

**Appendix 1:****UCL Centre for Holocaust Education QUALITY MARK – Lesson Observation/Learning Walk****Date:** 03/05/2017**LO/LW of:** Ben Fuller (Yr13)**at:** Tapton School**LO/LW by:** Nicola Wetherall

A full data pack and annotated seating plan was provided for a YR13 History Class to be observed on day of review. This was a revision lesson ahead of their OCR summer exam. 10/12 students attended the lesson; 6 girls and 4 boys.

3/12 students are internally identified as 'More Able History Year Twelve'. Of the 12 students in the class, their teacher expected end of KS5 range are A\*-C. In their Year 12 results, 3 achieved about the end of KS target, 2 were on target, and 7 were below with a grade range of A-D.

**Observers lesson commentary, questions, observations, markers:**

- Class settled quickly. Lesson preliminaries – title, aims, objectives – on board all ready for students to be getting on with, along with a 'Think, Pair, Share' starter – which featured two questions plus a prompt: What did the Nazi's do to secure power after 1933? How did the Nazi's attempt to secure control of the people of Germany in the years 1933 – 1939? Think 'carrot and stick!'
- Students aware of need and expectation to settle and start the learning quickly – they engaged with the starter task independently and with their peers. Clear exam focus to lesson, revision
- Teacher particularly effective in orientating students between the lesson and its foci, and the previous lessons (a year ago this unit of work was originally covered) and learning. Teacher effectively linked the starter questions to the learning foci of the session: Racial policy in Nazi Germany: From Isolation to Extermination, Key revision foci: How far was Nazi Racial Policy in the 1930s a success and To what extent was the 'Final Solution' a carefully planned policy?
- UCL 'Timeline' cards up on the classroom wall, minus individual stories. Teacher made good use of cross-references with the UCL Timeline (affixed to the wall) to tease out of students' reasons for specificity between victim group experiences, and the escalation in Nazi racial policy.
- Clear directives in terms of overarching themes of the lesson, using historical lexicon – '*we will be tracing change and continuity*'. Welcome (and impressive) commitment to instilling concepts within the language and learning of the classroom.
- Prompt of textbook offered during initial discussions, some students used, but most didn't.
- Phone went off, simply addressed with calm comment of teacher... '*That needs to go off doesn't it*' without fuss lesson proceeded, no further interruption.
- Reichstag fire, Enabling Act, night of long knives discussed by students and referenced confidently.

- Lots of effective use of praise, but also prompt to develop... *'Fantastic. Tell me more about that..'*
- Confident and varied use of teacher questioning to follow up student initial ideas and feedback. This allows development of points and challenge.
- Student remarks: *'(National) Socialism not about class but race'*, *'A people's community, but who are the people?'* Aryan?
- Revision notes developed individually through strong mixture of teacher talk and student's feedback and discussion.
- Using the timeline class revised racial ideology in the Nazi period and considered to what extent it underpinned all else - what does phrase 'racially pure state' mean? What objectives do you see achieved using the timeline? What trends do you see? How did different groups get treated? What can we infer from this?
- Students talked of *'gradual intervention'*, *'intensification'*, *'momentous of racial policy'* escalation (April boycott, a softer start, with later ghettos, deportations, euthanasia not extermination'), attempts to purify and remove *'outsiders'*, that it was a racial *'reorganisation'* not just of Germany, but their whole sphere of influence. Student phrase *'the evidence speaks of Jews being set apart'*.
- Consideration made regards laws concerning abortion and homosexuality, issues around reproduction, racial purity and those worthy of life.
- Use of big question technique - to what extent did racial ideology underpin Nazi policy across the board?
- Use of teacher referencing back to previous 1:1 or paired discussion in class, as part of his questioning, these questions prior to feedback scaffolded learning for some in group and gave confidence for a starting point in wider class discussion, powerful example of teacher knowing his students and of strong relationships essential for all learners to progress.
- 5 min quiz, competitive challenge element, mini plenary, keywords, names, events, groups - student feedback reveal nuanced understandings, e.g. Wannsee Conference *'logistics of the final solution'* distinguished from a decision-making meeting
- Lesson littered with historical concepts and skills, talk of source evidence, trends, interpretation, inference, chronology, causation, continuity and change, clear embedded nature of knowledge, understanding and historical skills
- Intentionalist v structuralist debate - lesson ended with Layton source analysis and rationale... What was his case? What here the strengths and weaknesses of that position and how could an exam answer draw on both to be a more sophisticated interpretation?

