



Half Term 1A	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Assessment
September-October	<b>Title:</b>  What is anti-Semitism?	<b>Title:</b>  Why was Hitler so anti-Semitic?	<b>Title:</b>  Why did so many German people vote for an anti-Semitic party?	<b>Title:</b>  What was life like for Jewish Germans 1933-1939?	<b>Title:</b>  What was life like for Jewish Europeans 1939-1941?	<b>Title:</b>  What was Auschwitz like?	<b>Title:</b>  How important was the Wannsee conference?	<b>Title:</b>  What is the legacy of the Holocaust?	<b>Title:</b>  Why and how is anti-Semitism still a problem today?	
Knowledge & Skills development	<b>Change and Continuity</b>  <i>Students should be able to explain how life for the Jewish population in Germany and Europe changed between 1933 and 1945</i>					<b>Source Interpretation</b>  <i>Students should be able to use a range of source materials to find out about German attitudes to Nazi anti-Semitic policy, conditions in the ghettos and conditions in Auschwitz</i>				
	<b>Assessment / Feedback Opportunities</b>  <i>Formative Assessment</i>  <i>Range of self and peer assessment (see full scheme)</i>					<b>Summative Assessment</b>  Extended written piece on who is to blame for the Holocaust				
Cultural Capital	<ul style="list-style-type: none"> <li>Provides knowledge of an event that is culturally significant and has been referred to at various times in a student's life up until now. It is essential that this unit gives students a context for the Holocaust. They will have read 'The Boy in the Striped Pyjamas' but may not be fully aware of what the Holocaust.</li> <li>The Holocaust is something that most students are aware of. The exact details though are often confused and this unit addresses some of the misconceptions surrounding the Holocaust.</li> </ul>									
<b>SMSC / Promoting British Values</b>  <b>(Democracy, Liberty, Rule of Law)</b>	<ul style="list-style-type: none"> <li>Tolerance and respect is a key focus of this unit looking at how a civilised, modern state could be manipulated to the extent that the Holocaust could occur</li> <li>Attention should also be paid to the way in which a democratic state was converted into a dictatorship using democratic means and what lessons this teaches us.</li> </ul> <p>Links to the rise of far-right groups in Britain and the rest of the world should be used to draw parallels and connections.</p>									

<b>Law, Tolerance &amp; Respect)</b>	
<b>Reading opportunities</b>	<ul style="list-style-type: none"> <li>• Textbook-‘Technology, War and Identities’</li> <li>• Source-based activities (Kristallnacht, ghettos and Auschwitz)</li> <li>• ICHR document (lesson 4)</li> </ul>
<b>Key Vocabulary</b>	Anti-Semitism   Concentration Camp   Extermination Camp   Genocide   Ghetto   Kristallnacht
<b>Digital Literacy</b>	Homework on Sharepoint
<b>Careers</b>	Particular focus on work in Human Rights