# YEAR 9 Spring 1

**'An ambitious curriculum that meets the needs of all'**

# Medium Term Planning - Topic: Holocaust

| Curriculum Intent | |
|---|---|
| **Skills/Assessment objective links** | **Why do we teach this to students?**<br>Religion attempts to make sense out of the world around us, finding order and meaning in a chaotic world. The devastation of the holocaust, its extensive perpetration of evil, has raised searing theological questions about God and His role in the world; about good, evil, and justice; about the value of life; identity, and about Jewish destiny. We shall attempt to address some of these deep theological issues from a Jewish perspective, allowing students to share their opinions and different perspectives, and enabling them to evaluate approaches to moral decision making and religious practice, skills which are embedded within the GCSE specifications<br><br>**Why do we teach this now?**<br>Students will start the GCSE specification after this unit of work and part of the GCSE content will be exploring Jewish beliefs and practices. This unit of work provides them with an insight into the Jewish identity and theological questions about God and his role in the world. This content can be drawn in subsequent religion and thematic units of work at GCSE.<br><br>**Links to the Oldham Local Agreed Syllabus:**<br>**Links to the Manchester Diocesan Agreed Syllabus:**<br>3.11 – what difference does it make to believe in Judaism?<br><br>**Specification aims:**<br>The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. (Manchester Diocesan Agreed Syllabus)<br>**Assessment Objectives:**<br>As the most up to date document out assessment objectives are taken from our Locally Agreed Syllabus. These reflect the 3 main assessment objectives of our diocesan agreed Syllabus.<br>**Make sense of a range of religious and non-religious beliefs, so that they can:**<br>- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary;<br>- explain how and why these beliefs are understood in different ways, by individuals and within communities;<br>- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.<br>**Understand the impact and significance of religious and non-religious beliefs, so that they can:**<br>- examine and explain how and why people express their beliefs in diverse ways;<br>- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world;<br>- appreciate and appraise the significance of different ways of life and ways of expressing meaning.<br>**Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:**<br>- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses;<br>- challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response;<br>- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding. |
| **Spiritual, moral, social, and cultural development** | **SMSC: Spiritual:** The ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. sense of enjoyment and fascination in learning about themselves, others and the world around them. **Moral:** acceptance and engagement with the fundamental British values: individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. **Cultural:** understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.<br>**PSHE:** Tackling religious discrimination<br>**British Values:** Individual liberty, mutual respect and tolerance of those of different faiths and beliefs.<br>**Skills Builder:** Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork |
| **Numeracy** | Students will explore historical events of the holocaust and when this took place. |
| **Literacy** | **Vocabulary Tier 2:** explain, conclusion, suffering, identity<br>**Vocabulary Tier 3:** Holocaust, shoah, resistance, persecution, genocide, perpetrators, bystanders, victims, dehumanisation<br>**Reading:** Students have the opportunity to read religious texts. They will summarise teachings, ideas, arguments etc. This also allows students the opportunity to clarify - discussion of any words or ideas that the student didn't understand.<br>**Writing:** Religious Studies is a literacy based subject. Students are supported in developing their answers to explain the beliefs and impacts of those beliefs. Students are also working on explaining their own views and beliefs as well as those of others.<br>**Oracy:** Students need to be able to articulate their own ideas and beliefs as well as discuss this with other students. Then sharing of ideas through discussion allows students to understand different points of view. Questioning of their points of view also allows them to develop their reasoning so that their arguments can stand up to scrutiny. |
| **Becoming future ready** | RS students develop:<br>- the ability to build and interrogate arguments and how to question and evaluate narratives<br>- critical thinking skills and the ability to interpret information, formulate questions and solve problems<br>- organisational and time management skills<br>- teamworking and communication skills<br>- writing skills, including accurate referencing and the ability to construct a reasoned argument<br>- empathy and the ability to understand people and their motivations<br>- the ability to appreciate different perspectives and take on board others' views<br>- the ability to work methodically and accurately<br>- independence of mind and the ability to think for yourself. |

