Appendix 1:

UCL Centre for Holocaust Education QUALITY MARK – Lesson Observation

Date: 19/03/2018 at: Newport Girls High School LO/LW of: Amanda Seys (Year 8 History class) LO/LW by: Nicola Wetherall MBE



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An annotated seating plan and data pack was provided for a Year 8 History Class observation on day of review. 28 students were in the class. The documentation indicated that of those 28 learners, 2 had identified SEND needs (high functioning ASD, anxiety, difficulties regards articulating emotions), 1 was G&T. The class in context pack located the lesson for observation as lesson 1 (How can original artefacts enrich our understanding of the Holocaust?/'Authentic Encounters'), in the series of 8 hours of lessons outlined in the scheme of work/scheme of learning, 'Why was the Holocaust able to happen?'. The pack also explained a broader curriculum context by confirming Newport Girls High Schools offers a two-year Key Stage 3 and a three-year GCSE course. It revealed many students in this class would be/had opted to study GCSE History in Y9. The pack also indicated that the Headteacher (Mr Scott) was completing a series of learning walks, part of regular internal QA processes that morning, thereby likely to also observe some 10-15 minutes of the same lesson.

Observers lesson commentary, questions, observations, markers:

- Teacher welcomes and engages individual students on their way in to class students enter quickly, sense of urgency and expectation to settle and start the learning quickly. Teacher did not need to formally start the lesson by bringing students to attention, rather they were expectant and engaged.
- As observation and lesson progressed, increasingly effective use of praise, encouragement, thanking and acknowledging of ideas/contributions- positive atmosphere of learning, everyone involved and contributing.
- Students were engaged, respectful, listening carefully to each other in lessons and most are keen to
 volunteer answers to questions. This speaks to the creation of a safe environment and a culture of
 learning. In this safe and supportive learning environment students are willing to try, (even to fail
 and to learn from mistakes) the epitome of high challenge, low threat.
- Mrs Seys, the observed the Beacon School 'Lead teacher', is an experienced middle leader.
- Students were willing to think and engage, and keen to participate in the first activity (what can we say about the object/source?).
- Mrs Seys familiarity with 'Authentic encounters' UCL Centre for Holocaust resource/materials and secure subject knowledge, enthusiasm for the subject was obvious – her confidence grew as the lesson and observation progressed – particularly in questioning and in engagement with individual pupils or small groups.

	Not evident	Even Better If	Good	Excellent
Evidence of student progression in terms of knowledge, understanding and/or pupil self- awareness (reflection)		Is there a knowledge pre-and post SoW/SoL baseline opportunity missed? (10 questions from UCL student survey for example)		3/6 students could articulate their progress, the aims of the lesson and describe/explain how their thinking had altered. The pace of that progress increased with the introduction of the Leon video clip – students became invested in the story. Depth of empathy, insight and sophisticated rethinking about the nature of resistance evidence at end of Task 1 and 2 (particularly 2), the nature of the learning and progress was both disciplinary substantive and rooted in the SMSC/PD domain.
Evidence of a variety of types of teacher questioning		questions themselves through modelling and pushing for developing specific historic questions and enquiry?	Questioning is sound. Demonstrates range & allows AfL opportunities of pupils' understanding. This added to pace and facilitated quick and effective challenge to a couple of student misconceptions.	Good targeted use of questions on occasions, based on data and strong student relationships.

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		sense of rush on occasion (thereby not		
		given some time to		
		develop or extend		
		some points as might		
		otherwise have been		
		the case)?		
		Perhaps too often		
		relied upon hands up		
		responses to questions.		
Evidence of teacher			Data pack provided.	Teachers knew group
		challenged to make		well and tailored both
differentiation in		progress? Most		used their movement
various forms for		were/did. Some		and presence in the
group		students were able		room to support
		to passively comply		specific students in
		(not have to		response to both
		contribute verbally or		literacy and challenge.
		be pushed).		
				Excellent 'mop up' 1-1
				rotation around the
				room to ensure
				students understood
				task or get them on
				track with initial
				activity.
				Strength of solid
				teacher questioning
				and excellent student
				relationships, use of
				class data responding
				to student need.
Evidence of student			Student engagement	Students settled
engagement and			was clear, though	obviously ready to
			often passive	learn. Student's quickly
highest expectations.			compliance rather	became involved in
Atmosphere of			than proactive,	what they are doing
learning; thirst for			independent	(exploring a
knowledge/love of			learning.	source/object).
learning				Clear expectation of
				Clear expectation of learning in the lesson
				and throughout the
				school.
				501001.



