

Monday 1<sup>st</sup> November

LO: Inference

# What is inference ?

Watch the video to 2 mins 12 secs.

<https://www.youtube.com/watch?v=JdaD2FZQFEY>

clues (text evidence)

+

what you already know (prior knowledge)

=

form an idea (make an inference)

What inferences can you make ?



What inferences can you make ?



What inferences can you make ?



# infer

to make a guess based on facts  
and observations



Tuesday 2<sup>nd</sup> November

LO: Inference

Talk to your partner

What do we mean by inference ?

How can you answer inference questions ?

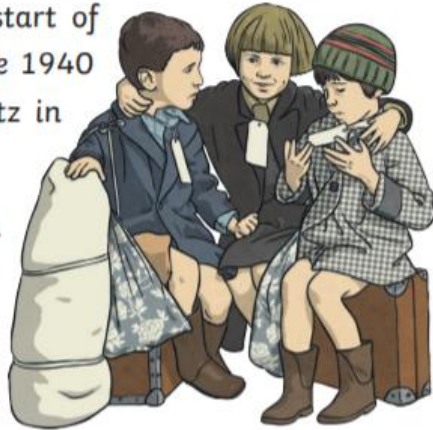
# Evacuation

During World War II, many people were evacuated from the cities to the countryside, where it was believed they would be safer from bombing. In total, over 3.5 million people were evacuated during the war.

Most of the evacuees were children but other evacuees included mothers with very young children, pregnant women, disabled people and teachers and helpers to look after the children.

Evacuation happened in distinct waves, with the first wave of evacuations beginning on the 1<sup>st</sup> September 1939, two days before Britain officially declared war on Germany. Other waves were at the start of the Battle of Britain in June 1940 and at the start of the Blitz in September 1940.

On evacuation day, children travelled with their teacher or helper by train to their destination. They had to wear an identity label and



take their gas mask, ration book, identity card and food for the journey. Many children also took a suitcase containing clothes and other personal items.

When they reached their destination, billeting officers were responsible for arranging for children to stay with host families. For many children, this involved being selected from a line by their host. This was an upsetting experience for some children, who felt unwanted or rejected.

Many children were evacuated to countryside towns and villages in Britain but some were evacuated overseas and lived with host families in places as far away as Australia and Canada.

Describe two ways that the text gives the impression that evacuation was a large-scale operation. Use evidence from the text to support your answer. [3 marks]

# distinct

different or set apart; separate



The **acceptable points** you could have given were that...

**AP1**

A lot of people  
were evacuated.

**AP2**

Teachers and helpers  
were required to look  
after the children.

**AP3**

The evacuation  
occurred in  
distinct waves.

**AP4**

Children were  
required to wear  
identity labels.

**AP5**

Children were sent to  
different countries  
around the world.

Think about what can be inferred from the above points.

Why might evacuation had to have happened in waves?

Why wouldn't people immediately know the name of each child?

Why couldn't all of the children stay in the UK?

**Remember:** To earn all **three** marks, you need to describe two ways that the text makes evacuation look like a large-scale operation and give evidence from the text about **at least one** of them.

Some three-mark example answers are:

**AP1**

A lot of people were evacuated.

**AP2**

Teachers and helpers were required to look after the children.

**AP3**

The evacuation occurred in distinct waves.

**AP4**

Children were required to wear identity labels.

**AP5**

Children were sent to different countries around the world.

Evacuation is made to sound large-scale **because** a lot of people were involved. **The text says** that over 3.5 million people were evacuated. It was such a big event that not everyone could be evacuated at the same time.

[AP1 + evidence and AP3]

The text says that children were required to wear identity labels. This must have been **because** there were so many children that no one could keep track of them. **Also**, not every child could stay in the UK **because** there were so many of them, **so** they were sent to places as far away as Australia and Canada.

[AP4 + evidence and AP5 + evidence]

Did you earn all three marks?

Wednesday 3<sup>rd</sup> November

LO: Inference

## The Second World War Diary of George Bramwell, aged 14

I'm feeling really confused tonight. We listened to another broadcast yesterday by Charles Gardner who was describing a dog fight near Dover. I thought it sounded brilliant; we could hear the bombing going on in the background as Gardner described what was happening and I couldn't help but cheer along with him as he reported what he could see '...and there he goes. Smash!' A lot of people have been complaining about it though. Elsie said Emmie was crying and shouting, 'It's not a football match!' at the wireless. I know people are losing their lives but it is hard not to get caught up in all the excitement too. Sometimes it feels like this war is all just a big game but I suppose if we were the players it wouldn't be so entertaining. I feel very guilty now for enjoying listening to the broadcast. I don't think I'll be able to sleep tonight.



*'Sometimes it feels like this war is just a big game but I suppose if we were the players it wouldn't be so entertaining.'*

**Explain** George's mixed feelings when he wrote this sentence in his diary.

# broadcast

to send over television or radio



*'Sometimes it feels like this war is just a big game but I suppose if we were the players it wouldn't be so entertaining.'*

**Explain** George's mixed feelings when he wrote this sentence in his diary.

**George was feeling very confused as he felt guilty for getting excited at the broadcast earlier in the night and cheering along to it as though it were a football match. He had now realised that if he were a fighter pilot (a player) then he would probably not find these sorts of battles so appealing.**