



Leading education
and social research
Institute of Education
University of London

Holocaust education in England



www.ioe.ac.uk/holocaust

Part of the Institute of Education, University of London.
The programme is jointly funded by the Pears Foundation
and the Department for Education.

United Kingdom of Great Britain and
Northern Ireland



1991 – Holocaust made
a mandatory part of the
National Curriculum for
History in England

England and Wales			
3-4	Early Years Foundation Stage		Nursery
4-5			Reception
5-6	Primary	Key Stage 1	Yr 1
6-7			Yr 2
7-8		Key Stage 2	Yr 3
8-9			Yr 4
9-10			Yr 5
10-11			Yr 6
11-12	Secondary	Key Stage 3	Yr 7
12-13			Yr 8
13-14			Yr 9
14-15		Key Stage 4 GCSE	Yr 10
15-16			Yr 11
16-17		Key Stage 5 A-Level	Yr 12
17-18	Yr 13		

Shaded cells show compulsory schooling

Origins of the Institute's programme

- 2007 – The UK government and Pears Foundation committed £1.5 million funding over 3 years to support continuing professional development for those who teach about the Holocaust.
- 2008 – Holocaust Education Development Programme was established at Institute of Education (University of London) to develop and deliver a continuing professional development programme (CPD) to teachers from every state maintained secondary school in England.
- The CPD programme was to be built upon research informed understanding of current practice. A national study into how the Holocaust is taught in English schools was undertaken and a report was published in 2009.



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FACING HISTORY AND OURSELVES
Helping classrooms and communities worldwide link the past to moral choices today

Teaching About the Holocaust in English Secondary Schools

An empirical study of national trends, perspectives and practice



- To provide a more comprehensive **empirical portrait of Holocaust education**
- To investigate teachers' **initial training and professional development** in Holocaust education
- To examine **individual teachers' personal and professional aims, approaches, understandings and knowledge**
- To identify any particular **challenges and/or opportunities** encountered or perceived by teachers when teaching about the Holocaust.

Research Design



2108 teacher responses to the online 54 question survey

All 9 government regions of England represented in both the online survey and the interviews

24 one hour interviews in schools across England – a total of 68 teachers involved in these interviews

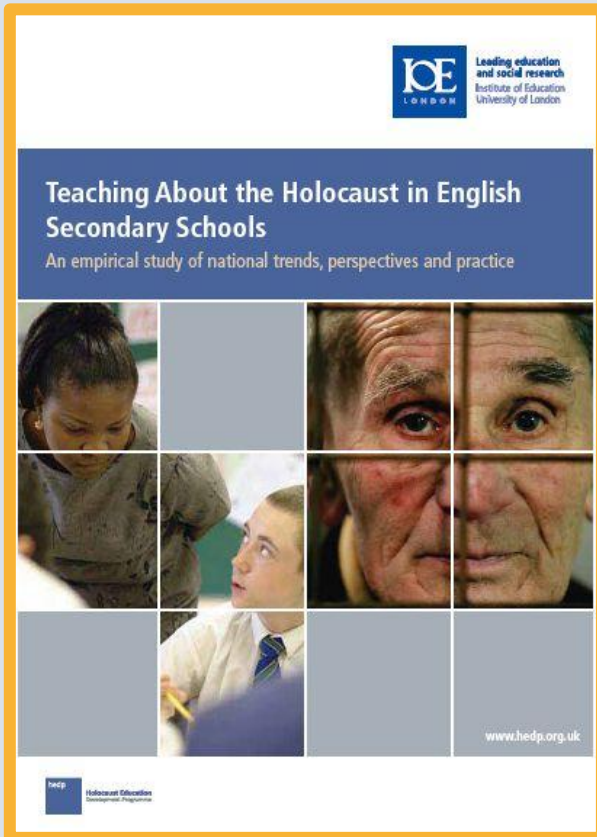
Questions covered everything from age and teaching experience, to aims and definitions, historical questions as well as perceived challenges

Rich variety in teacher background and experience (e.g. gender, subject, years of experience) and in school context (geographic location, school type, social mix of pupils).

