

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
<i>Theme/ area of work for the series of lessons</i>		<i>Detail, not overview. Enough detail for a new member of staff to follow easily, but not necessarily a non-specialist (so specialist language not needed.)</i>	<i>X page in X text book Hyperlink to shared area/ specific document or ppt/ resource</i>	<i>CEIAG/ World of work SMSC e.g. British values, equality Numeracy/ literacy</i>	<i>Identify links to any specific pillar, where they would be taught/ reinforced.</i>	<i>Using quality first teaching. Ensuring differentiation- specify opportunities for stretch and challenge/ scaffolding.</i>	<i>What opportunities there are for formative assessment or summative assessment? Specify recall tasks at least once per week.</i>
Introduction to the Holocaust	1	<p>Students should know:</p> <ul style="list-style-type: none"> How Jewish people were an established and integrated group in Germany and wider Europe, making up 1% of the Jewish population. The timeline of events leading up to the Holocaust including Anti-Jewish policies promoted by the Nazis. The different definitions of the Holocaust and their similarities and differences. Religious believers preferences on the term 'Holocaust' exploring how Shoah, Hurban or Genocide may be more appropriate. 	<p>PPT</p> <p>Definition Sheet</p> <p>Timeline</p>	<p>Equality</p> <p>How people were discriminated against.</p>	<p>Reading</p> <p>Exploring the different definitions by scholars across the world.</p>	<p>Challenge:</p> <ul style="list-style-type: none"> High level vocabulary High order and specific questioning to more able EG: Why is it important to remember the Holocaust? <p>Scaffold:</p> <ul style="list-style-type: none"> Key words lists Scaffold for literacy 	<ul style="list-style-type: none"> 3 questions to start – recall activity every lesson. KITS Homework – Knowledge Organiser where they have to answer questions.
Anti-Semitism	1	<p>Students should know:</p> <ul style="list-style-type: none"> What the term antisemitism means. Have an understanding that antisemitism was present in society throughout history. 	<p>PPT</p> <p>Antisemitism cards</p>	<p>Equality</p> <p>How people were discriminated against.</p>	<p>Reading</p> <p>Exploring different instances of antisemitism</p>	<p>Challenge:</p> <ul style="list-style-type: none"> High level vocabulary High order and specific questioning to 	<ul style="list-style-type: none"> 3 questions to start – recall activity every lesson. KITS Homework – Knowledge

		<ul style="list-style-type: none"> • Examples of historical antisemitism. • Hitler’s beliefs about Jewish people as documented in his book ‘Mein Kampf’ • The similarities and differences between historical and Nazi antisemitism. • How anti-Semite ideology did not emerge purely from Hitler or Germany. 				<p>more able (EG: Did this ideology of anti-Semitism emerge from Hitler or Germany?)</p> <p>Scaffold:</p> <ul style="list-style-type: none"> • Key words list • Group/Pair work • Preprinted worksheets 	<p>Organiser where they have to answer questions.</p>
Jewish Resistance	1	<p>Students should:</p> <ul style="list-style-type: none"> • Understand the term resistance and the ways, both violent and non-violent. • Explore what happened during the Escape from Sobibor. • Understand that Jewish people also resisted through Spiritual perseverance. • Reflect on how societies, communities and individuals reinforce and strengthen the willingness to stand up for others. 	<p>PPT</p> <p>Guided Reading</p> <p>Video</p>	<p>Equality</p> <p>How people were discriminated against.</p>	<p>Reading:</p> <p>Reading an extract from the Holocaust Encyclopedia on Spiritual Resistance.</p> <p>Oracy:</p> <p>Debate about upstanding.</p>	<p>Challenge:</p> <ul style="list-style-type: none"> • Extension questions that focus on reflection EG: Would it be brave and courageous to stand up to the Nazis. <p>Scaffold:</p> <ul style="list-style-type: none"> • Key words list • Guided reading (teacher as expert) 	<ul style="list-style-type: none"> • 3 questions to start – recall activity every lesson. • KITS Homework – Knowledge Organiser where they have to answer questions.
Bystanders vs Perpetrators	1	<p>Students should:</p> <ul style="list-style-type: none"> • Define the term bystander and the bystander effect. • Explore how the bystander effect links to the Holocaust. • Understand the complex factors that facilitated the Holocaust – was there a potential diffusion of responsibility? 	<p>PPT</p> <p>Perpetrator Worksheet</p>	<p>Equality</p> <p>How people were discriminated against.</p>	<p>Problem Solving:</p> <p>Categorising examples into the subheadings (Perpetrator, resister, bystander)</p>	<p>Challenge:</p> <ul style="list-style-type: none"> • Challenge and high order questions. • Points of individual reflection. <p>Scaffold:</p> <ul style="list-style-type: none"> • Key words list • Group Work 	<ul style="list-style-type: none"> • 3 questions to start – recall activity every lesson. • KITS Homework – Knowledge Organiser where they have to answer questions.

		<ul style="list-style-type: none"> Appreciate the moral and ethical dilemmas of people living in the Holocaust Understand the complexities of terms such as perpetrator and bystander 				<ul style="list-style-type: none"> Modelling 	
Belief in God after the Holocaust	1	<p>Students should:</p> <ul style="list-style-type: none"> Know the qualities of God (omnibenevolence, omnipotence etc) Explore questions such as where was God during the Holocaust, can you have faith in humanity and does God care about individual lives? Hear from a Jewish Rabbi about his explanation of the Holocaust. Develop their own opinion on whether it is possible to believe in God after the Holocaust, evaluating different responses. 	<p>PPT</p> <p>Video</p> <p>Worksheets</p>	<p>Equality</p> <p>How people were discriminated against.</p>	<p>Writing:</p> <p>Extended writing task on 'Do you believe that in a belief in God, after the Holocaust, is possible?'</p>	<p>Challenge:</p> <ul style="list-style-type: none"> Challenge and high order questions. Introduce Philosophical argumentation. <p>Scaffold:</p> <ul style="list-style-type: none"> Key words list Sentence stems for extended writing. 	<ul style="list-style-type: none"> 3 questions to start – recall activity every lesson. KITS Homework – Knowledge Organiser where they have to answer questions.
Never Again	1	<p>Students should:</p> <ul style="list-style-type: none"> Listen to Alberto Israel, a Holocaust survivor, and explore the similarities between the 20th and 21st Centuries. Reflect on their role in fighting injustice across the world. Examine whether the promise of 'Never Again' has been upheld through the case study of the Rwandan Genocide. To reflect upon how they can be 'the Light in the Darkness' 	<p>PPT</p> <p>Video</p> <p>Leaf</p>	<p>Equality</p> <p>How people were discriminated against.</p>	<p>Writing/Creativity:</p> <p>Tree of Pledges</p>	<p>Challenge:</p> <ul style="list-style-type: none"> Challenge and high order questions. <p>Scaffold:</p> <ul style="list-style-type: none"> Key Words List 	<ul style="list-style-type: none"> 3 questions to start – recall activity every lesson. KITS Homework – Knowledge Organiser where they have to answer questions.