

Meden School Curriculum Planning

Subject	History	Year Group	9	Sequence No.	2	Topic	Holocaust
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Retrieval	Core Knowledge	Student Thinking
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
<p>Why is it important to not be a bystander in the face of injustice?</p> <p>Were the people of the holocaust irregular citizens or ordinary citizens?</p> <p>Have Jews been unfairly treated throughout history?</p> <p>Why did Nazi Germany persecute Jews?</p> <p>How did bystanders in History impact on Jewish persecution?</p> <p>How Bad was life for the Jewish people that were placed into Ghettos?</p> <p>What was the impact of Kristallnacht?</p> <p>What was life like in the concentration camps that were built by the Nazis?</p> <p>how significant is the Wannsee conference?</p>	<p><u>Introduction to the holocaust</u></p> <ul style="list-style-type: none"> • Perpetrator - A person who committed acts in the Holocaust. • Bystander - A person who stood by and allowed the Holocaust to happen. • Upstander - a person who speaks or acts in support of an individual or cause • Victim - Someone killed or affected during the Holocaust. • Rescuer - Someone who did something to help those mistreated in the Holocaust. • Einsatzgruppen - paramilitary death squads of Nazi Germany that were responsible for mass-murder, primarily by shooting, during World War II in German-occupied Europe • Euthanise - put to death humanely. • Belzec Treblinka Auschwitz – Names of Leading concentration camps <p><u>What was the holocaust</u></p> <ul style="list-style-type: none"> • Discuss the different ways that holocaust has been defined by the imperial war museum, Yad Vasham (Israel) & united states holocaust memorial Museum • See the wide-ranging geographical demographic of Jewish communities across the globe • Critique the stereotypical judgement of what jewish people look like and do. <p><u>The history of Jewish persecution</u></p>	<p>Through the knowledge learnt in this topic students will make cross curricular links to RE, Geography and PD. They will look at other countries that have used power in the same way. They will make links between past events and the present day. They will do this through the following activities:</p> <ul style="list-style-type: none"> • Is Euthanasia still used in 2022? Should legalised or made illegal in all countries? Switzerland Example. • Look at Free movement of people. Get students to think about Brexit and judge if we are limiting people coming in and out of the country? Is this a good thing for a developed country? • Refugee crisis in the English Channel and in Turkey? Are countries doing enough to help refugees? • Look at the comparison of Britain by bystanders to events abroad. Compare Olympics of 1936 to Evacuation of Afghanistan. Should have done more to combat the leadership in these countries?

