2 had a local impact 	<p>INTRODUCTION</p> <ul style="list-style-type: none"> ○ Make mind map of existing knowledge of WW2 <ul style="list-style-type: none"> ○ What do you know already? Why did WW2 start? ○ Give outline of background/ causes of war ○ Start glossary of WW2 to be added to as topic progresses ○ Set up timeline in classroom. This could be in the form of a washing line to which significant dates, events, people, etc can be attached. Have different colours for international, national, local events, etc. 	<p>Mind map examples from Handford Hall School</p>	<p>CHILDREN</p> <ul style="list-style-type: none"> ○ Suggest why it is called a 'world war' ○ Know and use the names of leaders, key events and dates ○ Understand that the war had a local impact
<p>CHILDREN SHOULD LEARN</p> <ul style="list-style-type: none"> ○ About the effects of air raids ○ About the effects of WW2 on Ipswich ○ To select information from sources ○ To compare the local and national experience ○ To identify what type of area was most likely to be bombed ○ To locate where the bombing raids took place 	<p>WAR IN IPSWICH</p> <ul style="list-style-type: none"> ○ How safe was Ipswich? Consider geographical location, industries, airfields, docks, etc. How did people protect themselves at home, in the street and at work? ○ Where in Ipswich were the most dangerous places to live and where were the safer places to live? ○ Use Danger of Invasion as a shared text – what is this about. Take a copy home and share it with parents. How would you and your family feel if you received this? How would it affect you? Act out your family's response. ○ On a large scale local map use 'post its' and map pins to pinpoint the location of major incidents, air raid shelters, the schools, bombings, etc as the lessons progress. 	<p>Local map, photographs of bombing raids and damage, German aerial maps and plans Danger of Invasion Gas Masks Air Raid Shelters Make Do and Mend Hitler will send no warning Photographs of people wearing gas masks Replica gas masks</p>	<p>CHILDREN</p> <ul style="list-style-type: none"> ○ Suggest how people could have been protected in the war ○ Suggest appropriate questions to ask about the war in Ipswich ○ Explain the effects of bomb damage ○ Record information about the war in Ipswich ○ Suggest reasons why some areas of Ipswich were more likely to be bombed than others ○ Suggest how the bombing could be stopped

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	<ul style="list-style-type: none"> ○ Write instructions for putting on a gas mask. How does it feel to wear one? Smell? Touch? Taste? ○ What effect did the war have on local food and clothing supplies? From where did Ipswich stores get their food and clothing? How did it get to Ipswich? What affect would the war have on this? 	from Record Office	
<p>CHILDREN SHOULD LEARN</p> <ul style="list-style-type: none"> ○ About the causes of evacuation ○ To find out about the experiences and feelings of evacuees from a wide range of information sources 	<p>EVACUATION</p> <ul style="list-style-type: none"> ○ What does evacuation mean? What would it feel like to be evacuated? What would it feel like to take in evacuees? ○ Read Urgent Notice – why are some parts in upper case or bold? Search for What? When? Why? Where? How? Who? ○ If you were evacuated now and could take one suitcase with you, what would you take? Make a list. Now go through the list with a partner and cross off all the things that didn't exist during WW2. What would you take instead? Discuss things that would be important to you now and back in wartime. ○ In pairs or groups research what evacuees were allowed to take with them. Make a cardboard suitcase and draw items that you will pack. Compare each group's suitcase. ○ Label the evacuee photographs with feelings, thoughts, speech bubbles, etc ○ Where did the evacuees come from? Use sources to identify places of origin and look at maps on the internet to locate places. How would Ipswich have looked to children from inner London? 	<p>Urgent Notice Temporary Transfer of Population Photographs of evacuees arriving in Ipswich</p> <p>Ipswich Borough Evacuation Forms</p>	<p>CHILDREN</p> <ul style="list-style-type: none"> ○ Suggest why evacuation was used as one strategy to protect children ○ Describe some likely feelings and experiences of an evacuee ○ Use words associated with evacuation accurately and appropriately

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	<ul style="list-style-type: none"> ○ Where were people from Ipswich evacuated to? Use the sources to find where they were sent and a UK map to see where these places are. Why would they be safer than Ipswich? ○ Create an artwork or collage showing the contrast of localities between London and Ipswich or between London and rural Suffolk 		
<p>CHILDREN SHOULD LEARN</p> <ul style="list-style-type: none"> ○ That the war affected children in different ways ○ To find out about the experiences and feelings of evacuees from a wide range of information sources 	<p>SCHOOL LIFE AND EVACUEES</p> <ul style="list-style-type: none"> ○ What experiences did children have at school of mixing with evacuees? Use data sheet for numbers of evacuees at your school. ○ If evacuees arrived today, how would your school accommodate them? What effect would this have? How did they solve this problem in the 1940s (for example morning and afternoon lessons)? ○ Organise an 'evacuee experience' exchange between nearby schools or classes: <ul style="list-style-type: none"> ○ Being an evacuee: How does it feel to arrive at a strange school wearing a label and have to fit in with a class of children you don't know? ○ Receiving evacuees: What would you do to make evacuee children feel welcome? What would you say? What problems would you encounter? How would you overcome them? ○ Write a letter home or keep an evacuee diary 	<p>Clifford Rd School Log Books Ipswich Borough Evacuation Forms Photographs of evacuees arriving in Ipswich <i>East Anglian Daily Times</i> letter from Vera Perrott and article <i>Boys Hiked Home</i></p>	<p>CHILDREN</p> <ul style="list-style-type: none"> ○ Describe different experiences that children had of the war ○ Suggest some reasons for these differences ○ Describe some likely feelings and experiences of an evacuee ○ Use words associated with evacuation accurately and appropriately
<p>CHILDREN SHOULD LEARN</p> <ul style="list-style-type: none"> ○ An overview of how the war affected people's 	<p>EVACUATION TO SUFFOLK CASE STUDY</p> <p>What can we find out about individual experiences from the documents? Thrower Family or Tatler/Sadler Family</p> <ul style="list-style-type: none"> ○ In groups look at the documents and write down all 	<p>Borough of Bromley Government Evacuation Scheme Letter from Mrs Hall</p>	<p>CHILDREN</p> <ul style="list-style-type: none"> ○ list some of the effects of war on everyday life ○ suggest ways in which

