Teaching The Holocaust At Key Stage 2

2simple

Introduction

This guide is for teachers in Key Stage 2 who are teaching about the Holocaust, it aims to give teachers guidance and confidence in teaching this sensitive subject. The guide contains suggested activities, a range of pictures and personal stories that can be used with KS2 children and was compiled by Gillian Walnes Perry MBE, Co-founder and Vice President of the Anne Frank Trust UK with thanks to the Holocaust Memorial Day Trust and to Helen Wiseman, Holocaust educator at Primary Level.

'As a young survivor of Auschwitz, I am delighted to hear that primary school teachers in years 5 and 6 can now have the benefit of this excellent guide to teaching the Holocaust found in Purple Mash, produced by 2Simple Software. It is vital, especially in this worrying time when societies are becoming more divisive, that pupils are introduced to the lessons of the Holocaust at this critical age in their development.'

Eva Schloss - Dr Eva Schloss MBE is a survivor of Auschwitz and a renowned Holocaust educator. She is the step-daughter of the late Mr Otto Frank, and was a childhood friend of his daughter, the diarist Anne Frank.

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Why should children in Years 5 and 6 (KS2) learn about the Holocaust?

There are several reasons why children as young as 9 should at least have a knowledge of the Holocaust, which they will encounter in more depth as they grow older. Principal among them are:

- Year 5 and 6 pupils' ideas, beliefs and value systems are still flexible and malleable. In the same vein, children's minds are particularly susceptible to fantasy and distortions of the truth. They must be taught about the Holocaust whilst their minds and hearts are still open to consideration of what happened, and before their intellectual and emotional values are set before they acquire too many misconceptions and false ideas.

- By Key Stage 2, pupils are beginning to practise skills such as decision making and conflict resolution and to build empathy and compassion for others. According to Piagetian theories of education, the developmental stage of pupils of age 10 and 11 is 'logical' but depends on concrete references. Their historical perspective is built up by sharing objects, family heirlooms and visiting historical buildings, or listening to stories told by relatives.

- Introducing the term 'Holocaust' should be left until Year 6 when it is appropriate that pupils study about the events and history that led up to what the Nazis termed as the Final Solution. However, even at Year 6 one should "Teach up to the gates of the camps and not within." The systematic murder of millions, including 1,500,000 children, whether in the gas chambers, through slow starvation or shooting in the killing fields of Eastern Europe, is best left until Year 9 and above. The Imperial War Museum in London does not encourage visits by pupils younger than 14 to their powerful Holocaust exhibition.

- Unfortunately, children on every age level and level of consciousness know what pain and cruelty are, but they must learn how far pain and cruelty can extend and what hate and violence can really do. Uncomfortable and complex as questions of good and evil are, dealing with them is part of growing up. Hopefully, early knowledge and understanding will help children prevent not only cruel acts by others but any cruelty within themselves. They will learn not only to prevent themselves and others from becoming victims but also avoid becoming victimisers themselves.

- The topic straddles four curriculum subjects: History; English; Citizenship and RE.

Added to all the above, in Year 6 teachers have used Anne Frank's story and writing as a basis for open and honest discussion with pupils experiencing worries about their transition to secondary school.

Learning outcomes from teaching the Holocaust at Key Stage 2

- A historical knowledge about the Holocaust.
- An understanding of prejudice and discrimination then and now.
- A commitment and confidence to speak out against discrimination.
- A lasting impact on school values of kindness and diversity.
- An empathy with the effects of isolation and persecution.
- An ability to think critically and independently.
- An understanding of why it is important to respect yourself and others.
- An increased level of interest in and understanding of people with different faiths and beliefs.
- A realisation of the importance of standing up for what you believe is right.
- An examination of what propaganda is and how it works.

Note for teachers: It would be advisable before you begin to ensure parents understand that you will be teaching your class about the Holocaust and to look out for any subsequent signs of worry or distress in their child.

10 principles and crucial elements – Do's and Don'ts

Do's

1. Weave exciting and engaging stories that will stimulate the pupils' imagination.

2. Give children an age appropriate context to the Holocaust set against Nazi polices and WW2.

3. Make the Holocaust relevant to young people with limited life experiences.

4. Making young people understand that although the Holocaust happened more than 70 years ago, and in the middle of the last century, its messages are still contemporary

5. Help your pupils understand that every human life is equally important, however different people may look and seem from yourself. Help children understand what it may feel like to be marginalised because you are considered different.

