|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | 9 | **Subject** | History |
| **Lessons** | 13 | **Topic** | Introduction Topic – The Holocaust  |
|  |  |  |  |
| **Lesson** | **Title** | **L.O.s** | **Literacy / Numeracy / Skills** | **Differentiation / Extension** |
| 1 | Pre War Jewish Life | * Understand the meaning of the term the Holocaust.
* Exercise source-working skills of analysis and interpretation.
* Increase knowledge and understanding of Jewish life in Europe before World War II.
 | * Live Marking
* Extended writing – PEE format
 | Embedded in lessons and resource folder. |
| 2 | The removal of rights  | * To increase knowledge of the legal persecution of Jews in Nazi Germany.
* To enhance chronological understanding of anti-Jewish legislation.
* To consider the human impact that the laws had.
 | * Live Marking
* Extended writing – PEE format
* Group work
 | Embedded in lessons and resource folder. |
| 3 | War, Ghettos and Genocide  | * Understand how the rights of Jewish people were removed.
* Explain what the ghettos were and features of life in the ghetto.
 | * Live Marking
* Extended writing – PEE format
* Source analysis
 | Embedded in lessons and resource folder. |
| 4 | The Final Solution  | * Understand how rights were taken away from people.
* Explain the final solution using primary evidence.
* Explain some of the conditions in the camps by using primary evidence.
 | * Live Marking
* Extended writing and GCSE questions
* Source analysis
 | Embedded in lessons and resource folder. |
| 5 | Liberation | * Describe the liberation of the camps.
* Explain the impact on the liberators of the camps.
 | • Live Marking• Extended writing and GCSE Questions* Source analysis
 | Embedded in lessons and resource folder. |
| 6 | Rescue  | * Research and create a presentation about 2 different people in the Holocaust who took part in rescue.
 | * Researching skills
* Presenting in front of peers
 | Embedded in lessons and resource folder. |
| 7 | Who were the victims and the perpetrators?  | * Explain the difference between a perpetrator and a bystander
* Give examples of both during the Holocaust
 | • Live Marking• Extended writing and GCSE Questions  | Embedded in lessons and resource folder. |
| 8 | How was justice delivered?  | * Evaluate whether justice was done after the Holocaust
* Make a final evaluation on who the perpetrators were
 | • Live Marking• Extended writing and GCSE Questions | Embedded in lessons and resource folder. |
| 9 | Holocaust P4C Session  | * Create a drama piece inspired by discussions throughout the topic.
 | * Presenting and acting in front of peers
 | Embedded in lessons and resource folder. |
| 10 | Assessment  | * Check progress over this half term and practice exam-style questions.
 | * Live Marking
* GCSE style questions
 | Embedded in lessons and resource folder. |
| 11 | Assessment Feedback  | * Check progress over this half term and practice exam-style questions.
 | • Live Marking• GCSE style questions  | Embedded in lessons and resource folder. |
| 12 | Schindler’s List  | * Analyse the accuracy and emotion in Schindler’s List.
 | • Live Marking | Embedded in lessons and resource folder. |
| 13 | Schindler’s List  | * Analyse the accuracy and emotion in Schindler’s List.
 | * Live marking
 | Embedded in lessons and resource folder. |
| **Prior Knowledge** | **Assessment Opportunities** |
| Students will have covered World War Two in Year 8 and will know some key names e.g. Adolf Hitler, the Nazis. Students may have previous knowledge of the Holocaust from Citizenship or from home/primary school.  | Live marking opportunitiesPeer assessmentPEE format GCSE style questionsDPR Assessment 1 (Y9) |
|  |  |
|  |  |