subj	ence of staff ect knowledge, usiasm and ion				The teacher has an obvious passion, knowledge and enthusiasm for this subject matter. She has a commitment to ensure all learners engage with this material and experience this type of learning – students lap up the personal teacher time and the relationships established clearly underpin the progress and engagement students make/offer.
Area		Evidence		Best Practice	
1	Informed Inspired Immersed Involved Independent Insightful	Most students became involved and independently or collaboratively could access and engage with the object and the Greenman families story; thereby majority of learners could offer contributions and questions during the discussions. Excellent modelling and use of inference – could more of this be developed and explicitly taught regarding a return to the lessons stated learning intentions? (Would this aid, support how as good historians you approach a source?)		As lesson progressed, increasingly evident that the toy, and story of Leon was an effective hook, ensuring the group were invested in the Greenman narrative and were increasingly able to infer and offer insight. (Worth reminding this is a Year 8 class – rather than 9s, so encouraging to see this evolve during the lesson – it bodes well for students becoming immersed in the learning as the SoW develops)	
С	Compelled Challenged Captivated Curious Creative Critical	Criticality, curiosity and challenge evidenced by some students in terms of the range of narratives in discussion. Some of the girls positively challenge and engage with one another during class feedback.			
E	Engaged Empowered Encouraged Enthused Evaluative Empathetic	Most students became engaged during the lesson and empowered by their participation, use of praise, and desire to understand/know more.		Students were empathetic as immersing themselves in the personal stories of the Greenman family – this stemmed from a culture of high expectations, respect and thoughtful academic engagement.	

Any key examples of seen to share?			
Literacy	Use of teacher literacy cues. Teacher checks of vocab comprehension: occupied, asocial, transit, deportation.		
Behaviour for Learning	Innovative and meaningful tasks, engaging, personal and relevant subject matter, along with expectations and good teacher pupil relationships = no poor behaviour and a climate where effective learning can take place. Use of praise and strong relationships underpin the climate and culture of learning.		
Assessment/evidencing progress throughout	Pupils begin to link to prior learning in their answers – drawing on that knowledge to infer and test ideas. (Victorian Manchester, industrial, relative poverty connections)		
Critical thinking/independent thinking	Powerful stimuli and resourcing, task and climate encourages space for independent and collaborative thinking/learning to take place.		

WWW: Feedback comments -

Teacher contributed to a good lesson by facilitating powerful learning conversations with the class, groups and individuals in such a way as all students took ownership of their learning. The activities saw learners begin to discover the complexity for themselves, whether in the slow reveal nature of the source analysis, discussions and the challenging of their own or other's misconceptions. Much of this was achieved via a range of questioning and 1:1 teacher engagement, support and encouragement. Good literacy support and cuing throughout. Good use of praise, sound subject knowledge and clear familiarity and understanding of the resources and underlying pedagogical principles; both of what it *is not* intended to do. The sophisticated and refined use of teacher talk was outstanding. Duty of care is clear (especially for a Yr8 cohort), both for students and subject matter – 'upsetting story' etc [Sound emotional literacy modelling, but be mindful to not overplay this dimension in your narrative].

EBI: Target for possible future development –

A lack of baseline knowledge of the Holocaust, hinders overall tracking of progression – however, the students did demonstrate progression during the lesson; how would you demonstrate that over time? Is there an opportunity to apply similar techniques to other aspects of your history teaching?

Consider how within the lesson, what the AfL opportunities are/were? How do you know the learning/lesson aims/objectives were met? Lack of plenary opportunities owning to time/pacing issues could be a factor for review in future.

