

St Ambrose College History Department Scheme of Work
 Genocide : Rwanda
 Lesson 1:

Second Year Unit Five :

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Change and continuity Cause and consequence	OVERVIEW STUDY IMPACT OF SIGNIFICANT POLITICAL, SOCIAL AND RELIGIOUS DEVELOPMENTS ON SOCIETIES.	1) WHY DID GENOCIDE OCCUR IN RWANDA? 2) WHAT WERE THE MAIN EVENTS? 3) WHAT WAS THE RESPONSE OF THE UN AND INTERNATIONAL COMMUNITY?	1) DIVIDE CLASS INTO THREE GROUPS 2) WORKING IN PAIRS, EACH GROUP RESEARCHES ONE OF THE 3 KEY QUESTIONS 3) CLASS FEEDBACK 4) WRITE UP TASK-WHY DID THE INTERNATIONAL COMMUNITY AND THE UN FAIL TO STOP GENOCIDE IN RWANDA?	MINIBOOKS FOR INTERNET RESEARCH
	Key processes			Curriculum opportunities
HISTORICAL ENQUIRY USING EVIDENCE COMMUNICATION	ICT INFLUENCE ON THE MODERN WORLD			UNDERSTANDING OF GENOCIDE AND ROLE OF UN
				Spirituality

Unit Seven: GENOCIDE: THE TURKISH GENOCIDE OF THE ARMENIANS

Lesson 2:

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p>Change and continuity</p> <p>Cause and consequence</p>	<p>OVERVIEW STUDY</p> <p>IMPACT OF SIGNIFICANT POLITICAL, SOCIAL AND RELIGIOUS DEVELOPMENTS ON SOCIETIES.</p>	<p>1) WHO WERE THE ARMENIANS?</p> <p>2) WHY WERE THEY PERSECUTED AND MASSACRED BY THE TURKS?</p> <p>3) WHAT, IF ANY, WAS THE INTERNATIONAL REPSONSE?</p>	<ul style="list-style-type: none"> • DIVIDE CLASS INTO THREE GROUPS • WORKING IN PAIRS, EACH GROUP RESEARCHES ONE OF THE 3 KEY QUESTIONS • CLASS FEEDBACK • WRITE UP TASK- WHY DID THE GENOCIDE OF THE ARMENEIANS TAKE PLACE AND WHY WAS SO LITTLE DONE TO STOP IT? 	<p>MINIBOOKS FOR INTERNET RESEARCH</p>
				<p>Learning Outcomes</p> <p>TO UNDERSTAND WHY ARMENIANS WERE MASSACRED BY TURKS IN WW1</p>
<p>Key processes</p>	<p>Curriculum opportunities</p>			<p>Spirituality</p>
<p>HISTORICAL ENQUIRY</p> <p>USING EVIDENCE</p> <p>COMMUNICATION</p>	<p>ICT</p> <p>INFLUENCE ON THE MODERN WORLD</p>			

Lesson 3: THE ORIGINS OF THE HOLOCAUST – NAZI TREATMENT OF THE JEWS 1933-38

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p>CHRONOLOGY</p> <p>DIVERSITY</p> <p>CHANGE AND CONTINUITY</p> <p>SIGNIFICANCE</p>	<p>CHRONOLOGICAL FRAMEWORK</p> <p>THEMATIC STUDY</p> <p>IMPACT OF SIGNIFICANT POLITICAL, SOCIAL AND RELIGIOUS DEVELOPMENTS ON SOCIETIES.</p>	<p>1) WHY DID HITLER HATE THE JEWS?</p> <p>2) WHAT ACTIONS WERE TAKEN AGAINST THE JEWS 1933-1935</p> <p>3) WHY DID ANTI-JEWISH ACTIONS DECLINE AROUND 1936?</p> <p>4) WHY DID ANTI-JEWISH ACTIONS INTENSIFY IN 1938?</p>	<p>1) A TIMELINE OF THE PERIOD</p> <p>2) WRITTEN TASK: WHY DID HITLER HATE THE JEWS AND HOW EFFECTIVE WERE HIS ACTIONS AGAINST THEM 1933-38?</p>	<p>COLONISATION AND CONFLICT P176-183</p>
				<p>Learning Outcomes</p>
				<p>PUPILS WILL UNDERSTAND WHY HITLER PERSECUTED THE JEWS AND WHAT ACTION WAS TAKEN AGAINST THEM BY THE NAZI GOVERNMENT.</p>
				<p>Spirituality</p>
Key processes	Curriculum opportunities			
<p>HISTORICAL ENQUIRY</p> <p>COMMUNICATION</p>	<p>ICT</p> <p>INFLUENCE ON THE MODERN WORLD</p>			