	Not evident	Even Better If...	Good	Excellent
Evidence of student progression in terms of knowledge, understanding and/or pupil self-awareness (reflection)				Students encouraged from outset to draw on prior learning, to use the misconceptions they had debunked as a departure point for this lesson. Quiz mini plenary and ability within lesson to see emerging

				sophisticated understanding and growing confidence.
<b>Evidence of a variety of types of teacher questioning</b>			<p>Due to observation and stranger in room, group had little open discussion, but there was clear engagement of the students evidenced in QA!</p> <p>Showed development of a sophisticated understanding, both in prior learning but also in progression of expression within lesson. Teacher expertly used questioning to elicit and demonstrate this; 'Can you find example of intensification on the wall?' This prompt offered one student the necessary way in to further develop their own original point and also expand and contrast the example with another, including phrase 'initial alienation is now much more physical, it's gone from threatening but non-violent to violent and more violent as laws intensify again'.</p>	<p>Questions well-pitched and formulated – evidenced by the quality of their responses, albeit a unusually 'quiet' lesson – when prompted students contributed articulately and with impressive insight – but few volunteered responses. Suitable balance between open and closed questions, aligned with varying objectives of seeking to determine comprehension against trying to encourage thought.</p>
<b>Evidence of teacher differentiation in various forms for group</b>				Use of targeting questions (and adapting these) to certain individuals to check learning and encourage development.
<b>Evidence of student engagement and highest expectations.</b>				Students quick to settle and ready to learn. Students on task throughout lesson; no

<b>Atmosphere of learning; thirst for knowledge/love of learning</b>					behavioural issues, all visibly engaged with all tasks.
<b>Evidence of staff subject knowledge, enthusiasm and passion</b>					Teacher exuded confidence and assurance. Passion & enthusiasm was evident throughout.
<b>Area</b>		<b>Evidence</b>		<b>Best Practice</b>	
<b>I</b>	<b>Informed Inspired Immersed Involved Independent Insightful</b>	<ul style="list-style-type: none"> <li>Lesson contained a variety of tasks, suitably sequenced, accessible to various learning styles – all allowing for students to become involved in the learning. Independence of thought encouraged especially through activities regards interpretation of Layton (1992)</li> </ul>			
<b>C</b>	<b>Compelled Challenged Captivated Curious Creative Critical</b>	<ul style="list-style-type: none"> <li>Considered questioning inculcated an inquisitive climate.</li> <li>Emerging criticality and engagement with challenge.</li> </ul>			
<b>E</b>	<b>Engaged Empowered Encouraged Enthusied Evaluative Empathetic</b>	<ul style="list-style-type: none"> <li>Engagement secured and maintained through varied tasks and use of teacher talk. Teacher keen to emphasise the marriage between the development of substantive knowledge and conceptual understanding – which encouraged and consolidated evaluative historical approaches.</li> <li>Evaluative: Intentional its v structuralist debate - lesson ended</li> </ul>		<ul style="list-style-type: none"> <li>Empathy: 1:1 with student, with teacher on knees, making eye contact, conversation later equipped student to participate in group feedback with confidence as had been supported to formulate and develop ideas beforehand: teacher knows the students, strong relationships, a sense of empathy and respect for the individual being modelled by the teacher and</li> </ul>	

		with Layton source analysis and rationale being evaluated.	thereby empowering and encouraging the student.
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Any key examples of... seen to share?	
<b>Literacy</b>	
<b>Behaviour for Learning</b>	Music used as background, indicative of thinking, talking or activity time, prior to feedback, consolidation and challenge, use of ICT and mood - clearly embedded practice and signalled the learning episodes in the lesson. Simple but effective behaviour for learning strategy.
<b>Assessment/evidencing progress throughout</b>	Via wide ranging and sophisticated use of questioning
<b>Critical thinking/independent thinking</b>	

**WWW: Feedback comments -**

Student’s knowledge and understanding of the historic and evolving nature of Nazi racial policy was undoubtedly enhanced and deepened. This, in itself, is significant learning. The desire to encourage students to think in conceptual terms was very pleasing. This was evidenced not just by the pointers to change and continuity, but also the attempt to get students to identify causes.