Appendix 2: 'The Origins and Legacy of Genocide – Rachel

Genocide is generally considered as something of the past, embedded in history rather than creeping into the 21st century. The Holocaust remains the most devastating genocide to date, however the continuation of such events since World War Two in places like Rwanda and Cambodia, Sudan and Myanmar, Iraq and Syria suggests that the world has not yet learnt from injustices of the past. Right now, genocide is happening, yet not enough people seem to be talking about it.

I was given the opportunity to contribute to the online resource 'Genocide Know More', and I went on present the eBook to key people in Londonm including Ruth, Sokphal, Kemal and Sophie, who are all survivors of different genocides. Together, they evidenced how real genocide is across the world and encouraged my group's efforts to speak out against its root cause; discrmination.

There is an absence of genocide coverage within the media, proving to be the reason for the lack of knowledge on the subject. If a person wants to learn about the past or current genocides, they must actively search online for information which is not always easily assessible, as well as the issues being associated with horrific images while not directly impacting our own country.

It seems that if people ignore these extreme cases of prejudice, they think it will fix itself and disappear. But genocide cannot be solves as easily as shaking hands and apologising. Innocent people need help so by discussing the subject, **more** people can be aware of such injustices, and the **more** people that know, the **more** likely it is that long-lasting solutions will be formed.

The media can also be criticised for the stereotypes sharing unfair views of minority groups. The coverage of terrorist attacks and other crimes links those of the same ethnic group or religion with the criminal, triggering negative associations and spreading misconceptions about the minority population.

Nowadays, many Muslims watch the news, hoping that the next suspect of a terrorist attack in not Muslim. This is not because the terrorist is likely to be a Muslim but rather because if the person were to be, their religion experiences intensified media coverage and unnecessary hatred, yet less than 2% of European terrorist attacks are carried our by Muslims.

If it is believed that all muslims are terrorists, then all Muslims should be considered peace-makers, but the generalisations created because of a tiny percentage of people's actions does not work in reverse. Yet, what right do we have to blame an entire religion of over 1.6 billion non-violent people because of a handful of individuals who turn not only against their own people but the very meaning behind their religion – peace.

Discrimination is not a new concept as examples are scattered throughout history such as the existence of antisemitism. The prejudice against those of a Jewish faith is said to have been based upon exaggerated misunderstandings within the Bible, originating from the belief that Jewish people were to blame for the crucifixition of Jesus Christ. This intolerance developed overtime into vulgar associations with the faith as well as cruel treatment and isolation. For example, during the 19th century, Jewish people were situated in pogroms, making them easy targets for acts of hatred throughout the Russian empire.

Upon the formulation of the German Empire under Hitler's reign, a pseudo-scientific racism was adopted, viewing Judaism as a faith whose members were locked in mortal combat with the Aryan race for world domination. After the undeserved and harsh treatment of Jewish people in concentration camps throughout the Holocaust, 80% of Germans still held the same negative views of Jew due to Adolf Hitler.

The legacy of the Holocaust is that if a racist or prejudiced person gains control of a country, they have the ability to spread their views from the top, downwards. Yet, because their opinions begin to circulate aroudn the nation, discrimination is normalised. But this is not normal, as only evil can ever evolve from prejudice.

Antonio Guterres, the Secretary General of the United Nations, stated in 2017 that "Genocide does not happen by accident; It is deliberate, with warnin signs and precursors. Often it is the combination of years of exclusion, denial of human rights and other wrongs. We must do more to respond early and keep violence from escalating. We must also do more to shelter and protect those fleeing from armed conflict or persecution, and to speak out against hatred of all kinds." That fact that someone in such a high position in the UN is actively talking about genocide is a massive leap in the long process of combatting the problem.

However, you may be listening to me, thinking that you, one person, cannot do anything that will stop gencide from happening today or in the future. And that is true. No one can defeat such large and ever present problems all by themselves. That is why we need to work together to combat this extreme violence. For example, Holocaust Memorial Day, which occurs on January the 27th, creates a pivotal point in the year when genocide is spoken about openly. But action can also be taken out every day of the year. By telling others about genocide and speaking out against discrimnation of all kinds, you can play a part in preventing future atrocities from occuring.