<p>Why is Anne Frank so famous today?</p> <p>How did the British Government respond to Nazi persecution of the Jews?</p> <p>Who was to blame for the Holocaust?</p> <p>What was the kinder transport? Why was it important during the holocaust?</p> <p>How did people Resist against oppression? Were they heroes?</p> <p>Why is it Important that the Holocaust is Remembered?</p>	<ul style="list-style-type: none"> • Look at Interpretations of Jewish people in Literature and how this build up anti sematic feelings. • Declaration of the Rights of Man – France 1789 – nobody should be persecuted for their religious opinion • Massacre of Jews in Germany by soldiers off to the crusades • What it is like to be a refugee and how it has led to attacks and expulsion of Jewish communities. <p><u>Nazi persecution of Jews</u></p> <ul style="list-style-type: none"> • Sterilisation Law allowed the Nazis to sterilise (stop from having children) people with certain illnesses like mental handicaps or alcohol addiction problems. • Nuremberg Laws: Jews not allowed to vote. Marriage between Jews and non-Jews banned. • Between 320,000 and 350,000 men and women were compulsorily sterilised (prevented from having children). • Charles Darwin suggested in the 19th century that animal species survived through evolution and those that were the fittest lived longest and passed on their genetic code through breeding. This is the “survival off the fittest”. • Hitler believed that Germany had so many problems because there were weak races in the country allowing it to fail. He wanted to cleanse Germany of these people and have a perfect race of Aryan Germans. <p><u>Bystanders</u></p> <ul style="list-style-type: none"> • The British Olympic team attending the 1936 games in Berlin, despite knowing about the anti-Jewish policies of the German government. • The British Home Secretary deciding to accept Jewish refugees – but with restrictions: children only, no more than 10,000 and only if they could afford it. • Kristallnacht - Kristallnacht or the Night of Broken Glass, also called the November pogrom, was a pogrom against Jews carried out by the Nazi Party's Sturmabteilung paramilitary forces along with civilians throughout Nazi Germany on 9–10 November 1938 	<ul style="list-style-type: none"> • Look at British Concentration Camps and role of the British in Using Concentration camps in Empire. Ask if Britain should be remembered as harshly as the Nazi Concertation camps. • Talk about Prisoners of war and War codes of conduct about you treat a person that you hold captive. Get students to think about Human rights in normal time and compare this to wartime. • Talk about Genocides that are recent such Libya and Rwanda or even Afghanistan. Examine the role of British and American governments in Global conflict. Should we have pulled out of Afghanistan if persecution will resume? • Look at the values of Being and upstander or a bystander. Are enough people upstanders in modern day society? George Floyd? • Examine how the government deals with foreign relations now. Ukraine/Russia crisis. Make links to Role in the UN and Global pace negotiations. Examine the impact of Leading Summits like G8. • Should Britain to foreign nations and take part in tournaments of countries that have
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	<ul style="list-style-type: none"> • Pogrom - an organized massacre of a particular ethnic group, in particular that of Jewish people in Russia or eastern Europe <p><u>Ghettos</u></p> <ul style="list-style-type: none"> • A ghetto is a part of a city where members of a minority group are forced to live because of social, legal, or political pressure. • The Term "ghetto" originated from the name of the Jewish quarter in Venice, established in 1516, in which the Venetian authorities compelled the city's Jews to live. • The ghetto was used to separate Jewish communities from the non-Jewish population. <p>THE ŁÓDŹ GHETTO</p> <ul style="list-style-type: none"> • Where was it? Poland • When was it created? February-April 1940 • When was it liquidated? August 1944 • How many people lived there? More than 200,000 • Who were they? Jews from Łódź and nearby towns; German, Austrian and Czech Jews; Roma from Austria • What happened to them? More than 45,000 people died in the ghetto from disease and starvation; around 80,000 were murdered at Chełmno extermination camp in 1942 and 1944; more than 65,000 were deported to Auschwitz- Birkenau in 1944 where most were murdered <p>THE RADOM GHETTO</p> <ul style="list-style-type: none"> • Where was it? Poland • When was it created? April 1941 • When was it liquidated? August 1942 • How many people lived there? Around 30,000 • Who were they? Jews from Radom • What happened to them? There were two ghettos in Radom: most of their inhabitants were murdered at Treblinka extermination camp in August 1942 in two separate deportation operations; the Jews who were not deported to Treblinka were sent to labour camps where most of them were killed in 1943 <p><u>THE TEREZÍN (THERESIENSTADT) GHETTO</u></p> <ul style="list-style-type: none"> • Where was it? Czechoslovakia 	<p>oppressive regimes. Link to all the issues surrounding the Qatar world cup.</p> <ul style="list-style-type: none"> • Get students to address what does Britain do in terms of foreign aid. Get them to think about the cuts in foreign aid after Brexit and the impact this could. • Examine local and national memorials. What do we memorialise in this country and why? Are there things we should not memorialise when they have negative aspects of history. Link to slave statues being torn down and replaced. Get students to discuss Churchill memorial after his heroic and negative history.
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- **When was it created?** November-December 1941
- **When was it liquidated?** Terezín was never liquidated; it was liberated in May 1945
- **How many people lived there?** About 155,000 people spent time in the ghetto: the highest population at any time was 59,000
- **Who were they?** Czech Jews; 'privileged' Jews from Germany and Austria (e.g. World War I veterans, elderly people, community leaders)
- **What happened to them?** About 35,000 people died in the ghetto from disease and starvation; 87,000 were deported to Auschwitz-Birkenau and other killing sites in eastern Europe

THE WARSAW GHETTO

- **Where was it?** Poland
- **When was it created?** October-November 1940
- **When was it liquidated?** April-May 1943
- **How many people lived there?** More than 400,000
- **Who were they?** Jews from Warsaw and nearby towns; some German Jews
- **What happened to them?** Over 70,000 people died in the ghetto from disease and starvation; around 300,000 were murdered at Treblinka extermination camp in 1942 and 1943; more than 10,000 died in the Warsaw Ghetto Uprising in April to May 1943; after the uprising, more than 20,000 were deported to labour camps where most of them were murdered in November 1943

Kristallnacht

An incident several days earlier had given the Nazi authorities an excuse to instigate the violence. On November 7th, a 17-year-old Polish Jewish student named Hershel Grynszpan had shot Ernst vom Rath, the Third Secretary of the German Embassy in Paris. Grynszpan, enraged by the deportation of his parents to Poland from Hanover, Germany, where they had lived since 1914, hoped that his dramatic action would alert the world to the ominous plight of Europe's Jews. When the French police arrested Grynszpan, he sobbed: "Being a Jew is not a crime. I am not a dog. I have a right to live and the Jewish people have a right to exist on earth. Wherever I have been I have been chased like an

animal." The assassination attempt was successful; vom Rath died on November 9th.