Overview of challenges



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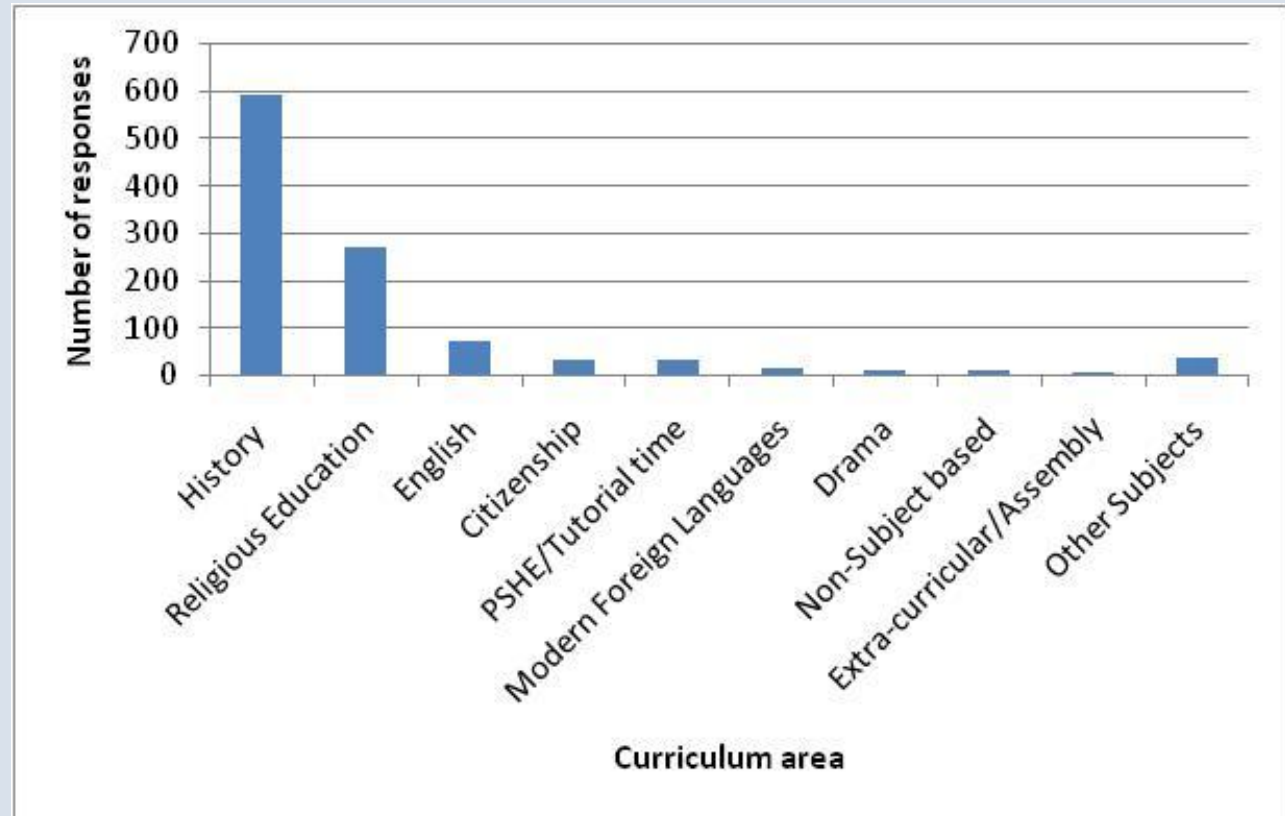


- To recognise the 94% of respondents with experience in this area who agreed it would always be important to teach about the Holocaust.
- To note a confusion of aims, uncertainty about definitions and a need for development of subject knowledge.
- To raise awareness of national and international scholarship, available resources, and how these can influence teaching.
- To counter widespread teaching of narrow, 'Auschwitz-centric' and 'perpetrator-oriented' narratives.
- To support those 82.5% of teachers who are primarily "self taught".
- To respond to the 77.5% of teachers who want professional development to help them teach about the Holocaust more effectively.