We believe discrimination is based upon the fear of the unknown, When you do not understabding someone else's beliefs or customs, they can seem scary or invasive. It can be easy to push differences away rather than embrace them. But this is exactly what we need to stop doing. Disrcimination is not only the cause of genocide but so many other problems that are very much present insociety today. We cannot alienate each other in a world that is becoming more and more interconnected and interdependent. Instead of avoiding those that are different to yourself, talk to them, explore your differences and make an effort to learns about someone else's point of view, even when it contrasts with your own. You may learn more than you might expect.'

Appendix 3: 'Holocaust education at NGHS: a reflection by Alice

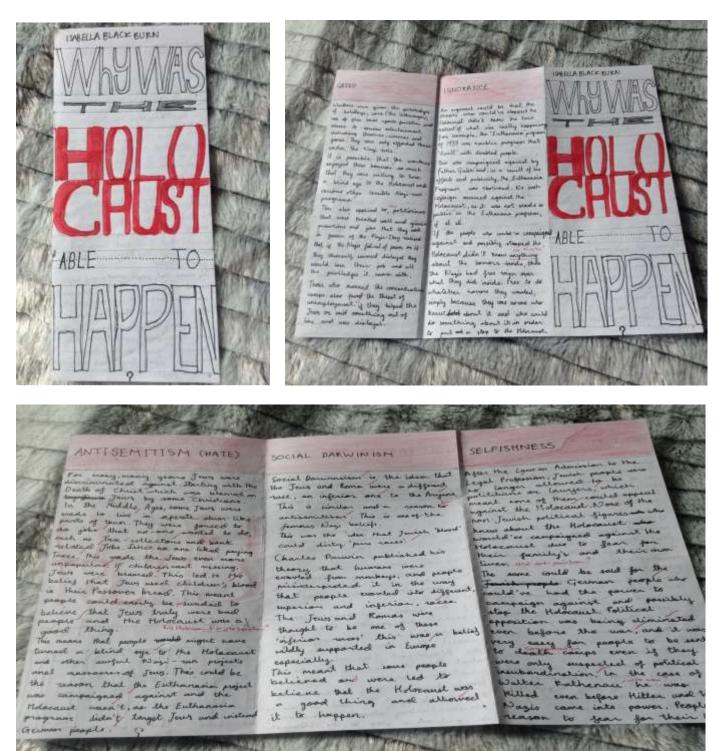
Throughout my 6 years at NGHS the importance of Holcoaust remembrance has always been emphasised through a variety of events. Beginning in Year 9 we were educatied in History lessons about WWII itself, teaching us of the devastating effects the war had on those discriminated against by the Nazis. From these lessons our understanding of the Holocaust began to develop with everybody gaining not only an appreciation but also an interest for the Holocaust. At this age we also watched and became actively involved in presentations from sixth form students who had participated in LFA. These interactive presentations allowed us to become engaged with the topic and gain a greater understanding of how concentration camps operated. The combination of class teaching from both teachers and students inspired me onwards o independently research the topic in greater detail.

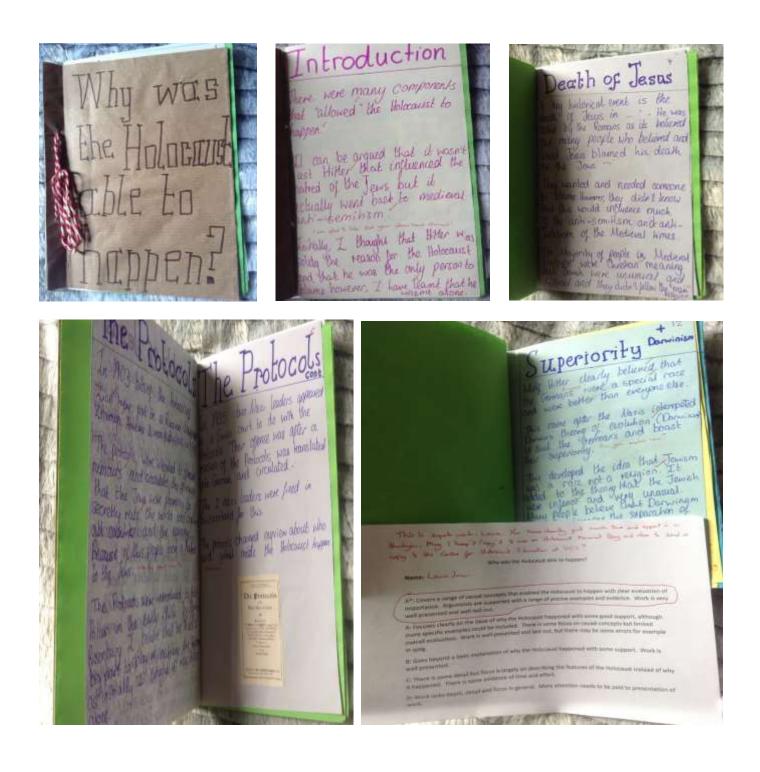
Annually on Holocaust Memorial Day the school encouraged us to get involved as a mark of respect for the Holocaust victims, for example this year students of all ages write a pledge or a piece of poetry relating to the Holocaust. Writing a pledge made us consider how we should behave in response to the Holocaust and what changes we could make in order to learn from the event. In 2016 the school also invited a Holocaust survivor into the school who truly captivaed every single one of us during his short visit. Once more this experience made us all reconsider our actions and how we should respond to the Holocaust ourselves.

