



Scheme of Learning Year 9	How could the Holocaust happen?
<p>Learning outcomes</p>	<ul style="list-style-type: none"> • In this unit students will be asked to consider how the Holocaust could have occurred, particularly in a 'civilised, industrial nation such as Germany and the implication of this for our lives today. • Students will be taught the history of anti-Semitism. It is important that students understand that the Holocaust represents an escalation of what was already a long history of persecution against Jewish people. Moreover, students should understand that anti-Semitic acts were not particular to Germany but have taken place across the world for over two thousand years. It will be helpful to touch on incidences such as the murder of Jewish people in 1190 in York, England and the expulsion of Jewish people in 1290 by Edward III to allow students to identify this as an English as well as European phenomenon. • Students will also need to understand the difference between religion and race. We will discuss the definition made by David Baddiel in which he explains that people may believe that anti-Semitism is religious intolerance when even non-observant Jews would have been murdered by the Nazis. • Students should also be able to explain that the nature of anti-Semitism changed over time so that where once it had been about religion it became more focused on race by the 1860s. This was in line with many racial theories that were abounding in the later 19th century around Darwinism and how it applied to people. • In lesson two students should understand how the nature of persecution changed during Hitler's reign as German Chancellor and Fuhrer. Particularly, we want students to understand that persecution worsened over time, owing primarily to the failure of people to demonstrate against what was happening. • In lesson three students will consider whether ordinary Germany people allowed the Holocaust to happen and whether they could have done more to prevent it. Here we want students to understand that most German people were not anti-Semitic but were merely indifferent to what was happening to them. Some students may consider this indifference to be complicity in persecution and this will provide a good discussion point. • The final lesson in the unit will examine the Final Solution. This can be problematic owing to the subject material discussed. We have framed this lesson as an opportunity to broach the topic of Holocaust denial and how history and its demand for evidence can be used to positively combat extreme ideologies and conspiracy theorists. In this lesson students will focus on using the skills of



	source inference and of the questioning of reliability and usefulness of sources, particularly of the accounts written by Rudolf Hoess to determine the events of the Final Solution.
Key Question –	<ul style="list-style-type: none"> • What is meant by the Holocaust? • How far is the Holocaust an isolated example of anti-Semitism? • How did the nature of anti-Semitism change over time? • How did the Nazis change the nature of anti-Semitic persecution? • How far are ordinary Germans to blame for the Holocaust? • What was the Final Solution? • How can we prove that the Final Solution happen?
Knowledge	<ul style="list-style-type: none"> • In this unit we are dealing with the key concepts that include antisemitism, persecution and genocide. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Anti-Semitism - A hatred towards Jewish people • Auschwitz - The most famous of the Nazi Death Camps used during the Holocaust. Over 1million people were murdered at Auschwitz • Ghetto - A poor urban area occupied primarily by a minority group or groups. • Ladder of races – The idea that some races are superior to others. Linked to the idea of eugenics that became popular in the late 19th Century. • Emigrate - leave one's own country in order to settle permanently in another • Persecute - subject (someone) to hostility and ill-treatment, especially because of their ethnicity, religion, or sexual orientation or their political beliefs. • Pogroms - an organized massacre of a particular ethnic group, • Auschwitz – The most famous of all of the Nazi death camps. It is estimated that over 1 million people died at Auschwitz. • Indifference – A lack of interest, concern, or sympathy. • Placard – A large sign. They would often be hung around the necks of Jewish people in Nazi Germany to embarrass and shame them. • Ghetto - A poor urban area occupied primarily by a minority group or groups • Sanitation - Conditions relating to public health, especially the provision of clean drinking water and adequate sewage disposal. • Cremated – The burning of a body after death



	<ul style="list-style-type: none"> • Sonderkommando – Jewish prisoners who were made to assist the Nazis in disposing of dead bodies in the death camps.
Ongoing Assessment	<p>Assessments:</p> <ul style="list-style-type: none"> • Students will be assessed each lesson via multiple choice and short answer questions that can be used formatively by the teacher to assess their understanding of key information. • At the end of the unit students should complete the ‘pulling the thread together’ activity which brings together everything that students have learnt about anti-Semitism since the start of KS3. <p>Misconceptions to address:</p> <ul style="list-style-type: none"> • The difference between the Jewish religion and the Jewish race. The Nazis were not interested in religion, they were interested in race. They believed that the Jewish race was inferior and needed to be exterminated. The holocaust was an act of racism and not religious intolerance. • The Holocaust was not just focused on Jewish people but other minority groups also. Though the large majority of those persecuted were Jewish, thousands of disabled people, gay people and other ethnic minority groups were murdered also.
Key Assessment	<ul style="list-style-type: none"> • At the end of the unit students will be asked to write an answer to the question ‘how far are ordinary Germans to blame for the Holocaust?’ Class teachers will mark this and provide feedback.
Clear sequencing of content	<ul style="list-style-type: none"> • The unit is found chronologically in our KS3 scheme of work. Students will have already learnt about the Second World War and will therefore already understand Adolf Hitler and Nazi ideology. • In Y7 students will have learnt about the treatment of Jewish people in Medieval England and Europe. They will have briefly be introduced to John’s treatment of the Jewish population and of Edward III’s expulsion of Jewish people in 1290. • We have also worked with RS to place our unit of the Holocaust to run concurrently, or as near as possible, to that taught by RS, which has a more philosophical edge. • We have mapped the third-tier curriculum vocabulary that is used in KS3 and this will allow us to better build students understanding of the key terminology being used.
Links to Careers	<ul style="list-style-type: none"> • Any student who wishes to pursue a career in the law would be supported here in our lessons revolving around the use of evidence and articulation of arguments. Students who wish to work for any international or domestic organisation dealing in the violence, genocide and International law will need to have a strong understanding of the horrors of the Holocaust to support their work.

NHSG Key Stage 3 Unit Overview for the Holocaust



Diversity and Inclusion	<ul style="list-style-type: none">This unit places a focus on Jewish people and their persecution throughout history. Students may also ask questions about other minority groups persecuted by the Nazis, including gay people, disabled people, Roma and other ethnicities and it will be important to discuss these groups also.
Support	<ul style="list-style-type: none">Students have access to knowledge organisers within their booklets and these booklets can also be used as revision resources. All resources can be found on the SharePoint page.
Challenge	<ul style="list-style-type: none">In this unit we will recommend for students to watch a range of movies focused on the Holocaust. For example, Schindler's List or the Zone of Interest. All recommendations need to be given with a ratings warning.