**EBI: Target for possible future development –**

Look to ensure students’ understanding of key concepts and their relationship to each other is clear from the beginning, and return to this throughout, where appropriate. Knowing what is and what isn’t a cause isn’t just about selecting relevant “causes”, but needs to be tied to a more overarching understanding of causation. At the same time, understanding of causation is inseparable from all the other second-order concepts – like, for instance, change and continuity – all of which themselves need to be clear in students’ minds. There are many challenges here: making sure students know what a concept is; ensuring students grasp the relationship between concepts; and helping students understanding how to bring their conceptual understanding to bear on their substantive historical knowledge.

**Appendix 2:** Examples of Tapton School innovation in Holocaust Education and collaboration with specialist colleagues to ensure inclusion, engagement and learning for all, collaboration and shared learning.



During the review process Lead Teacher Ben Fuller spoke of the inclusion of the Visually Impaired (VI) students and their engagement in the Holocaust Education work – his comment regards this photograph speaks volumes about Tapton School. *‘The VI one shows Yanko working with a group using his laptop, which read the cards to him (having been programmed) as well as using tactile sticks to connect the cards for the task. It was a pretty brilliant moment to capture!’* The Centre for Holocaust Education could not agree more! Here is an example of a community of learners sharing the experience and discovering and ‘Unlocking Antisemitism’ together; of a school ensuring quality provision and access for all in imaginative and appropriate ways, thanks to classroom colleagues liaising with VI specialists at the school and technology. Here the classrooms learners were all able to access the same task, contribute and engage, appropriate to need, and thanks to staff’s thinking outside the box, thinking what was possible, the learning about the Holocaust also fed into notions of working with others, sharing, support and spoke to the values and ethos of Tapton School and its leaders.



Appendix 3: Examples of Tapton School learners' (Yr9 Holocaust booklets and assessment pieces) classwork, during Quality Mark observation (Yr13)

**Tapton School**

### Unlocking Antisemitism

Yes, but why the Jews?

**Keys of medieval anti-Judaism**

- blaming
- accusations of magic
- blamed for the killing of Christ
- Jews could not convert or marry
- in separation
- Jews were accused of murdering children
- to use their blood in making bread for Passover
- misunderstanding

**Keys of Nazi antisemitism**

- isolation
- Ghetto
- myths
- race
- lose war
- control government
- then on
- money problems
- enjoy a better world

**Tapton School**

### Why the Jews?

Hitler believed that Jews that had been said about the year in people of the world that all was the Jews fault that they had lost the first world war Hitler also hated Jews for Germany many people arose a race Jewish people had the Jewish job in the Jewish ideas which was being Hitler & his culture which is Jews so it's stereotyped as being borders or away from the Germany also thought that Jews was a race that Jews superior to the other race so people say Jews are lower than other people.

Most of the hatred towards Jews started 2 thousands of years ago when Jews got killed Christmas would Jews instead of with Roman. This started the rivalry between Christians & Jews on what started at the time Hitler & Nazis.

to escape the Jews were escape jail for the Nazis.

Very good simulation!  
You've linked different pieces of history

**Tapton School**

### Resistance

Why didn't the Jews fight back? Taking the story of resistance

Use two colours to complete this mind map

- One at the start of the lesson
- Another as the lesson progresses

helped others escape

standing up for what you believe in

fighting

disobedience

breaking laws

rebellion

protest

speeches

robbers

Learning about the Holocaust

Nazis never wanted people to know about all the millions they killed.

photos

sneaky

passing gunpowder round to make bombs.

wrote strappdown

proof of what actually happened not just what the Nazis wanted people to know

keeping moments alive

going a gain

raising

keeping possessions

turning away

clever

substance

**Tapton School**

### Unlocking Antisemitism

Yes, but why the Jews?

