



# Tragedy

**Recommended year group:** Year 9

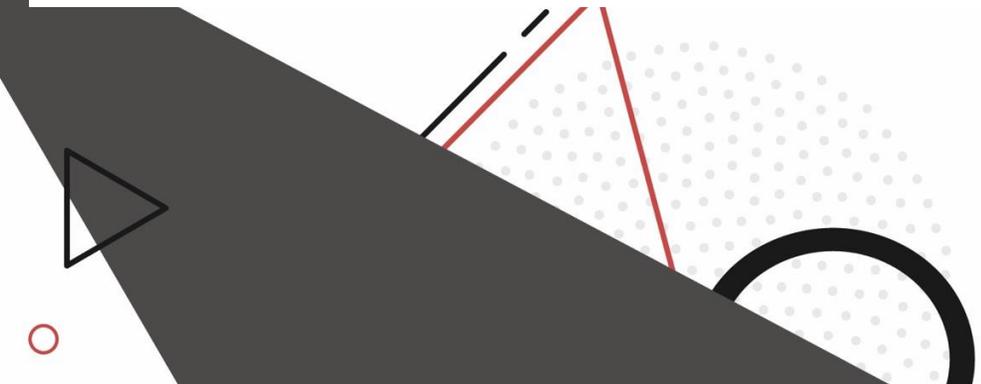
**Subject focus:** History, RE

## Driving Question

How can tragedy be interpreted differently?

### Introduction

This is a Humanities based theme particularly focussed on History and RE. At its heart is the tragedy of the Holocaust. It begins with a wellbeing activity to address the impact that some of the issues involved in the theme may be upsetting and supporting the students in how they should deal with this. The next History section allows students to understand how the Nazis rose to power to see the impact of the end of the First World War on Germany and how this and other factors allowed the Nazis to take advantage of discontent and come to power. A study of the Second World War covers Axis advances (Dunkirk and Battle of Britain), the turning points of 1942-3, the impact of war on civilians (the London Blitz) finishing with a question around the end of the war looking at Dresden and Hiroshima and how their tragic outcomes have been justified by the need to end tragedy elsewhere.



## Assessment outcomes

Section 2: How useful are these sources for studying how the Nazis came to power?

Section 3: 'In 1940, Britain's outlook for victory against Germany was very bleak.' How far do you agree?

Section 4: '*The Synagogue is more important than the Temple*' How far do you agree with this statement?

Section 5 - "Hitler was entirely responsible for The Holocaust" How far do you agree?

## Wellbeing

### Kooth articles

*Things to help when the world feels a little unsafe*

*Ways to cope if you have to call 999*

*Eating difficulties in the media*

*Suicide in the media*

## Key vocabulary

Abdicates, Advice, Agnostic, Air raid, Antisemitism, Armistice, Armoured vehicles, Atheist, Aviation, Axis and Allied powers, Battle of Britain, Blitz, Blitzkrieg, Blood libel, Bomber Command, Concentration camps, Democracy, Diaspora, Discrimination, Economic, Einsatzgruppen, Empathy, Evacuation, Evil, Exile, Extermination camps, Factor, Free will, Functionalist argument, Genocide, Ghettos, Holocaust, Italian Campaign, Intentionalist argument, Incendiary, Kaiser, Mass bombing, Moral, Moral Dilemma, Nazi, Omnipotent, Omniscient, Operation Barbarossa, Operation Dynamo, Pearl Harbour, Persecution, Pogrom, Political, Propaganda, Provenance, Purpose, Racism, Radar, RAF, Republic, Respect, Sho'ah, Significance, Siren, Social, Suffering, Synagogue, The Final solution, Tragedy, Treaty of Versailles, Usury, Worship, Yahweh

## Flipped learning opportunities

- **Section 1:** Recap of course of First World War and Treaty of Versailles
- **Section 2 to Section 4:** Judaism and the Jewish diaspora
- **Section 4 Lesson 1:** Judaism revision
- **Section 4 Lesson 2:** Holocaust key words



## People, Place and Time

The 'People, Place and Time' resources provide support to key knowledge throughout the theme. More specifically:

- **People:** fact files on key people who have had an influence in this theme. Students can use these to research information, or they can be used as WAGOLs for fact files.
- **Place:**
- **Time:**

## Family learning opportunities

'Celebrating our Interfaith Society' and 'Rebuilding after Tragedy' activities allow students to complete quests with friends, family or guardians outside of the classroom environment. These activities are engaging and provide additional context to the lessons studied in the theme.

## Ideas for discussion at home:

What is a tragedy?

How can we take care of ourselves?

## Extended learning opportunities

Students could use these ideas to explore different features of the theme.

### Careers

Independent research around Careers that link to tragedy using these links:

[Helping with tragedy – health and social care](#)

[Helping with tragedy - law](#)

[Dealing with an emergency](#)

### Places to visit

This section offers a selection of virtual trips which support knowledge of key areas and attractions from the lessons

[Walking the London Blitz - YouTube](#)

## Cultural capital suggestions

**Read:** *Maus* by Art Spiegelmann – this different and imaginative take tells the story of Vladek Spiegelman, a Jewish survivor of the holocaust and his son, a cartoonist coming to terms with his father's story. The use of a different form, the cartoon shocks us out of familiarity with the story.

