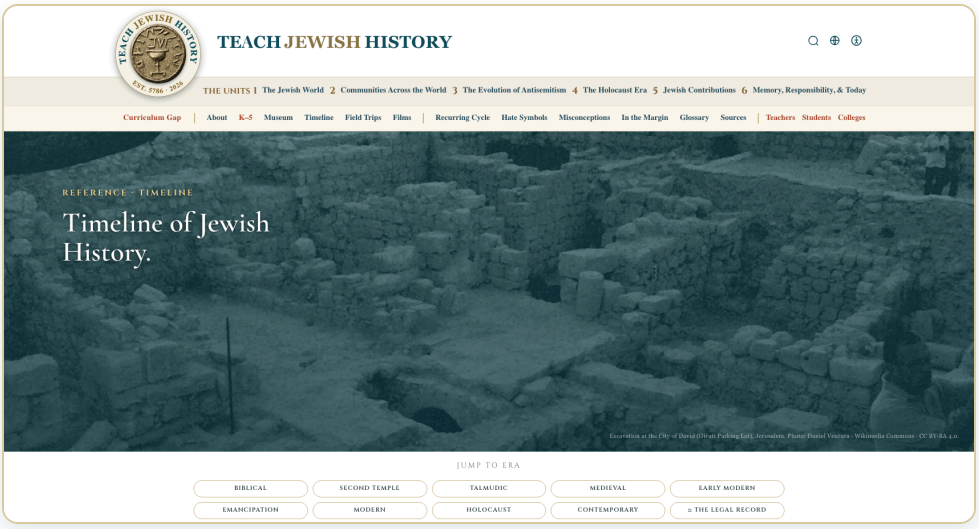
TEACH JEWISH HISTORY

THE STANDARDS COMPANION · ENGLAND EDITION

In many textbooks, Jews appear as ancient Israelites, then vanish until they reappear as victims of the Holocaust, with a two-thousand-year gap in between.

Teach Jewish History covers what comes between, and after.
Free, source-based, and ready for the courses you already teach.



The site at teachjewishhistory.org: the whole arc of Jewish history, from the Biblical era to the present.

What it is

Teach Jewish History is a free online textbook and teaching companion for Jewish history, civilization, and the evolution of antisemitism, from antiquity through the Holocaust to the present. Six Units and more than 60 classroom-ready Chapters, each with primary sources, discussion questions, curated readings, and a printable PDF, mapped to the standards you already work from. No login, no cost.

Why it exists

In England, the Holocaust has been a compulsory part of Key Stage 3 history since 1991, and the government confirmed in 2025 that it will stay compulsory in the revised national curriculum. The programme of study names it in a single line. A student can reach the Holocaust having met the civilization that was destroyed only in passing, with little sense of how the hatred behind it was built over centuries, or what came after. The site covers the whole arc, before, during, and after, so students meet the Holocaust as the culmination of a history, not its origin. The full case is on The Curriculum Gap.

How to use it, by grade

The site serves three levels from the same body of work. For **primary school**, the site's K to 5 program adapts the material into themed, ready-to-teach lessons with read-aloud books and printable handouts. For **secondary school**, Key Stages 3 to 5, the more than 60 Chapters work as textbook chapters: each has a readable history, primary sources and images with full credits, discussion questions, Classroom Connections, and a printable PDF. For **university survey courses**, the same Chapters carry the primary-source depth and bibliographies to assign directly. Critical-thinking lessons add source-literacy exercises for any level. Each item is a link or a PDF, so you can hand it out on paper, email it, or post it in Google Classroom or any learning platform, with no student login.

A note on order. Where you can, teach a Unit 1 Chapter before Unit 3 or the Hate Symbols guide. The U.S. Holocaust Memorial Museum's teaching guidelines ask teachers to show Jewish life before the Holocaust, "so that victims are not perceived only as victims."