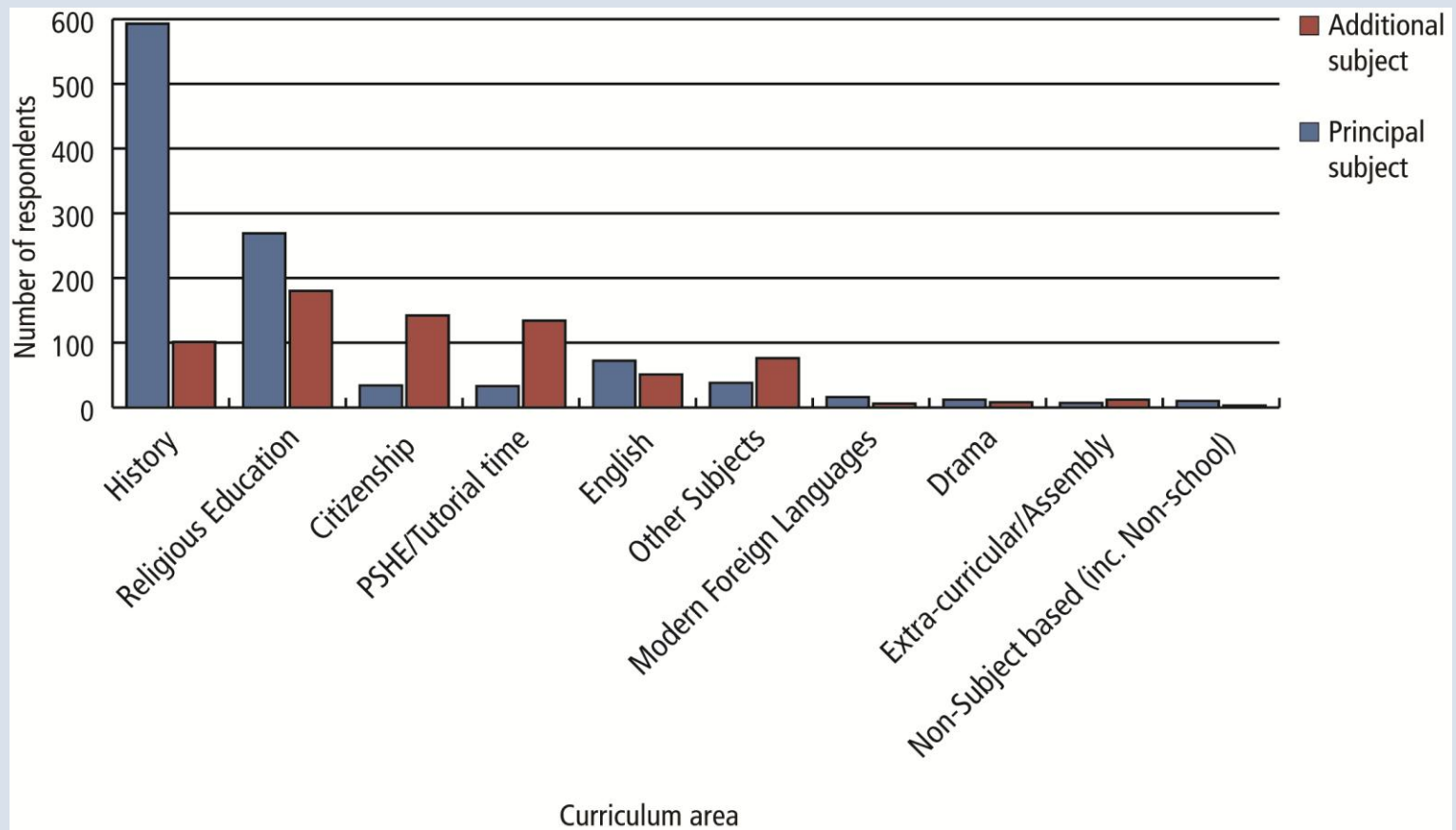
Research findings

Where and when does teaching about the Holocaust take place?

★ Teaching about the Holocaust takes place in a wide variety of subject areas within English secondary schools.

