

PowerPoint A



STARTER:
The History curriculum is currently under review.
It could be completely changed.

If you were to advise the Curriculum review board, **which 5 events / people / changes would you put into the National Curriculum** as topics that must be taught by every school?



LO: SHOULD WE TEACH THE HOLOCAUST IN ENGLISH SCHOOLS?

Good progress:

Identify the reasons supporting each side of the debate
Construct an argument showing understanding of how to discuss sensitive issues

Excellent progress:

Prioritise and explain the reasons supporting each side of the debate
Construct an argument which evaluates the reasons and comes to a reasoned judgement making use of appropriate language.

History

Programme of study for key stage 3 and attainment target
(This is an extract from The National Curriculum 2007)

3 Range and content

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes.

European and world history

- i the impact of significant political, social, cultural, religious, technological and/or economic developments and events on past European and world societies
- j the changing nature of conflict and cooperation between countries and peoples and its lasting impact on national, ethnic, racial, cultural or religious issues, including the nature and impact of the two world wars and the Holocaust and the role of European and international institutions in resolving conflicts.

Why might some people feel the Holocaust should NOT be taught?

- Lord Baker, who introduced National Curriculum in the 1980s has said he does not believe the Holocaust should be taught in English schools.



- Talk to the person next to you:
– What reasons might people give to argue that the Holocaust should not be taught in English schools?

Arguments against teaching the Holocaust

On the set of cards you have been given are arguments that have been made against teaching the Holocaust in schools.

Sort the cards onto the continuum according to how strong a reason you think they are.

Weak reason

Strong reason

How would we discuss and share these ideas sensitively?

- When discussing a sensitive and controversial topic like the Holocaust, what are the important things to consider?

Listen to different viewpoints

Try to understand why others have a different point of view

When presenting your own view be careful not to offend others

Consider the views of others when explaining why you have a particular view

NOW critique Baker's argument.

The Telegraph

Stop teaching about the holocaust so that children see Germany in a better light, says Lord Baker
British schools should no longer teach children about the Nazis because it makes them think less favourably of modern Germany, the architect of the National Curriculum has claimed.



How effective is his argument?
Is it a sensitive argument?

Why might some people feel the Holocaust SHOULD be taught?

- Talk to the person next to you:
 - What possible reasons might people give to argue that the Holocaust should be taught in English schools?
- Look at what academics and historians have to say about teaching the Holocaust in schools.
- What arguments do they present in favour of teaching the Holocaust?

Can we challenge Baker's view?

- Use the ideas we have discussed and the views of academics and historians to challenge Lord Baker's article.
- Use the connectives grid to argue effectively.
- Use key words to argue persuasively.
- What are the key features of 'writing to persuade'?

Persuade the expert

- Dr Richard Harris helped to write the 2008 version of the National Curriculum for History
- You need to write an email to persuade him that the Holocaust should remain as compulsory content on the new National Curriculum.
- He is a very busy man so keep it to under 200 words!

New Message

To

From

Subject

Cc Bcc

You must include the strongest reasons for keeping the Holocaust, but you must also try to argue against the reasons given not to teach the Holocaust in English schools.

Send

Should the Holocaust be taught in English schools?

Weak reason

Strong reason

Appendix A

A) British history is more important to learn about and so should be a priority for teaching in school.	B) Learning about the Holocaust could make people dislike the Germans.
C) The Holocaust is not always taught properly so it is better not to teach it than teach it badly.	D) The Holocaust can be misused in schools. It is sometimes used to teach 'lessons' like dangers of intolerance or racism which is not appropriate.
E) World War Two and the Nazis are topics which are over-taught in English schools.	F) The Holocaust is an upsetting subject and should not be taught to children.
G) The Holocaust has no relevance to the lives of English school children.	H) Teaching the Holocaust can present Jews as simply victims and can actually create stereotypes.

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Appendix B

The Telegraph

Stop teaching about the holocaust so that children see Germany in a better light, says Lord Baker

British schools should no longer teach children about the Nazis because it makes them think less favourably of modern Germany, the architect of the National Curriculum has claimed.

Lord Baker of Dorking, who spent three years as Margaret Thatcher's education secretary, said that he would ban the topic and concentrate on British history instead.

In an interview with The Daily Telegraph, he said that schools should concentrate on teaching "the story in our own country" rather than the events of the Second World War, including the Holocaust.

Lord Baker, who introduced the National Curriculum in the 1980s, said: "I would ban the study of Nazism from the history curriculum totally.

"It's one of the most popular courses because it's easily taught and I don't really think that it does anything to learn more about Hitler and Nazism and the Holocaust.

"It doesn't really make us favourably disposed to Germany for a start, present-day Germany."

Lord Baker now runs a series of university technical colleges which teach courses on the lives of great British engineers, scientists and inventors, a model he would like to see applied more widely.

