

**Scheme of Work: History**

**Key Stage 3**

**Year 9: Unit 3 Period Study Understanding the Modern World, 1900 to the Present Society and Culture II**

|  |
| --- |
| **About the unit:**  In this period study students have the opportunity to investigate the events and history of the Holocaust through the personal stories of survivors. They will begin through consideration of the reasons why the study of the Holocaust remains so important and will conclude with further consideration of this. Students will study the reasons behind the Holocaust and the increasing persecution Jewish people faced during the period of Nazi rule. Students will gain this understanding by empathising with those who experienced these events first hand. Students will have an opportunity to determine who and which groups bear responsibility for these events. |
| **Learning Outcomes**  This thematic study will help students to develop:   * An understanding of key moments, events and people. * An understanding of events surrounding the Holocaust and the experiences and motivations of those invloved.   At the end students will know about:   * The reasons why anti-Semitic ideas flourished in Nazi Germany. * The increasing persecution Jewish people faced. * The individual experiences of Holocaust survivors. * The reasons why people/ groups allowed the Holocaust to happen or were actively involved.   Students will be able to:   * Explain why anti-Semitism existed in Nazi Germany. * Explain how persecution against Jewish people gradually increased. * Empathise with the experiences of Holocaust survivors and understand why it is vital that the events of the Holocaust continue to be remembered. * Understand why the Holocaust cannot be attributed to one individual. |
| **Key terms and vocabulary:**  Through the activities in this unit students will be able to understand, use and spell correctly the following words:  **Key terms:** Holocaust, survivor, empathy, anti-Semitism, persecution, ghetto, concentration camp, liquidate, genocide, Einsatzgruppen, Auschwitz-Birkenau, Final Solution, Sonderkommando, sociopath, fanatic, hypothesis.  Students will complete an assessment covering their understanding gained in their study of this unit. This will demonstrate:   * Students’ recall of knowledge. * Students’ literacy skills. * Students’ writing independence * Reveal their awareness of key features of each period * Reveal their understanding of causes. * Empathy.   Every lesson offers oppprtunity for formative assessment, for example, spelling checks, quick quizzes, source analysis. |
| **Links to 2014 National Curriculum**  Content knowledge:  The Holocaust  Disciplinary knowledge:   * Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. * Know and understand significant aspects of the history of the wider world: follies of mankind. * Pursue historically valid enquiries.   **Links to previous learning at KS3:**   * Links to study of migration and empire in Years 7 and 8. Evidence of anti-Semitism and intolerance within Britain and across Europe. |
| **Links to future learning at GCSE:**  This unit offers a helpful learning foundation for those students choosing to study History at GCSE:   * AQA GCSE History- Democracy and Dictatorship, Germany, 1890-1945 * Examination skills- Comparison, Handling Evidence, Understanding of Change and Continuity, Literacy Skills, Empathy, Chronological understanding, Asking historically valid questions. |