Upon reaching sixth form I was offered the chance to participate in the Lessons from Auschwitz project. This opportunity was a once in a life time experience that I know I will never forget, with the lessons learned staying with me forever. Having visited Auschwitz I finally undersood how the Holocaust impacted the 6 million individuals who died on top of those who managed to survive the trauma. Towards the end of the day we were encouraged to reflect on our experience through a talk from a Rabbi who made me realise what changes I should make so I actually fully learned lessons from Auschwitz. Without the support and help of the school I would never have had this opportunity which I can honestly say has changed my life.

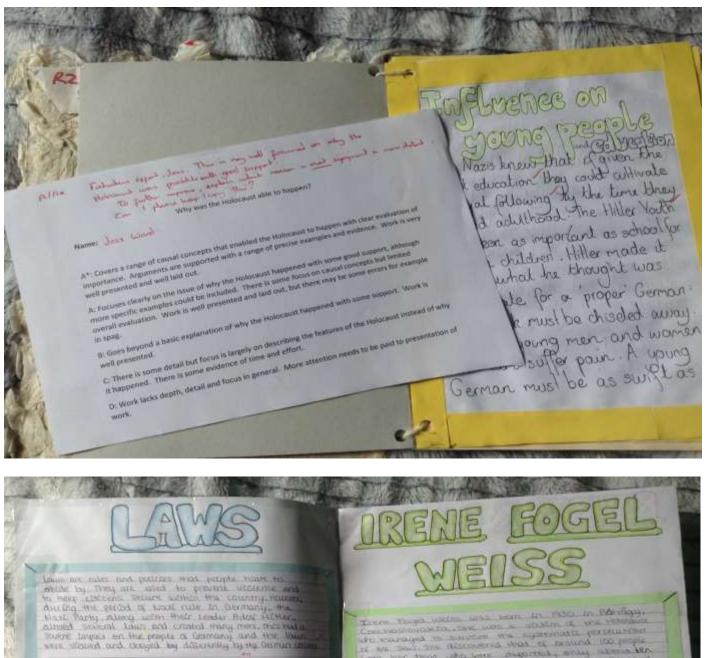
Over my 6 years at this school we have not only been introduced to the Holocaust but our knowledge and awareness has been broadened to an outstanding level, something I will always be grateful for.'

Appendix 4: Examples of end of unit Year 8 project work





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Laure to bermany became more statler over the year or waters becaming never becoming there is an interny's to becoming theread dramatically, and there are because the many people, all matter where you in the metal hisrarity.

On 23th March 1955, (cathlelans may for a acre In a moustanting administrative i memorie in mic source Party anterparted threats on the same day the world to goes thethe consequence powers for a guilder. This was the end of concerning to demany there researce screations. By sending and changing takes where was also to control. Commercy applies where, the more trues a decay

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the balac that sense proper kalagered chartered and and used their blood for Pasawar - a festival that the same celebrated Altrough this material second really uncellowade, people in the past accepted is and opposed the same.