"Why I've got a thing against the Holocaust and all of that is I think you study your own history first," he said.

"I'm sure that German children are not studying the British Civil War, right?

"I think children should leave a British school with some idea of the timeline in their minds – how it came from Roman Britain to Elizabeth II."

He stressed that he would not entirely exclude European history, saying that in order to study the Tudors and Stuarts, students would have to learn about Luther.

"I would focus much more on British history basically. But that takes you over the seas – we've been a great international country. It takes you into the empire. We've been a seafaring nation – you get to know other countries."

Should the Holocaust be taught in English schools?
Views of historians and education experts

1. The Holocaust was an *unprecedented* event. But the Holocaust was not unique. It happened because it could happen. And because it happened, it could happen again. Anything humans do for human reasons can be repeated by other humans. This is why you have to teach it – because it could happen anywhere.

Yehuda Bauer, Holocaust historian

2. A thorough study of the Holocaust helps students think about the use and abuse of power, and the roles and responsibilities of individuals, organizations, and nations when confronted with human rights abuses. It can heighten awareness of the potential for genocide in the contemporary world.

International Holocaust Remembrance Alliance

3. Studying the Holocaust gives students an opportunity to consider important questions about human spirit and human nature. Learning about this history can shake peoples' assumptions about the world, and about human nature.

Terry Haydn, Professor in Education (History), University of East Anglia

4. The Holocaust should be studied because it is historically significant; it should be studied as history. The presence of the Holocaust in our collective memory and the mass media make it essential for young people to study so that they understand this central event of our time and are able to evaluate critically all the claims made about it.

Paul Salmons, Head of Curriculum and Development at the Institute of Education's Centre for Holocaust Education

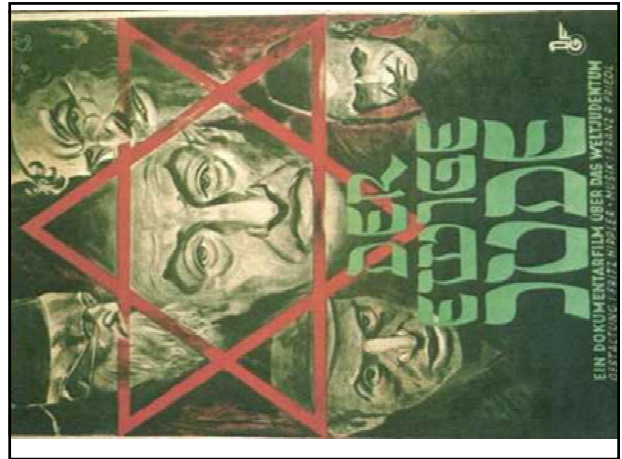
5. Genocide, mass atrocities and human rights abuses are both historical events and current realities in the twenty-first century. Therefore a careful study of the Holocaust will lead to a sharper understanding of the political, economic, and social consequences of the many faces of prejudice.

United Nations Educational, Scientific and Cultural Organization (UNESCO)

6. The study of the Holocaust leaves children ill-disposed to present day Germany only if it is badly taught. The period of the Nazis was not just a blip in German history; the Holocaust was a Europe-wide crime.

James Smith, Chairman of the Holocaust Centre

PowerPoint B





Operation Barbarossa – invasion of USSR



Einsatzgruppen



Riga ghetto, Latvia



Deportation of children from the Lodz ghetto



Warsaw ghetto uprising



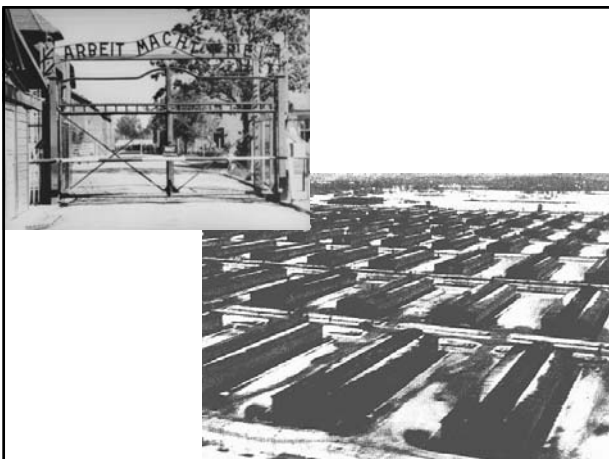
Jewish partisan fighters



Forced labour camp, Czechoslovakia



Reinhard Heydrich – in July 1941 given the power to plan & organise the mass murder of all Jews in Europe, known as the 'Final Solution'.



US soldiers arrive at Mauthausen

The International Military Tribunal trial of Nazi war criminals at Nuremberg



Leon Greenman speaking to secondary school students