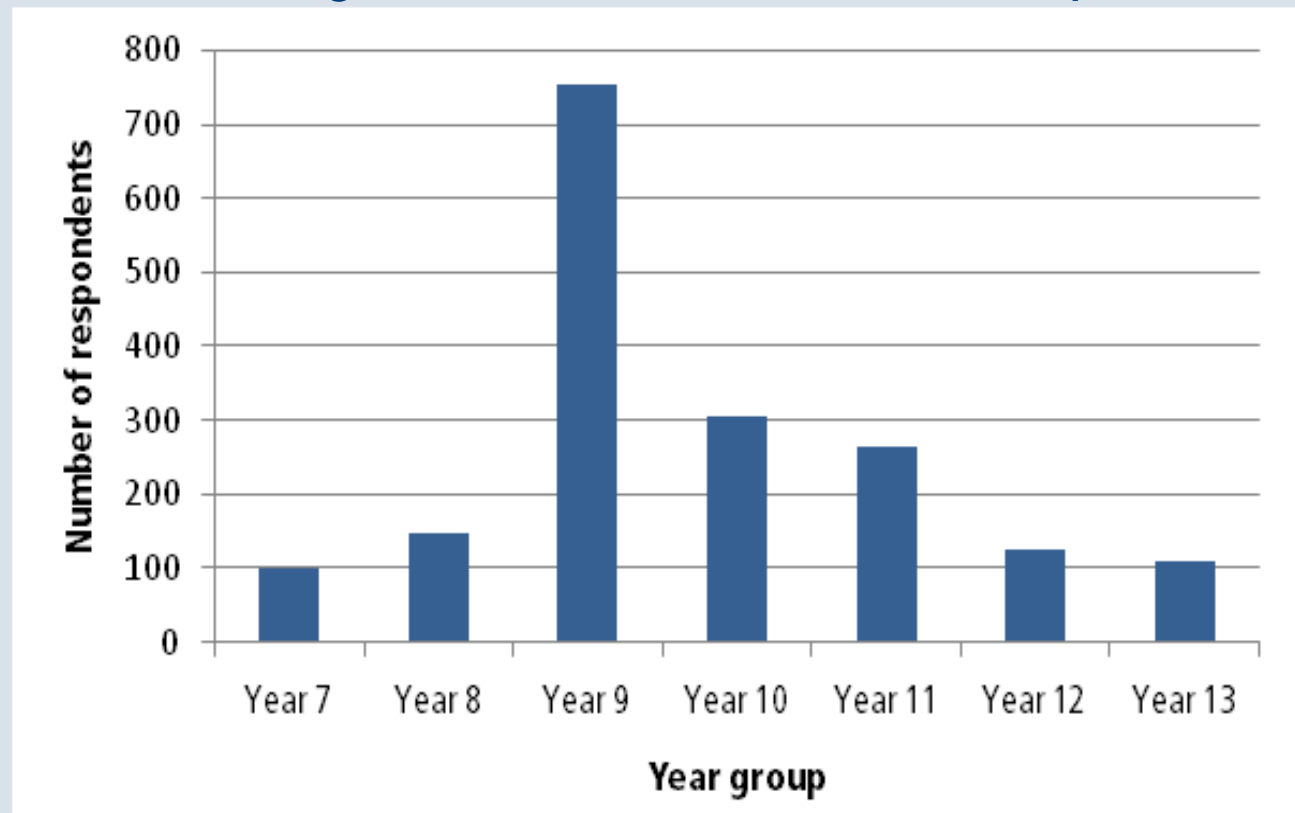


Where and when does teaching about the Holocaust take place?



Where and when does teaching about the Holocaust take place?

★ Teaching about the Holocaust takes place across all seven years of compulsory and post compulsory education.