And worked against the country works are the sector cultures classed to spread. One main example would include the number area to the test of the O Genrany's loss consolid war one. Hitse contrea to be called their lamps, in which he bet out his partical ideas on how to respond to his annicements throughts, refer bermany's defeat in the First world war, there became conversed that are people in bermany particularly the truehad worked against the country to achieve that own ways

Bellets and rumours like these enabled have antisencitism to spread with Austhor. The cruid be another reason why the Holocalist was able to happen. Many people indicated Judation R. D. mite Carry Many people indicated Judation R. D. many Breshiller Many of Colyton In Ant Milade Rose, many Breshiller Milantes to and Judation users created Core of Mil Milantes, specifical they constit remain success forgat bill religion, stray used stat remains success forgat bill religion, stray used stat remains success forgat bill religion and the because they consigned Judation at a rate matter than a religion and that your rate with unchangeouse

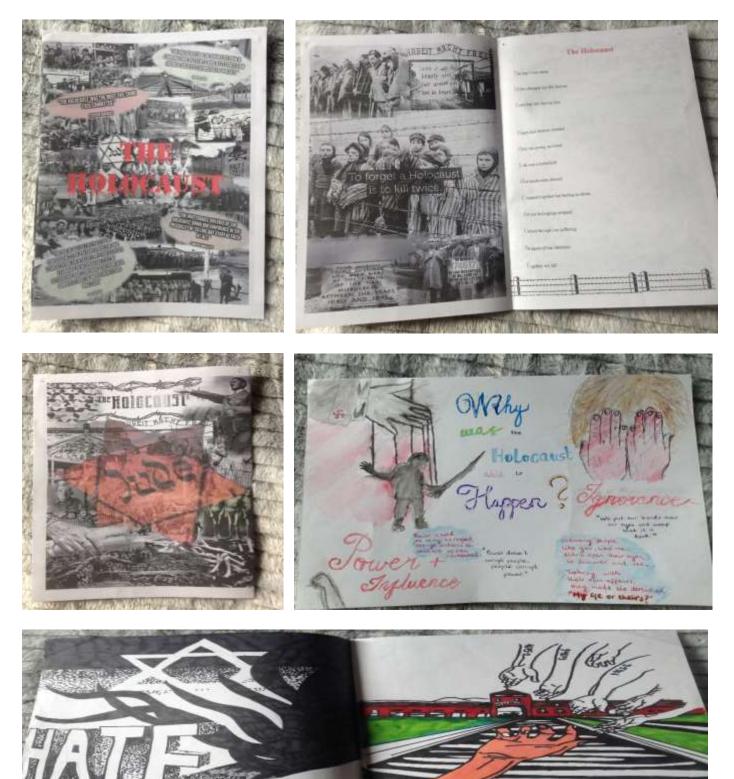
These parial trangets and college continues through the years PS brands bandin proved his theory about the curdintion of norman billings freque brought up the rise of bostil doministrum graning some inductivale were supercor to other

Subailin was classed as an infection rate. That identing betright up many numbers and values and many new sews accepted them. How and the subst claimed that one is well major and the subst apply Daward scientifics where it safety without usen mentioned that to produce a better society. The hasis had to understand and cooperate with signific where weak or strong.

with these racial concepts, there know that the sews were his main michans. Social darwines and antisentitism halped him to persuade people to oppose the Once the obstantation were enterminated. Hitler including that beindary would recome an incredible hatter. This could be another racion why the Hohas while able to huppen, who it purch it's which a