Unit Five

Lesson 4: STAGE 1 OF THE FINAL SOLUTION 1939-41

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
CHANGE AND CONTINUITY SIGNIFICANCE	CHRONOLOGICAL FRAMEWORK THEMATIC STUDY IMPACT OF SIGNIFICANT POLITICAL, SOCIAL AND RELIGIOUS DEVELOPMENTS ON SOCIETIES.	1) WHAT HAPPENED TO POLISH JEWS IN THIS PERIOD? 2) WHAT HAPPENED TO SOVIET JEWS? 3) WHY DID THE GERMANS TURN AGAINST THE USE OF EINSATZGRUPPEN ?	1) WRITTEN TASK – HOW WERE JEWS IN THE CONQUERED TERRITORIES OF EASTERN EUROPE TREATED 1939-41?	COLONISATION AND CONFLICT P184-185 SCHINDLER'S LIST (FIRST HOUR) BBC AUSCHWITZ DVD-INTERVIEW WITH MEMBER OF EINSATZGRUPPE AND JEWISH SURVIVOR OF UKRAINIAN MASSACRE
Key processes	Curriculum opportunities			<p style="text-align: center;">Learning Outcomes</p>
HISTORICAL ENQUIRY COMMUNICATION	CROSS-CURRICULAR OPPORTUNITIES INFLUENCE ON THE MODERN WORLD			<p style="text-align: center;">Spirituality</p>

PUPILS WILL UNDERSTAND HOW EASTERN EUROPEAN JEWS WERE TREATED AND WHY JEWS FROM THE USSR WERE EXECUTED.

St Ambrose College History Department Scheme of Work
Unit Five :

Second Year

Lesson
5:

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
CHANGE AND CONTINUITY SIGNIFICANCE DIVERSITY CAUSE AND CONSEQUENCE	CHRONOLOGICAL FRAMEWORK THEMATIC STUDY IMPACT OF SIGNIFICANT POLITICAL, SOCIAL AND RELIGIOUS DEVELOPMENTS ON SOCIETIES.	PUPILS SHOULD UNDERSTAND: 1) WHY THE GERMANS BEGAN TO CONSTRUCT DEATH CAMPS 2) THE LOCATION OF THE CAMPS 3) TRANSPORT TO THE CAMPS AND SELECTION PROCEDURES. 4) DIFFERENT METHODS OF GASSING	EMPATHY EXERCISE: YOU ARE A SLOVAKIAN JEW. DESCRIBE YOUR JOURNEY FROM BRATISLAVA TO AUSCHWITZ COVERING THE FOLLOWING POINTS: 1) ASSEMBLING AT THE STATION 2) WHAT YOU WERE ALLOWED TO BRING WITH YOU 3) THE JOURNEY IN A CATTLE TRUCK 4) ARRIVAL AT AUSCHWITZ AND THE FATE OF YOUR FAMILY	SCHINDLER'S LIST- SCENES IN AUSCHWITZ COLONISATION AND CONFLICT P185-188
Key processes	Curriculum opportunities			Learning Outcomes
HISTORICAL ENQUIRY USING EVIDENCE	CROSS-CURRICULAR OPPORTUNITIES INFLUENCE ON THE MODERN WORLD			PUPILS WILL UNDERSTAND HOW JEWS WERE TRANSPORTED TO CONCENTRATION CAMPS AND WHAT HAPPENED ON ARRIVAL
				Spirituality

Unit Five Lesson 6: WHAT HAPPENED TO SURVIVORS OF THE HOLOCAUST?

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p>CHANGE AND CONTINUITY</p> <p>SIGNIFICANCE</p> <p>DIVERSITY</p> <p>CAUSE AND CONSEQUENCE</p>	<p>IMPACT OF SIGNIFICANT POLITICAL, SOCIAL AND RELIGIOUS DEVELOPMENTS ON SOCIETIES.</p> <p>CHRONOLOGICAL FRAMEWORK</p> <p>THEMATIC STUDY</p>	<ol style="list-style-type: none"> 1) DEATH MARCHES OF SURVIVORS FROM AUSCHWITZ TO CAMPS IN GERMANY EG. BERGEN-BELSEN 2) CONDITIONS IN SUCH CAMPS 3) LIBERATION 4) OPTIONS FOR SURVIVORS EG. RETURNING HOME, EMIGRATING TO USA OR ISRAEL. 5) WHY RETURNING HOME WAS OFTEN A POOR OPTION 	<p>EMPATHY EXERCISE::</p> <p>YOU ARE LEAVING AUSCHWITZ. DESCRIBE YOUR JOURNEY TO A CAMP IN GERMANY, THE CONDITIONS THERE, THE LIBERATION OF THE CAMP, YOUR TIME IN A DISPLACED PERSONS' CAMP AND WHAT YOU THEN DECIDE TO DO EG. RETURN HOME, EMIGRATE ETC.</p>	<p>BBC AUSCHWITZ DVD- INTERVIEWS WITH SURVIVORS.</p> <p>SCHINDLER'S LIST-LAST 20 MINUTES.</p> <p>COLONISATION AND CONFLICT P189-190</p>
Key processes	Curriculum opportunities			Learning Outcomes
<p>HISTORICAL ENQUIRY</p> <p>USING EVIDENCE</p>	<p>INFLUENCE ON THE MODERN WORLD</p> <p>CROSS-CURRICULAR OPPORTUNITIES</p>			<p>PUPILS WILL UNDERSTAND WHAT HAPPENED TO HOLOCAUST SURVIVORS.</p> <p>Spirituality</p>