6. Let children know that people living through those times had choices to make which were sometimes very difficult and dangerous.

7. Help children understand that they can make a difference to others' lives and can be proactive in challenging an injustice.

8. Show how those who survived did not necessarily become embittered against humanity and thus eternal victims.

9. Set aside time for creative projects in response to what they have learnt.

10. Share successes and failures in this difficult topic openly and honestly with teaching colleagues, both within your school and outside it.

Don'ts

1. Rely on the impact of citing numbers and statistics and expect this to have a shock effect on pupils, without focusing on individual stories.

2. Avoid making children distressed and suffer nightmares and long-term emotional stress.

3. Present the Jews and other persecuted peoples as eternal victims but show the lives they had before and after their persecution.

4. Make **simplistic** comparisons with non-genocidal contemporary issues, e.g. abortion or an unpopular politician.

Principles of teaching and activities

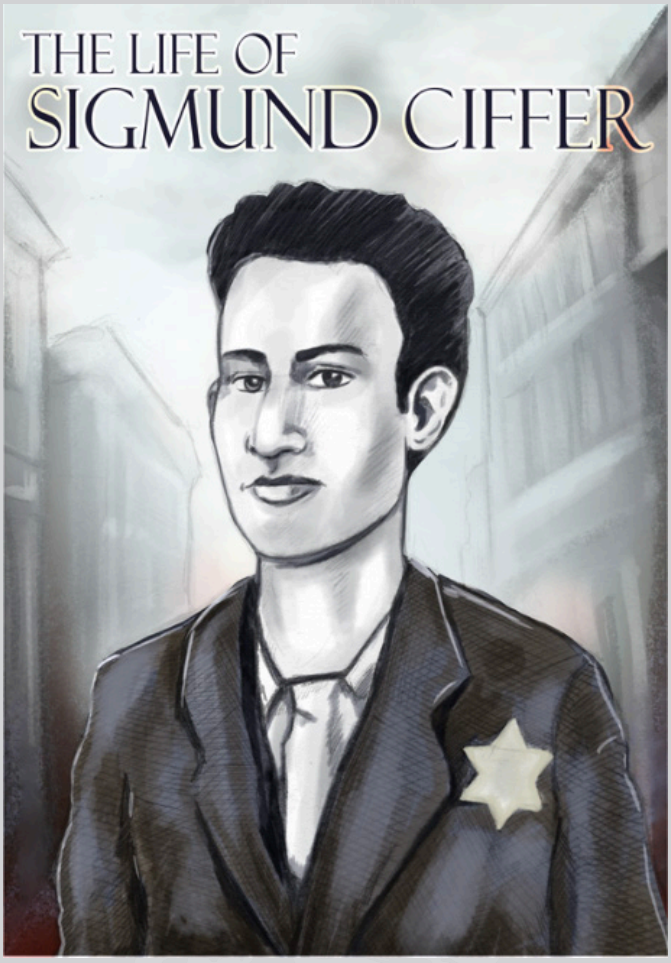
1. Weaving exciting and engaging stories that will stimulate the pupils' imagination

Numbers and statistics can have a very limited effect on children imagining what really happened to individuals.

As they watch the news in current times they will be shocked by the situation of children caught up in war situations, such as in Syria or Yemen. It is the stories of individual children presented by the news channels that have the most impact in creating empathy.

Purple Mash presents the story of Holocaust survivor Sigmund Ciffer. Sigi's story creates empathy as he describes his childhood and the adventures, he had prior to the Nazi invasion of Hungary in 1944. Read about Sigmund's life and see the activities at:

https://www.purplemash.com/#tab/pm-home/topics/history/holocaust_memorial_day/sigmund_ciffer



2. Giving children an age appropriate context to the Holocaust set against Nazi polices and WW2

The Holocaust cannot be taught without a context of the First World War, the difficult economic situation in Germany following its defeat, how and why the German people embraced Hitler and the Nazi ideology, how democracy was dismantled and the Jews systematically isolated from society, Germany's expansion and vision for a great 1,000 - year empire (Reich), and its subsequent occupation of most countries in western and central Europe.