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<p>everyday lives</p> <ul style="list-style-type: none"> ○ About the restrictions on people, how they suffered during the war, their courage and resilience ○ To communicate their learning in an organised and structured way, using appropriate terminology 	<p>the things/facts we know about the Thrower family from the documents.</p> <ul style="list-style-type: none"> ○ Locate billet on map of Ipswich and in Kelly's Directory – Silent St ○ What can't the documents tell us? ○ List all the questions you would like to ask the evacuees and their host families to find out more ○ Use the documents and other sources and your own knowledge to write a reminiscence by one of the children or one of the hosts about their experiences as evacuees or hosts. ○ Debate the advantages/disadvantages of hosting evacuees 	<p>Kelly's Directory Map of Ipswich Equipment for householders accepting evacuees East Anglian Daily Times articles and letters</p>	<p>people suffered</p>
	<p>SAFETY IN THE STREET</p> <ul style="list-style-type: none"> ○ Air Raids – act out an air raid. Write about what you hear, what you see, what you smell, what feelings you experience. What is it like to sit in a confined dark space underground not knowing what is happening above? Is it cold? How do you pass the time? Ask you family or research what games, toys, pastimes children would have had in the 1940s. Prepare a pack of WW2 activities to fill the time. If possible visit Clifford Rd School Air Raid Shelter and set up an air raid simulation. In the shelter use 'Bubble Policing' – children freeze in a given pose, other children voice that group's thoughts and feelings. 	<p>Where to Take Cover – list of public shelters in Ipswich</p>	
<p>CHILDREN SHOULD LEARN</p> <ul style="list-style-type: none"> ○ To read and interpret 	<p>SAFETY AT SCHOOL AND HOME</p> <p>Use School Log Books to find out</p> <ul style="list-style-type: none"> ○ How many times did air raid sirens sound in a given 	<p>Clifford Rd School Log Books, Bury Schools Log Books</p>	

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<p>information on a graph</p> <ul style="list-style-type: none"> ○ To research using books and the internet 	<ul style="list-style-type: none"> ○ period? ○ How long did the air raids last? ○ How often was the school closed due to night air raids? <p>Take one extract (eg children taking refuge under desks) and act out or write down memories.</p> <p>Research different types of shelters – Anderson, Morrison, Public Shelters, etc.</p> <p>Where was the safest place to shelter from air raids? Shelter Health and Comfort Hints – what does the graph show? Maths data handling.</p> <p>Research class' preferred choice and make up block graphs, discuss mode, etc. Groups present all positives or all negatives to rest of class using persuasive language. Design advertisements to sell a particular shelter.</p> <p>Work out the actual size of the Anderson Shelter and mark it out in the playground. What went in the shelter and where would it all fit?</p> <p>Look at the photographs from Lowestoft and Ipswich. How did the family feel during the raid (the Lowestoft family did survive). How did they feel afterwards?</p> <p>In pairs look at an Ipswich photograph. This is your home. Make an inventory of the things YOU have lost from your house. Mark the items you could replace and the ones you couldn't. Write about the loss of something you value.</p> <p>Write the news report about the bombing.</p>	<p>Your Anderson Shelter This Winter Refuge Room Where to Take Cover – list of public shelters in Ipswich Photographs after bombing raids, particularly of Lowestoft</p>	
<p>CHILDREN SHOULD LEARN</p> <ul style="list-style-type: none"> ○ How to find out about the 	<p>CHILDREN'S CONCERT</p> <p>Use selected sources to prepare an entertainment to which you invite elderly relatives, older people who</p>	<p><i>The Warble</i> magazines Article from <i>East</i></p>	<p>CHILDREN</p> <p>Show knowledge and understanding of how the war</p>

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war in Ipswich from the recollections of someone who lived through it	lived through the war, care home residents, etc. Children work out what food and drink would have been served, what songs would have been sung, and present jokes and stories from <i>The Warble</i> magazines. They could also present their work on WW2. After the concert they serve tea and talk to the guests about their experiences in the war.	<i>Anglian Daily Times</i> 'Cockney Children's Humour'	affected people living in and near Ipswich
CHILDREN SHOULD LEARN <ul style="list-style-type: none"> ○ About conflicts going on today and how they affect the lives of children ○ To make connections between WW2 and today 	PLENARY Why do we need to know about WW2? How did the war and people's experiences affect what happens in the world today? What wars are going on now and why are they not world wars? Would there ever be a WW3? What would it be like?		CHILDREN Suggest conflicts happening in the world today Suggest reasons why the world is/is not better today than during WW2.