

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, the problems created by the Treaty of Versailles, the rise of dictators and the key events of WWII.</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 examine the escalation of Nazi persecution of the Jewish people, including a focus on ghettos and the 'Holocaust by Bullets'. Students examine the 'Final Solution' and its implementation during WWII.</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>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>Experiences of survivors</u> – students examine the differing experiences of those victims of the Holocaust that survived and responses to them. Students to consider the extent to which 'justice' was achieved, with a particular focus on the Nuremberg Trials.</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> </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>

<ul style="list-style-type: none"> <li>• Writing frames; success criteria and mark schemes</li> <li>• VIP strategy for disadvantaged students</li> <li>• Recommended reading: <b>'Ordinary Men' by Christopher Browning, 'The Holocaust' by Martin Gilbert, 'Schindler's Ark' by Thomas Keneally, 'When Hitler Stole Pink Rabbit' by Judith Kerr, 'The Book Thief' by Marcus Zusack</b></li> </ul>		
<b>Historical, Social, Moral, Spiritual, Cultural context:</b>	<b>Cross curricular links/ literacy/numeracy:</b>	<b>Common misconceptions:</b>
<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>• Enrichment grid – The Holocaust – beginning of SOL</li> <li>• Pixl Unlock Task – middle of SOL</li> <li>• Design own Holocaust memorial – end of SOL</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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