The Holocaust did not happen overnight but was the culmination of a series of restrictions on Jews. Begin to piece together the steps leading to the Holocaust and add this to the class timeline. Share with the children the situation in Germany after WWI and how in 1933, with Germany in a bad economic situation, Adolf Hitler became its Chancellor and imposed restrictions on Jewish businesses. Jewish businesses were closed down but lots of German businesses benefitted.
All other aspects of Jewish life were restricted, including leisure activities and social interactions between Jews and non-Jews.

Resource: In June 1942, Anne Frank described the measures against the Dutch Jews after Germany occupied the Netherlands:

'After May 1940 the good times were few and far between: first there was the war, then the capitulation and then the arrival of the Germans, which is when the trouble started for the Jews. Our freedom was severely restricted by a series of anti-Jewish decrees: Jews were required to wear a yellow star; Jews were required to turn in their bicycles; Jews were forbidden to use trams; Jews were forbidden to ride in cars, even their own; Jews were required to do their shopping between 3.00 and 5.00 p.m.; Jews were required to frequent only Jewish owned barbershops and beauty salons; Jews were forbidden to be out on the streets between 8.00 p.m. and 6.00 a.m.; Jews were forbidden to go to theatres, cinemas or any other forms of entertainment; Jews were forbidden to use swimming pools, tennis courts, hockey fields or any other athletic fields; Jews were forbidden to go rowing; Jews were forbidden to take part in any athletic activity in public; Jews were forbidden to sit in their gardens or those of their friends after 8.00 p.m.; Jews were forbidden to visit Christians in their homes; Jews were required to attend Jewish schools, etc. You couldn't do this and you couldn't do that, but life went on'.

Suggested activity: Discuss with children the restrictions that were place on Anne because she was Jewish, how would they feel. Explain that slowly, the civil rights and the human rights of Jewish people were eroded until there was nothing left and nowhere to flee. These were the beginnings of the Holocaust, the systematic removal of a race of people. Children could write a diary entry as if they were Anne Frank explaining how they feel: https://www.purplemash.com/#app/pup/annefrank2

3. Making the Holocaust relevant to children with limited life experiences

At age 10 and 11, children may not yet have experienced suffering and death in their family and cannot understand the concept of persecution of groups. Grandparents are now more active than they were in previous generations and in general living longer lives and seeing their grandchildren growing up.

Apart from perhaps a much-loved pet, the pain of loss through death may not be within the children's understanding. This is another reason why stories of pain and loss coming from those who lived through this period as children are so important.

To understand what it must have been like to leave your family and everything you know behind, the Kindertransport experience is very useful, as many of the child refugees were of similar age to the Year 5 and 6 pupils.

Activity: Trying to imagine the situation of someone of age 10 or 11 who was affected.

Figure 2 Kindertransport children arriving at Liverpool Street Station in London

The Kindertransport, or Children's Transport, was an organised rescue effort, in which 10,000 children at risk of being killed by the Nazis were brought to Britain. It took place between November 1938 and September 1939, when it was forced to stop due to World War 2 breaking out.

It was an extremely difficult experience for these children as they were told that they would need to leave their family and friends behind - and that it was likely they may never see them again. The children's parents were not allowed to go with them. In most cases, the last the children saw of their parents was being hugged goodbye at the railway station, and many of the children have later described how their parents were stopped by the Nazis from giving them a last hug goodbye.

Most of the children arrived in their new country not speaking one word of English. They were taken in by British families, but they still hoped they could be reunited with their real family after the war. In most cases, this never happened as their families were murdered in the Holocaust.

As adults, those who came to Britain on the Kindertransport have expressed their gratitude to British people for saving their lives.

Suggested activity
Teachers in London based schools could take their children to see the Kindertransport memorial at Liverpool Street Station, sit them around it and role play arriving at the station. Pupils could then design an appropriate plaque and wording for the installation. The explanatory plaque is located on the nearby wall of the station.

