



# Holocaust Educational Resources for Primary and Secondary Schools in Wales

## Resource Pack for Teachers

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## I. Curriculum for Wales

The resources were developed following the key principles of the Curriculum for Wales:

- Purpose-led: The learning outlined within the resources helps learners to realise the four purposes.
- Clear learning aims: the WHY not just WHAT: The resources are underpinned by explanations of why the learning aims are important and how they contribute to the overall purpose of learning.
- Support practitioners in developing learning: Resources help schools to design and develop their curriculum and to implement learning and teaching about the Holocaust.
- Support research-informed approaches to learning and teaching.
- Co-construction: The resources were developed in collaboration with practitioners.
- Bilingual and reflecting Welsh context.
- Developed following accessibility guidance.

## II. The rationales for teaching and learning about the Holocaust

The rationales are based on the International Holocaust Remembrance Alliance (IHRA) [Recommendations for Teaching and Learning about the Holocaust](#) that aim to deepen the understanding of the Holocaust by asking crucial questions concerning the historical context of the Holocaust, its scope and scale, and why and how it happened.

Research conducted by the [Centre for Holocaust Education](#), University College London, in 2016, revealed significant gaps, inaccuracies, and misconceptions in learners' knowledge and understanding of Holocaust history, including:<sup>1</sup>

- Misunderstanding of pre-war Jewish life.
- The chronology of the Holocaust.
- The 'Hitler-' or 'Nazi-centric' narrative of the Holocaust.
- Limited and/or erroneous understanding of Britain's role during the Holocaust, including Kindertransport.

The rationales address:

1. WHY the Holocaust should be taught.
2. WHAT to teach about the Holocaust.
3. HOW to teach about the Holocaust.

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<sup>1</sup> Teaching about the Holocaust in English Secondary Schools, *Pettigrew et al, 2009* and What do learners know and understand about the Holocaust? *Foster et al 2016*.

## 1. WHY to teach about the Holocaust?

1. To enable learners to develop their knowledge of the Holocaust.
2. To enable learners to develop an understanding of the importance of democratic values and human rights and reflect on their civic responsibilities.
3. To enable learners to gain a deeper understanding of the past and how it shapes the present: decisions have consequences, regardless of the complexity of the situations in which they are taken.
4. To promote critical and reflective thinking: to equip learners to critically interpret and evaluate the cultural manifestations and representations of the Holocaust and help learners to identify distortion and inaccuracy.
5. To enable learners to examine the history and evolution of antisemitism and the different tools used to promote antisemitism and hatred.
6. To support learners in commemorating Holocaust victims.

## 2. WHAT to teach about the Holocaust?

Educators should the learners to answer the **four** following questions in significant rather than superficial ways:

- What were the historical conditions and key stages in the process of this genocide?
- Why and how did people participate or become complicit in these crimes?
- How did Jews respond to persecution and mass murder?
- Why and how did some people resist these crimes?

What to teach:

### *2.1. What were the scope and scale of the Holocaust?*

The Holocaust was a continent-wide genocide that destroyed not only individuals and families but entire European communities and cultures.

### *2.2. Why and how did the Holocaust happen?*

- What were the key stages?
- How and why did people participate/become complicit?
- How did Jews respond to persecution and mass murder?

### *2.3. What was the historical context and how did the Holocaust develop?*

Including:

- Precursors to the Holocaust.
- The rise of the Nazis, their racial ideology, and political practice.
- Development of the Holocaust in the context of the Second World War.
- Post-war: the immediate aftermath.

## 2.4. Conceptual understanding

- Responsibility, e.g., Who was responsible for the crimes and what were their motivations?
- Agency of the victims, e.g., To what degree and in what ways could Jews offer resistance?
- Relevance of the historical experience of the Holocaust today, e.g., How can knowledge about Jewish refugees be relevant for understanding contemporary refugee crises?

## 3. HOW to teach about the Holocaust?

### 3.1. Overarching principles

1. Do not be afraid to approach this subject - the Holocaust can be taught effectively and successfully with careful preparation and appropriate materials.
2. Use the age-appropriate method and content, e.g., focusing on individual stories concerning victims, escape, and rescue can be appropriate for younger audiences.
3. Consider the [IHRA Recommendations](#) and the learners' emotional needs and particular circumstances when selecting sources and textbooks.

