

## You probably already teach about evacuees when studying WW2, but have you thought about the Kindertransport?

With links to [RE&W](#) and [PSHE](#), a new lesson as part of the [curriculum package](#) has been devised which builds on the students' prior learning, including:

- Transport development.
- Drawing accurate maps, plotting journeys, compass and grid referencing.
- Making comparisons with invasions studied in previous years (e.g. Romans and Vikings).
- Progressing the understanding of their local area, its changes and development over time.
- The correct use of historical resources to further develop key skills, including the use of evidence/sources and how to describe their strengths, weaknesses and reliability.
- Developing the students' understanding of the difference between a refugee, evacuee and migrant.
- Making comparisons between journeys taken by English children evacuating from London versus those on the Kindertransport, considering the challenges faced at the time, the impact and consequences of those who took those journeys and how those journeys would look today.
- Understanding the impact of war on individuals, the population and the country.

*Relevant resources have been created and web links are included for all lessons to support the teachers' planning, preparation and execution of each session.*

### What was the Kindertransport?

In this lesson, pupils will:

- Use the terms **refugee**, **evacuee** and **migrant** and recognise some of the differences between them
- Recognise some similarities and differences between **Kindertransport** and **evacuation** from UK cities (previous lesson)
- Plot sample journeys of **Kindertransport** from Europe to the UK, describing some **features** and **challenges** (dangers) of these journeys

Suggested Activities:

- Explain the **Kindertransport** was a rescue mission in which children were helped to escape danger during **World War II**. Between 1938 and 1940, about 10,000 children (mostly Jewish) were brought to safety in the **UK** from places controlled by the Nazis, predominantly (West) **Germany**, Austria and Czechoslovakia. These children travelled without their parents to start new lives in safety, often without being able to speak English.
- Share images from [source 32](#) and [source 33](#) and recollections of people who took the **Kindertransport** in [SB Resource 5](#). Children were only able to take a single small suitcase. Share images on [SB Resource 6](#). *What items do you think they would have packed?*
- Recall [sessions 8-9](#) describing the **evacuation** of children from **London** during the **Blitz** and ask the class to make a list comparing the two journeys of the two different groups of children. *What are the differences between the terms **refugee**, **evacuee** and **migrant** (they should be able to refer to [last lesson](#) to help with **evacuee**)?*
- Ask the children to locate **Germany**, Austria, Czech Republic and Slovakia on a **map of Europe**. *Which route do you think they would have taken? Use an interactive **map** ([source 34](#)) or [SB Resource 7](#) to show examples of routes taken by different people who travelled across **Europe**. *Did they all take the most direct route, and if not, why? What challenges do you think they would have faced on their journey? What were the different challenges faced by the **evacuee** and **refugee** children? What reasons do you think parents would have had for sending their children away? Why do you think some parents may have decided to not send their children away?**
- Pupils could draw pictures for or write letters to their parents back in Europe, describing the modes of transport used for the journey to England, how they felt, the challenges faced, things they were looking forward to etc. These could be compared to those of British children's **evacuation** from [previous lessons](#).
- Thinking back to the **sources** they have looked: *How have these journeys been documented? Given the difficult and challenging situations these children were facing, how can we be sure these accounts are accurate? How were the challenges faced by these people different to challenges one would face today? Why do you think it was so important for these children to be saved? Why is it important to learn about stories like this?*

By the end of this lesson, pupils should be able to:

By the end of this lesson, some pupils may be able to:

Describe strengths and weaknesses of reliability of **sources** in supporting an idea/prediction (e.g. how we would know about the **Kindertransport** experiences)

Explain how well **sources** support their hypothesis/suggestion

1. Give reasons why there may have been certain challenges to **Kindertransport** journeys
2. Identify or suggest longer term/more significant **impact/consequences** of the **Kindertransport**

1. Explain how some **Kindertransport** might have been affected by **features/events** at the time
2. Give reasons why **Kindertransport** may have longer term/more significant **impact/consequences**

Plot and describe **Kindertransport** journeys on a **map** using accurate contextual framework (e.g. distancing, 8-point compass and grid referencing)

Plot and describe **Kindertransport** journeys on a **map** with fluent and accurate contextual framework (distancing, 8-point compass and grid referencing)