

Year 6 – Term 4

## 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 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?  
Identify similarities and differences in how the war affected children in Tonbridge, London and Germany.

#### Long-term Memory Knowledge:

The Second World War was the result of multiple causes.  
If the German armed forces had successfully landed on the south coast, Tonbridge would have been a strategic point on their march towards London.  
Defences such as pillboxes, observation points and roadblocks were built in the locality; buildings (including

the castle) were requisitioned as ARP posts and street signs were taken down.  
Some of the Battle of Britain played out in the skies above Tonbridge.  
Tonbridge was considered safer than London, so some children were evacuated here.  
Damage to the town's buildings was far less than in big cities and coastal towns.  
There is little physical evidence of the war remaining in Tonbridge: local people thought it best to remove as many traces as possible in order to move on.  
People living in Germany were also affected by war: rationing was in place, large/strategic cities were bombed, and children were evacuated. Hitler ordered German children to join Hitler Youth groups.  
Hitler was targeting Jewish families in Germany, so the British government allowed some Jewish children to come to Britain for safety.

#### 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 London and major UK cities from 1940 to 1941
<b>Western Front</b>	main area of battle in Northern Europe: Denmark, Norway, Luxembourg, Belgium, Holland, France, Italy, Germany and the UK
<b>evacuee</b>	civilians – usually children – who were moved from areas at risk of aerial 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 used in aerial combat – is 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 of whom were Jewish – by Germany in WW2

#### Progression in Resources:

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

#### Relevance

<b>Now</b>	Children learn about a significant event in British history, focusing on what they would have experienced as a child living in Tonbridge at that time; they start to consider whether history is ever repeated and whether what we learn from past events impacts the choices we make now.
<b>Future</b>	Be sensitive to the histories of other countries, recognising that there isn't always a 'right' and 'wrong'; understand that decisions made at any point in history have a social and cultural context that we may not fully be able to 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 in greater depth, 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.

