

Spring 1 – Year 9

History PLC

How far did European Jews share similar experiences of the Holocaust?



Knowledge and Skills Check List (For students to R.A.G. rate)

Red - emerging= I know some factual details about this topic, but without my book, this would be very challenging to recall and apply in my assessment.

Amber – developing = I am quite confident that I know about some of the factual details, but I would still need to use my book to double check statistics and wider knowledge to apply in my assessment.

Green – secure = I am confident and secure about this. I don't need to refer to any notes. The grasp of the knowledge is excellent as I can refer to factual details with ease and apply these in my assessment.

Topic / Enquiry	Key knowledge and factual details about:	Key historical skills	R.A.G Rating Check List		
			R	A	G
How far did European Jews share similar experiences of the Holocaust?	1. What does the term Genocide mean and why is the meaning of term 'Holocaust' widely debated?	<ul style="list-style-type: none"> • Apply a definition to the term 'genocide'. • Identify and establish the different criteria of a genocide. • Explain why the meaning of the term 'Holocaust' is widely debated and controversial. 			
	2. How Far Did Long-Term Religious Factors Influence the Holocaust?	<ul style="list-style-type: none"> • Describe the treatment of Jews throughout history. • Explain how anti-Semitic propaganda and myths were used historically against Jews. • Use sources and evaluate whether the Holocaust was influenced by long-term religious factors. 			
	3. Who was Involved in the Holocaust and was the Holocaust exclusively a Jewish genocide?	<ul style="list-style-type: none"> • Identify accurately statistical evidence about the Holocaust and begin emotionalising this tragic historic period of time. • Describe the different roles people played in the Holocaust. • Use photographs to make inferences and explain who was involved in the Holocaust and what their motivations were. • Address historical misconceptions about the Holocaust. 			
	4. Why was the Treaty of Versailles significant?	<ul style="list-style-type: none"> • Recap on what the different features/terms of the Treaty of Versailles were. • Analyse how the Treaty of Versailles was significant. • Create a paragraph which addresses why the Treaty was significant and for whom – mid-enquiry peer assessment. 			
	5. What was life like in WWII's Jewish Ghettos?	<ul style="list-style-type: none"> • Identify basic information about the Jewish Ghettos in WWII. • Describe how the Nazis used Ghettos as part of their Jewish policy. • Describe attempts at resistance within Jewish Ghettos. 			
	6. How were some Jewish children able to escape the Holocaust?	<ul style="list-style-type: none"> • Identify how the Kinder Transport was founded and how it operated. • Describe emotional experience of partaking in the Kinder Transport using eyewitness accounts. • Explain why Sir Nicholas Winton, and several others, were a 'heroes' of the Holocaust. 			



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	7. What did victims of the Holocaust face?	<ul style="list-style-type: none"> Identify different types of camps and their geographic location across Nazi occupied Europe. Describe how Auschwitz-Birkenau operated. Explain what the role of the Sonderkommando was. 			
	8. Why is it so important to hear the testimonies of Holocaust survivors?	<ul style="list-style-type: none"> Identify key reasons for why the testimonies of Holocaust survivors are historically important. Make comparisons and contrasts between two Holocaust survivors oral testimonies. Describe what responsibility every generation has for remembering the Holocaust. 			

<p>Self-improvement knowledge target:</p> <p>Highlight two of the key knowledge and factual details in the above column that you seek to improve your understanding and application of.</p> <p>Choose one method from below to help you improve your grasp of the knowledge and factual details:</p> <p>A. Create flash cards with support of your parent(s) or carer(s).</p> <p>B. Watch an audio-visual resource that your teacher has recommended for revision and make detailed notes.</p> <p>C. Discuss this with your teacher during a lesson and ask for clarification.</p> <p>Please showcase this work in your exercise books before your assessment.</p>	<p>Self-improvement historical skills target:</p> <p>Highlight two of the key historical skills in the above column that you seek to improve ready for your assessment.</p> <p>Choose one method from below to help you improve your grasp and application of the key historical skills identified:</p> <p>A. Complete a practice assessment question.</p> <p>B. Go back and review the skills from the relevant lesson and complete the task again to show progress.</p> <p>C. Discuss this with your teacher during a lesson and ask for clarification.</p> <p>Please showcase this work in your exercise books before your assessment.</p>
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