

# MAGHULL HIGH SCHOOL – CURRICULUM MAP



<b>YEAR 9 (2.1)</b> <b>HALF TERM 2.1</b> <b>Persecution – “Religious persecution is a thing of the past”</b>						
Unit:	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
LESSON TOPIC QUESTION(S)	Title What is persecution?	Title Anti-Semitism	Title The Holocaust	Title Islamophobia and Hijab Debate	Title Uniting Society – How do we end persecution?	Title Assessment
<b>Knowledge &amp; Skills development</b>	Students begin by defining and identifying the core nature of what persecution is in a global and historical context. The curriculum then builds deep historical and conceptual knowledge by focusing on Anti-Semitism and the Holocaust. As the unit progresses, skills are developed to analyse and evaluate contemporary social issues, specifically through the lens of Islamophobia and the debating the wearing of the hijab/niqab in modern western society. Finally, students synthesise these lessons to explore strategies for uniting society and determining how to effectively end persecution in the modern world. Students will look at methods of social integration (melting pot vs salad approach) to explore modern societal issues around this topic.					
<b>Assessment / Feedback Opportunities</b>	<b>Formative Assessment</b> <ul style="list-style-type: none"> <li>• Bronze, silver, gold recall starters</li> <li>• Written questions</li> <li>• Quizzing and questioning</li> <li>• Whiteboard quickfire answers.</li> <li>• Expressing viewpoints around topical issues.</li> </ul>			<b>Summative Assessment</b> <ul style="list-style-type: none"> <li>• Key word knowledge check to take place at the end of HT3.</li> <li>• Concepts to be included in the summative written assessment in HT4</li> </ul>		
<b>Key Vocabulary</b>	Persecution, Anti-Semitism, Holocaust, Islamophobia, Hijab, Society, Uniting, Tolerance,					
<b>Literacy/Reading opportunities</b>	<ul style="list-style-type: none"> <li>• Reading survivor testimonies from the Holocaust.</li> <li>• Analysis of news articles on contemporary Islamophobia.</li> <li>• Case studies of countries tackling religious intolerance.</li> <li>• Extracts from religious texts to understand beliefs and practices that have been targeted historically.</li> </ul>					

<p><b>Oracy</b></p>	<ul style="list-style-type: none"> <li>• Group debates on “Is religious persecution a thing of the past?”</li> <li>• Paired discussions evaluating strategies to end persecution.</li> <li>• Presentations on lessons learned from historical events.</li> </ul>
<p><b>Cross Curricular Themes</b></p>	<ul style="list-style-type: none"> <li>• <b>History:</b> Holocaust and Anti-Semitism.</li> <li>• <b>PSHE/Citizenship:</b> Equality, diversity, and tolerance.</li> <li>• <b>English:</b> Critical reading and persuasive writing.</li> </ul>
<p><b>Personal Development (Including British Values, RSE, Citizenship)</b></p>	<ul style="list-style-type: none"> <li>• Promoting respect and tolerance for different faiths and beliefs.</li> <li>• Understanding the rule of law and its role in protecting rights.</li> <li>• Encouraging individual liberty and responsibility in society.</li> </ul>
<p><b>Career Opportunities</b></p>	<p>International Aid Work, Police, the NHS, law, customer service, judiciary, social work, Education</p>