**Keys of medieval anti-Judaism**

- blaming
- blamed for the killing of Christ
- blamed for Black Death
- accused of murdering kids for their blood
- forced to live in pale

**Keys of Nazi antisemitism**

- isolation
- myths
- race
- blamed for bad things
- discrimination
- death camps
- superior races
- Anti-semitism

**1 Sept 13, 11.30.16 The defeat of Hitler**

in Africa East Africa Italy & Germany were for Antisemitism  
 a short war - victory secondary needs  
 US arrived summer 1942 why 1942 started early

**North Africa**

**Rommel - Von Arnim**

**The defeat of Hitler**

- The western front
  - 6 June D-Day
  - September had been liberated
  - 100% victory
- the eastern front
  - April 1945
  - 155,000 Germans
  - February 1945
  - 135,000 Germans
  - the bombing campaign
  - Survivors

**The Soviet front**

- Germany defeated in May 1945
- 1946 German noted
- back to Poland
- 1945 Soviet liberated eastern Europe April
- many may reached Berlin

What happened when the British government knew about the mass murder of Jews?  
 The British gover next talked about  
 blame for they did nothing

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**Tapton School**

**Liberation and Home**

What did it mean to be liberated?  
 What did survivors find at home?

Liberation	Home
<ul style="list-style-type: none"> <li>independence</li> <li>self-determination</li> <li>freedom</li> <li>choice</li> <li>control</li> <li>responsibility</li> </ul>	<ul style="list-style-type: none"> <li>family</li> <li>belonging</li> <li>comfort</li> <li>security</li> <li>stability</li> <li>peace</li> <li>rest</li> <li>recovery</li> </ul>

**Ida Fink's 'The Tenth Man' - Reflections**

It's like a horse riding a wild horse who has lost his head  
 being riding with a head - 100% can't  
 ride on these horses

**The survivor experience**

What emotions do Anna and Leon describe experiencing?  
 Anna & Leon describes it as being cold  
 isolated & lost

How far do Anna's and Leon's experiences differ from the characters in  
 Ida Fink's story?  
 In Anna's story lots of people wanted to help & the  
 train was working - Leon & Eva had to get  
 What have these oral histories revealed about 'liberation' and home?  
 It's not always what the story tells  
 idea about how they feel about  
 home - it's just an idea

**Tapton School**

**Liberation and Home**

Has your view changed over the course of the lesson?  
 In the beginning I thought about how  
 liberation (master's typical point  
 of view) but what home & liberation  
 is to really an idea

Consider how far were survivors truly 'liberated' in 1945?  
 The survivors were liberated from their  
 them living in their nightmare or camp  
 side but mentally they not liberated  
 as they can't but front - seems forget  
 the horrors with may replay in their  
 minds & you can't free your self  
 from your own mind  
 the teacher the Nazi mental for them  
 as they have been constantly scared  
 & also they have to live with out  
 their family or friends who have  
 happily been murdered.  
 The survivors were liberated from the  
 real world but mentally they are  
 not liberated for many years

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**Tapton School**

**Surviving survival**

What does it mean to 'survive' the Holocaust?

**Leon's story**

- learned
- lost 2000 people
- 83 years old got death sentence
- wrote in English man in restaurant
- BUK
- translated front work after 1946 in June
- went to schools talk about Holocaust
- re-reading might work
- had 80,000 people Anti-racist march
- award OBE in 1998
- went to school
- re-reading might work
- re-reading might work
- re-reading might work

What title might you give to Leon's Poem?  
 The title I give a poem  
 Life after as the poem talks about  
 what Leon does & describes to after the  
 Holocaust. This story is about him



homework - 20.05.16

**Tapton School**

### Liberation and Home

is an idea

freedom, relief, independence, family, safety, relax, nothing/no-one

Has your view changed over the course of the lesson?

At the start of the lesson I thought liberation meant freedom & independence & home meant safety & family. However over the course of the lesson I've learned for the people of the Holocaust, liberation & home's weren't positive words in their heads (never free from the memory/horror of war).

Consider how far were survivors truly 'liberated' in 1945?

When the survivors were liberated many went back to their home in Poland or Germany. However what they would've found when returned, would be an incredibly depressing sight.

The prisoners were liberated in one sense, they escaped the horror of the Holocaust but in another sense they would never escape the horrific memories and so awful inhumane sights they've seen and experienced.