| Adaptation | |
|---|---|
| QFT/SEND Provision | Throughout this topic, quality first teaching will provide differentiation:<br>**By product:** differential outcomes using must, could, should.<br>**By resource:** PowerPoints have different levels of differentiation to access, 'key points' extension, stretch and challenge.<br>**By Intervention:** by providing different levels of supervision and support, revision drop ins, catch up sessions.<br>**By Progressive Questioning:** exploring pupils' understanding through interactive dialogue.<br>**By Grouping:** according to prior attainment, gender and behaviour<br>**By Task:** Many tasks are scaffolded to support students, where there is a choice of task students are supported in choosing the task which will best support them to achieve their ability.<br>**By Offering Optional Activities:** In class or as homework, to extend learning. |

**Implementation Curriculum Delivery**

**Learning Outcomes (Knowledge)**

| # | Lesson Title, Lesson Objectives, Scripture: | Lesson builds upon: | This will be developed in: |
|---|---|---|---|
| 1 | **What is the Holocaust?**<br>To explain what the Holocaust is and reasons Hitler was able to persecute the Jews.<br>- To know that sho'ah (catastrophe) is a more acceptable term over Holocaust (as it was not a burnt sacrifice to God)<br>- To know that bystanders are people who watch the injustice and don't act to stop it.<br>- To know that perpetrators are people doing the injustice<br>- To know that both were needed in order for it to happen. | Year 9 Judaism: Persecution of the Jews in the Judaism topic | L2-L10: to develop their learning on the Holocaust by exploring the impact this had on Jewish identity, understanding personal experiences of the Holocaust and reflecting on the events that took place.<br>GCSE Jewish Beliefs and Practices: Further developing an understanding of the Jewish identity. |
| 2 | **Identity**<br>To explain the importance of identity and how the Nazis took it away.<br>- To know that dehumanization is the process that allows us to harm other people by making them different (none -human)<br>- To know that the Aryan ideal is the belief that some people are superior, those with blonde hair and blue eyes (northern Europeans)<br>- To know that Propaganda was used to create a belief that Jews were dangerous, corrupt, sly…<br>- To know that the process of dehumanization also included taking away rights, citizenship, property and creating ghettos.<br>- To know that the steps in the camp of shaving heads and numbers made it wasier for people to commit the crimes. | Year 9 Judaism and L1: developing their learning and understanding how it was allowed to happen – how dehumanisation and people allowing this allowed such an atrocity. | L3, L10 and L11: Further extending knowledge on the importance of Jewish identity and how this was taken away through lessons of personal experiences of the Holocaust.<br>GCSE Jewish Beliefs and Practices: Further developing an understanding of the Jewish identity. |
| 3 | **Were the Jews victims?**<br>To explain the Jewish resistance and evaluate if they were 'victims.'<br>- To know that Jewish resistance took place: culturally and spiritually, through active resistance in the ghettos and camps, through hiding Jews.<br>- To know that resistance was hard as it often resulted in death.<br>- To know why people didn't resist e.g. a parent not escaping as they didn't want to leave their children.<br>- To know that the Jews weren't all victims. | L1-L2: Further learning about the Holocaust and understanding whether their identity taken away or did they remain strong people who spoke out and had a voice<br>Year 9 Judaism: developing their knowledge on the Jewish identity and whether this was taken away. | L10 and L11: To explore the Holocaust from a personal experience.<br>GCSE Jewish Beliefs and Practices: Further developing an understanding of the Jewish identity. |
| 4 | **Where was God?**<br>To explain different responses to the question where was God in the Holocaust.<br>- To know that for some Jews it shows that Sho'ah shows that Jews don't have a covenant with God.<br>- To know that for some Jews this is an example of free will and we should still strive to be with God.<br>- To know that Judaism should continue and Jews should not lose faith otherwise Hitler will have won.<br>- To know that for some Jews it makes people angry with God.<br>- To know the analogy of the master surgeon. That we as 'cavemen' would not understand what a surgeon was doing today. Just like we as 'humans' cannot understand the mind of God. | Year 7 The Island: Developing their learning on what is faith and arguments on why God allows evil and suffering.<br>Year 8 Ultimate Questions: Developing their learning on evil and suffering.<br>L1-3: Developing learning by understand God's role in the Holocaust | L5 and L7: Further exploring reasons as to why God allowed the suffering of the Holocaust and subsequently, completing an evaluative piece in L7. |