Where the site fits the courses you already teach

Every Chapter is mapped to a course. Find the course you teach, and here are the Chapters to pull. The lines quoted here come from the National Curriculum in England programmes of study for history, citizenship, and English, with religious education set locally. For a version mapped to another state or country, register on the site or write to education@teachjewishhistory.org.

Ancient Civilizations

KEY STAGE 2 AND UP, AND UNIVERSITY · HISTORY: "THE ACHIEVEMENTS OF THE EARLIEST CIVILIZATIONS" · "THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN"

Who Are the Jews? · The Land of Israel · A Connected People · The First and Second Temples · The Synagogue · Ritual Objects and Material Culture · The Continuous Jewish Presence · plus the printable chapters *Ancient Israel and Judah* and *Judea in the Classical World*.

World Religions and Belief Systems

ALL KEY STAGES · RELIGIOUS EDUCATION, SET BY LOCALLY AGREED SYLLABUSES, WHICH TAKE ACCOUNT OF "THE OTHER PRINCIPAL RELIGIONS REPRESENTED IN GREAT BRITAIN" (EDUCATION ACT 1996, S.375)

Who Are the Jews? · Sacred Texts · The Synagogue · The Calendar · The Jewish Life Cycle · The First and Second Temples · Ritual Objects · Nostra Aetate.

> *Teach Judaism here as a religion in its own right, not only as the root of what came after. It is a continuous people and faith that does not seek converts and has no central authority or governing hierarchy the way a church does.*

Medieval Britain and Europe

KEY STAGE 3 AND UNIVERSITY · HISTORY: "THE DEVELOPMENT OF CHURCH, STATE AND SOCIETY IN MEDIEVAL BRITAIN 1066–1509" · "RENAISSANCE AND REFORMATION IN EUROPE" (A NON-STATUTORY EXAMPLE)

Adversus Judaeos · The Blood Libel · The Expulsions · The Ghetto System · The Dhimma · The Jews of Spain and the Sephardic World · Rashi · Maimonides · Joseph Karo · The Diaspora.

Modern and World History, nineteenth and twentieth centuries

KEY STAGE 3 AND UNIVERSITY · HISTORY: "IDEAS, POLITICAL POWER, INDUSTRY AND EMPIRE: BRITAIN, 1745–1901" · "CHALLENGES FOR BRITAIN, EUROPE AND THE WIDER WORLD 1901 TO THE PRESENT DAY"

The Racial Turn · The Russian Pogroms · The Protocols Forgery · The Nazi Synthesis · The Eastward Turn · Theodor Herzl · The Modern State of Israel · The Jews of Poland and Lithuania · Soviet Jewry · The Departure from MENA · The Terror Record · Contemporary Antisemitism · and the community Chapters: North Africa, Iraq, Iran, and Ethiopian Jewry (Beta Israel).

The Holocaust

KEY STAGE 3 AND UNIVERSITY · HISTORY, STATUTORY CONTENT: THE HOLOCAUST, UNDER "CHALLENGES FOR BRITAIN, EUROPE AND THE WIDER WORLD 1901 TO THE PRESENT DAY"

The Years Before the Killing, 1933 to 1939 · Aktion T-4 · The Camp System · The Einsatzgruppen · The Nazi Ghettos · The Holocaust in the Middle East and North Africa · Jewish Resistance and Rescue.

Postwar, Memory, and Human Rights

KEY STAGES 3 AND 4, AND UNIVERSITY · CITIZENSHIP: "THE PRECIOUS LIBERTIES ENJOYED BY THE CITIZENS OF THE UNITED KINGDOM" (KS3) · "HUMAN RIGHTS AND INTERNATIONAL LAW" (KS4)

Liberation and the Displaced Persons · The Postwar Trials · Hannah Arendt · Postwar Restitution · The Memory Architecture · Holocaust Denial and the Response · The Hatred That Outlived the War · The Afterlife of the Image. With them, the living registers: The Legal Record, judgments and statutes updated quarterly, and the Incident Record, documented incidents each ending with a verdict, a plea, or an official finding.