They may be liberated from being a prisoner but they will never truly be freed.

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Anti-Fascist activist

**Tapton School**

### Surviving survival

What does it mean to 'survive' the Holocaust?

struggled with loneliness & nightmares, never re-married, led a march of 60,000 people at an 82 year old!

Memorial stone laid in the Peace Garden on 17th Dec 2009

against racism

received death threats

front window smashed

OBE

Leon's story

OBE

While in the camp, I made a promise that if I survive I would live to tell the world what took place here.

OBE inspired to loads of young people about his experience.

What title might you give to Leon's Poem?

'Lonely' because he says 'I have no children grand children to cuddle' so he clearly feels very isolated and alone. 'Being too busy with this work, seems to be my mission'. This shows he feels he is very work-focused and does not have time for a normal life.

**Tapton School**

### A space called 'Treblinka'

The chaos of genocide and extinction of the Holocaust

Notes:

5,000 Jews per day from Warsaw. too many people, train didn't get packed up. Hanks drove fast & knew what was going on. Jews were being led to saying there was a hospital. Camp was in a terrible collapse. too much work. Soldiers shot into the crowd for fun.

What took place at Treblinka between 23 July and 27 August 1942?

Because there were so many dead bodies, the camp plunged into chaos and to improve this Treblinka closed on 27th August 1942 for 'reorganization'.

What was reorganization?

A period of time where the Nazis sorted Treblinka and changed the whole camp to make it a better place to work.

Why was it deemed necessary and what did it lead to?

The smell was horrific, there were so many bodies that people of blood & human bodies.

They built a zoo to give the Jews & SS work police & workers something to do, once the camp's job had been done.

**Tapton School**

### How have your ideas changed?

I have learned...

Many things over the weeks I've been learning about the Holocaust.

Firstly

- What the Holocaust is (murder of millions of Jews)
- Who & why killed the Jews
- The good rescuers were not fully good people & the perpetrators were not fully bad people.
- What the Death/Work/Concentration Camps were like
- more about the jobs of the murderers & about individual people & stories & lives
- Survival against the odds, had to deal with horrific aftermath of memories
- Genocide (mass murder) of Jews (1942 - 45)
- Hitler = evil
- 6 million Jews - 1.5 million children



Jasmine (6-3)

**UCL Assessment Criteria**

No matter which assessment you choose to complete your work will be judged on the following criteria. Use this to help structure your work.

<input type="checkbox"/> I can make a clear judgement and well supported judgement. My judgements about source reliability and utility are based on a suitable and discriminating assessment of nature, origin and purpose.	<input type="checkbox"/> I can make a clear judgement based on discriminating evidence and use of evidence from the sources and my own knowledge.
<input type="checkbox"/> I am able to make informed and well supported judgements. I can explain the nature, origin and purpose of sources in a discriminating way. I can research judgements about reliability and utility.	<input type="checkbox"/> My assessment of source origin and purpose tends to be more useful and discriminating. I can explain to make more informed judgements about discriminating use of evidence from the sources and my own knowledge.
<input type="checkbox"/> I am able to make effective judgements based on a critical weighing up of the evidence from the sources and my own knowledge.	<input type="checkbox"/> I can make a clear judgement about source reliability and utility. I can explain the nature, origin and purpose of sources in a discriminating way. I can research judgements about reliability and utility.
<input type="checkbox"/> I am able to make well supported, supported judgements. I can confidently explain the nature, origin and purpose of sources to make judgements about reliability and utility. I am able to make effective judgements based on the evidence and my own knowledge.	<input type="checkbox"/> I need to consider the nature, origin and purpose of evidence in a more discriminating way, in order to make judgements about reliability and utility.
<input type="checkbox"/> I can make judgements with well supported support. My analysis is effectively linked to the enquiry. I can explain the nature, origin and purpose of sources in a discriminating way. I can research judgements about reliability and utility.	<input type="checkbox"/> I need to explain better support from the sources to my judgements. I need to be more careful about the effect of nature, origin and purpose of sources on the reliability or utility of sources.
<input type="checkbox"/> I can make judgements with some support from the source. I am beginning to consider the effect of the nature, origin and purpose of a source on its value.	<input type="checkbox"/> I need to provide well supported support for my judgements. I need to consider reliability of sources, based on nature, origin and purpose.
<input type="checkbox"/> I can make an informed from a source. I am beginning to consider the nature, origin and purpose of a source.	<input type="checkbox"/> I need to support judgements with evidence from the source. I need to consider the effect of the nature, origin and purpose of a source on its value.
<input type="checkbox"/> I can select details from a source that are relevant to the question.	<input type="checkbox"/> I need to look beyond the surface features of a source, make judgements. I need to think about the nature, origin and purpose of a source. How I need to select details that are relevant to a particular question.
<input type="checkbox"/> I can select some relevant details from a source.	<input type="checkbox"/> I need to begin to select details from the sources that help to answer the question.
<input type="checkbox"/> I can write simple sentences that relate to the topic in the question.	