### 3.2. Use consistent, accurate and precise language

1. Avoid generalisation to prevent misunderstanding.

For example:

- The term 'camp' is used to describe a wide range of sites and locations. What type of camp are we referring to, a death camp, a concentration camp, a slave labour camp, or a transit camp?
  - 'The Germans' – What strata of German society are we discussing?
2. Share, with your learners, that for many people the term 'Holocaust' (a composite of two Greek words, it suggests the offering of a sacrifice by burning) is problematic, and many prefer to use 'Shoah' (Hebrew for 'catastrophe').
  3. Allow learners to critically discuss terminology.
  4. For example, the learners should understand that the term 'Final Solution' was a euphemism created and used by the Nazis.
  5. Consider how society and culture speak about the Holocaust as popular discourse can influence learners' understandings.

### 3.3. Define the term Holocaust

Use a clear definition of the term 'Holocaust' to minimise confusion from the start.

The [IHRA](#) uses the term 'Holocaust' to describe "the state-sponsored, systematic persecution and murder of Jews by Nazi Germany and its collaborators between 1933 and 1945. The height of the persecution and murders occurred during the context of the Second World War".

Be aware of the different ways in which various source materials may understand and employ the term and ensure the use of terms is consistent and accurate.

### *3.4. Contextualise the history*

Consider the chronological and geographical dimensions of the Holocaust.

### *3.5. Adopt responsible approaches to learning*

1. Create a positive learning environment where learners are given the opportunity to reflect, ask questions, and explore misconceptions. Encourage learners to take an active role in their learning.
2. Consider learners' emotional responses and concerns.
3. Avoid graphic imagery that could be upsetting to learners and risk dehumanising Holocaust victims. Be Aware of the sources of the materials selected, e.g., images taken by the Nazis for the propaganda purpose.
4. Translate statistics into people: wherever possible, use case studies, survivor testimony, and letters and diaries from the period to show human experience.
5. Avoid reinforcing stereotypes.

For example: Victims of the persecution were not powerless but responded to difficult and stressful situations in ways conditioned by age, background, and context.

6. Do not label the perpetrators as 'inhuman monsters' or 'evil' to explain the Holocaust. Instead, encourage the learners to study the perpetrators' motivations and help them understand how it was possible that ordinary individuals committed these acts of cruelty and murder.
7. Avoid role-playing, which risks trivializing the immense suffering and horror experienced by victims. It can also lead to emotional distress for learners and may not convey the gravity and historical significance of the events accurately.
8. Encourage the study of personal stories connected to Wales to help learners develop a better understanding of the local - as well as global - history of the Holocaust.

### III. The Holocaust educational resources

#### 1. Overview

20 resources were developed by the Centre for the Movement of People, Aberystwyth University, and the Jewish History Association of South Wales/Cymdeithas Hanes Iddewig De Cymru.

#### *Age, language, and local relevance:*

The resources are:

1. Suitable for learners aged 9-14 – Progression Steps 3 and 4.
2. Bilingual.
3. Locally relevant with a global connection:

Each resource is built around an audio/video/written **testimony** with a connection to Wales to ensure the content is locally relevant for learners and teachers in Wales. The local examples can help learners understand the link between Welsh history and global events like the Second World War and the Holocaust.

4. Aligned with Curriculum for Wales.
5. Free to be used.

#### *Areas of Learning and Experience*

The resources address the following Areas of Learning and Experience:

- Humanities.
- Expressive Arts.
- Health and Well-being.
- Languages, Literacy and Communication.

#### *Topics covered:*

- Life in pre-war Europe.
- Kindertransport.
- *Kristallnacht* (the November 1938 pogrom).
- Jewish artists.
- Jewish businesses.
- Internment of 'enemy aliens'.
- Jewish refugees who became domestic servants in Britain.
- Jewish refugee doctors, dentists, and nurses.
- Jewish refugees who joined the British armed forces during the Second World War.
- The liberation of camps and ghettos.
- Religious life of Jewish refugees in Wales.
- Welsh language.
- Identity.
- Holocaust commemoration.

### *Where to find the resources?*

- On the People's Collection Wales platform, 'Learn' section: [The Holocaust and Wales](#).
- On [HWB](#), you can find the resources by typing 'Holocaust' in the search box.

## **2. Structure**

Each resource comprises:

### *Introduction*

- Cover photograph.
- Description of the resource.
- Curriculum for Wales details: Curriculum areas, age, and Progression Steps.
- Learning Activity Pack: Link(s) to the other resource addressing the same topic if there is more than one.
- Learning Resources in Welsh and English (PDF documents for teachers and learners, to be downloaded).
- Quick Links for content accompanying the resource (e.g., audio/video clips and images).

Click here for an [example](#).

### *Guidelines for Teachers/Teachers' Notes*

- Purpose of the resource.
- Learning aims.
- Focus of the resource.
- What skills, knowledge, and experience the resource helps develop.
- How the resource supports learning in local (cynefin), national, and regional contexts.
- Background information (e.g., about Treforest Trading Estate).
- Ideas and questions – suggestions as to how the resource can be used.
- Research and further information – including an Introduction to teaching and learning about the Holocaust, additional information about a topic, and a list of all 20 resources on People's Collection Wales.

Click here for an [example](#).

### *Information Sheet and Activities for Learners*

- Background information (e.g., Treforest Trading Estate).
- Images.
- Transcripts of audio/video clips.
- Biographies of people featured in the resource.
- Activities with instructions on how to complete them.

Click here for an [example](#).

### 3. List of resources with People's Collection Wales links

English resources: **the Holocaust and Wales:**

- [Kindertransport 1: Jewish Life in Central Europe before the Second World War.](#)
- [Kindertransport 2: The Journey to Britain.](#)
- [Kindertransport 3: Arrival in Wales.](#)
- [Kindertransport 4: Life in Wales.](#)
- [Memories of \*Kristallnacht\*: Destruction and Flight.](#)
- [Memories of \*Kristallnacht\*: The last Bar Mitzvah.](#)
- [Jewish Artists in Wales: Josef Herman.](#)
- [Jewish Artists in Wales: Heinz Koppel.](#)
- [Aero Zipp Fasteners at Treforest Trading Estate.](#)
- [General Paper and Box Manufacturing Company at Treforest Trading Estate.](#)
- ['Enemy Aliens' and Internment Camps.](#)
- ['Enemy Aliens' and Human Rights.](#)
- [Jewish Refugees as Domestic Servants.](#)
- [Jewish Refugee Doctors, Dentists and Nurses in Wales.](#)
- [Jewish Refugees in the British Army during the Second World War.](#)
- [Religious Life of Jewish Refugees in Wales.](#)
- [The Welsh Language.](#)
- [Liberation.](#)
- [Identity.](#)
- [Remembering the Holocaust.](#)

Welsh resources: **yr Holocost a Chymru:**

- [Kindertransport 1: Bywyd Iddewig yng Nghanolbarth Ewrop cyn yr Ail Ryfel Byd.](#)
- [Kindertransport 2: Y Daith i Brydain.](#)
- [Kindertransport 3: Cyrraedd Cymru.](#)
- [Kindertransport 4: Bywyd yng Nghymru.](#)
- [Atgofion o \*Kristallnacht\*: Dinistr a Dianc](#)
- [Atgofion o \*Kristallnacht\*: Y Bar Mitzvah olaf.](#)
- [Arlunwyr Iddewig yng Nghymru: Josef Herman.](#)
- [Arlunwyr Iddewig yng Nghymru: Heinz Koppel.](#)
- [Aero Zipp Fasteners yn Ystad Fasnachu Trefforest.](#)
- [General Paper & Box Manufacturing Company yn Ystad Fasnachu Trefforest.](#)
- ['Estroniaid Gelyniaethus' a Gwersylloedd Caethiwo.](#)
- ['Estroniaid Gelyniaethus' a Hawliau Dynol.](#)
- [Ffoaduriaid Iddewig a oedd yn Weision Domestig.](#)
- [Ffoaduriaid Iddewig yng Nghymru a oedd yn Feddygon, Deintyddion a Nyrsys.](#)
- [Ffoaduriaid Iddewig yn y Fyddin Brydeinig yn ystod yr Ail Ryfel Byd.](#)
- [Bywyd Crefyddol Ffoaduriaid Iddewig yng Nghymru.](#)
- [Y Gymraeg.](#)
- [Rhyddhad.](#)
- [Hunaniaeth.](#)
- [Cofio'r Holocost.](#)



## IV. Suggestions of how education practitioners can use the resources

Example resource: [The Holocaust and Wales: General Paper and Box Manufacturing Company at Treforest Trading Estate.](#)

### 1. Activities for learners

#### ACTIVITY 1

1. Listen to two oral history clips of George Schoenmann describing his time at school:
  - [George Schoenmann talks about being bullied at school.](#)
  - [George Schoenmann talks about the General Paper and Box Manufacturing Company.](#)
2. Consider and discuss in pairs or small groups:
  - Why did the other children at George's school bully him?
  - How would you feel if someone bullied you for your nationality/religion?
  - How might the school have made George feel more included?

#### ACTIVITY 2

Children who came to the UK were generally only permitted to take one suitcase with them. Especially precious items were often kept in a small box inside the suitcase.

1. Working in pairs or small groups, consider and discuss:
  - If you were forced to flee from your home, what belongings would you want to take with you? Could they fit inside a suitcase?
  - Why have you chosen these particular belongings?
2. Communicate the main discussion points to the whole class.

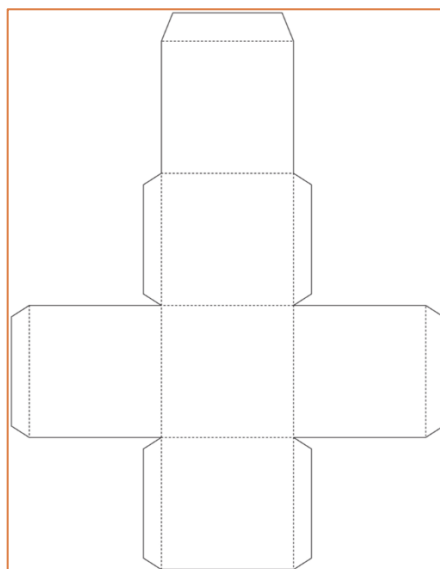
#### ACTIVITY 3

1. Create your 'precious items' box:

Cut out the box template on the paper you have been given.

Draw or paint the items and/or memories you would take with you on the template. Fold the box so that your items/memories are safely inside.

Assemble the box: fold it along the dotted lines and glue/tape it together.



2. Consider and discuss in small groups or as a class:
  - What items have you put in your small 'precious items' box and why?

## 2. Curriculum for Wales learning aims & skills, knowledge, and experience

- **How do the resources and activities address Curriculum for Wales learning aims?**
- **What skills, knowledge, and experience do the resources help develop?**

### Learning aim 1:

- To enable learners to explore and engage with past and contemporary ethical and moral issues, e.g., prejudice, discrimination, and tolerance, and make connections between past and present issues and consider what is happening locally and globally today.

### *Skills, knowledge, and experience:*

- Learners develop knowledge about the Jewish refugees' businesses set up at Treforest Trading Estate and the contribution they made to the Welsh and British society and economy.
- Learners develop an understanding of ethical and moral concepts, e.g., discrimination, racism, antisemitism, and the importance of democratic values and human rights.
- Learners develop an understanding that people have different beliefs, values, and experiences, and respect for the needs and rights of others.

### Learning aim 2:

- To enable learners to develop critical and reflective thinking.

### *Skills, knowledge, and experience:*

- Learners develop the ability to critically evaluate and use primary historical sources (e.g., oral history testimonies) to form and express their views and opinions.
- Learners become more aware of their own experiences, feelings, and values, and can communicate them.

### Learning aim 3:

- To enable learners to develop resilience, confidence, and empathy.

### *Skills, knowledge, and experience:*

- Learners develop empathy for other people and their circumstances/challenges they face(d), e.g., children who came to the UK on Kindertransport, or modern-day refugees.

### Learning aim 4:

- To enable learners to develop creative and artistic skills.

### *Skills, knowledge, and experience:*

- Learners develop the ability to respond to and reflect on a historical event with creativity using inspiration and imagination.

## V. Other useful resources relating to teaching and learning about the Holocaust

- Facing History & Ourselves: [Teaching Resources](#).
- Holocaust Educational Trust: [Defining the Holocaust](#) and [Teaching Resources](#).
- Imperial War Museums: [Holocaust Learning Programme](#).
- International Holocaust Remembrance Alliance: [Resources for Education Professionals](#).
- University College London, [Centre for Holocaust Education](#): [Resources for Teachers](#).
- United States Holocaust Memorial Museum: [Teach](#).
- USC Shoa Foundation: [IWitness: Teaching with Testimony](#).
- Yad Vashem: [Education & E-Learning](#).

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**March 2025.**