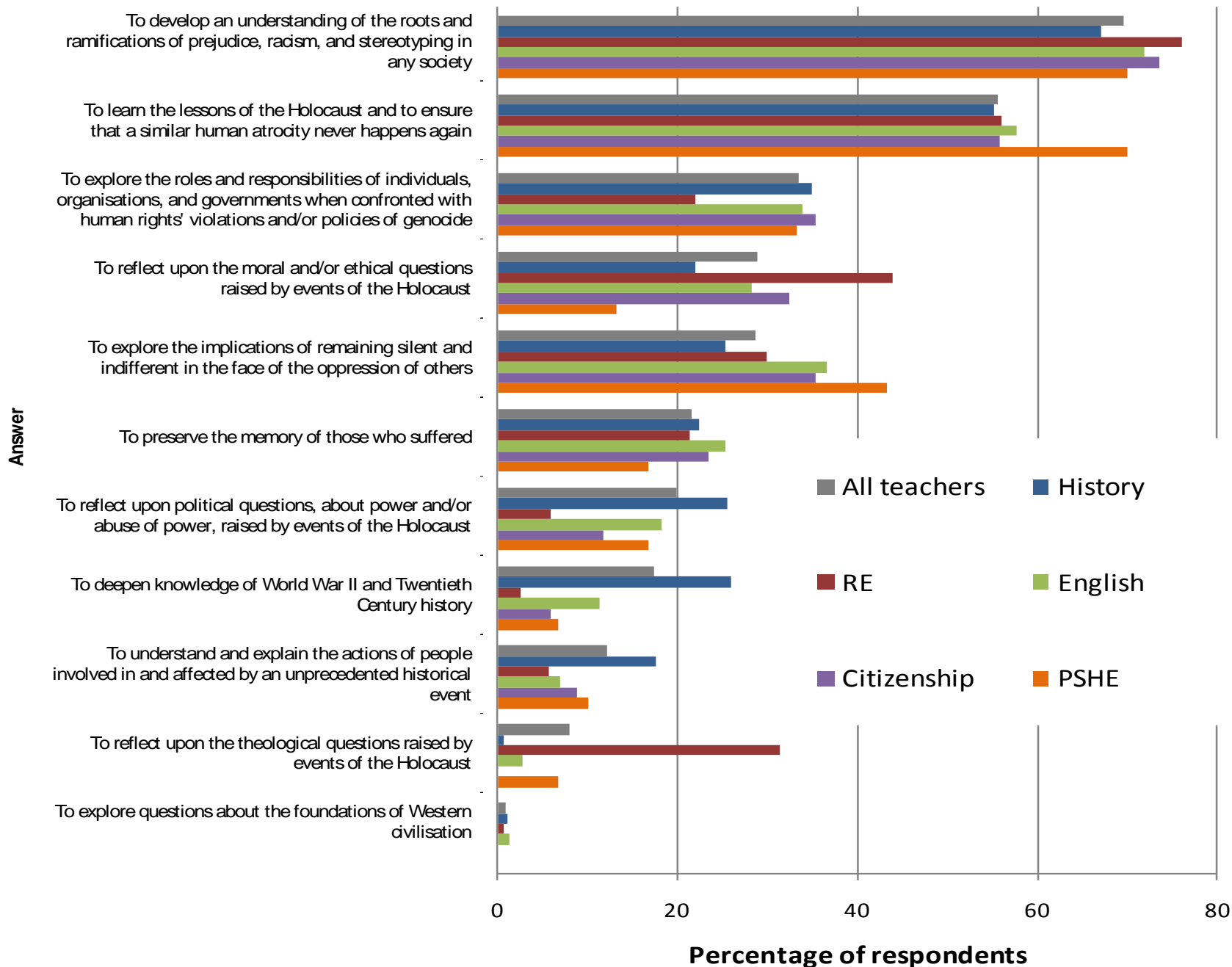
----- Key Stage 3 ----- GCSE ----- A Level -----

