

The Holocaust and Wales

Aero Zipp Fasteners at Treforest Trading Estate

Teachers' Notes

This is resource 1 of 2 on the topic of Treforest Trading Estate and can be used alongside the other resource. The resources explore the stories of Jewish refugees who started businesses at the Treforest Trading Estate, near Pontypridd.

This resource is a case study of Aero Zipp Fasteners, a company set up by Joachim Koppel, a German-Jewish industrialist.

It contains:

- Background information about Treforest Trading Estate and where to find out more
- Useful definition: 'soundscape'
- Short biography of Joachim Koppel
- Map of Treforest Trading Estate
- Aerial photograph of Treforest Trading Estate
- Excerpt from newspaper article in *Pontypridd Observer* on Aero Zipp Fasteners
- Advertisement for Aero Zipp Fasteners

The resource assumes a basic understanding of the Holocaust. You may wish to cover the Holocaust Educational Trust's (HET) worksheet ['Defining the Holocaust'](#) before exploring these resources. See also the HET's ['General Principles for Teaching the Holocaust'](#).

Learning aims:

- To understand the role that Jewish refugee businesses played in Welsh and British life and how their stories have shaped local history in Wales
- To explore different ways of bringing history to life, including soundscape and design
- To experiment with presenting ideas and information concisely and creatively through words and images
- To develop critical thinking and a sense of empathy with those who have experienced suffering in the past
- To explore the importance of this story on Wales and the wider world and its connections to contemporary issues, including refugees, antisemitism, prejudice and racism

Curriculum links

The Four Purposes

Ambitious, capable learners who:

- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- can communicate effectively in different forms and settings
- can explain the ideas and concepts they are learning about
- undertake research and evaluate critically what they find

Enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- express ideas and emotions through different media

Ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society

Healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- have the confidence to participate in performance

Statements of What Matters

Main Area of Learning and Experience: Humanities

Progression Step: 3 & 4

- Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future
- Events and human experiences are complex, and are perceived, interpreted and represented in different ways
- Human societies are complex and diverse, and shaped by human actions and beliefs

- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action

Other Areas of Learning and Experience:

Health and Well-being

- How we process and respond to our experiences affects our mental health and emotional well-being
- How we engage with social influences shapes who we are and affects our health and well-being

Languages, Literacy and Communication

- Expressing ourselves through languages is key to communication
- Literature fires imagination and inspires creativity

Cross curricular skills and integral skills

Literacy

- Developing oracy through discussion, role play, questioning and presentations, and adapting oracy skills for audience and purpose while listening to and debating different viewpoints
- Developing all styles of writing, e.g. describing, explaining, discussing, evaluating and creative writing, combined with the use of disciplinary-specific terminology and vocabulary
- Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints

Creativity and innovation

- Encouraging openness to different ideas and ways of thinking, enabling the expression of reasoned opinions about these differences

Critical thinking and problem-solving

- Developing the ability to think analytically and understand the past and present as well as to imagine possible futures
- Collecting, reflecting and critically evaluating the use of sources and evidence

Personal effectiveness

- Evaluating, justifying and expressing considered responses in a variety of ways

Cross-cutting themes

Relationship and sexuality education (RSE):

- The material offers learners opportunities to explore human rights, values, ethics, philosophies, and religious views relating to relationships

- It supports learners to engage critically with local, national, and global RSE issues in both the past and present, helping them to become ethical, informed citizens

Human rights education and diversity (e.g., discrimination, racism, antisemitism, refugees)

- Learners develop an understanding of the importance of democratic values and human rights and reflect on their civic responsibilities

Cynefin – supporting learning in local contexts

The Holocaust is a large topic that can seem distant to learners in Wales. These resources allow learners to hear the stories of people who were directly affected by the Holocaust, and who lived in Wales. These are the stories of people who contributed to and were part of their local Welsh communities. They settled and had families here and their history is part of the story of Wales.

Learning about the Holocaust through local examples allows learners to discover their heritage and develop a sense of place and cynefin. It also removes the idea of ‘otherness’ – that this happened to other people in another place and time – and instead creates feelings of connection and empathy. These local examples can help learners to understand the link between Welsh history and global events like the Second World War and the Holocaust.