### Look:

[The Book Thief Official Trailer #1 \(2013\) - Geoffrey Rush, Emily Watson Movie HD - YouTube](#)

### Listen:

[Richard Dimbleby describes Belsen - BBC Archive](#)

## Lessons

Lesson title	Topic	Subject	Essential knowledge/concepts	Competencies	National curriculum coverage
<b>Section 1: What is Tragedy?</b>		Wellbeing	<p>Identify examples of tragedy</p> <p>Define what is understood by tragedy</p> <p>Explain how individuals can support each other through difficult times</p>	<b>PS.SC.02:</b> Demonstrates examples of diversity, empathy, and equality from one's own life experiences.	<p><b>Relationships Education</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>how to talk about their emotions accurately and sensitively, using appropriate vocabulary</li> <li>how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health</li> </ul>
<b>Section 2: The Rise of The Nazis</b>	<p>1. Effects of the First World War</p> <p>2. Adolf Hitler and the Nazis</p> <p>3. Weakness of the Weimar Republic</p> <p>4. Propaganda</p> <p>5. Source Analysis</p>	History	<p>Describe key factors in reasons why the Nazis rose to power.</p> <p>Analyse sources to complete a historical enquiry into the Nazis rise to power.</p>	<b>SE.HS.03</b> Using historical sources.	<p><b>History</b></p> <p>Students should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>
<b>Section 3: World War 2</b>	1. Axis Advances 1939-40	History	<p>Describe the events of 1939-1945</p> <p>Explain Germany's war tactics at the start of WW2.</p> <p>Evaluate how successful Britain was in 1940.</p>	<b>SE.HS.01:</b> Structuring, organising and deploying historical knowledge, using historical vocabulary.	<p><b>History</b></p> <p>Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should</p>

	2. Turning the Tide 1941-43	History	<p>Explain how different events 'turned the tide' for the Allies between 1941-1943</p> <p>Analyse how different events worked together to turn the tide between 1941 and 1943</p>	<p><b>SE.HS.02:</b> Making historical connections (change and continuity, cause and consequence, significance / importance, similarity and difference)</p> <p><b>CL.WP.02:</b> Produce clear and coherent writing in which the development, organisation, and style are appropriate to task, purpose, and audience (Voice).</p>	<p>identify significant events, make connections, draw contrasts, and analyse trends within periods. They should use historical terms and concepts in increasingly sophisticated ways.</p>
	3. Impact of the war on civilians in Britain	English	<p>Describe life in Britain during the Blitz.</p> <p>Explain the impact of the German tactics of Blitzkrieg on Britain between 1940 and 1941</p> <p>Explain how civilians felt about the Blitz</p>	<p><b>CL.SL.03:</b> Develop and adapt speaking skills and strategies in formal and informal contexts (speeches and presentations).</p>	<p>The national curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>• Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> </ul>
	4. Moral Dilemmas in wartime.	History	<p>Describe the impact of mass bombing on different places</p> <p>To judge whether mass bombing should have happened</p> <p>Analyse the reasons why difficult decisions were made.</p>	<p><b>SE.HS.05</b> – Writing historical arguments</p>	<p>Students should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims</p>
<b>Section 4:</b>	1. The Jewish Diaspora	RE	<p>Analyse the structure of a piece of text.</p>	<p><b>SE.RE.03: Making Connections.</b></p>	<p><b>NATRE guidelines</b></p>

<b>Anti-Semitism</b>			Construct the subsequent chapter of the story.	Make connections between religious beliefs and practices.  <b>CL.WP.03:</b> Organise and present whole texts effectively, sequencing and structuring ideas, information and events (Organisation).	Explain reasonably ideas about how beliefs, practices and forms of expression influence individuals and communities
	2. Anti-Semitism	History	Describe what antisemitism is and the forms that it can take  Investigate case studies of antisemitism in Europe from the medieval era up to the modern era  Assess whether antisemitism in Europe has changed over time	<b>SE.HS.05</b> Writing historical arguments	<b>History</b>  Students should gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
<b>Section 5 The Holocaust</b>	1. The beginnings of the Holocaust and Ghettos	History	Define what 'The Holocaust' was.  Explain how Ghettos changed the lives of the Jews detained in them.	<b>SE.HS.01:</b> Structuring, organising and deploying historical knowledge, using historical vocabulary.	<b>History</b>  Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods. They should use historical terms and concepts in increasingly sophisticated ways.
	2. Mass killings and Final Solution	History	Explain how Nazi persecution escalated during The Holocaust.  Assess how different parts of Europe were affected differently by this persecution.	<b>SE.HS.02:</b> Making historical connections (similarities and differences)	

	3. Perpetrators and responsibility	History	Describe the different ways people can be responsible and for what?  Assess who was responsible for the Holocaust by using historical interpretations.	<b>SE.HS.04:</b> Using historical interpretations.  <b>SE.HS.05</b> Writing historical arguments.	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
<b>Section 5:</b> <b>How does God allow evil?</b>		RE	Identify different interpretations of evil  Explain how religions explain evil and how it is used to challenge the existence of God  Describe the differences between different sorts of evil  Analyse how religious Jews explain the holocaust	<b>SE.RE.01:</b> Make sense of religious beliefs.	<b>NATRE guidelines</b>  Explain reasonably ideas about how beliefs, practices and forms of expression influence individuals and communities  Express with increasing discernment personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues