

Year 9 History Department Curriculum 2021 - 2022

Half Term 5 Scheme of Learning
Focus – Understanding the Holocaust

Enquiry Question
How and why did the Holocaust happen?

Intent of this scheme of learning

The intent of this scheme of learning is to provide students with an understanding of the Holocaust and the address misconceptions. Students will deepen their knowledge of key individuals, places and events. Students will be encouraged to challenge common myths and appreciate the impact of the Holocaust on ordinary people.

Prior learning and links to future learning

Students have studied the rise of Hitler and the involvement of Germany during WWI. Students have also studied prejudice and discrimination for individuals across history including with the slave trade and in campaigns for equal rights.

Disciplinary Knowledge

Disciplinary knowledge refers to knowledge of history as a discipline: the methods of historians and their conceptual frameworks. This scheme of learning primarily assesses the significance of the Holocaust.

Interpreting the past

Students will be exposed to the works of Historians and will learn to 'Think like a Historian' by looking at interpretations of the past, and in particular the work of:

Eric A. Johnson and Karl-Heinz Reuband – What we Knew

Substantive Knowledge

- Jewish people across Europe before WWII
- Prejudice faced by Jews
- The rise of the Nazis
- Hitler's control of Germany
- Changes in life for Jews in Germany
- The Ghettos
- The final solution
- Who was responsible?

Assessment and Feedback

All feedback follows the whole school teaching and learning policy with collective and personalised feedback.

Links to careers and the wider world

Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, students will assess a range of sources and interpretations and

Academy core values – Respect, Ambition, Resilience and Compassion

Students will consider the resilience of those who lived through and survived the Holocaust. Students will demonstrate compassion for individual and communities. When discussing the topics, students will be respectful of each other's views.

Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past.	reach a judgement drawing on their own conclusion to challenge views.	
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Lesson Sequencing			
	Learning Intention TBAT	Key knowledge	Challenge framework
1	Explain who the Jewish people were across Europe before WWII	<ul style="list-style-type: none"> Jewish people lived in Europe for over 2,000 years Jewish communities in very European country Jewish families and individuals 	<ul style="list-style-type: none"> Outline the location of Jewish people across Europe Explain ways of life in Eastern Europe Compare Eastern to Western Europe
2	Explain why Jews faced prejudice	<ul style="list-style-type: none"> Relation ship between Jews and Romans Demonisation and used as a scapegoat Changes across time Antisemitism in Germany 	<ul style="list-style-type: none"> Describe the features of Jewish life in Medieval England. Explain the change inn laws over time. Assess the significance of antisemitic attitudes and actions in Germany.
3	Describe the rise of the Nazis	<ul style="list-style-type: none"> The Great Depression following the 1929 Wall Street Crash Use of propaganda The role of the SA The appeal of Hitler and Nazi promises 	<ul style="list-style-type: none"> Describe the depression of the 1930s. Explain the role of Hitler in growing the Nazi party. Assess why so many supported the Nazis and voted for them.
4	Explain how Hitler controlled Germany	<ul style="list-style-type: none"> Violence and the police state Concentration camps Censorship and terror Control of women and children 	<ul style="list-style-type: none"> Describe the methods of control used by Hitler and the Nazis. Explain how Hitler was able to organise this control. Assess how far willing supported the Nazis.
5	Explain how life changed for German Jews 1933 - 1938	<ul style="list-style-type: none"> Early persecution Anti-Jewish laws Living under the Nazis Emigration 	<ul style="list-style-type: none"> Outline the laws introduced to persecute the Jews. Explain how the laws and changes were implemented. Asses the changes in life for Jewish people.
6	Assess how and why Ghettos were created	<ul style="list-style-type: none"> Location of ghettos 	<ul style="list-style-type: none"> Outline the location and features of a ghetto.

		<ul style="list-style-type: none"> • The Warsaw ghetto • Jewish councils • Adam Czerniakow 	<ul style="list-style-type: none"> • Describe how the ghettos were set up and people moved. • Assess the significance of the ghettos for Hitler's plan.
7	Explain the meaning of the 'Final Solution'	<ul style="list-style-type: none"> • The 6 main death camps in Nazi-occupied Poland • The Wannsee Conference • Profile of Auschwitz-Birkenau • Case study of individuals 	<ul style="list-style-type: none"> • Outline the location of the camps and make inferences. • Explain why and how camps such as Auschwitz were used. • Assess the significance of the camps for the Nazis and also the Jews.
8	Assess the role of the bystanders, perpetrators and rescuers	<ul style="list-style-type: none"> • Definitions of key terms • Individual profiles and examples of each • Liberation of the camps 	<ul style="list-style-type: none"> • Outline features of the 3 categories. • Explain which individuals can be identified as each. • Assess who was responsible for the Holocaust.