**Film Review: *Kitty-Return to Auschwitz* (1979)**

*Kitty-Return to Auschwitz* is a TV documentary directed and produced by my Grandad (Peter Murley) who was a Jew that escaped Nazi Germany however some of the family were sent to Auschwitz so this film is important to me. It follows Kitty Hart's return to Auschwitz 34 years after being a prisoner there. What makes it special is that it's just her telling her own her experience as she shows him round recalling all that happened, it is completely unscripted and there were no rehearsals or retakes therefore producing a very real and emotional perspective of Auschwitz.

Many of the things she talks about we have mentioned in class for example she and other prisoners helped build the railway, dogs chased them up the road as they entered, they were sorted into who would work and who would be sent to be gassed, they had everything taken from them, many people tried to commit suicide by touching the electrified fence, the population was always changing because people were dying all the time but then thousands of new people would be brought in, they didn't want people to panic as they were brought in. Kitty became part of the "Kanada Commando" so she sorted the belongings of the people who were gassed and sometimes she stole and buried some jewellery which was used to buy ammunition which on the 7<sup>th</sup> October 1944 was used to blow up a crematorium which was in a case study that I looked at in class.

This documentary portrays the Holocaust in a very real way much like listening to Zigi's testimony but to add to it you see how vivid it is in their minds because as Kitty is walking round she

