

**Does adversity always make us stronger?**

**HISTORY**



**National Curriculum Links:**

A local history study

**Essential Prior Learning:**

World War II took place in the previous century (1939-1945, British involvement).  
 Historical events can have negative and positive impacts.  
 Wars/battles are fought on land, in the air and in the sea.  
 There was significant loss of life.  
 Many countries were involved.

**Progression in Skill:**

Sequence the events from 1918 to 1939 that led to the outbreak of war in Europe.  
 Explain how historians reach conclusions from using a range of sources.  
 Know the main reasons/events between 1918 and 1939 that led to the Second World War; begin to understand that there is rarely one single cause of an historical event.  
 Recognise the social and economic impact the war had on the local area; were some longer lasting than others?  
 Compare similarities and differences in how the war affected children in Tonbridge, London and Germany.  
 Religion has historically, and continues today to, be used as a form of discrimination.  
 One of Hitler's motivating factors for invasion was that he was entering German speaking countries which automatically made them part of Germany.  
 Know how the local area changed during and after the bombing raids; compare to London and other major cities.  
 Bombing caused social (housing), economic (shops, transport) structural damage in cities, such as London;

bombing was less frequent in towns (e.g. 12 bombs dropped on Tonbridge).  
 Wars impact trade between countries and can lead to shortages and rationing.  
 Wars create mass movement of people: armed forces are deployed to countries not their own; citizens in areas of heavy fighting are displaced and may become refugees or evacuees.  
 During times of war, new laws are often introduced to reflect the circumstances, e.g. blackouts, rationing, curfews, conscription.

**Long-term Memory Knowledge:**

List some of the events from 1918 that led to the outbreak of the Second World War, recognising that it was an accumulation of these events rather than one single factor.  
 Know how and why historians use multiple sources when trying to learn about the past.  
 Describe some of the ways Tonbridge was affected by the war, both socially and economically; differentiate between short-term and long-term effects.  
 Describe some similarities and differences between how children living in Tonbridge, London and Germany were affected by the war.

**Key Vocabulary**

<b>Nazi Germany</b>	sometimes called the 'Third Reich'; how Germany was known from 1933 to 1945
<b>gas masks</b>	facial mask worn in the event of a gas attack
<b>fighter</b>	aeroplane used in aerial combat
<b>bomber</b>	aeroplane used to fly longer distances to drop bombs
<b>Luftwaffe</b>	German air force
<b>RAF</b>	Royal Air Force – British air force
<b>The Blitz</b>	German bombing campaign against major UK cities from 1940 to 1941
<b>Western Front</b>	main area of battle in Northern Europe
<b>evacuee</b>	civilians – usually children – who were moved from areas at risk of bombing

<b>evacuation</b>	movement of people from a dangerous place to one of safety
<b>Adolf Hitler</b>	leader of Germany during WW2
<b>Winston Churchill</b>	Prime Minister/leader of Britain in WW2
<b>Anderson shelter</b>	small bomb shelters made from sheets of corrugated iron which were half-buried in back gardens in WW2
<b>spitfire</b>	British plane - said to have won us the Battle of Britain
<b>Allies</b>	Great Britain, USA and Russia
<b>Axis</b>	Germany, Italy, Japan
<b>Holocaust</b>	The killing of millions of people – many who were Jewish – by Germans in WW2

**Progression in Resources:**

Primary & secondary sources: textbooks, internet, first-hand accounts, letters, diaries, photographs, artefacts

**Relevance**

<b>Now</b>	Children continue to develop empathy for people whose lives differ from their own; start to consider whether history is ever repeated and how what we learn from past events impacts the choices we make now.
<b>Future</b>	Be sensitive to the histories of others, recognising that there isn't always a 'right' and 'wrong'; understand decisions made at a point in history has a social and cultural context that we may not fully understand; see 'history' as continuous, with past events having consequences for now and the future, and not something that is 'finished'
<b>Aspiration</b>	Develop a love of history and study, either professionally or as a hobby; contribute to the Tonbridge Historical Society, the British Legion or similar organisations who preserve the memory of the past; play a role in politics or an NGO, with the aim of relieving the suffering of people from the effects of war.