



Subject: History	Year Group: 9	Unit: How could the Holocaust happen?
Unit objectives: (NC Statements) Students will know the early history of antisemitism and how and why this antisemitism escalated from 1933-1945.		
Context for study: Previously students have learned about World War Two. Students have focussed on the key events of World War Two, but also have looked at the rise of Hitler and Nazi Germany. In Year 7 students learnt about Medieval medicine and the causes of the black death. This links to the first few lessons, that examine the historic trends for anti-Semitism. There is the opportunity to deepen learning about what life was like for People in Nazi Germany and wider. Students that study the GCSE History course, will revisit persecution in Nazi Germany in greater depth. Why we are studying this: In this topic we will be looking at a very dark time in history – the Holocaust. We will be looking at how attitudes at the time and the rule of the Nazi Party meant that the Jewish community gradually lost their rights and freedoms. We will also be looking at how this mistreatment escalated into a mass genocide and the experiences of people who were sent to concentration and death camps. This will link into our final unit of Year 9 which is about how Britain came to be as diverse as it is today – and how minority groups were treated after the war.		

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

- Know the History of anti-Semitism – Students to know, the York massacre, Hugh of Lincoln, the **Edict of Expulsion**, the **Strasbourg** massacre, the **Rome Ghetto**, the **Dreyfus** affair, the **Beilis** case
- Students to know the concept of “**Aryan / master race**” - **Teutons** and the origin in **Medieval Europe**
- To know the **Nuremberg Laws** 1935
- Know examples of Nazi **propaganda** methods against the Jews, specifically the use of German children’s cartoons in education books
- Know the cause and events of **Kristallnacht** 1938
- Know how and why the persecution of other groups including, gypsies, disabled, black, LGBTQ, **Jehovah's Witnesses**
- Know how Jewish people tried to resist the Holocaust specifically **Warsaw** and **Sobibor**
- Know what conditions were like in **Concentration** camps and **Extermination** Camps, specifically **Auschwitz**
- know what is **intentionalist** and **functionalist** theory of the cause of the Holocaust
- Know what is meant by the **Final Solution to the Jewish Problem**, and how the war enabled the persecution of the Jews to escalate.

Tier 3- Holocaust, Genocide, antisemitism, persecution, Nazi, Jews, SS, Swastika, Fascism, Dictatorship, Democracy, Aryan, Untermensch

Tier 2 - analyse, explain, infer, cause, consequence, describe

The Warriner School Subject Curriculum Map

<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Students are not aware of the growing patterns of persecution and only think of extermination camps</p> <p>Students confuse extermination and concentration camps</p> <p>Aryan is blonde hair and blue eyed only. Students know that Hitler was not a Jew, and there are many reasons for his hatred of Jews. Know that Hitler had dark hair but blue eyes, 'Germanic' or 'Northern European' according to the Nazis order of human races</p> <p>Regular formative assessment through low-stakes questioning, recap starters, inclusive sharing of responses.</p> <p>Ensure knowledge is sound before moving on during the lesson or in the next lesson.</p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Glossary of new terms/ Explicit teaching of Tier 2/3 vocabulary throughout lessons.</p> <p>Match the definition</p> <p>Regular knowledge and recall checks through recap starters.</p> <p>Explicit focus on answering questions in full sentences.</p> <p>Coming to sustained judgements using the PEEL paragraph structure. Sentence starters provided to support this.</p> <p>Analysing historical evidence such as first-hand accounts from those involved, e.g. Anne Frank.</p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p><u>In what ways</u> did the lives of Jewish people change in the 1930s under Nazi rule? This assesses the Historical knowledge of the chronology of the persecution of the Jews.</p>	