Use of artefacts
Artefacts that are familiar to children can be a useful and easy to find resource. In the photo of the Kindertransport memorial, there are several suitcases, and one girl carries a beloved teddy. Using small suitcases and asking pupils what the most precious item is that they would take with them if they were forced to leave their home and family behind, can be a useful conversation starter. Pupils will be asked to bring in an item from home they would choose to take with them.
Adult artefacts can also be used to explain the Holocaust. For example, in the Imperial War Museum's Holocaust exhibition there is a set of house keys on display, that was found on the body of a man killed by a Nazi Einsatzgruppen (shooting squad). The person in question had carried his keys in the hope that he would return home. This is a particularly poignant reminder of the everyday nature of the murders of millions, but rather than presented in the context of a person who is about to be shot, for KS2 it would be more appropriate to present in the context of going into hiding, like Anne Frank.

Figure 3 the Kindertransport memorial at Liverpool Street Station

4. Making young people understand that although the Holocaust happened more than 70 years ago, and in the middle of the last century, its messages are still contemporary

Point to some recent and current situations in the world where people are oppressed because of their race or religion, eg Muslims in China and Myanmar. Explain there was a genocide in Rwanda in 1994, where people killed each other because of their tribe, Hutu or Tutsi.

Suggested Activity: Why did the two tribes hate each other enough to kill each other?

Figure 4 Photo: Ben Curtis/Associated Press

In this picture, Genocide survivor Laurencia Mukalemera (right) greets Tasian Nkundiye, the Hutu man who killed her husband. Before the genocide in Rwanda they were good neighbours. Discuss with the children what is being shown in the picture? What does this tell us about human nature?

More information about the Rwandan genocide: www.aegistrust.org

5. Making children understand that every human life is equally important, however different other people may look and seem from you

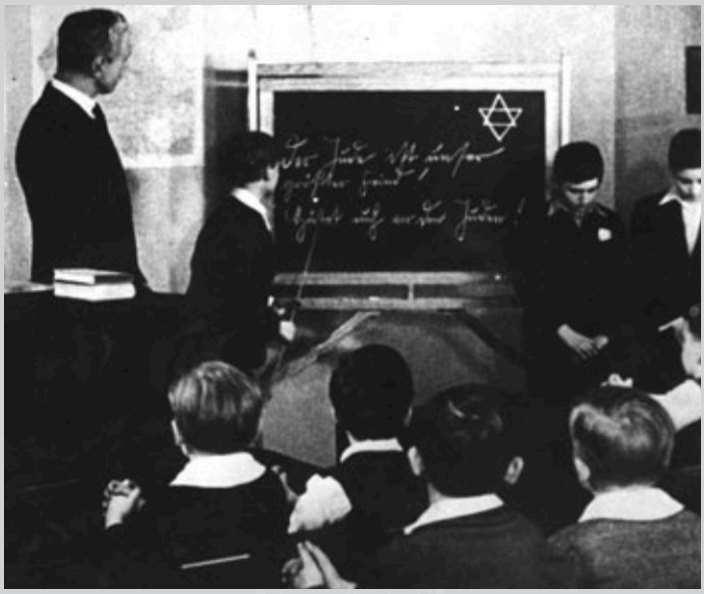


Figure 5 The two Jewish children are being humiliated in front of the classroom

These two Jewish children are being humiliated by their teacher in front of the classroom. The text on the blackboard reads: “The Jews are our greatest enemy! Beware of Jews.”

Action: Explaining the Nazis racial policies; how we are all different and how boring the world would be if we all looked and sounded the same. Ask each pupil to write down and then read one thing about a classmate that is different from themself, but that they find interesting. Then show an image of a group of people who look exactly the same.

Ask each pupil to write down and then read one thing about a classmate that is different from themselves, but that they find interesting. You can use the following two activities to discuss this in class https://www.purplemash.com/app/pup/hmd_2021_pup and https://www.purplemash.com/app/hmd/hmd_2021_PDF_Activity

Are there any pupils in the school who are refugees from other countries? **Before teaching it is a good idea to discuss this with their family before the lesson.**

If so, ask those pupils to share their experiences. Did they come to the UK as a family or on their own? If the former, how easy was it for their family to acclimatise to living in Britain? What were the problems they encountered? If the child came unaccompanied, how was it for them to leave their family behind?

Making children understand how it must feel to be marginalised because someone is considered different

Resource: In April 1944, Anne Frank wrote about what it felt like to be considered different:

'One day this terrible war will be over. The time will come when we'll be people again and not just Jews!'

Ask the pupils whether they have ever been nervous of people who look and sound different from themselves? If this is the case, what is it that could make them nervous?