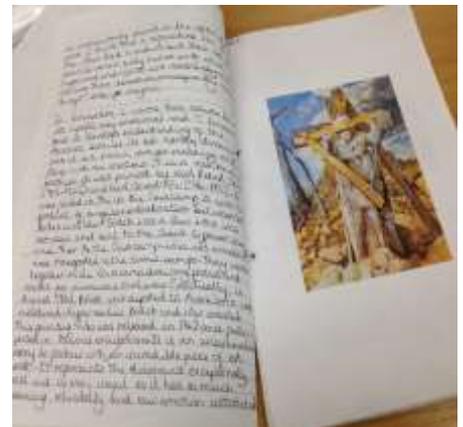
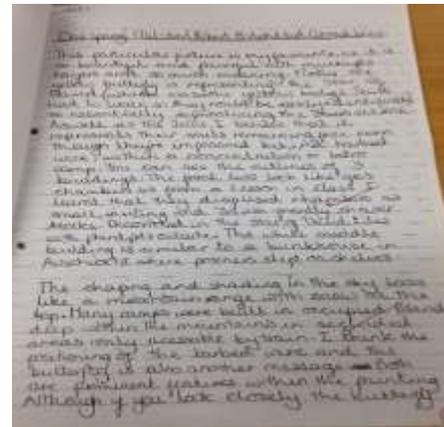
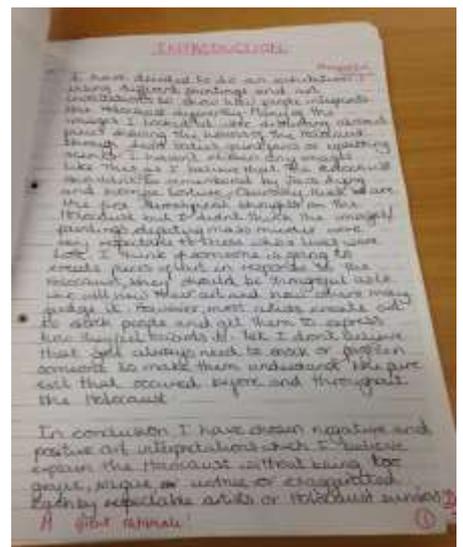
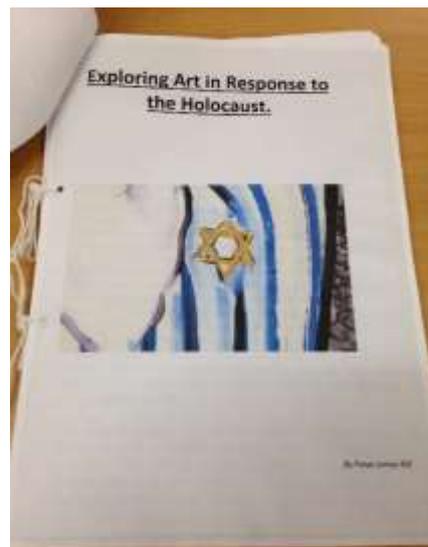
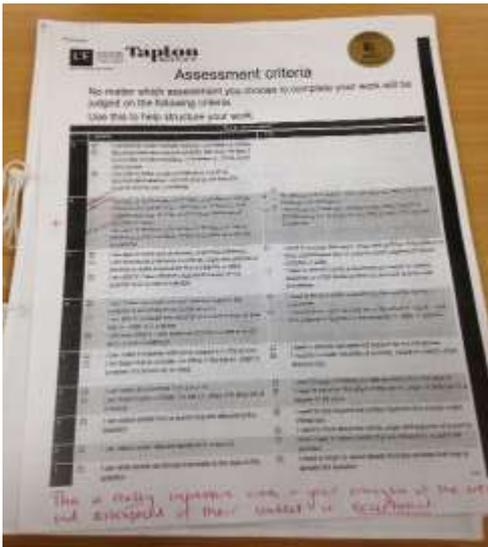
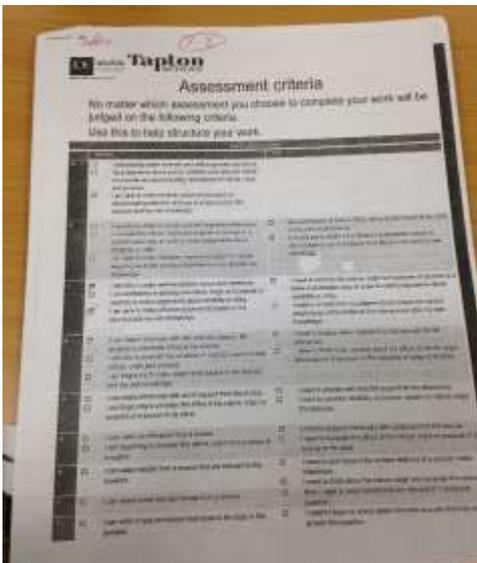
remembers exactly where everything was and you can actually see it bring back horrific memories. Also like Zigi it shows how suffering and that there were a lot of innocent people in Germany and Kitty actually says at the end of the documentary "it's very difficult to hate a whole nation."

The documentary is very accurate compared to our own learning and is evidence of the things we have been told, it tells us a lot about Auschwitz and the layout and lets you see it what it looks like. At the start of our study of the Holocaust we talked about how at primary school we were mainly taught facts and figures about the Holocaust which didn't really give us an idea of what it was like and that only when you start to look at individuals do you really get the proper story. Kitty thought like this as well, she said "I saw such a vast number being killed...the sheer number of people lost its meaning..." she then says how when she saw just one person or a child being hurt that was when it brought back the realization of what was happening.

This was a very informative and emotive documentary and it's probably an as accurate account as you can get.

*Very interesting Jasmine!  
You've written beautifully showing how your class learning helped you to understand this documentary.  
You've also highlighted important aspects of the topic and used Zigi's story to support this.*

*Q What does Kitty's testimony not show us?*



Appendix 4: Tapton School (Yr9) classwork, during Quality Mark observation



Appendix 5: Examples of Tapton School displays speaking to ethos, values, aspiration, expectation and learner levels.

