

## Year 9 History Department Summer term 1- The Holocaust

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> <li>Builds upon prior learning in Year 9 connected to end of WWI and the problems created by the Treaty of Versailles</li> <li>Connects chronology of major events in world history e.g. first WWI to WWII through understanding of treatment of Jews</li> <li>Key connections linked to causation and deeper understanding. Understanding of persecution and rationale behind decisions and escalation of discrimination.</li> <li>SMSC links are clear- comparison to modern world and global conflicts and genocides around the world</li> <li>Expands pupil historical breath of knowledge beyond British History and enables them a wider picture of the world at the darkest period of human history during the 20<sup>th</sup> Century- allows lessons to be learnt in context of preventing future discrimination</li> <li>NC ref: 4</li> </ul>	<ul style="list-style-type: none"> <li><u>Origins of persecution</u>-ensuring pupils know the route of anti-Semitism and how it wasn't exclusive to Germany. Followed by detailed work on escalating persecution in Germany from 1933-39- examining persecution, to violence and eventual shift to genocide</li> <li><u>Events of WWII- genocide</u>- Pupils explore events of the darkest days of WWII and look at the case study of Auschwitz and how the Nazis treated Jews during WWII and the actions of the Final Solution- examined through the case study of the 'boy's shoe'?</li> <li><u>Why do we remember the Holocaust but not other genocides</u>- Exploration and development of rationale for commemorating Holocaust- comparing this with other 20<sup>th</sup> century genocides- e.g. Rwanda and Armenia</li> <li><u>Perpetrator and bystanders</u>- psychology behind Holocaust- exploring the role of 'ordinary men' and how society can allow events to happen- looking at roles of those involved and understanding of extent of the Holocaust</li> <li><u>How should the Holocaust be remembered</u>- Examination of different Holocaust memorials and discussion about how the Holocaust should be viewed and memorialised.</li> </ul>	<p><b>Holocaust (Holos= Whole and Kaustos=burnt)- Greek</b></p> <p><b>Euthanasia- (EU=well or easy and Thanatos= death= easy death- Greek)</b></p> <p>Shoah, Anti-Semitism, persecution, discrimination, bystander, perpetrator, eugenics, social Darwinism, extermination, concentration camps, einsatzgruppen, Aryan, Crematorium, Ghetto, Kristallnacht, Sonderkommando, T-4 Program, Untermenschen, Yiddish, Zyklon B, scapegoat</p>
Challenge and Support:	Worldwide learning/ links to 21 <sup>st</sup> century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> <li>Identifying the links between the topics and making connections (linking knowledge to prior learning)</li> <li>Source analysis and use of interpretations to draw out key arguments and supporting evidence.</li> <li>Evaluation skills and deployment of evidence to support an argument- (why do we remember the Holocaust and not other genocides- connections between them using examples would be expected)</li> <li>Debate on long-term impact of Europe and long-lasting legacy post WWI- on Middle East</li> <li>Writing frames; success criteria and mark schemes</li> <li>VIP strategy for disadvantaged students</li> <li>Recommended reading: '<b>Ordinary Men</b>' by Christopher Browning, '<b>The Holocaust</b>' by Martin Gilbert, '<b>Schindler's Ark</b>' by Thomas Keneally, '<b>When Hitler Stole Pink Rabbit</b>' by Judith Kerr, '<b>The Book Thief</b>' by Marcus Zusack</li> </ul>	<ul style="list-style-type: none"> <li>Anti-Semitism in UK in 21<sup>st</sup> century- clear links and chance to discuss extent of anti-Semitism today.</li> <li>Relevance to modern day world conflicts and treatment of minorities- Chinese treatment of Uighur Muslims or Myanmar's treatment of Rohingya Muslims</li> <li>Middle Eastern Crisis and historic role of resettlement of Jewish population after WWII and founding of the state of Israel and ongoing issues.</li> <li>Relevance of the final trials connected to Holocaust still occurring in Germany today- e.g. October 2019- 93 year old Bruno Dey</li> </ul>	<ul style="list-style-type: none"> <li>Multiculturalism- key concept of looking to wider world and broadening their historical and geographical curiosities by looking at influence of Jewish culture across the world.</li> <li>Employability skills- extended writing task for Holocaust commemoration enables them to use and support arguments analytically using a range of evidence and interpretations.</li> <li>Enriching pupils' knowledge of other cultures enhancing their understanding of the horrors of human nature at times throughout history allows them to reflect upon the severity of this.</li> </ul>

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> <li>Morality and cultural- tolerance, and examining how stereotyping, scapegoating and discrimination can spread easily in times of crisis and how this should be combatted.</li> <li>Morality issues surrounding Britain's and America's role during the Holocaust- e.g. not accepting as many refugees as they could have and not bombing Auschwitz</li> <li>Racism and links to History- causation of development of anti-Semitism- past and present</li> <li>Moral and cultural- addressing stereotypes and ignorance of racial theory and examining horrors of escalating persecution and impact of this in society and what it can lead to.</li> <li>Spiritual- increasing pupils' understanding of other religious and cultural beliefs- e.g. Jewish culture as well as a basic understanding of Armenian and Rwandan conflicts/genocides</li> </ul>	<ul style="list-style-type: none"> <li>Cross curricular links with the English department e.g. etymology of words we derive from Holocaust- also their analysis of key Holocaust texts- Boy in Striped Pyjamas and Anne Frank's Diary</li> <li>Cross curricular with maths e.g. use of figures and statistics to show scale and extent of Nazi atrocities</li> <li>Cross curricular with Geography- key understanding of how WWII developed and why Nazi treatment of Jews changed- e.g. war in the East and seizure of most of Europe.</li> <li>Character and Culture- ethics and in-depth understanding of persecution and modern links to today's society- e.g. anti-Semitism in modern UK</li> <li>Opportunities to promote reading aloud and for extended writing</li> </ul>	<ul style="list-style-type: none"> <li>Students assume the Holocaust only happened during WWII</li> <li>Students wrongly assume that all Germans were Nazis and that they all were involved with the Holocaust</li> <li>Pupils find it difficult to grasp the scale of the events of the Holocaust.</li> <li>Pupils find it difficult to grasp the personal connection with victims of the Holocaust so bringing stories to life with examples of individual struggles helps them relate to this.</li> <li>Students assume that only Jews were the victims of the Nazis and the death camps.</li> <li>Students misunderstand the geography of the death camps (assume they're all in Germany)</li> <li>Pupils don't understand the escalation of Nazi actions and the reason there was a switch to genocide.</li> <li>Pupils don't know that Germany post WWI was a democracy and Hitler was largely very popular in Germany (37% of votes in 1932)</li> <li>Pupils assume all concentration camps/death camps were like those in the Boy in Striped Pyjamas.</li> </ul>
<b>Assessment timeline:</b>		
<ul style="list-style-type: none"> <li>Knowledge quizzes</li> <li>Evaluative judgement – why do we commemorate the Holocaust?</li> </ul>		
<b>Home learning</b>		
<ul style="list-style-type: none"> <li>Research the Nuremburg Laws 1935 – what impact did they have on German Jews; include how lives of German Jews changed between 1935 and 1939</li> </ul>		
<b>Feedback</b>		
<ul style="list-style-type: none"> <li>Feedback 4 used for all assessed pieces <span style="float: right;">Live marking using iscan</span></li> </ul>		

## Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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