

Term 2B) Year 9: The Holocaust

Learning objective: To understand chronology, sources and factors through the history of the persecution of minorities in Europe and the Holocaust.

Assessment Skill focus:

Account = A descriptive narrative.

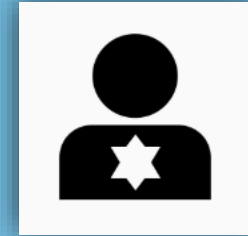
Significance = Examining important turning points in history, such as which event was the most pivotal in World War II and why.



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What do I need to know about the life of Jews before the Holocaust?

- What life was like for Jews before the Nazis ruled Europe.
- What life was like for Jews during the Nazis rule of Europe.
- What initial anti-Jewish laws came into effect in 1935.



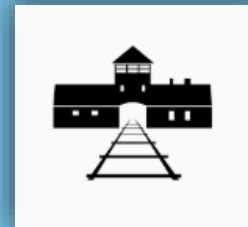
What do I need to know about the initial Nazi persecution of Jews?

- What the ghettos were and how they functioned.
- What happened during Kristallnacht.
- Who the Death Squads were and why the killing process changed.



What do I need to know about the 'Final Solution'?

- What the difference was between concentration and death camps.
- What life – and death – was like in the death camps.
- What occurred when the camps were liberated by the Allies.
- Why we should remember the Holocaust and how genocides still occur.



KEYWORDS:

Chronology = events put in the order that they happened.
Sources = evidence from the past.

Interpretations = a persons opinion on a historical event.

Key events/people:

Minorities
Jewish anti-Semitism
Persecution
Kristallnacht
Ghettos
Concentration and Death Camps
SS Death Squads
The Holocaust

1935



The Nuremberg Laws come into effect.

1936



Ghettos and concentration camps are used to persecute minorities.

1941



Auschwitz, and many other death camps, begin using Zyklon B – a gas – to kill inmates on an industrial scale.

What first-order concepts do I need to learn below?

Hint: remember! A first-order concept is a word historians use to describe facts related to events.

➤ **Facts on the life of Jews before the Holocaust:**

- Life within Jewish communities before the Holocaust was vast and varied. There were many Jews at the forefront of literature and scientific research – such as Isaac Newton, and families were built around strong religious values. Art and architecture was great, but the Jews of Europe had experienced years of persecution at the hands of prejudiced anti-Semites through the ages.
- Anti-Semitic stereotypes were common, and resulted in widespread hatred towards innocent people.

➤ **Facts on the initial persecution of Jews in Europe:**

- Hitler tapped into existing hatred for Jews in Europe – and especially in Germany. The first steps towards persecution included the Nuremburg Laws, which stripped Jews of their citizenship, and the creation of ghettos – walled off areas of cities that Jews were forced to inhabit – usually in squalor.
- The level of persecution increased over the years. Often inmates of ghettos would be forced into concentration labour camps to work as slaves, or shot by SS Death Squads in the forests of Europe.

➤ **Facts on the Final Solution:**

- These initial means of murder proved traumatic and inefficient. The leading Nazis soon concocted a ‘Final Solution’ to the supposed ‘Jewish Question’ – death camps and gas chambers.
- 6 million Jews were systematically murdered by the Nazi regime – and minorities such as homosexuals, gypsies and the disabled were also killed on an industrial scale. Many were cruelly experimented on.
- The camps were liberated at the end of the War by Allied Forces.
- Genocides continue to happen to this day – and the Holocaust stands as a brutal reminder of what happens when hatred and prejudice go unchallenged in society.

What second-order concepts do I need to learn below?

Hint: remember! A ‘second-order concept’ is a phrase historians use to describe the history skills that are used in history – like putting events in chronological order, or analysing sources!

- Chronology is putting events and years in order. E.g. the Nuremburg Laws came before the Final Solution.



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Look to the past:

Below is a primary source:
a book cover from car designer Henry Ford. It is a book called the ‘International Jew’ and was printed in Germany and even the US.
What does this source show about anti-Semitism?



Term 2B) Year 9: World War II

Learning objective: To understand chronology, sources and factors through the history of World War II from 1939 – 1945.