On the night of November 9, 1938, the sounds of breaking glass shattered the air in cities throughout Germany and parts of Austria while fires across the countries devoured synagogues and Jewish institutions. By the end of the rampage, gangs of Nazi storm troopers had destroyed 7,000 Jewish businesses, set fire to more than 900 synagogues, killed 91 Jews and deported some 30,000 Jewish men to concentration camps. In a report back to the State Department a few days later, a U.S official in Leipzig described what he saw of the atrocities.

Extermination Camps

The Concentration camp selection process

- ❑ After deportation trains arrived at an extermination centre, Nazi guards would order the prisoners out of the packed trains and into a line to undergo the selection process.
- ❑ During this process, men were placed separately from women and children, and an appointed officer of the Nazi party, typically an SS physician, would examine each of the deportees to determine whether they were in good physical health to be put to work
- ❑ The appointed officer / physician would then either point for the prisoner to go left or right of the room, with no further explanation. One side was for those deemed healthy to undergo forced labour, the other was for those to be sent to the gas chamber.

The Concentration camp selection process

- ❑ Those typically over the age of 14-16, who were deemed fit and able to work were sent for registration in the camp. Here the prisoners would be stripped of all their clothes and valuables, be completely shaved of all their hair, disinfected and showered before being tattooed with a registration number. After all this had taken place, the prisoners were then handed the infamous striped uniform, hat and clogs and forced to strenuous work.
- ❑ Those who were less likely to be deemed as fit to work by the death camp's acting physicians were as follows:

- i. All children under the age of 16, later brought down to 14 years old in 1944.
- ii. Pregnant women.
- iii. The handicapped, both physically and mentally.
- iv. The elderly.
- v. The sick.

Wannsee

The Wannsee Conference formalised the Nazis' policy of the extermination of Jews in occupied Europe.

On 20 January 1942, leading Nazi officials met at the Wannsee Conference Villa in Wannsee, a south-western suburb of Berlin. The conference had been called to discuss and coordinate a cheaper, more efficient, and permanent solution to the Nazis' 'Jewish problem'. The conference was attended by senior government and SS officials, and coordinated by Reinhard Heydrich.

At the meeting, Heydrich gave a review of Nazis' Jewish policy, highlighting the recent (September-October 1941) removal of the Jews from the German Reich, and framing it as a temporary solution to the larger Jewish problem.

The final plan for the eleven million Jews remaining in Europe, as laid out by Heydrich, was to utilise them for work in the east on road works. Those who could not work, or became unable to work after a period of time, would be subject to special treatment. The Nazis used the term 'special treatment' as a euphemism for murder.

At the conference, there was also some discussion on the methods of mass murder, although concrete plans were not established. Experiments in using gas as a method of mass murder had already taken place at Chełmno in December 1941, but this was not mentioned and no one method was agreed upon within the meeting.

