

## The Holocaust- Medium-term plan

<b>Year group: 9</b>	<b>Why do we remember the Holocaust</b>
<b>Prior learning- linked to National curriculum</b>	Previously pupils have learnt about 20th century history, the Russian Revolution and 1920s America. The focus of these topics has been change, continuity and significance. Pupils have identified significant events, made connections, drawn contrasts, and analysed trends within these periods. A common theme of previous units has been the impact of prejudices, discrimination and persecution.
<b>Rationale</b>	Studying the Holocaust allows students to see the impact of discrimination and persecution when adopted as a policy by a government. Students should also understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.
<b>Vocabulary:</b>	<b>Keywords:</b> Judaism, Holocaust, persecution, anti-semitism, discrimination, prejudice, dehumanised, Perpetrators Victims, Rescuers, Bystanders, Genocide, Phenomenon, Nuremberg laws, Segregation, Ghetto
<b>Cultural Capital:</b>	Developing students' understanding of the impact of persecution. Developing student understanding of Jewish culture and beliefs.
<b>Key assessments- name the assessments</b>	How useful is Source A or B for a historian trying to find out about the Holocaust?

<p><b>What do children know/ can do now (EDSM)</b></p>	<p><b>Emerging 1–2 :</b> A simple judgement on the source’s content is given. Simple comprehension of the source material is shown by a paraphrase of some content.</p> <p><b>Developing 3 - 4:</b> Judgments on the source’s content is given, supported by a developed comment on the source content (a quote or detail of the source). The source’s provenance is mentioned but usefulness isn’t evaluated.</p> <p><b>Secured 5 - 6:</b> Judgements on the source’s content is given and is supported by a selection of material (quote or details from the source). The source’s provenance is explicitly stated and there has been an attempt to analyse how this affects how useful the source is.</p> <p><b>Mastered 7-8:</b> all of the above is consistently met. Own knowledge is also used to support what the source is saying or to state why the source is limited.</p>
<p>What <b>amendments</b> are you going to make following evaluation of this module?</p>	

Lesson	Lesson objective	Content	Differentiation	Homework
1	Who were the guilty ones?	Stories of people who participated in the Holocaust.		
1	L/O: Explain when Anti-Semitism has been at its worst?	An overview of the History of anti semitism.	<p>Challenge: Challenge- From what you have studied, how different were Russia and America? Why were the two countries so different?</p> <p>Hinge Questions: Throughout history has anti Semitism been racially or</p>	Reading and Google Form assessment

			<p>religiously motivated? Give an example to support your answer.</p> <p>When has anti Semitism been at its worst? Give an example to support your answer</p>	
4	L/O: Explain what pre war Jewish life was like	Story of Leon Greenmann Research into Jewish culture from looking at photos and videos.	<p>SEND: Video resources to enable students to find out about the past</p> <p>Challenge: Explain key parts of Jewish culture</p> <p>Hinge question: What was lost during the Holocaust</p>	Reading and Google Form assessment
2	LO: Explain the impact of bystanders on the Holocaust	Stories of people who participated in the Holocaust (Victims, Perpetrators, Rescuers, Bystanders)	<p>SEND: Visual clues</p> <p>Challenge: define genocide, evaluate the impact of bystanders</p> <p>Hinge questions: Who was responsible for the Holocaust</p>	
3	L/O: Explain how persecution Escalated in Germany 1933-1940?	Nuremberg Laws Source analysis Source usefulness	<p>SEND: Use of real world examples to allow students to understand events surrounding the Holocaust</p> <p>Challenge: Evaluate what stopped Jewish people from fighting against changes and poor treatment</p>	Reading and Google Form assessment

			Hinge question: How did anti-Semitism change between 1933-1940?	
<b>Source usefulness peer assessment</b>				
5	L/O: Explain what conditions were like for Jews living in the ghettos (pt 1 of 2)	The Pianist (movie)	SEND: Use of visual images to help develop understanding  Challenge: Identity the different steps used by the Nazis to dehumanise Jews  Hinge question: What was life like in the ghettos	
6	L/O: Explain what conditions were like for Jews living in the ghettos (pt 2 of 2)	The Pianist (movie)	SEND: Use of visual images to help develop understanding  Challenge: Identity the different steps used by the Nazis to dehumanise Jews  Hinge question: What was life like in the ghettos  The Pianist movie	Reading and Google Form assessment
7	L/O: Explain how useful the Pianist for a historian studying the Holocaust	The Pianist (movie)	SEND: sentence starters  Challenge: evaluate the accuracy of the source.	

			Hinge question: how useful is The Pianist for an enquiry into the Holocaust	
8	L/O: Explain what the final solution was	Operation Reinhard Liquidation of the Ghettos Stages of Genocide Role of bystanders	SEND: Use of images to help students to understand the final solution  Challenge: Evaluate the steps the Nazis took in the process of the final solution  Hinge question: What was the final solution	
9	L/O: Describe the role of the concentration camps	Audio testimonials of Auschwitz Read accounts of those in concentration camps	SEND: Provide differentiated resources giving information about concentration camps  Challenge: How did the Nazis dehumanise Jewish people and what was the impact of this  Hinge questions: What was the role of the concentration camps.	Reading and Google Form assessment
10	L/O: women's stories within the camps	Accounts of women's stories in the concentration camps		
11	L/O: Explain how victims of the Holocaust responded to the persecution	Hear accounts of how victims respond to persecution.	SEND: Use of video resources to help students develop their understanding.  Challenge: What stopped more people resisting the Nazis treatment of Jews?	

			Hinge questions: How did victims of the Holocaust respond to persecution?	
12	L/O: Explain how we should remember the Holocaust	Look at different ways of remembering the historical events and decide which method of remembering is most effective.	<p>SEND: Students can present their ideas through visual images.</p> <p>Challenge: Evaluate the most effective way of remembering significant Historical events.</p> <p>Hinge question: How should we remember the Holocaust?</p>	Reading and Google Form assessment
How useful is Source A or B for a historian trying to find out about the Holocaust				