

Objective	Milestone Indicators	Basic Activities	Advanced Activities	Deep Activities	Resources
<p>Milestone 3</p> <p>To investigate and interpret the past.</p>	<p>Milestone 3</p> <p>Use sources of evidence to deduce information about the past.</p>	<p>On Worksheet 1C, children complete as much information as they can in the question boxes to show what they have remembered about World War 2. Children use the information sheets to help them.</p>	<p>Cut up the Question Cards and stick them up around the classroom so that the children have to hunt to find them. Tell children that today they are going on a question hunt. Provide children with Worksheet 1D. Children find each of the questions posted up around the classroom and answer the question in the corresponding box on the worksheet.</p>	<p>Children answer the question: Why was World War 2 called a world war?</p>	<p>PowerPoint slides Worksheet 1C/1D Information Sheets A/B Question Cards</p>

<p>Milestone 3</p> <p>To investigate and interpret the past.</p>	<p>Milestone 3</p> <p>Use sources of information to form testable hypotheses about the past.</p>	<p>Using the Picture Cards as a stimulus, ask children to note down everything they can see (e.g. fallen buildings, people helping clear the mess, etc) then answer the questions.</p>	<p>Using the Picture Cards as a stimulus, children write an eye-witness account of the Blitz, explaining what happened, what they could see, what was destroyed and how they felt at the time.</p>	<p>Using the Picture Cards as a prompt, children imagine they were there during the Blitz and write a poem about their experience. Discuss with the children first how people might have been feeling (e.g. frightened at the sound of the bombs, upset that they have lost their house, terrified that their family will be hurt, etc). When children have finished, invite them to share their work with the rest of the class.</p>	<p>PowerPoint slides Picture Cards</p>
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<p>Milestone 3</p> <p>To investigate and interpret the past.</p>	<p>Milestone 3</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p>	<p>On Worksheet 3A, children describe how each of the items listed was used to protect people from the air raids.</p>	<p>On Worksheet 3C, children answer each of the questions about the air raids detailing what happened during an air raid and what people did to protect themselves.</p>	<p>Ask children in pairs to think of as many reasons as they can why parents might be for and against evacuating their children to the country and record their ideas. When they have found as many reasons as possible, ask children to decide whether they would send their children away or not. Have a debate about the issue, encouraging children to use as much historical vocabulary as they can. When finished, ask the children to record their thoughts.</p>	<p>PowerPoint slides Worksheet 3A/3C</p>
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<p>Milestone 3</p> <p>To investigate and interpret the past.</p>	<p>Milestone 3</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p>	<p>Children choose adjectives to explain how an evacuee would have felt and explain why.</p>	<p>Children create a list of positive and negative aspects of evacuation (e.g. negative - homesickness, worried about parents, etc. Positive - safe from bombs, get to play in the country, etc). Encourage children to list reasons for each of their suggestions.</p>	<p>Ask children to imagine that they are an evacuee who has been sent to live on a farm in the countryside. Children write a letter home describing their experiences and how they feel. Encourage children to use appropriate terms, e.g. host family, billeting officer, etc.</p>	<p>PowerPoint slides</p>
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Mrs Hansell

Class 3 (Y5/6)