Figure 6 Anne Frank on her 10th birthday (Anne is second from the left).

The four girls on the left celebrating Anne Frank's birthday are Jewish. The five girls on the right are not. One year later they will not be allowed to be together because of Nazi racial policies.

While explaining to school groups the irrationality of the Nazis' race laws against Jews and Roma, and others not deemed to have Aryan blood, the teacher can use this image and the story behind it as an example. It concerns Herbert Levy, who was for many years the Principal Guide of the Anne Frank Trust. Sadly, Herbert died in 2015.

Figure 7 Herbert Levy and his cousin Eva in Berlin in 1935
With thanks to Lilian Levy MBE

When guiding school pupils, Herbert would hold up a black-and-white photo of two smiling young children, a boy with blond hair wearing leather shorts and an older girl with long blond plaits. It was Herbert's aunt Charlotte who had taken this photo of her pretty daughter Ellen-Eva and her cute little nephew Herbert. When Herbert's aunt went along to collect the printed photos from the local photographic shop in Berlin, she was horrified to see this photo proudly displayed in the shop window. Underneath it was a sign that read: 'TWO BEAUTIFUL ARYAN CHILDREN.' For a number of weeks, the enlarged photo was displayed in this and several other photographic shops windows around Berlin.

Many decades later, Herbert would explain to pupils the Nazi race laws and tell them the story of the photograph he was holding. He would then say to the pupils, 'Now it's up to you to decide if we were beautiful or not, but Aryan we certainly weren't.' Then he would explain to the often very multicultural groups of children the absurdity of the Nazi 'science' of race.

6. Letting children know that people had choices to make under the Nazi regime which were sometimes very difficult and dangerous.

Explain about perpetrators, helpers and bystanders and the choices each of these groups had to make under the Nazi regime, and how difficult these choices may have been.

You may wish to use the example of the helpers of Anne Frank and her family in hiding. These were Mr Frank's devoted employees who risked their own lives to help eight people hiding together for over two years. As well as feeding their own families, managing to buy enough food for eight additional people's needs was a challenge in itself as food was severely rationed in the Netherlands under Nazi occupation (1940-1945). They had made the choice to be helpers and not bystanders.

Whoever betrayed the families in hiding to the Nazis had made the choice to be active perpetrators, as they were well aware their betrayal would mean certain death for any Jewish families.

Activity: Think about the values that you have and why they are important. How do you demonstrate these values each day? Discuss with the class what value do you think would be the most important for everyone to have?
https://www.purplemash.com/app/pup/hmd_2021_values

7. Making children understand that they can make a difference to others' lives (the light in the darkness) and can be proactive in challenging an injustice.

Help children to understand that we can all do something if even small to challenge injustice. Cite cases of Greta Thunberg and Malala Yousafzai. Can they think of anyone in their school, family or community who has done this?

8. Show how those who survived did not necessarily become embittered against humanity and thus eternal victims

It is highly important to show that the Jewish people, and those of the other persecuted groups, lived full lives before and after their persecution. Survivors talk warmly about their lives as children before they were persecuted and isolated by the Nazis.

It is important to explain that many Holocaust survivors, being determined that evil would not win, rebuilt their lives after liberation. Despite losing everything in their lives, family, home, community, friends, business, work, they adopted a positive and determined attitude. Many survivors went on to have very successful lives and create a happy family. In fact, some who came to the UK after the war, gave back to society and became great philanthropists. Many became educators, teaching young people about the Holocaust, and have been honoured for their work in education.

Here are three inspiring examples of how Holocaust survivors have rebuilt their lives:

Ben Helfgott was born in Poland but came to Britain at age 16 in 1946, as part of a group of 700 other teenage Holocaust survivors. As many were first looked after at a facility on Lake Windermere in the Lake District, these teenagers, including Ben, became known as 'The Windermere Children'. They were also sometimes referred to as 'The Boys'.

Ben had lost all his family, except his younger sister Mala. His mother and older sister had been shot by the Nazis. Only 11 years after he was liberated from a concentration camp, he represented his new homeland of Great Britain in the Olympic Games as a weightlifter and captained the British weightlifting teams in 1956 and 1960. In the 1958 British Empire and Commonwealth Games, he won a bronze medal. This was a remarkable achievement by a boy who had nearly been starved to death.

