

**Year 9 History Department Curriculum 2022 – 2023**

**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 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.

**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.  
Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past.

**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 reach a judgement drawing on their own conclusion to challenge views.

**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.

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| Assessment 5 - How and why did the Holocaust happen? |  |  |
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|---------------------|---------------|-----------|----------------|------------|-----------|---------|----------|-------------|-----------|--------------|
| <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 prejudice                     | <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> <li>Assess the impact of indoctrination on people's lives.</li> </ul>                     |
| <b>4</b> | Assess how and why Ghettos were created              | <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> </ul>   | <ul style="list-style-type: none"> <li>Outline the location of the camps and make inferences.</li> </ul>   |

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|          |   | <ul style="list-style-type: none"> <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>• 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>   |