**Scheme of Work: History**

**Key Stage 3**

**Year 9:Unit 3 Period Study Understanding the Modern World, 1900 to the Present Society and Culture II**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Lesson and WALT** | **Starter** | **Development Activities** | **Plenary** | **Resources** | **Assessment Opportunities** | **Key Skills/ Cross curricular Links** | **Cultural Capital/ Caree**rs |
| **Lesson 1 and WALT:**  Understand the personal impact of the Holocaust.  Be able to explain why persecution against Jews started.  **Key Terms:**  Holocaust, persecution, anti-Semitism, survivor. | Students are introduced to a letter written to a teacher from a Holocaust survivor. Students should assess the ways in which the writer questions the nature and purpose of education. | Students are introduced to an image of Iby Knill as Miss Bratislava before the outbreak of WWII. Teacher explains the background to the term anti-Semitism and how this linked to Iby’s experience of persecution. Students are given a table entitled, ‘Uncovering the Stories of the Holocaust’. As they read and listen to Iby’s story they should complete the table: main focus will be on early persecution. | Students study further images showing early persecution, e.g. segregation. Questions are posed and discussed, and any further relevant detail is added to the table. | Power point, Iby Knill’s story, Uncovering the Stories of the Holocaust table (A3). | Teacher questioning and class discussion. Completed A3 tables. | Metacognition: link to earlier studies related to the treatment of Jews (Years 7 and 8).  Empathy.  Link to RS, Sociology, Citizenship. | Research, curation, archivist.  Understanding the motivations behind human actions.  Explaining the importance of studying the Holocaust. Link to more recent examples of genocide in the extreme to bullying and persecution. |
| **Lesson 2 and WALT:**  Understand the personal impact of the Holocaust.  Empathise with the experiences of the ghetto.  **Key Terms:**  Ghetto, liquidate, concentration camp. | Students study Frank Brichta’s class photograph. Students are asked whether they can explain who and where the students are. Teacher develops an explanation of who and where they are and focuses on Frank and his family background- emphasis on his family’s service for Germany and the fact that Fran k himself didn’t regard himself as distinctly Jewish. | Using Frank’s account and the information on the ghetto, students, complete further sections of their table. The information gathered may not be confined to the section on the ghettoes. | Students are shown the short clip from Schindler’s List. What do they think is meant by the expression ‘The ghetto is liberty’? | Power point, Frank Brichta’s story, information sheet on the ghettoes. | Teacher questioning and class discussion. Completed A3 tables | Metacognition: link to earlier studies related to the treatment of Jews (Years 7 and 8).  Empathy.  Link to RS, Sociology, Citizenship. | Research, curation, archivist.  Understanding the motivations behind human actions.  Explaining the importance of studying the Holocaust. Link to more recent examples of genocide in the extreme to bullying and persecution. |
| **Lesson 3 and WALT:**  Understand the personal impact of the Holocaust.  Be able to explain how persecution led to mass murder.  **Key Terms:**  Genocide, Einsatzgruppen, Auschwitz-Birkenau, Final Solution, Sonderkommando | Students are introduced to an image of Holocaust survivor Kitty Hart Moxon receiving an OBE from the Queen for her services to Holocaust education. Teacher explains why she received this and also a standing ovation from Parliament on her 90th birthday. Could bring in a discussion of why the Holocaust is a compulsory topic for study at KS3. | Students are introduced to the escalating persecution faced by Jewish people following the outbreak of WWII, e.g. Einsatzgruppen, the Final Solution and the death camps.  By listening to Kitty’s story students should complete the remainder of their table. Through all three stories studied so far students should also be gaining a sense of the ‘human’ impact of the Holocaust vs simple numbers/ statistics. | Students are shown three further images from the ‘Auschwitz album’, the ‘Sonderkommando photographs’ and the ‘Hoecker album’. This should encourage a discussion about the different perspectives and experiences of Auschwitz and lead into the next enquiry into who was responsible. | Power point | Teacher questioning and class discussion. Completed A3 tables | Metacognition: link to earlier studies related to the treatment of Jews (Years 7 and 8).  Empathy.  Link to RS, Sociology, Citizenship. | Research, curation, archivist.  Understanding the motivations behind human actions.  Explaining the importance of studying the Holocaust. Link to more recent examples of genocide in the extreme to bullying and persecution. |
| **Lesson 4 and WALT:**  Understand why the Holocaust happened.  Examine misconceptions and evaluate responsibility.  **Key Terms:**  Sociopath, fanatic, hypothesis | Revisit the letter from a Holocaust survivor to a teacher: How apt do students now regard these sentiments based on their studies so far?  Students are introduced to common preconceptions about the Holocaust, e.g. the Nazis were all evil. | Read and discuss the account of Adolf Eichmann and discuss the two interpretations of him. Which interpretation are students more likely to accept? The historian Cesarani suggests Eichmann was neither and could have made different choices.  Students then evaluate differing hypotheses relating to who was responsible for the Holocaust based on their study of a range of different individuals and groups. (Students may be given evidence packs to evaluate each in turn or be given one hypothesis which they can then find evidence to support and/ or challenge and then share with the class or a smaller group).  Students complete a piece of extending writing based on their findings. | Consider which hypothesis students are most likely to agree with. | Power point, evidence packs. | Teacher questioning and class discussion. Completed piece of extending writing. **BIG WRITE.** | Metacognition: link to earlier studies related to the treatment of Jews (Years 7 and 8).  Empathy.  Link to RS, Sociology, Citizenship. | Research, curation, archivist.  Understanding the motivations behind human actions.  Explaining the importance of studying the Holocaust. Link to more recent examples of genocide in the extreme to bullying and persecution. |
| **Lesson 5 and WALT:**  Determine how the Holocaust should be remembered.  **Key Terms:**  Survivors, genocide. | Students are shown the image of two wedding rings. They watch the clip and uncover the story of how they came to be found. Students are introduced to Leon Greenman and his family, wife Elsa and son Barney.  Students are given an opportunity to reflect quietly on the stories they have heard and to consider why survivors of the Holocaust have spent so much of their lives helping to educate younger generations about their experiences. Link is made again back to the letter from the first lesson in this unit. | Students study various memorials to the Holocaust. A range of different media is used. Students should then design their own display to be held in school, combining creativity, factual knowledge and empathy. | Students share their plans with the class. | Power point, cards depicting Holocaust memorials. | Teacher questioning, class discussion, completed plans for display. | Metacognition: link to earlier studies related to the treatment of Jews (Years 7 and 8).  Empathy.  Link to RS, Sociology, Citizenship. | Research, curation, archivist.  Understanding the motivations behind human actions.  Explaining the importance of studying the Holocaust. Link to more recent examples of genocide in the extreme to bullying and persecution. |