Figure 8 Ben Helfgott represented Britain as a weightlifter

In 2018, Ben was awarded a knighthood by the Queen for services to Holocaust remembrance and education, and in 2020 was a recipient of a Daily Mirror Pride of Britain Award, watched by millions on TV.
https://45aid.org/45-aid-society/about-us/

Mala Tribich

Ben's sister Mala has also spent many years teaching young people about the Holocaust. The town in Poland, Piotrkow Trybunalski, that she and Ben were born in, was the first in Poland to become a Jewish ghetto. The conditions living inside the ghetto were very cramped and unhygienic.

Mala was to suffer the concentration camps of Ravensbruck and Bergen-Belsen in Germany, but her courage had helped her in a dangerous situation in the ghetto before she had been deported from Poland. This is how she described it:

'My cousin Ann and I were among those to be deported; we were lined up in a column surrounded by soldiers with their rifles at the ready. When I spotted the officer in charge, I went up to him and told him that I had been separated from my father and brother and asked if I could please go back to them. He looked shocked and a little surprised that I had the audacity or perhaps the courage to approach him, but he smiled, called over a Jewish policeman and said 'take her back inside the ghetto'. I tried to take Ann with me, but the policeman said she did not have permission. So, I was faced with the dilemma of leaving Ann or missing the chance of being reunited with my father and Ben. However, I continued to argue and eventually he let me take Ann with me.'

When Mala was liberated from Bergen-Belsen camp in April 1945, she was very ill and near to death. She arrived in Britain in 1947, and was reunited with her brother Ben. She learnt English, attended secretarial college and within a year was working in an office. Whilst her children were growing up, Mala studied and gained a degree in Sociology from the University of London. In 2012, like her brother Ben, she was awarded an MBE for her work in education.

Figure 9 Mala Tribich MBE

Mala has summed up her life after the war by saying: 'Leading a normal life after living through the Holocaust is one of the biggest challenges, for the bleak shadow of that time penetrates deep. What we the survivors have been able to show is that the human capacity for resilience can prevail.'

Ian Karten

Figure 10 Ian (front) with his sister Fanny and brother Max

Ian Karten was born in Vienna in 1920 to a family of Polish nationality. At the age of 3 he moved to Duisburg in Germany where his father started a business. Facing anti-Semitism at his German school, at 16, Karten was sent to a Jewish School in Cologne. In 1938 he obtained a visa to come to England and studied Medical Engineering at Battersea College (now the University of Surrey) but postponed completing his studies to serve in the RAF during World War Two.

After the war, Ian discovered that almost all of his family had died in the Holocaust, including his father Israel, his brother Max, his sister Fanny and his grandfather Gedalia. After the War, Ian's mother came to live with him in the UK.

In 1946, Ian got a job with the Multitone Electronic Ltd. He managed to turn this company around becoming its Managing Director, then Chairman and the CEO. He went on to set up the Ian Karten Charitable Trust, which has established over 100 training centres for disabled people to be known as Computer-Aided Training, Education and Communication (CTEC) Centres.

Ian died in 2011.

With these three inspirational lives as examples, it is easy to forget the deeply embedded scars that come out at night to haunt their still living victims.

Suggested activity: Using the information here and their own research children could create biographies using 2Publish
https://www.purplemash.com/#app/pup/blank_biography

9. Set aside time for creative projects in response to what they have learnt

Plan projects in writing, poetry, drama and art. The following applications can all be used in Purple Mash: 2Paint A Picture, 2Publish Plus and 2Create a Story.

Suggested activities:

For remembrance: Plant commemorative trees, shrubs or flowers in the school grounds. Light candles, image below shows Siggi Ciffer at Lanchester Primary School lighting candles on Holocaust Memorial Day 2020

Figure 11 Siggi Ciffer lighting candles at Lanchester Primary

For reflection: Ask pupils what items precious to them they would take with them into hiding. https://www.purplemash.com/#app/pup/sigmund_ch4_treasureditems

For proactivity: Create a 'wish tree' in a prominent place in the school to attach positive actions written on leaves for making the world better. This could be a physical tree or one that is on display. This can be an ongoing action, where pupils can add to it if they see or hear about an injustice. https://www.purplemash.com/#app/pap/nature/autumn_leaves

Case study: For many years, under the direction of Y6 teacher Paul Sutton, St Joseph's RC Primary School in Islington, north London, devoted much of its lesson time in the final two terms of Y6 to creative writing and art projects in response to Anne Frank's diary. Paul's rationale was to use Anne's writing to address pupils' worries and concerns about the forthcoming transition from primary to secondary school, and in an open and honest way. At the end of each year, parents and visitors, as well as the local Mayor, would be invited to a wonderful exhibition of the pupils' wide range of creative work. A group of the Y6 pupils would also be taken on a trip to the Anne Frank House in Amsterdam to close their transition year. There is a range of activities on Purple Mash that can be used.

