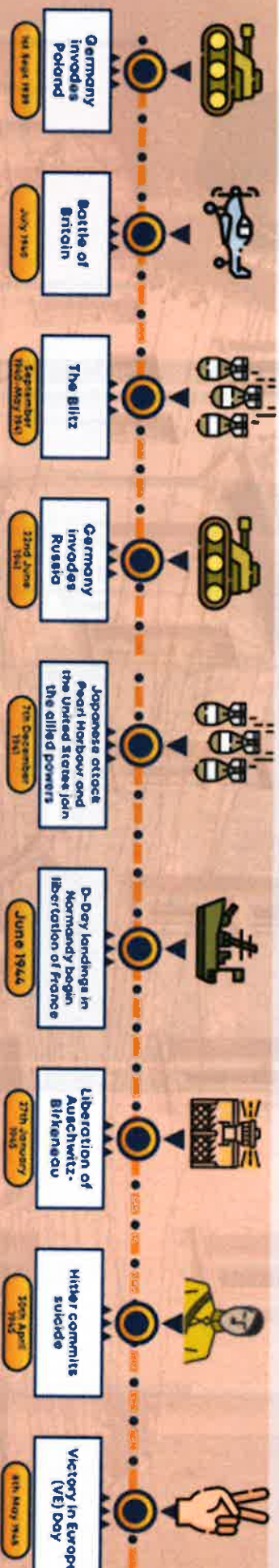




The Holocaust and WWII



**History
Year 6
Spring 2**



Encryption

A practice that involves codes and systems for changing messages so they **cannot be read by other people**.

Blitz

The name given to **Hitler's bombing campaign against the United Kingdom** that lasted for eight months in 1940 and 1941. Blitz is the German word for lightning

Evacuation

In World War Two many children were **required to leave their homes, or evacuate, and move to safer places**, often in the countryside

Holocaust

The name given to the **mass killing of European Jews** during World War Two

Genocide

The deliberate killing, or murder, of a large number of people, especially from the same ethnic group or religion

Enigma Machine

A **machine used by Nazi Germany during World War Two** to code messages so they could not be read by the Allies. Alan Turing and his team cracked the Enigma Machine and the messages could be intercepted

Operation Sealion

Nazi Germany's **code name** for their plan to attack and invade the United Kingdom during the Battle of Britain

Propaganda

Information, of a biased or misleading nature, used to promote a political cause or point of view

The war was fought between

Axis Powers



Allied Powers



English Codebreakers



Alan Turing



Mavis Batey



Year 6 History

Spring 1



Unit rationale

Year 6

The Rise of Hitler and World War II



This unit builds on chronologically from the 'World War I' unit. Children will recall previous learning regarding the end of the war, and look in more detail at the Armistice and Treaty of Versailles, focusing on this from a German point of view. Using primary sources such as newspaper reports, the children will be able to explore German perspectives from that time.

During this unit the children will build on their understanding of the substantive concept: **Nationalism**. The children will learn about the nationalist political party known as the Nazi party, and how the Nazis controlled many aspects of life in Germany during this period, including roles of men and women and education. They will learn about Adolf Hitler and how he blamed Jewish people for things that were wrong and commanded that the German people avoid Jewish businesses, ordered books by Jewish authors to be burned, banned marriages between Jews and Germans and stopped Jewish children attending school.

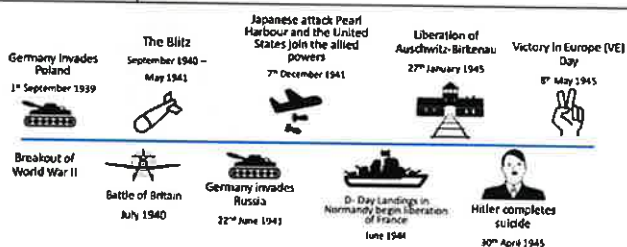
Kristallnacht, or 'Night of the Broken Glass' will be looked at in depth and the children will learn about how Jewish homes, businesses and Synagogues were attacked by rioters and the authorities did nothing to prevent the destruction, and instead, arrested 30,000 Jewish people and sent them to concentration camps. Ninety Jewish people were killed. The Nazis said that this was not a government action but the actions of Germans who were expressing their dissatisfaction, blaming the Jews for the riots and fined them for the damage to the buildings. When learning about this, children will read primary sources from people who witnessed this event, including diary entries.

This unit will introduce and revisit concepts and vocabulary including: **refugee/ refugee, concentration camp, racism, and nationalism**.