United States History

KEY STAGE 3 AND UNIVERSITY · HISTORY: "AT LEAST ONE STUDY OF A SIGNIFICANT SOCIETY OR ISSUE IN WORLD HISTORY," WITH "USA IN THE 20TH CENTURY" AMONG THE NON-STATUTORY EXAMPLES

American Jewry · Levi Strauss · Emma Lazarus · Samuel Gompers · The Founders of Hollywood · The Synagogue · The Modern State of Israel · Soviet Jewry · Contemporary Antisemitism.

England's Own Medieval Record

KEY STAGE 3 · HISTORY: "THE DEVELOPMENT OF CHURCH, STATE AND SOCIETY IN MEDIEVAL BRITAIN 1066–1509"

Two turning points in this history happened in England. The ritual-murder accusation took its specific form at Norwich in 1144, and in 1290 England became the first European kingdom to expel its entire Jewish population by royal decree. Start with The Blood Libel and The Expulsions, then The Years Before the Killing for the Key Stage 3 Holocaust topic.

English

KEY STAGES 3 AND 4 · ENGLISH: "READING A WIDE RANGE OF FICTION AND NON-FICTION" (KS3) · "IDENTIFYING BIAS AND MISUSE OF EVIDENCE" (KS4)

Every Chapter supports the close reading of primary sources. Strongest fits for media and information literacy: The Protocols Forgery and Contemporary Antisemitism, plus the critical-thinking lesson *The Primary Source vs. the Headline*.

Jewish Contributions, from scholarship and science to the arts

KEY STAGE 3 AND UP, AND UNIVERSITY · UNIT 5

Across the Fields · Moses Mendelssohn · Levi Strauss · Emma Lazarus · Samuel Gompers · Albert Einstein · The Founders of Hollywood · Jonas Salk · with Theodor Herzl, Rashi, Maimonides, and Joseph Karo listed above.

Other ways to weave in the materials

Beyond the core lesson, the materials fit naturally into the rest of classroom life.

- **Print-and-go guides.**
  The eight Teaching Guides, one per grade band or subject, each opening with a first lesson planned beat by beat and a chart for the course.
- **A student club.**
  The Makor Club kit turns student interest into a member-led history club: film nights, virtual field trips, an assembly plan, and community service.
- **Current-event assignments.**
  Pair a story in today's news with the critical-thinking lesson *The Primary Source vs. the Headline*, or with the Contemporary Antisemitism Chapter, to build media literacy.
- **Readings.**
  Assign a Chapter page, or a printable chapter from TJH Originals, with its discussion questions, as a reading.
- **Films.**
  The Films collection gathers documentary viewing for the classroom.
- **Field trips.**
  Virtual Field Trips visit sites and memorials online, and Chapters also point to local museums and historic synagogues for in-person visits.
- **Symbols and misconceptions.**
  When they come up, bring in the guide to recognizing Hate Symbols and the Misconceptions reference.
- **Explore and reference.**
  The online Museum of objects and manuscripts, the interactive Timeline, the Recurring Cycle, and the Glossary support projects, warm-ups, and independent study.
- **Extra credit and independent work.**
  Any Chapter, with its sources and questions, stands alone as a research or writing assignment.

Professional development

A free, self-paced course, Teaching Jewish History and the Roots of Antisemitism, built entirely from the site. About six hours, taken in any order, ending with a classroom plan you build as you go and a certificate of completion. It draws on the guidelines of the United States Holocaust Memorial Museum and the IHRA.

Pass it on

Read it. Use it in your classroom. If it works, share it with a colleague, a department, or a district.

A note on standards

The lines in this companion are quoted from the 2013 National Curriculum in England programmes of study for history, citizenship, and English, and from the Education Act 1996 for religious education. Academies are not yet required to follow the national curriculum, and a revised curriculum is due for first teaching from September 2028, so confirm current wording against the official documents. The site draws on material from established institutions, credits them, and adds original chapters of its own.

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