The full list of 20 resources about The Holocaust and Wales are:

- [Kindertransport 1: Jewish Life in Central Europe before the Second World War](#)
- [Kindertransport 2: The Journey to Britain](#)
- [Kindertransport 3: Arrival in Wales](#)
- [Kindertransport 4: Life in Wales](#)
- [Kristallnacht 1: Memories of Kristallnacht](#)
- [Kristallnacht 2: The last bar mitzvah](#)
- [Jewish Artists in Wales 1: Josef Herman](#)
- [Jewish Artists in Wales 2: Heinz Koppel](#)
- [Aero Zipp Fasteners at Treforest Trading Estate](#)
- [General Paper and Box Manufacturing Company at Treforest Trading Estate](#)
- [Internment of ‘enemy aliens’ 1](#)
- [Internment of ‘enemy aliens’ 2](#)
- [Jewish Refugees as Domestic Servants](#)
- [Jewish Refugee Doctors, Dentists and Nurses in Wales](#)
- [Jewish Refugees in the British Army during the Second World War](#)
- [Religious Life of Jewish Refugees in Wales](#)
- [The Welsh Language](#)
- [Liberation](#)



- [Identity](#)
- [Remembering the Holocaust](#)

Ideas for activities

Activity 1

The resource could be used to explore the history of refugee industrialists in Wales. Read the **background information** and **short biography** of Joachim Koppel and look at the **aerial photograph** of Treforest Trading Estate. Why did Jewish industrialists want to leave Germany in the 1930s? Why did they choose Wales as their place of refuge? How might they have reacted on arriving at Treforest? What challenges might they have faced on arrival?

Ask learners to imagine that they are a newly arrived refugee industrialist at Treforest. Ask them to write a short letter or telegram (under 100 words) to their business partner on the Continent, giving their impression of the area and their hopes for the future. The letter or telegram should be concise and give some idea of what their next steps might be in consolidating their business. Time should be allocated at the end of the lesson to reflect on the learners' creative responses.

Activity 2

This activity encourages learners to think creatively about the different industries present at Treforest Trading Estate. Read the **background information** and look at the **map** and **aerial photograph** of Treforest. How many different companies are listed? How many different factories are shown? Now look at the **advertisement** for Aero Zipp Fasteners, focusing particularly on the logo. What does the logo tell us about the company? What kind of image does it present?

Ask learners to choose one of the companies listed at Treforest and design their own logo, to be used in a short advertisement. Encourage them to be creative in their design choices and to think carefully about the final logo. Time should be allocated at the end of the lesson to reflect on the learners' artistic responses. Why did they choose that company? How did they go about designing their logo and advertisement? What design choices did they make, and why?

Activity 3

The resource could be used to introduce learners to the notion of soundscapes by recreating the soundscape of the Aero Zipp factory at Treforest. Read the definition of soundscapes and encourage learners to discuss it. What soundscapes are they familiar with in their daily lives? What does the soundscape of the classroom/playground/their home sound like?

The next stage of the activity requires objects/percussion instruments that can be used to make sounds of a factory e.g., a triangle, wooden blocks, zips, combs, dustbin lids, brushes, drums (enough for everyone in the group to have one item).

Note: The practical part of this activity works best in a large space such as a drama studio or hall or even outside (somewhere where you can make plenty of noise!)

Have the group sit in a large circle with all the objects and instruments in the middle. Ask the group to describe the sounds that they might hear in a zip factory. Encourage responses such as:

- Metal cutting
- Machines whirring
- Zipping sound as zips are tested

Ask for a volunteer to go first (or the teacher could demonstrate it if required) to select an object and begin to make a sound for our Aero Zipp factory. Once the sound has become established, it is repeated in a steady rhythm. Then, the next person in the circle selects their object in order to add another sound to our soundscape. Gradually, layers of sound are built up. The sounds could also work in relationship to one another e.g., one learner makes three taps on a block, and another makes a ding on the triangle: 'tap, tap, tap, ding!' Go round the whole circle until the whole group is involved. The teacher or a group member could act as a conductor to increase or decrease volume or intensity as necessary.

How successful were the attempts to recreate the soundscape at Aero Zipp?

Activity 4

Many refugee industrialists became resident in areas nearby to Treforest, including Pontypridd and Cardiff. Often, they lived on the same street as one another. Read the **background information** and look at the **map** and **aerial photograph** of Treforest Trading Estate. Ask learners to think about the refugee industrialists' relationships to one another. Why might refugees live in the same area (cultural/financial/practical reasons)? What might be the benefits/challenges of this?

Other useful questions:

- Why might the National Industrial Council of Wales and Monmouthshire have suggested Jewish refugees go into business together?
- What might be the benefits/challenges for those refugees introduced to each other through this scheme?

Activity 5 – Class discussion

This activity encourages learners to think about the impact of refugee industrialists in Wales and Britain. Read the **background information**, **short biography** of Joachim Koppel and **newspaper article excerpt** on Aero Zipp Fasteners.

What was the impact of Jewish refugee industrialists in Wales? What was their impact on Britain more widely?

Other useful questions:

- How did the local community at Treforest benefit from the arrival of Jewish refugee industrialists?
- How did refugee industrialists change the local history of the area?