At the end of the unit, the children will look at the outbreak of the Second World War which will be support their understanding in their next unit on World War II.

Knowledge Organiser- The Rise of Hitler and WWII (History- Year 6)

Key Vocabulary	Definition
Encryption	A practice that involves codes and systems for changing messages so they cannot be read by other people.
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Allied Powers	Axis Powers
United Kingdom Leader: Winston Churchill	Germany Leader: Adolf Hitler
France Leader: Charles De Gaulle	Italy Leader: Benito Mussolini
Russia Leader: Joseph Stalin	Japan Leader: Hideki Tojo
USA Leader: Franklin D. Roosevelt	

English Codebreakers	
<u>Alan Turing</u>	<u>Mavis Bates</u>

Understand chronology and recount key events	Interpret primary sources	Research secondary sources	Ask questions	Compare and contrast (similarities & differences)	Make judgements and infer

Lesson 1

The Armistice and the Treaty of Versailles

Lesson 1

Learning Objective:

To understand that after WWI, many German people were unhappy with the armistice and the treaty of Versailles.

Knowledge goals:

The Armistice agreement ended World War One.

The Treaty of Versailles blamed

Germany for starting the war and outlined punishments.

Many German people were unhappy with the government at the end of the war.

Key vocabulary

armistice

a person who has broken the law, especially one who remains at large or is a fugitive

Treaty of Versailles

an agreement made by opposing sides in a war to stop fighting for a certain time; a truce

League of Nations

the action of making amends for a wrong one has done, by providing payment or other assistance to those who have been wronged

outlaw

signed in June 1919 at the Palace of Versailles in Paris at the end of World War I, codified peace terms between the victorious Allies and Germany

reparation

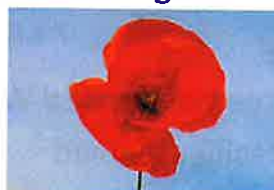
an international organization, headquartered in Geneva, Switzerland, created after the First World War to provide a forum for resolving international disputes



Lesson 1 - Teach



The **Armistice** is the name of the agreement between France, Great Britain and Germany to end fighting and begin peace talks. The Armistice, signed on the **11th November 1918**, ended World War One. Armistice day is remembered on 11th November every year, people wear poppies as a sign of remembrance and a two-minute silence is held at 11am.



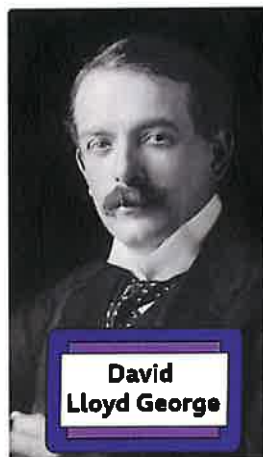
**Lesson 1 - Teach**

Six months later, delegates from 32 countries met in Versailles in June 1918 to draw up a peace settlement called **the Treaty of Versailles**.

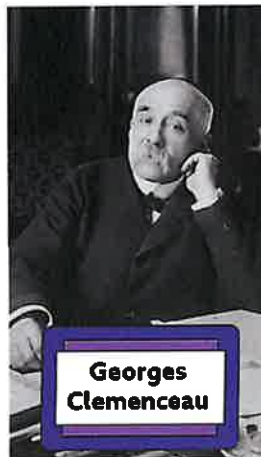
It was signed on the **28th June 1919** and became the peace treaty they hoped would 'end all wars'. No Germans were invited to the conference while decisions were made, but they were expected to agree to and sign the treaty. This later made some Germans come to resent the treaty because they felt that decisions were made about them, not with them.

**Lesson 1 - Teach**

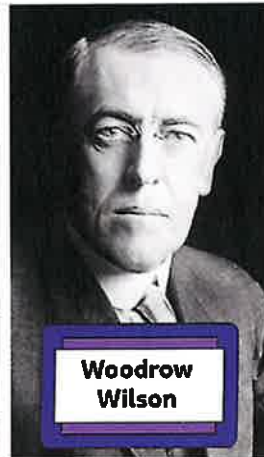
The Versailles conference was dominated by **David Lloyd George, Georges Clemenceau and Woodrow Wilson**: the leaders of the UK, France and America, often known as the 'Big Three'.



**David
Lloyd George**



**Georges
Clemenceau**



**Woodrow
Wilson**



Lesson 1 - Teach

Each of these leaders had contrasting aims.