Appendix 5: Year 8 creative responses to the Holocaust unit

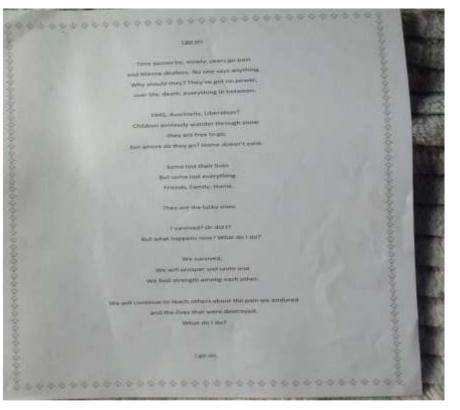


Appendix 6: Year 12 work in response to UCL lessons on life after the Holocaust

That's just what happens Words can be spoken but are never heard, As the fire, fuelled by Jewish words and pictures, burns. The Others are dying from the poisonous air, That creeps in and takes whoever is there, "It may sound brutal, but that's just what happens, Here in Nazi Germany." iladges of yellow fall across a sea of dead, Though they are breathing and may not realise it yet, Their tattoos mark them, as the losing, and the lost, But it is their society and its leader that will turn them to dust. "It may sound brutal, but that's just what happens, Here in Nazi Germany." Blood mixes with the shards of glass, "Surely they knew their sinning couldn't last?" The world is quiet, as the shops are trashed, And the last piece of hope is smashed, "It may sound brutal, but that's just what happens, Here in Nazi Germany." A victory of some sort is found, but so are the camps, "We weren't to blame, we can relax, We got on with our lives, and did nothing wrong, We were only doing as we were told, After all they didn't belong. it may sound brutal, but that's just what happens, Here in Nazi Germany But let this serve as warning of sorts, As truthful words, that refuse to distort, If all you do, is turn your cheek, No matter where you look, it will all be bleak.



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This Man is Surviving Survival

These desperate loving hands clinging to one another a tiny pinprick of hope in the suffocation of despair. They discuss the future. "You remarry, make sure to care for our son." The impossible choice echoed emptily.

Like cattle off to market, seventy crammed in cargo trucks watching the world speed by like a zoetrope through fingernall sized slits.

Hot breath pushes against raw skin the air laced with thick sweat and silent sadness that's grating in the lungs of the young.

A small child wails above the mottled cries. Train tracks wind toward a metal coffin; Arbeit mucht frei.

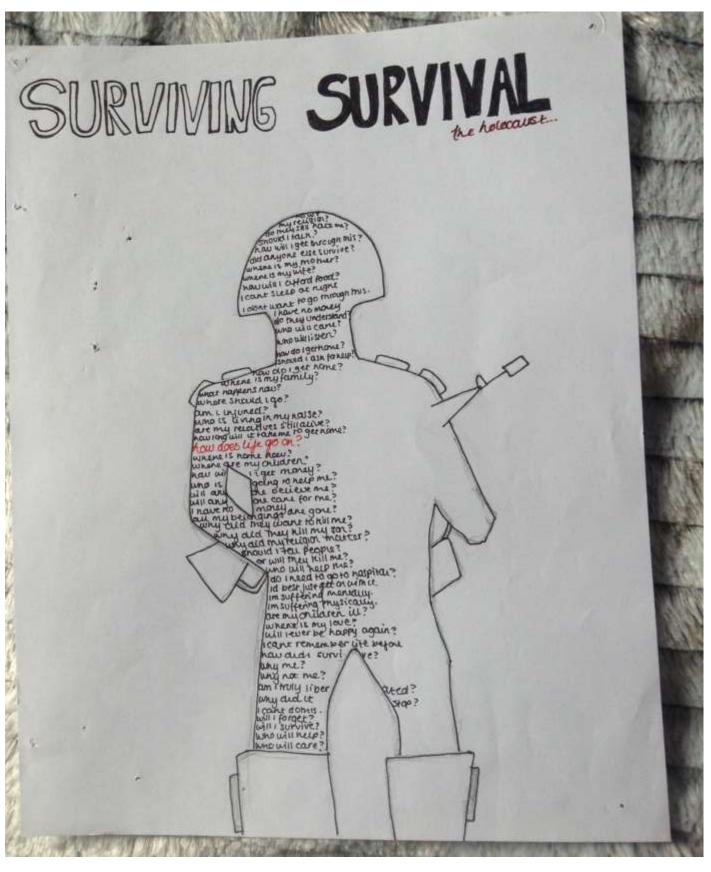
These scarred and calloused hands grip a rake, a spanner, a spade. They haven't held another in so long.

The 27th day of January. Vigil candles flicker in the dark. A lone man sits, propped on a cane. Blue veins snake under the paper skin of his gnarled hands; these hands that once clung on so desperately.

He lives

through guilt that wraps around the throat like black python the grief that settles like a blanket of lead the sorrow that picks at the brain like clockwork.

