

History

The Holocaust: 1933 - 1945



What
students study?

will

Students will study, more precisely, Hitler's and the Nazis' belief in the hierarchy of the races. They will examine and analyse where the beliefs came from (Darwinism) and see how Hitler set out his view of domination by the Aryan people. Year 9 students will understand how Nazi race policies came to dominate German laws throughout the Nazi regime and what the State did in its efforts to marginalise and segregate so-called 'inferior' races.

Furthermore, students will study the rise in the the persecution of Jews and other minorities (ethnic and political) with Hitler's accession to power in 1933. They will examine the Nazi boycott of Jewish businesses, pogroms and the attempts to deport Jews from the German state, in addition to the establishment of ghettos in and beyond Germany. Students will have a full understanding of how aggression towards the Jews intensified with the outbreak of WWII and the invasion of Russia in 1941 and how, as they moved eastwards in the quest for 'lebensraum', how the Nazis encountered more Jews and and murdered them in their thousands adopting a variety of methods. Moreover, Year 9 students will look at the Wannsee Conference and its proposal for a 'Final Solution' which ultimately led to the mass murder, extermination and annihilation of over 6 million Jews and other minorities.

What will homework be?

Homework consists of an in-depth study of the reasons behind both the rise of racism and Antisemitism in Nazi Germany and how Hitler maintained control of hatred of such minorities through propaganda. Students will write an extended piece of work on how and why Nazi racist ideology became so popular amongst

ordinary Germans and how Hitler's Nazi/Anti-semitic beliefs and populist politics resonated with Germans at that time. There will be a continued focus on structuring essays and written work with the Point-Evidence-Explain-Link (to title) or PEEL format and an emphasis on students deploying historical knowledge accurately to enhance their written work, maximise marks and create effective notes. There will also be opportunities for peer and self-assessment. In addition students will use their oral skills to debate in class as to how and why these views became so popular and widespread and what could have been done to prevent them becoming a part of the fabric of everyday German life in the 1930s.

How you can help?

Students will need to conduct their own research, note-making and self-study exercises and construct their own written essays/reports/presentations/argument as part of their extended writing and assessment process for this unit of work. When at home or working independently, research and planning into this chosen topic should be supported by parents and carers who would enhance our efforts greatly by regularly checking the work and research that their child is conducting and correcting spelling, punctuation and grammar as well as, if necessary, contacting History Departmental staff for clarification. Students should have exercise books which are neat, organised, use colour and colour coding, have the names of the relevant people, dates and places, as well as extensive notes on factors, causes and consequences. The History Department would be very grateful if parents/carers ensure that children are organised in this way and that there are no visible gaps in each student's learning. Students must come to every History lesson fully equipped with stationery, exercise book and textbook (where applicable).