- **French President George Clemenceau** wanted Germany to be severely punished. He wanted Germany to be weakened so they would not be able to pose any threat to France in the future. The two countries had a history of conflict and bordered each other.
- **British Prime Minister David Lloyd George** was wary of punishing Germany too severely, but he was aware the British people wanted Germany to be made to pay for the war.
- **American President Woodrow Wilson** was focussed on long lasting peace. He saw a strong Germany as key to helping Europe to rebuild. He arrived at the conference with 14 points, outlining his ideas which he believed would avoid future war and build a prosperous Europe.



Lesson 1 - Teach

This treaty blamed the Germans for starting the war and outlined punishments that would be imposed on the German nation. These punishments included:

- an admission of guilt; this was known as the 'war guilt clause'
- returning land; Alsace-Lorraine, which had been taken from France by Germany in the 1871 war, was returned to the French
- limiting the size of the army; Germany was only allowed to have 100,000 soldiers, no tanks and no air force and their navy could only have 6 battleships
- The Rhineland, an area of Germany on the border with France, was **demilitarised** (forces taken out of this region)
- making a **payment of reparation** of £6,6 billion to contribute to the costs other countries faced as a result of the war
- **Anschluss** (the union of Germany and Austria) was banned
- Woodrow Wilson's idea for a League of Nations was agreed; its aim was to avoid the mistakes that helped cause World War One, although it was largely soon as unsuccessful

**Lesson 1 - Teach**

Many of the German people were in a state of shock. They could not believe Germany had lost the war. They saw the Treaty of Versailles as unfair punishments. They were unhappy that their officials had agreed to the treaty, they blamed the government and Jewish people in the government and army for 'stabbing Germany in the back'. Many German people referred to the officials as the 'November Criminals'.

They were angry that their new government signed the treaty, although in reality they had little alternative.

**Lesson 1 - Teach**

The **American President Woodrow Wilson** established the **League of Nations** in an effort to ensure international peace. Germany and Russia were excluded from the League, and despite being led by their President, the Americans did not join either, feeling that problems in Europe had little to do with them.

Wilson's idea was that if nations could communicate more effectively, they would avoid armed conflict.

Lesson 2

The rise of the Nazi Party

Lesson 2

Learning Objective:

To understand how Adolf Hitler became leader of the Nazi Party in Germany.

Knowledge goals:

After WW1, in 1921, Adolf Hitler became the leader of the Nazi party.

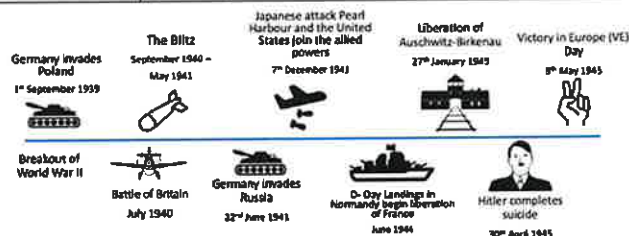
They promoted German nationalism and promised to make Germany a better place.


The Nazis had racist views, they wanted to create a 'pure Aryan race' of German people with blond hair and blue eyes.

Knowledge Organiser- The Rise of Hitler and WWII (History- Year 6)

Key Vocabulary	Definition
Encryption	A practice that involves codes and systems for changing messages so they cannot be read by other people.
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Propaganda	Information, of a biased or misleading nature, used to promote a political cause or point of view.

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English Codebreakers	
<u>Alan Turing</u>	<u>Mavis Batey</u>
	

Key vocabulary

Adolf Hitler

beliefs and ideas that support a person's own nation, with a view of other nations being less important

Nazi Party

political group that ruled **Germany** between 1933 and 1945; it is a short form of the official name which in English is the National Socialist German Workers' Party

intimidate

an Austrian-born German politician who was the dictator of Germany from 1933 to 1945

Nationalism

frighten or overawe (someone), especially in order to make them do what one wants



Lesson 2 - Teach

As you remember, Germany had to accept blame for starting the war, limit the number of people in its army (so some former soldiers would become unemployed), return land they'd seized, and make a payment of £6.6 bn to repay other countries for losses they'd experienced.

As you can imagine, German people were very unhappy and called the punishments unfair. And that is when Adolf Hitler became a big figure in Germany.



Lesson 2 - Teach

Adolf Hitler was born in Austria. He left Vienna as a young man, possibly to avoid compulsory military service. He moved to Germany and fought in WW1 receiving rewards for bravery. The surrender of Germany in 1918 shocked him and he did not agree with the Armistice. He joined **the German Workers Party (DAP)** after the war, a party established with the aim of promoting workers' rights and German nationalism. The party became the National Socialist German Workers Party (known as **Nazi Party, or Nazis**) and in 1921 Hitler was elected





Lesson 2 - Teach

Nationalism was a belief and idea that supported a person's own nation, with a view of other nations being less important.