But this man spins his stories of grey and gold and weaves it into the minds of naïve generations. This man is surviving survival.



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Marina All Michaelle Personaliti Cattor Collector

Life after the Holocaust, in the Words of 18 Survivors

As a originate to the Holessen Londs, we complete the works of 18 different periods into one wars, Noroph they are from different periods, all survivous have the same sales, and the to surretting we would ble to emphasize, this example visited were heard at the time, so leave a one surretting we would ble to emphasize. key status.

"Trive annoe of the humans of \$5 years ago every day."

"Now, hur, har years you were, fixed like a humod animal it, it gets into your poyche. It's very difficult to get rid of that feeling that you are not as danger asympter. All these self-defence stathesizes are still with you, you know, and in many cases people were reluctant to islimit that they are Jews. In many places, places they aldri want to talk to us. They desire know that they are Jews. In many places, places they aldri want to talk to us.

"First I had to change from being a lewish boy to a Polish get. New I had to to, to crawl out from the Polish skin and crawl back into my lewish skin. These are psychological processes which are not poty

"I can't inclure my sons and my shildren. They don't want to be lectured. The fact is they know I want through half. They know that I has my porents. They save rate we want to the "Judge of the sent to the States any son stopped non in the Kathen and asked me, [...] "Who are you?" I was shocked [...] I we heard a son who asks his father, "Who are you?" [...] So that was the reason why I would from there, to tell them what I word through."

"They study out antisestand the nature of someone being released from [Nati] concentration comps. It's coming from abnormality to normality, so the normal rmal service can't understand you

"We cannot be fas at all. We must keep the fants. We must tell others." "We must ever be thankful (for our freedom). We must NEVER take freedom for granted * " I tell my story so that it won't become your future."

"I was called a term in the school. Every stay when i, when, when school got out-them was one other law in the entrie school. His name was Sobel 19 never forget the name. Subel 1 don't know his first name, but, up, the boys are waiting for us to best us and to storm us, meny single day it was a basile to get out of school. I don't know why it wasn't a problem going to action, but leaving school every day way, way a horse show

Because I did not return to Hungary, I Jost my nationality. I became stateless. An outcast to papers, to residence parmit, no work permit. I often worked stepaty, was cold and hungers, and travellest with a faise paraport. It took me 12 more years to obtain a nationality and become a recognized civil being again."

We were not really interested in each other or in the fact that the war was over. Everyone had two procesupations - staying alive and being reunited with any surviving relatives."

"But if a person came and found no name, they would go over to the wall-it was a very large well- and they'd write a note on the wall several, for example, "I was here"-addressing typaste in tractatie inconsta kate turn

It to a passest or to a child.-"Fast basis, building for you, and I will be have or going three," as that there it has some point at which they weight be sale to connect."

"other 5 few works, my work Monarr, where with in a meanity camp on Braumachweig, came to believe to took up the register of surstance, and frond my name on it. I saw as gradely that believe form try family had found me, and also fack me back with ther to Braumachweig."

"Super later, we made our way back to lode in Paland and Treahord that I had lost my h my presentants, my entire family, my health and my enterteen

"My uncle was at the quaytade as Daxler to make us, ensigneeting was chelly. "Anticome England. Understand that in my books Educ't want you to speek about anything that happened to you. Educ't want to know and Educ't week my gets upget

"In September 1946 Britain was an uncaring occurry, unwilling to listen to u in separation and source was in university, over, university to reach at us ways the government too was unhelpful and even imposed extinctions on the type of employment survivors were allowed to take up. There were no government grows, no well are payment and the countralling was offered to help survivors come to terms with their trauminic pays We were simply left to cope on our own

"So have I am right most, about eighty years and - coming to the year of eighty. I have two married children, wonderful children. I have five grandchildren and one great grandcon the ned constant, wonderful chapters innovative pranochilaren and one pranochilaren Terze generations bern and raised from the astes of the Holocaust. Today I am the happens man in the world, but bait week I was thereing - My God, sixty-two years ago I came here, a build exercise the second tuy of sevences, from a different planet, site a different planet, and now, these days, after skip-two upers Lum reasing from one adartment to another one.

"The wounds have beated, but the scare still remain."