Research findings

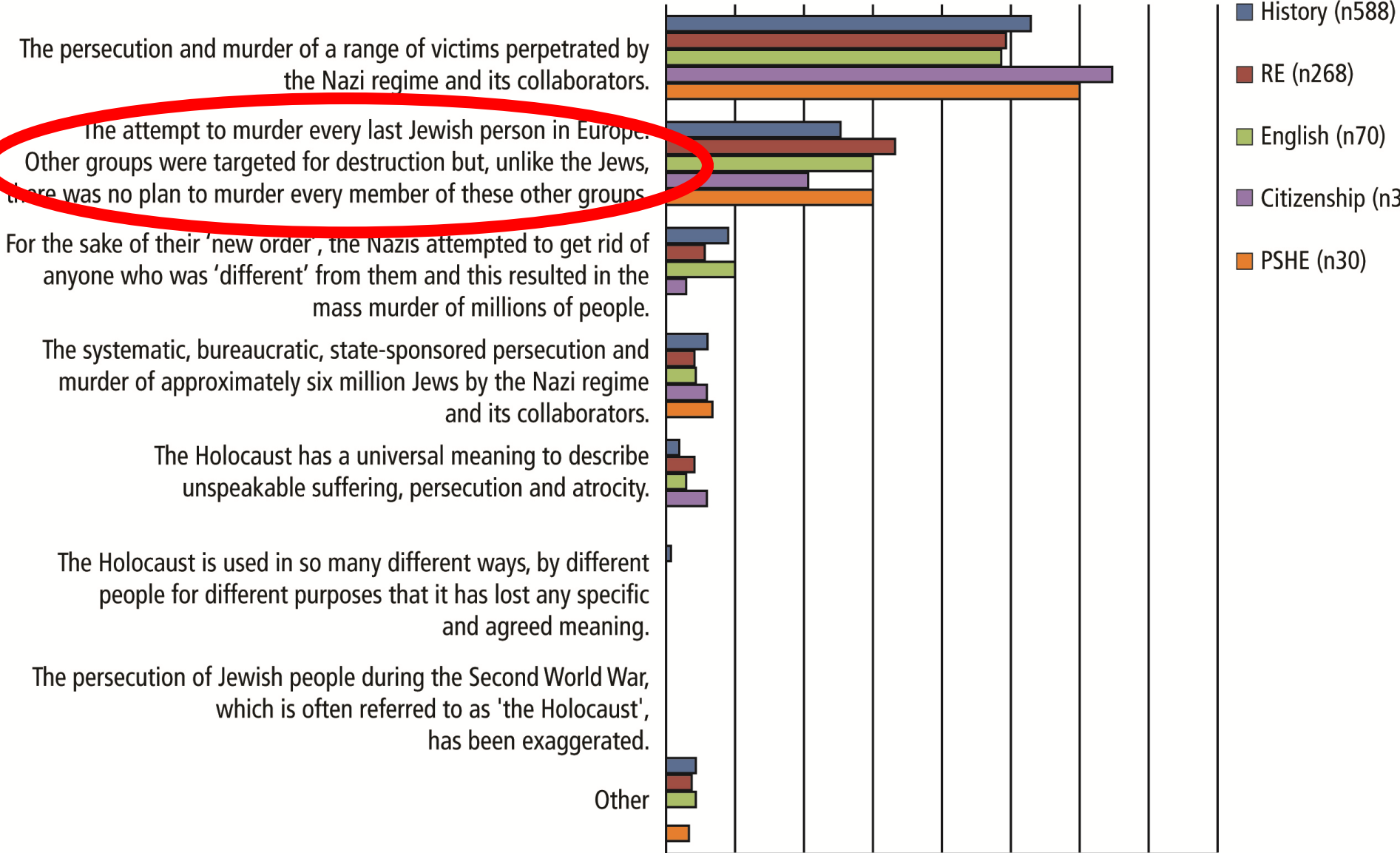
Teacher Practice

- ★ Considerable variation in the amount of time spent teaching about the Holocaust.
- ★ Within Key Stage 3 history (ages 11-14), variation between 1 and 20 hours.
- ★ In Year 9 (ages 13-14), teachers most commonly reported spending 6 hours.
- ★ One of the most commonly reported challenges was limited curriculum time.
- ★ As a consequence, some teachers suggested it was difficult to know how to decide what content to include.

Aims of teachers



Definitions used



Topics taught



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★ Some topics are regularly prioritised while others are seldom included in teaching about the Holocaust.

Most likely to be included:

- The experiences of individual men, women and children who were persecuted by the Nazis, 88% of respondents
- Auschwitz-Birkenau, 87%
- Propaganda and stereotyping, 78%
- Kristallnacht, 70%

Least likely to be included:

- The impact of the Holocaust on the Declaration of Human rights (27%)
- Jewish social and cultural life before 1933 (26%)
- The contribution of the Jews to European social and cultural life before 1933 (25%)
- Operation Reinhard (12%)

Research
identifying
teachers' and
students' needs

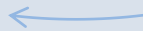
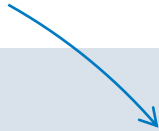
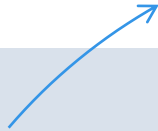
Ongoing
evaluation of
classroom impact

The programme follows a cycle of research informed practice and evaluation which ensures that the CPD and the teaching and learning resources remain responsive to the needs of teachers and students.

An intelligently-
informed pathway
of professional
development

The creation of
beacon schools
and regional
networks

Bringing latest
scholarship and
pedagogy to the
classroom



Relating research to practice

Questions of content

Current practice:

- Perpetrator-oriented
- Over-emphasis on 1930s
Auschwitz-centric
- Undifferentiated victims
- 'Never again'



IOE approach:

- Pre-war Jewish life
- How did Jewish people respond?
- Key decisions and events
- Why and how did it happen?
- What did people know?
- More detailed understanding
of all victim groups
- Legacy and significance



Featured

- New dates and venues for free CPD
- UK government revise Country Report on Holocaust education
- Teaching History - Holocaust edition
- Relating the Holocaust to other genocides

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Helping teachers to transform Holocaust education

The Institute of Education (IOE) has created the world's first research-informed programme of teacher development in Holocaust education, uniquely responsive to classroom needs.