Nationalism can be seen as a force for good, for example in situations where people living in colonies rose up against foreign powers to establish their own nations. However, nationalism can also be viewed as a dangerous set of ideas, particularly when people want their nation to be superior to others and in extreme cases want to remove people they deem not part of the identity of the nation.



Lesson 2 - Teach

The **Nazi Party** had many aims:

- to unite German speaking people in one country
- to abolish the Treaty of Versailles
- to appoint one leader (**the Führer**) who would lead replacing democracy (instead of having a democratically elected government)
- to promotion of the Aryan race
- to stopping immigration
- to unite German speaking people in one country
- to give farmers ownership of the land they farmed



It also believed Germany was in danger from Jews and Communists who had to be destroyed.

The party, **the Nazis**, had their own private army known as **Storm Troopers**. This army was made up of unemployed men and former soldiers. They intimidated voters to vote for the Nazi party.



Lesson 2 - Teach

The **Nazi party** had racist views, they wanted to destroy the Jewish race, gypsies, African-German people, blind and deaf people and other people they considered 'impure'.

The Nazis believed Aryan people were a pure-blooded race who create everything good in the world, Hitler believed the ideal Aryan would be tall, have blue eyes and blond hair.

Hitler promised to make Germany a better place, and many German people liked this idea (especially after the failure of WW1). Support for the Nazi party grew, and was increased by the private army, known as Storm Troopers, intimidating voters to vote for the Nazis.



Plenary



Notes

When using a Google Form, this can be layered up with each lessons key learning so it is cumulative. A few Qs from each lesson is enough and can be revisited throughout. Eventually to be added to the school website for pupils to access at home and test themselves between year groups (interleaving/ spacing opportunities). In class, should be used ensuring that ALL children are involved in ALL questions- show fingers etc.

In 1933 Hitler was appointed leader of Germany, he banned all other political parties and had some of his opponents killed. He began taking freedoms; newspapers were under his control, people could not meet up wherever they wanted (to avoid groups getting together to overthrow him), his army could enter people's homes, lives became restricted.

How do you think it influenced the country?

Lesson 3

Life in Nazi Germany

Lesson 3

Learning Objective:

To be able to explain how the Nazi Party controlled many aspects of life in Germany.

Knowledge goals:

In Nazi Germany, women were required to look after the home and have children.

Nazi children would join the Hitler Youth or the League of German Maidens.

The Nazis wanted children to learn that the Aryan Race were superior.

Key vocabulary

Hitler Youth

a paramilitary organization; it was designed to train boys as future fighters and soldiers for the Nazi cause

League of German Maidens

the German master race with blue eyes and blond hair

Aryan Race

from the Latin term 'super' meaning above; better, higher

superior

of a lower order of being than humans

subhuman

the girls branch of the Hitler Youth



Lesson 3 - Teach

Once Hitler had banned all other parties, the Nazis were in complete control of Germany. They extended their power to control the population. The Nazis controlled many aspects of life in Germany.

Men were soldiers, or worked in jobs that helped the state such as construction, engineering, mining, mechanics etc.

German women needed to look after the home and have children. They needed to give up any jobs they had in order for men to be employed. The Nazi Party believed 'The mission of women is to be beautiful and bring children into the world.' (Joseph Goebbels- a Senior Nazi Politician). Women needed to focus on Kinder (children), Küche (kitchen) and Kirche (church). They needed to wear plain clothes, wear their hair in plaits or buns, wear flat shoes, no make-up and not be too thin as it was thought this would prevent them giving birth.

**Lesson 3 - Teach**

The **Hitler Youth** was an organization in **Nazi Germany** for children from ages 10 to 18. The girls split off from **the Hitler Youth** when they were 14 to join **The League of German Maidens**. All **German** children between these ages whom **Adolf Hitler** considered to be "**pure-blooded**" Germans, were required to join, and parents who stopped their children from joining could be sent to prison for a long time. In order to get rid of any distractions or other groups that might keep children from being involved with the Hitler Youth, Hitler banned all other youth groups or clubs. The Hitler youth also prepared boys for the army and taught them how to use weapons. Girls were taught how to be mothers.

**Lesson 3 - Teach**

The purpose of the Hitler Youth was to train children to accept values such as duty to the **Nazi Party** and to Hitler, and to teach them to be prepared even to give their lives for their country. Many children died because of the Hitler Youth.