	<p><u>Anne Frank</u></p> <p>Born an ordinary girl from Frankfurt, Germany, Anne Frank is remembered for her extraordinary message of hope amidst terrors of the Holocaust.</p> <p>To escape the antisemitism of Nazi Germany, Anne's family chose to emigrate to The Netherlands in 1933. Anne's father, Otto Frank, left first to establish his business, Opekta, a company licensed to sell pectin, a setting agent used in jam. The family followed, enrolled in school and began living their normal lives again.</p> <p>But, in May 1940, the Nazis invaded The Netherlands and stripped the local Jewish population of its rights. After Anne's sister, Margot, received a call for work duty, the Franks went into hiding in a secret annex located in the back of the Opekta building and only accessible through a movable bookcase. With help from Otto's co-workers, Victor Kugler, Johannes Kleiman, Miep Gies and Bep Voskuijl, the family lived quietly and fearfully indoors for two years.</p> <p>Throughout her stay, Anne wrote a diary. This diary, after her death, would reveal to the world a first-person account of a Jewish girl's experience of the Holocaust: the fear, the hiding and the hope for a better future. In her triumphant story of the human spirit, we see Anne not only as a victim and a survivor, but also as the ordinary kid she so much desired to be.</p> <p><u>British Government Response</u></p> <p>During the 1930s Eleanor Rathbone spoke out against the British government's policy of appeasement of Nazi Germany. As early as 1933 – the year that Hitler came to power – she attacked the Nazis because of their antisemitism and their persecution of political opponents. Eleanor tried to make more people</p>	
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	<p>aware of what was happening in Germany. She also campaigned for the British government to help refugees from Nazi Germany.</p> <p>The British government knew about the murder of Jews at Auschwitz-Birkenau by the end of 1942. However, there was little that it could do to stop the killings at that time because Germany still controlled most of Europe, and Auschwitz was beyond the range of Allied planes. There were also some officials who thought that the reports about Auschwitz they were receiving from the Polish resistance movement were exaggerating.</p> <p>In 1932 Mosley created a new party called the British Union of Fascists (BUF). Mosley formed the BUF because he believed that the main political parties had failed to solve unemployment and other problems. The BUF was inspired by Hitler's Nazi Party in Germany and Benito Mussolini's Fascist Party in Italy. It believed that democracy had failed and that Britain needed a strong leader. The BUF was also extremely anti-Semitic: Mosley publicly blamed Jews for Britain's economic problems and accused them of spreading Communist ideas in Britain.</p> <p>The Channel Islands are close to France but are British territory. In June 1940 Germany invaded the Channel Islands. They became the only part of the British Isles which was occupied by the Nazis during the Second World War. However, although the Germans controlled the islands, day-to-day running remained in the hands of the officials who had worked in the Channel Islands before the war.</p> <p>Derby County were one of the leading teams in English football in the 1930s. At the end of the 1933-34 season, Derby were invited by the German Football Association to take part in a four-game tour of the country.</p>	
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	<p>In sporting terms the tour was not very successful. Derby didn't win a game, losing three and drawing one of their matches. However, the tour was more notable for the actions of the team's goalkeeper, Jack Kirby.</p> <p>In May 1938, the England football team went on a tour of Europe. The tour began with a game against Germany in Berlin. This was at a time when the British government was following a policy of appeasement Towards Nazi Germany, .e. Britain was trying to have a friendly relationship with Hitler in order to avoid war.</p> <p><u>Importance of the Kinder Transport</u></p> <p>The Kindertransport (German for "children's transport") was an organised rescue effort of children from Nazi-controlled territory that took place during the nine months prior to the outbreak of the Second World War.</p> <p>Though the UK took in around 10,000 Jewish children, they had never set an upper limit on how many children they would rescue. Instead, the operation was forced to cease once the war began. Sadly, though some of the children were reunited with their parents, many of the children were not and became the sole survivors in their families following the Holocaust.</p> <p><u>Memorials for the holocaust</u></p> <p>The purpose of memorials is typically to celebrate or remember a specific historical event, although this is extremely broad and can vary dramatically. In the case of the Holocaust, for example, memorials have been created to celebrate Jewish resistance to the Nazis, commemorate the victims, and remind viewers of the evils of fascism.</p> <p>The Warsaw Ghetto monument, unveiled in 1948 in front of 20,000 spectators, memorialises both Jewish resistance in the ghetto and their ultimate destruction. The front of the large stone monument focuses on resistance in</p>	
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	<p>the form of the armed Warsaw Ghetto Uprising and the back of the monument shows Jews being driven out of the ghetto.</p> <p>The diversity of experiences and events in the Holocaust are also reflected in the varied nature and design of monuments. The memorial at the former concentration camp Buchenwald, for example, takes the form of a stone slab permanently heated to the temperature of a human body (36.5 Celsius) and engraved with the names of the different national groups persecuted there. In Berlin, the artist Micha Ullman commemorated the Nazis book burnings of 1933 by creating a 'sunken library'. The library, unveiled in 1995, is sunk into the ground and only visible through a glass panel on the street. While the shelves have space for 20,000 books, they are empty, symbolising both the destroyed books and the lives of their owners.</p> <p>There are now hundreds of museums dedicated to educating people about the Holocaust all over the world. Some of these museums are based at sites connected to the Holocaust – for example at the Auschwitz Camp Complex , but others are purpose built in countries across the globe, such as the United States Holocaust Memorial Museum in Washington.</p> <p>As awareness of the Holocaust has increased since the late twentieth century, especially in the Western world, so the number of Holocaust museums has increased. Museums feature not just objects and documents in exhibitions, but events, educational programs, online archives, digital activities, and research venues.</p>	
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