Free Professional Development



"I am really pleased that I took advantage of this [fantastic CPD](#) opportunity. It has opened my eyes and indeed my knowledge AND given me super ideas to implement into our curriculum."
Head of History, London

Initial Teacher Education



Your beginning teachers can benefit from a tailored one-day programme in Holocaust education, delivered at your university free of charge.
[More](#)

Resources



"Excellent direction to very wide range of [resources](#)"
History teacher, Liverpool

Registration

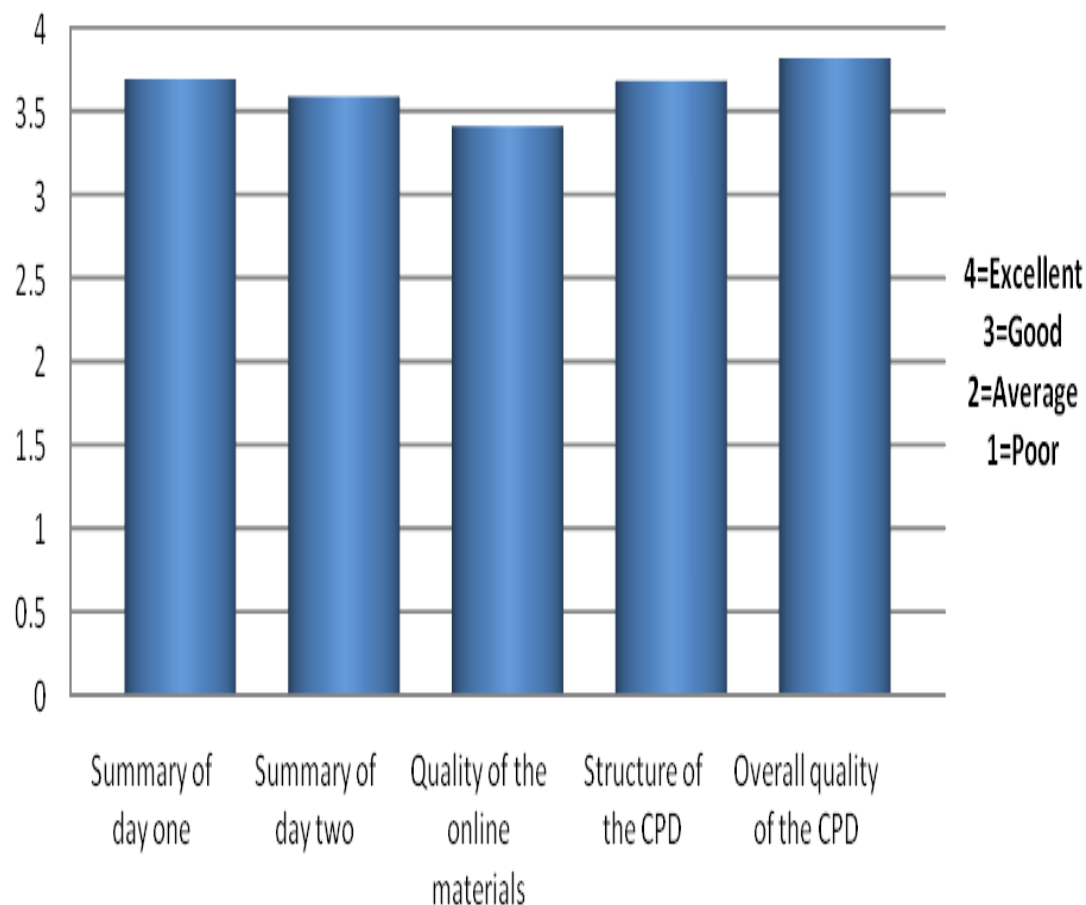


Valued at more than £600, the most ambitious CPD programme available in Holocaust education is offered free of charge to state secondary schools in venues across England.
[Register now](#) to book places.

Ongoing impact evaluation



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The programme's evaluation goes beyond traditional feedback forms, and includes detailed follow-up, case studies, and teacher interviews.

This rich data directly informs the continued development of the programme.



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