<https://www.britannica.com/video/180221/Overview-Hitler-Youth>

<https://www.youtube.com/watch?v=Y81-SzkwwhU>

<https://www.bbc.co.uk/bitesize/guides/zqrfj6f/revision/2>



Lesson 3 - Teach

The Nazi party wanted to control young people's views through controlling education. Education played a very important part in Nazi Germany in trying to cultivate a loyal following for Hitler and the Nazis. The Nazis were aware that education would create loyal Nazis by the time they reached adulthood. The Hitler Youth had been created for post-school activities and schools were to play a critical part in developing a loyal following for Hitler – **indoctrination** and the use of **propaganda** were to be a common practice in Nazi schools and the education system. Teachers had to teach Nazi politics, **Aryan ideas** and PE, race lessons taught German children that particular groups of people (including Eastern Europeans, Gypsies, disabled people, gay people and Jewish people) were less than humans. Children were taught to hate 'others' including Jews.

Hitler Youth <https://encyclopedia.ushmm.org/content/en/article/hitler-youth-2>

<https://www.history.com/news/how-the-hitler-youth-turned-a-generation-of-kids-into-nazis>

Female Hitler Youth <https://www.holocaust.org.uk/the-league-of-german-girls>



Lesson 3 - Teach

Hitler blamed Jews for everything that was wrong in the world and thought that their financial successes were their attempts to gain power and dominate Germany. The Nazis commanded people avoid Jewish businesses, books by Jewish authors were burned, Jewish people were sacked from their employment, Jews and Germans could not marry, Jewish children could not go to school.



TASK

Task:

How was life in Nazi Germany different for Aryan German children and Jewish German children?

Step for Depth:

Why were the Nazis so interested in children's education?

Lesson 4

Kristallnacht and the Refugee Crisis

Lesson 4**Learning Objective:**

To be able to explain what Kristallnacht, or Night of the Broken Glass was.

Knowledge goals:

Kristallnacht or 'Night of the Broken Glass' is the name given to the night thousands of Jewish homes and businesses were destroyed by Germans.

The assassination of a Nazi official preceded Kristallnacht.

Many Jews tried to leave Germany to seek refuge elsewhere, many became trapped in refugee camps.

**Lesson 4 - Teach**

In March 1933, when elected leader of Germany, Hitler established concentration camps to hold undesirable people captive. (Concentration meaning lots of people in a small area). Concentration camps held people who had committed no crime and had received no trial. Conditions were terrible, many people died from dehydration, starvation, malnutrition, overwork or were executed as unfit for labour.

Lesson 4 - Teach

Solid squares represent select camps. Because of map scale, not all camps can be shown or labeled.

NAZI CONCENTRATION CAMPS 1933-1934

0 100
MILES

Details
Map

NAZI CONCENTRATION CAMPS, 1933-34

The first concentration camps in Germany were established soon after Adolf Hitler's appointment as chancellor in January 1933. The Storm Troopers (SA) and the police established concentration camps beginning in February 1933. These camps were set up to handle the masses of people arrested as alleged political opponents. They were established on the local level throughout Germany. Gradually, most of these early camps were disbanded and replaced by centrally organized concentration camps under the exclusive jurisdiction of the SS (*Schutzstaffel*, the elite guard of the Nazi state). *Dachau* was the only concentration camp opened in 1933 that remained in operation until 1945, and was the model for the Nazi concentration camp system that replaced the earlier camps.

Tags camps

US Holocaust Memorial Museum

Lesson 4 - Teach

Jewish people were considered subhuman in Germany. Hitler blamed Jews for everything that was wrong in the world and thought that their financial successes were their attempts to gain power and dominate Germany. The Nazis commanded people avoid Jewish businesses, books by Jewish authors were burned, Jewish people were sacked from their employment, Jews and Germans could not marry, Jewish children could not go to school.



Lesson 4 - Teach

- Jewish shops and businesses were boycotted
- Jewish civil servants, lawyers and teachers were sacked, and Jewish doctors and dentists could not treat **Aryans**
- Jews were not allowed to own farms
- Science lessons about race were introduced which taught that Jews were subhuman
- Jewish shops were marked with a **yellow star**
- Jews had to sit on separate seats on buses and trains. Many councils banned them from public spaces
- The **Nuremberg Laws** stripped Jews of German citizenship
- Jews were not allowed in the army



Lesson 4 - Teach

Thousands of Jewish people had been trying to leave Germany. The Nazis has said that every Jewish person needed a 'Jewish first name' so they could be identified, if their name was not on a list of approved names, they would be given the name 'Israel' for men and 'Sarah' for women. They then banned Jewish lawyers from practicing and announced that every Jewish person must have their passports marked with a 'J'. They then targeted Russian Jews and expelled those who held a Russian passport. They then did the same to Polish Jews. They ended up trapped in refugee camps along the border.



