

# Year 7 Drama Knowledge Organiser: Term 3 - WW2 Evacuation

## What we do this term..

- We will explore the emotional impact of being separated from family and familiar surroundings.
- We will discover and discuss how evacuees navigate new environments, establish new relationships, and adjust to unfamiliar circumstances in their new homes.
- We will look at the bonds formed between evacuees and friends they make on their journey.
- We will explore the strength and determination shown by the evacuees.
- We will research and discuss the historical context of World War II and the impact it had on individuals, families, and communities.

<b>Freeze frame</b>	Using frozen scenes to capture key moments or emotions.
<b>Thought Track</b>	When an actor says their inner thoughts out loud to the audience.
<b>Soundscape</b>	Utilizing soundscapes and effects to enhance the atmosphere and immerse the audience in the world of WWII.
<b>Monologues</b>	Exploring the inner thoughts, experiences, and interactions of characters.
<b>Characterisation</b>	Developing characters based on historical figures or fictional representations.
<b>Social class</b>	Different classes in society. The class divisions and inequalities on board the Titanic.

**During World War II, millions of children were evacuated from their homes in cities and sent to the countryside to keep them safe from bombings.**



## Some things to consider...

<b>Why was Evacuation brought in by the government?</b>	The British government was worried that a new war might begin when Hitler came to power in 1933. They were afraid that British cities and towns would be targets for bombing raids by aircraft.
<b>Why was it important for people to be evacuated?</b>	Evacuation tried to ensure the safety of young children from the cities that were considered to be in danger of German bombing - London, Coventry, Birmingham, Portsmouth etc.
<b>What must it of been like for the evacuees?</b>	Being an evacuee must have been scary and exciting at the same time. The children had to leave their families and homes behind and try to fit in with host families in the country.

## An Evacuees Journey

### At the station

Children had labels attached to them, as though they were parcels. They stood at railway stations not knowing where they were going nor if they would be split from brothers and sisters who had gathered with them. They felt scared about being away from their families but also excited about going to a place they had never seen before and only read about in books.

### On arrival

The children arrived in the countryside, tired, hungry and uncertain whether they would ever see their families again. They were taken to the village hall, where they would be met by the **billeting officer** (the person in charge of finding them homes). A 'pick-you-own evacuee' sessions would then take place, where **host families** (the people they were going to live with) haggled over the most presentable children while the sicklier and grubbier children were left until last.

### Where did they go?

To smaller towns and villages in the countryside. Some children were sent to stay with relatives outside in the countryside, but others were sent to live with complete strangers.

The government recommended that in addition to their gas mask and identity card the evacuees had the following items:

#### Boys:

- 2 vests
- 2 pairs of pants
- Pair of trousers
- 2 pairs of socks
- 6 handkerchiefs
- Pullover or jersey

#### Girls:

- Vest
- Pair of knickers
- Petticoat
- 2 pairs of stockings
- 6 handkerchiefs
- Slip (like a very long vest with shoulder straps)
- Blouse
- Cardigan



★ Characterisation- Physical Skills ★	
Facial expression	The way an actor uses their face to convey their character
Body language	The way an actor uses their body to convey their character
Posture	The way an actor sits or stands
Hand gestures	An action that an actor does with their hands e.g. thumbs up or beckoning
Gait	The way an actor walks that conveys meaning
Proxemics	Positioning characters close or far apart to show their on stage relationships.

★ Characterisation- Vocal Skills ★	
Accent	The pronunciation of words, depending on where the character is from.
Tone	The emotion or mood conveyed in a voice e.g. mischievous, worried.
Pitch	How high or low a voice sounds
Volume	How loudly or quietly an actor speaks.
Pace	How fast or slow an actor speaks.
Stutter	Saying a word with difficulty.
Pause	When an actor stops and waits before speaking.

## Evacuation letter help

- What do you think were the advantages and disadvantages of being evacuated?
- What it was like for evacuees' to be without their family? e.g. scary, homesick?
- How was life in the country different to life in the city? e.g. fresh air, animals, peaceful, less traffic...