| | | | | |
|---|---|---|---|---|
| | 5 | **God on trial**<br>To evaluate if God is guilty during the Holocaust.<br>- To know why Jews think God broke the covenant: He didn't support them, Good men were dying, God is meant to guarantee the survival of the Jewish people – we are being exterminated.<br>- To know why Jews don't think God broke the covenant: goodness also exists, this is the result of man and not God. We don't understand God, we just have to trust in Him.<br>- To know why people ask 'where was man' and not where was God. | L4: To further explore arguments to do with why God allowed the Holocaust to happen. | L7: Applying knowledge obtained to complete a piece of evaluative work on where God was during the Holocaust. |
| | 6 | **Liberation**<br>To understand the process of liberation and what happened after the Holocaust was discovered.<br>- To know that Liberation was a scary time for many Jews.<br>- To know that liberation left many feeling lost with no home to go to.<br>- To know that the Nuremburg trials happened to hold people to account for the Holocaust.<br>- To know why Holocaust denial is part of the steps of genocide and could lead to future genocide. | L1-L4: To develop their learning by understanding the subsequent liberation of the Jewish people | L1-L6: To further their understanding of the events that were discovered after the liberation of the Holocaust |
| | 7 | **Holocaust KAT**<br>KAT: To evaluate the statement 'God was not there during the Holocaust' | L1-6: all prior learning during this SOW can be used to complete an evaluative piece of written work on where God was during the Holocaust. | This will be further developed in Christian Beliefs GCSE (Problem of evil and suffering) |
| | 8 | **What have we learnt?**<br>To explain if the world is a better place today because of the Holocaust.<br>- To look at how Human Rights show that we learnt from the Holocaust to work to ensure it never happens again.<br>- To know that Human Rights are still denied by people starving, genocide and war.<br>- To know that global issues can be ignored by people as it doesn't affect them.<br>- To know that the UK government have discussed getting rid of the Human Rights act -showing that we don't value all people. | L1-6: Further exploring if the world is a better place today because of the Holocaust by having prior knowledge of the events of the Holocaust. Year 8 Human Rights: Students develop their learning form Human Rights and understand as a result of the atrocities that took place; the Universal Declaration on Human Rights was created. | Students will develop their learning of Judaism through the GCSE units. |
| | 9 | **Holocaust Memorial**<br>To consider why and how we should remember the holocaust<br>To be able to reflect on the voices of some holocaust victims and survivors<br>- To know how the Holocaust is remembered.<br>- To create a memorial piece of work on the Holocaust. | L1-8: To develop their learning by reflecting on the events of the Holocaust and creating a piece of work that shows how the events should be remembered. | N/A |

| | |
|---|---|
| **Current learning to be developed in the future within:** | See the table above which explains the sequencing of lessons, detailing where the learning will be developed.<br>This unit is a foundation for upcoming GCSE units of work on Jewish Beliefs and Practices. |
| **Assessment** | Students will be formatively assessed through knowledge checks and key word checks. Students will also be asked to write supporting arguments, counter supporting arguments and a conclusion. The key development of skill is a conclusion which demonstrates sufficient evaluation. Students will be assessed summatively once before starting the GCSE content after February half term. |
| **Impact** | Attainment and Progress – Refer to assessment results / data review documentation. |