Lesson 4 - Teach

Seventeen-year-old Herschel Grynszpan was living in France when his Polish-Jewish parents were expelled from Germany. He was angry about the Nazis treatment of his parents, and on the 9th November 1938 went to the German Embassy in Paris and shot a Nazi official. Two days later, when he died, the rioting began.

Kristallnacht, or 'Night of the Broken Glass' is the name given to the events of the night of 9th November 1938. Jewish homes, businesses and synagogues were attacked by rioters and the authorities did nothing to prevent the destruction.

The name 'kristallnacht', or crystal night, comes from the shards of broken glass that lay on the streets across Germany after the attacks. Over 7,000 homes and businesses were destroyed, 30,000 Jewish men were arrested and taken to concentration camps. Ninety Jewish people were killed.



Lesson 4 - Teach

The Nazis said that Kristallnacht was not a government action but was the action of Germans who were expressing their dissatisfaction with the Jewish community. They then blamed Jews for the riots and fined them for the damages done to buildings. Despite the Nazis claim that the events were a result of German dissatisfaction, many Germans condemned the destruction and opposed the anti-Jewish Nazi policies.

<https://kids.britannica.com/students/article/Kristallnacht/331414/media?assemblyId=197897>



TASK

Task:

Read Klaus Langer's diary entry. Discuss his experience on 9th November 1938. Write an explanation; why was 9th November 1933 known as Kristallnacht? <https://www.facinghistory.org/resource-library/text/klaus-langers-diary-entry-kristallnacht-november-11-1938>

Step for Depth:

The 9th November 1933 is known as 'Night of the Broken Glass'. Does its name reflect the horrors people witnessed?

Lesson 5

The Outbreak of the Second World War

Lesson 4**Learning Objective:**

To be able to explain that World War 2 started with Germany invading Poland.

Knowledge goals:

Germany invaded Poland in 1939.

Great Britain declared war on Germany as a response to the invasion of Poland.

Winston Churchill became British Prime Minister in 1940 and created a coalition government.

**Lesson 5 - Teach**

Have a look at the location of Germany and Poland.



Map of Europe 1938/1939



Lesson 5 - Teach

On **1st September 1939**, the Nazis invaded Poland. Hitler wanted to regain land he'd lost at the end of World War I and to enslave Poland and rule it; he also claimed his Aryan race needed more living space and wanted to expand the German territory. Germany also wanted a full access to the Baltic Sea.



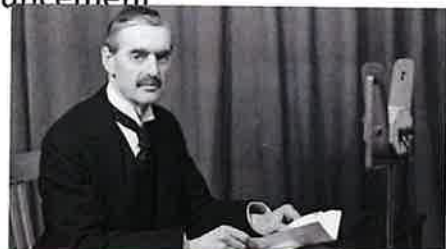
Lesson 5 - Teach

On invading Poland, Hitler used a strategy known as '**blitzkrieg**' meaning 'lightning war.' The term refers to an intensive or sudden military attack.

It resulted in extensive bombings to destroy communication lines, railways, and key military locations before a huge land invasion using tanks and troops. Roughly 1.5 million German soldiers, 2,000 aeroplanes and 2,500 tanks entered Poland.

Three days later, the British Prime Minister, **Neville Chamberlain**, announced over the radio on September 3rd, 1939 that Britain was at war with Germany.

<https://www.bbc.co.uk/bitesize/clips/z4nnvcw> announcement



**Lesson 5 - Teach**

The British knew Hitler wanted to expand his territory and they feared he had plans for European-wide domination. Over the coming months, Neville Chamberlain was criticised for not leading Britain to take a more active part in the war.

In 1940, he resigned, offering his successor, **Winston Churchill**, his full support.

**Lesson 5 - Teach**

During the war there was an all-party coalition government in an effort to put political differences aside and unite to defeat Germany. Churchill formed a coalition government, inviting the Labour MP Clement Atlee to join his wartime cabinet. The parties united in a war time government in order to defeat the Germans. Representatives from the Labour Party, the Conservatives and the National Liberal Party joined Churchill's wartime cabinet.



