Year 9 History – HT6
What can historical evidence tell us about Shoah?

Keywords	
Antisemitism	Prejudice against the Jews in either words or deeds
Aryan Race	A stereotypical German with blonde hair and blue eyes
Auschwitz	Biggest death camp built in Poland during WWII
Concentration camp	Big prison camps built all over Germany after 1933 – forced labour
Death camp	Camps specifically built for systematic murder of people
Final Solution	The Nazi plan to destroy all Jews living in occupied Europe during WWII
Shoah	Means "calamity" in Hebrew – Jewish reference to Holocaust

1. What was Shoah?

➢**Shoah** is Hebrew for 'calamity' and is another name for the Holocaust

➢This was the systematic extermination of millions of people from minority groups in Europe by Nazi Germany during World War II.

The Nazis believed that Germans were "racially superior" and that anyone deemed "inferior" were a threat to the so-called German racial community.

Nazis believed in two types of people:

- **Aryan race** – the 'perfect' human with blonde hair, blue eyes and an athletic body
- **Untermensch –** non-Aryan "inferior people" often referred to as "the masses from the East"

Nazi scientists used **false science** to 'prove' that Aryans were 'better' and 'more developed' than others.

2. How did Nazi persecution of Jews worsen between 1933-1939?

Key events 1933-39

1933 – Jews are banned from public places (swimming pools & parks) and all government jobs.

1933 1st April - Boycott of Jewish businesses. For one day, the SA stood outside Jewish businesses to prevent customers from entering. '*Jude*' and Star of David's' are painted on windows.

1935, September - The Nuremberg Laws
The Reich Law of Citizenship stated that Jews were no longer German citizens, this meant they could note vote any more.
The Law for the Protection of German Blood and Honour. Made marriage and sexual relations between Jews and Aryan Germans illegal

1936 Jews banned from working as doctors, dentists and lawyers

1938, March Jews had to register all their possessions, making it easier for Nazis to confiscate

1938, July – Jews have to carry ID cards

9th and 10th November, 1938 – Kristallnacht (Night of Broken Glass)
After the murder of a Nazi diplomat in Paris by a young Jews, Goebbels uses it as an opportunity for most violent anti Jewish action to date. Nazis destroy 7,500 businesses, burn 400 synagogues and sent 20,000 Jews to concentration camps. 100 Jews are killed too. Jews are forced to pay £1 billion for the damage.
Turning point in persecution of Jews.

1938, December - Jews are banned from owning shops or businesses

1939, April - Jews can be evicted from their homes without reason.
1939, Nov – Jews kicked out of school

3. Life in ghettos

- As the Nazis occupied areas in Eastern Europe they became responsible for millions of Jews.
- To deal with this Jewish 'problem' it was decided that Jews should be moved to certain areas of towns and cities which would become **ghettos.**
- Entire communities were uprooted from their homes and moved to these walled off areas.
- This was considered a temporary solution until the Jews were removed from Europe

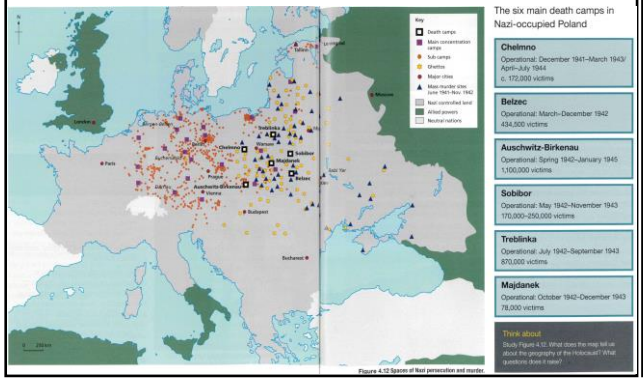
❖ **The largest ghetto was in Warsaw, Poland created in October 1940.**
❖ It imprisoned around 460,000 Jews, of which many died from the terrible living conditions.
❖ *Living conditions included: starvation, overcrowding, disease outbreaks and extreme poverty.*

4. What was the Final Solution?

After the Wannsee Conference in January 1942, the decision was made to ***mass murder European Jews***.

This would be headed by the SS under Heydrich Himmler and undertaken through the use of deportation + extermination (death) camps.

Zyklon-B gas was used to poison prisoners.



5. Liberation of the Camps

➢As they advanced towards Germany, the Allies found victims of the death camps and Nazi persecution of minority groups.
➢The Nazis tried to hide evidence as they knew they would lose the war and didn't want to face trial.

➢On 7th May 1945 Germany surrendered to the British and Americans.

➢For the few remaining prisoners left alive this meant freedom and the chance of survival.

➢Yet for many, liberation came too late. Weak from starvation, disease, torture and forced labour, liberated prisoners continued to die.

Year 9 History at BCA

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Year 9	Source analysis - Suffragettes		WWI	Inter-war	WWII + code breaking	Holocaust
Links to	GCSE prep P3, recap & key skills	P3 GCSE, rebellion, KS3 civil rights	GCSE P1, Industrial, medicine, Weimar Republic, Empire	WWI and WW2, GCSE P3 (Germany)	Holocaust, GCSE P3 (Germany), source analysis	WWI, WWII, intra-war, rights, source skills.
TC	Source analysis	Sources & interpretations	Interpretations	Cause and effect	Cause and effect	Sources and significance.

Understanding the curriculum	
Why are we studying this topic?	Students can understand why the Nazi Party persecuted minority groups such as the Jews, and how persecution developed over time. Students will comprehend the horrors of the Shoah and understand that there is a huge amount of historical evidence that proves the Holocaust took place despite what some people might argue.
How does it link to previous learning?	We have already studied World War II in Year 9 and the role Hitler played in developing the Nazi Party. This unit builds on this and how the Nazi state discriminated against certain groups of society. This will also link to the current unit of work in Philosophy and Beliefs about the wider ethical connotations of ethnic cleansing and the problem of evil.
How will it link to future work?	Students who continue to GCSE will revisit in more detail the persecution of minority groups in Nazi Germany in Paper 3. This unit will provide an excellent background context to this future work.

Threshold concept this term

Good historians are skilful at using <u>evidence</u> and conducting <u>historical enquiries</u>

They can use evidence to make suggestions about

what the past was like. They can compare different sources and decide on the most useful ones to find out about a topic. They are also careful to think about how reliable evidence is. They know how to ask questions, suggest possible answers, refine their claims and support them with evidence.