Assessment Skill focus:

Account = A descriptive narrative.

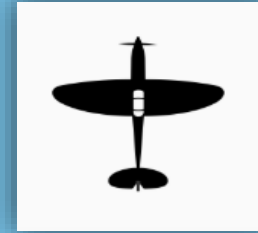
Significance = Examining important turning points in history, such as which event was the most pivotal in World War II and why.



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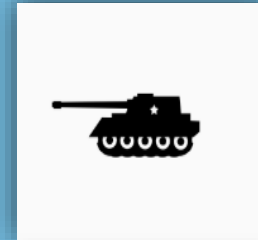
What do I need to know about the causes of World War II?

- What Britain's policy of appeasement was and how we stood alone.
- What happened during Dunkirk and whether it was a turning point.
- What happened during the Battle of Britain.



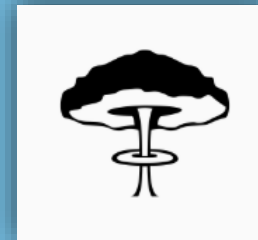
What do I need to know about the consequences of World War II?

- What happened during the Battle of Stalingrad.
- How Germany began to lose World War II.
- What happened during the Battle of Berlin.



What do I need to know about the consequences of World War II?

- What happened during the War in the Pacific.
- How and why the Atomic Bomb was used in Japan.
- What this meant for the future of warfare and the 20th century.



KEYWORDS:

Chronology = events put in the order that they happened.
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Key events/people:

Winston Churchill
Appeasement
Dunkirk
Battle of Britain
D-Day
Stalingrad
The Atomic Bomb

1939



Hitler invades Poland, starting World War I

1940



Britain stands alone against Germany and the Battle of Britain begins

1945



Hitler commits suicide and Germany formally surrenders. The A-Bomb forces Japan to surrender. The Allies win WWII.

What first-order concepts do I need to learn below?

Hint: remember! A first-order concept is a word historians use to describe facts related to events.

➤ Facts on causes of World War II:

- When Hitler began expanding his domain throughout the heartlands of Europe, many did not want to believe that another world war was on the horizon. One man, Neville Chamberlain, the then Prime Minister of Britain, adopted a policy of ‘appeasement’ – which meant giving in to Hitler to stop war.
- However, when Nazi Germany invaded Belgium and attacked France, Britain felt compelled to intervene. What occurred was a stunning defeat of British forces in Dunkirk following the German ‘blitzkrieg’ strategy of lightning warfare. Britain later held the Nazis off during the Battle of Britain.

➤ Facts on the course of World War II:

- The Germans success in World War II was primarily down to speed and surprise – rather than raw power. In 1941 Hitler decided to attack his ideological nemesis – the Russians. The attack ultimately failed however – resulting in the loss of millions of German soldier’s lives on the bitterly cold Eastern Front – especially in the city of Stalingrad. This marked a distinctive turning point in the War.
- Following on from this, the British and American forces landed in Normandy after the D-Day landings, squeezing the Nazis into Berlin – and resulting in Hitler and the Nazi leadership committing suicide.

➤ Facts on the consequences of World War II:

- When the Nazi leadership fell, so too did the German Wehrmacht Army. Germany formally surrendered in 1945, but the Japanese Imperial Army continued to fight on.
- US scientists had been working on a secret weapon – the atomic bomb – that would knock Japan out of the War and bring a timely victory. They soon dropped two bombs on Hiroshima and Nagasaki, ending World War II.

What second-order concepts do I need to learn below?

Hint: remember! A ‘second-order concept’ is a phrase historians use to describe the history skills that are used in history – like putting events in chronological order, or analysing sources!

- Causes and consequences are ways in which historians distinguish between different events. For example, the cause of the Allied victory in World War II was a culmination of factors – such as the Battle of Stalingrad and the development of the Atomic Bomb. The consequence was the defeat of Nazi Germany and Imperial Japan – as well as the onset of the Cold War.



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Look to the past:

Below is a primary source:
An American newspaper ‘celebrating’ the American victory over Japan and the dropping of the A-Bomb which killed hundreds of thousands of civilians. What does this source tell us about World War II?

