

# History HT5

## Year 9: Understanding the Holocaust

### How and why did the Holocaust happen?

<u>Assessment Opportunities</u>	<u>Literacy/Reading opportunities</u>	<u>CEIAG Links</u>
<p>All feedback follows the whole school teaching and learning policy with collective and personalised feedback.</p> <p>Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past.</p> <p>Assessment 5 - How and why did the Holocaust happen?</p>	<p>Reading and writing tasks are embedded in every lesson. In particular, a focus on reciprocal reading is in the lesson:  <b>TBAT: Describe Jewish resistance in the ghettos.</b></p> <p>A focus on the whole school writing structure is in the lesson:  <b>TBAT: Explain how people were indoctrinated in Germany 1933 – 1939.</b></p>	<p>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 reach a judgement drawing on their own conclusion to challenge views.</p>

#### Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”



**Year 9 History Department Curriculum 2024 – 2025**

**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**

**Prior learning and links to future learning**

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

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**

**Substantive 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

- 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	Links to careers and the wider world	Academy core values – Respect, Ambition, Resilience and Compassion
<p>All feedback follows the whole school teaching and learning policy with collective and personalised feedback.</p> <p>Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past.</p> <p>Assessment 5 - How and why did the Holocaust happen?</p>	<p>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 reach a judgement drawing on their own conclusion to challenge views.</p>	<p>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.</p>

<b>Tier 2 vocab</b>	Prejudice	Scapegoat	Persecution	Emigration	Law	Council	Solution	Conference	Occupied	Significance
<b>Tier 3 vocab</b>	Anti-Semitism	Medieval	Indoctrination	Ghetto	Auschwitz	Warsaw	Nazism	Perpetrator	Bystander	Holocaust

Lesson Sequencing			
	Learning Intention: TBAT	Knowledge	Skills
<b>1</b>	Explain why Jews faced persecution	<ul style="list-style-type: none"> <li>Relationship between Jews and Romans</li> <li>Demonisation and used as a scapegoat</li> <li>Changes across time</li> <li>Antisemitism in Germany</li> </ul>	<ul style="list-style-type: none"> <li>Describe the features of Jewish life in Medieval England.</li> <li>Explain the change in laws over time.</li> <li>Assess the significance of antisemitic attitudes and actions in Germany.</li> </ul>
<b>2</b>	Explain how life changed for German Jews 1933 - 1938	<ul style="list-style-type: none"> <li>Early persecution</li> <li>Anti-Jewish laws</li> <li>Living under the Nazis</li> <li>Emigration</li> </ul>	<ul style="list-style-type: none"> <li>Outline the laws introduced to persecute the Jews.</li> <li>Explain how the laws and changes were implemented.</li> <li>Assess the changes in life for Jewish people.</li> </ul>
<b>3</b>	Explain how people in Germany were indoctrinated	<ul style="list-style-type: none"> <li>The young and education</li> <li>Activities of the Hitler Youth and League of German Girls.</li> <li>The role of women</li> </ul>	<ul style="list-style-type: none"> <li>Describe how each group was indoctrinated.</li> <li>Explain the purpose and methods of indoctrination.</li> </ul>

			<ul style="list-style-type: none"> <li>Assess the impact of indoctrination on people's lives.</li> </ul>
<b>4</b>	Infer from sources about life in the Warsaw Ghetto	<ul style="list-style-type: none"> <li>Location of ghettos</li> <li>The Warsaw ghetto</li> <li>Jewish councils</li> <li>Adam Czerniakow</li> </ul>	<ul style="list-style-type: none"> <li>Outline the location and features of a ghetto.</li> <li>Describe how the ghettos were set up and people moved.</li> <li>Assess the significance of the ghettos for Hitler's plan.</li> </ul>
<b>5</b>	Explain the meaning of the 'Final Solution'	<ul style="list-style-type: none"> <li>The 6 main death camps in Nazi-occupied Poland</li> <li>The Wannsee Conference</li> <li>Profile of Auschwitz-Birkenau</li> <li>Case study of individuals</li> <li>Assess the role of the bystanders, perpetrators and rescuers</li> </ul>	<ul style="list-style-type: none"> <li>Outline the location of the camps and make inferences.</li> <li>Explain why and how camps such as Auschwitz were used.</li> <li>Assess the significance of the camps for the Nazis and also the Jews.</li> </ul>
<b>6</b>	Analyse interpretations on how and why the Holocaust happened	<ul style="list-style-type: none"> <li>A range of interpretations about the Holocaust</li> <li>Assess the roles of bystanders, perpetrators, victims and rescuers</li> </ul>	<ul style="list-style-type: none"> <li>Analyse source material</li> <li>Compare the roles of individuals</li> </ul>