Until her death in 2010, for several years the pupils had sent letters to Miep Gies, one of the courageous helpers of the Frank family. Although in her 90s, Miep never failed to respond to these letters, and her letter to the school each year would be displayed in the school's reception area.

10. Share successes and failures in this difficult topic openly and honestly with teaching colleagues, both within your school and outside it

Teaching and explaining the Holocaust to younger pupils can be an emotive, sensitive, and challenging issue. It is useful to take any opportunity, whether at face to face gatherings or via social media and blogs, to share your successes and possible failures openly and honestly, whether encountered in the classroom or post-lesson. We at Purple Mash would be pleased to hear from you too about your experiences. You can email any work to community@2simple.com

The UK's Holocaust Memorial Day

Figure 12 HRH The Duchess of Cambridge with survivors of the Holocaust and other genocides at Holocaust Memorial Day national ceremony on 27 January 2020

Background

In 2000, in a United Nations resolution, co-sponsored by 104 Member States, the General Assembly designated 27th January as an International Holocaust Remembrance Day. Secretary-General Kofi Annan looked forward to mobilising "civil society for Holocaust remembrance and education in order to help prevent future acts of genocide."

At the international Stockholm Conference of January 2000, 27th January, the anniversary of the liberation of Auschwitz concentration camp, had been chosen as the date for the annual event. At the end of this meeting, all attendees signed a declaration committing to preserving the memory of those who have been murdered in the Holocaust.

This declaration became the statement of commitment which is still used as a basis for HMD activities today.

On 27 January 2001, the United Kingdom held its first Holocaust Memorial Day events. Each year the Prime Minister and other party leaders attend the national ceremony in central London, while civic, communal and schools' events and activities are held in thousands of locations around the country. On key anniversaries each 5 years, and mindful that Holocaust survivors will not be with us for many more years, members of the Royal Family attend the national ceremony.

Useful organisations and their links:

- Holocaust Memorial Day Trust Each year the Holocaust Memorial Day Trust select a different theme for the event, which is announced a few months prior to January. For 2022, the theme will be 'One More Day'. It may be worth looking back at previous themes from 2012 onwards, as these can give ideas for lesson plans and activities. The themes have been:
  2012 - Speak up, speak out
  2013 - Communities together - Build a bridge
  2014 – Journeys
  2015 - Keep the memory alive
  2016 - Don't stand by
  2017 - How can life go on?
  2018 - The power of words
  2019 - Torn from home
  2020 - Stand together
  2021 - Be the light in the darkness

- Holocaust Educational Trust Their site is useful for reading about Holocaust survivor experiences but does not contain specific resources for Primary level.

- Anne Frank Trust UK Home learning activities for age 9-13 and My Story, a writing project for age 10 up. Other programmes which can be adapted for Years 5 and 6.

- National Holocaust Centre Their programmes are focused on physical visits, however they have an excellent online book shop. Titles include Journeys: Children of the Holocaust tell their stories specially written for 10 and 11-year olds.

- Teach Primary Article that outlines of a range of sessions that can be delivered in class

- UCL Centre for Holocaust Education The centre, based at University College London, is a teacher training centre with online resources for KS3 and above, however teachers of KS2 may find some useful ideas for class activities

- US Holocaust Memorial Museum This is the national Holocaust museum of the US, although most states and major cities have their own. There are no specific primary level resources, however it is a go-to resource for teacher research.

Compiled by Gillian Walnes Perry MBE, Co-founder and Vice President of the Anne Frank Trust UK and Dawn Hallybone, Education Consultant, 2 Simple. With thanks to the Holocaust Memorial Day Trust and to Helen Wiseman, Holocaust educator at Primary level