

Implementation: Scheme of Learning

Subject: History

Year: 9

Unit Title: **The Holocaust**

Summary of unit: Challenges for Britain, Europe & the Wider World (1901 – Present): *The Holocaust*

This unit is made up of 9 key questions: 1) Why should the Holocaust be remembered? 2) What did Anti-Semitism mean in Europe? 3) What did Anti-Semitism mean in Germany? 4) What happened on the Night of the Broken Glass and how were the rights of the Jews abused? 5) How was the Holocaust organised? 6) Who was responsible for the Holocaust? 7) How did the Jewish communities show resistance? 8) How were the camps liberated and what was the aftermath? 9) Case studies

Key Concepts: key features; significance; ethnic and religious diversity; chronological understanding; interpretations of history

<p><u>End of Unit assessment:</u> Knowledge assessment and Proposal for a Holocaust Memorial</p>	<p><u>Mid Unit assessment: Knowledge assessment</u> Creative piece</p>	<p><u>Key Processes:</u> historical enquiry; using evidence; communicating about the past.</p>
<p><u>Links to future learning/key stage 4:</u></p> <p>Key concepts</p> <p>Displacement of Jews (Conflict In the Middle East)</p> <p>Analysis of sources (Ks4)</p> <p>Source utility (Ks4)</p>	<p><u>Links to prior learning:</u></p> <p>Effect of war on civilians and minorities (Holocaust across Europe - WW2)</p> <p>Diary of Anne Frank and anti-Semitism and Merchant of Venice in Yr 8 English</p> <p>Cambodia Killing Fields (Yr 8 Poetry unit)</p> <p>Nazi Gemany</p> <p>Key concepts</p>	<p><u>RWCM:</u></p> <p>Reading: class reading strategies, paired reading, individual reading, identification of key words, using dictionaries and glossaries to find definitions; less challenging text readings vs. more challenging text readings, finding evidence; use of challenging vocabulary in explaining concepts; reading fiction and non-fiction e.g. news articles, sources, case studies, diary extracts e.g. Anne Frank;</p> <p>Writing: provision of writing frames, sentence starters, word banks; summarising information e.g. six word story and note taking e.g. circle maps; identification of key words to be included in writing; discussion of writing strategies; writing strategies and exemplar paragraphs modelled; self and peer assessment to reflect on writing; varied extended writing tasks e.g. PEEL essays, news article, diary extract, source analysis; reading and video comprehensions; descriptive writing using 5 senses;</p> <p>Communication: summarising learning in sentence, word and picture pyramid; communicating historical knowledge in essay writing (P.E.E.L paragraphs) and other creative written methods (see writing); SPaG emphasis and reminders in every lesson; display of key</p>

words on PPs in lessons; class discussions; think pair share; focus on spoken language in all verbal tasks; use of PowerPoint presentations varied videos e.g. BBC bitesize/teach; Horrible Histories and YouTube for content delivery; source analysis using prompts; radio reports;
Mathematics: identification of primary and secondary data; pupils encouraged to make relationships between cause and effect; comparing numerical data; data handling: concept of bias, arguments and reasoning based on historical evidence, data retrieval, interpretation and evaluation; ranking data and information according to significance and or importance; sorting events into chronological order; diamond nine plenary; statistics e.g. number of people affected by and killed during the Holocaust.

Cross Curricular Links: (see RWCM) Further: English e.g. reading Anne Frank and other case studies; using senses for descriptive writing; Citizenship & PSHE e.g. Holocaust assembly and understanding features of dictatorships; R.E. e.g. Jewish, Islamic and Christian beliefs about Jesus; Mathematics e.g. connecting numbers to the events to consider the horrors of the Holocaust; spot the odd one out; chronological order of events; plotting results on a graph

Curriculum Opportunities: explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today; use ICT to research information about the past, process historical data and select, categorise, organise and present their finding; make links between history & other subjects.

Strategies to Support & Stretch: less challenging text readings vs. more challenging text reading; different reading strategies e.g. popcorn reading, individual readings and class readings; pictures as prompts; word banks; sentence starters; exemplar answers; teacher modelling of tasks; teacher support; response to feedback opportunities (RTF); option to select challenge level; variety of learning and teaching strategies suitable for audio-visual learners e.g. comprehension based on videos, verbal tasks e.g. think-pair-share, class discussions, debates, market place (type) activities, creative tasks e.g. creating a memorial proposal, role play (German society) and drafting a letter; linking pictures to learning, shoe learning (Organisation of Holocaust); seating plan according to ability; group work; peer teaching; team leading opportunities; challenge questions and extension tasks.

SMSC & British Values

Social: Pupils are expected to work together cooperatively to complete tasks and problem solve. Pupils will be encouraged to think creatively and reflect on their work with self and peer assessment. Pupils will explore the holocaust and

Cultural Capital

Genocides present day e.g. Rwanda, Bosnia, Darfur and Cambodian Killing fields
The Eternal Jew film

the history of anti-Semitism to discuss and reflect on the corrupt and scapegoat ideology and justification of the genocide as well as honour the millions of lives lost and affected.

Moral: Pupils' learning will be focused on who was to blame for the Holocaust to emphasise the significance and urgency of individual moral responsibility and to differentiate between right and wrong. Through investigating and using a range of historical sources, pupils develop their ability to critically assess sources of evidence for accuracy and reliability e.g. pupils will look at a number of sources to consider anti-Semitic views in Medieval Europe.

Spiritual: Pupils are encouraged to be critical yet understanding of the views of others; including historians, interpretations of the past and primary sources, and other pupils. Through carefully planned debates and discussions, pupils learn to take interest in and respect the views of others. Pupils also learn how to come to an informed conclusion having taken on board a range of different viewpoints and are taught to critique the provenance of evidence they are dealing with in order to approach it analytically. Lessons are interactive so that pupils develop a sense of enjoyment and fascination in learning about how the world they live in has changed over time.

Cultural: Through peer assessment, group discussions, class feedback sessions and debates, pupils are introduced to peer concepts, values and events not encounterable otherwise e.g. think-pair-share templates. Pupils will also be asked to communicate their opinions and knowledge in varied ways including artistic forms (see communication IN RWCM). Pupils will give consideration to role of bystanders/upstanders and issues of identity. The end of unit assessment will be based on historic memory and memorials.

The Boy in the Striped Pyjamas

Anne Frank

Designing a Holocaust memorial and drafting a proposal

Holocaust remembrance day

Role of bystanders/upstanders

