How did Bergen-Belsen become ‘the world of a nightmare’?

An historical overview of the development of the camp

Key Question: How did Bergen-Belsen become 'the world of a nightmare'?

Teaching Aims and Learning Objectives

- To establish knowledge and understanding of Bergen-Belsen's evolution between 1935 and 1945
- To develop awareness and appreciation of how Bergen-Belsen's function changed during the course of the Second World War and the Holocaust
- To understand and be able to explain the specific conditions of Bergen-Belsen at the time of its liberation

Rationale

The liberation of Bergen-Belsen is an event which has traditionally held a prominent place in British 'collective memory' of both the Second World War and the Holocaust. However, almost since the event itself, popular knowledge and understanding of what Bergen-Belsen was and what took place there has been out of step with historical actuality. Meanwhile, research into student knowledge and understanding of the Holocaust conducted by UCL in 2016 revealed a widespread lack of awareness of Bergen-Belsen's connection with the Holocaust.

Bergen-Belsen was a very distinctive camp with a very particular history. As such, it is a camp whose evolution and liberation reveals insights into the Holocaust and Britain's relationship to that genocide. This lesson helps students to establish secure knowledge and understanding of the camp's development, and – in the process – opens-up new lines of enquiry for them to explore.

Key Information

This one-hour lesson is designed for Key Stage 3 students and above. Some general prior knowledge of the Holocaust is desirable but not essential.

The following material is required:

- PowerPoint slides
- Ability to play BBC sound file 'Richard Dimbleby describes Belsen'
- Set of Post-It notes

For each group (of approx. 4-5 students)

- Set of 6 A5 map cards
- Set of 6 A6 date cards
- Set of 6 A5 description cards
- Set of A5 True/False quiz sheets

Additional material to support teacher knowledge is included at the end of this lesson plan.

Lesson Plan

What do we already know about the Holocaust? (5 mins)

Start by showing slide 2. Invite students to reflect on what they might know about the Holocaust to date. More specifically ask them what camps they may have heard about, and what they might know about them. Share the fact that research (UCL, 2016:195) shows that whereas 71% of all students (11-18) who responded identified Auschwitz with the Holocaust, only 15.2% connected Bergen-Belsen with the Holocaust. Ask students whether they are surprised by this? Why might this be?

Then ask students to locate where they think Bergen-Belsen is located on the projected map of Europe. You can reveal the answer on the slide. Ask them what the significance of this geographic location is, especially as the course of the war changes. Make sure they are aware that the 'death camps' of Auschwitz, Treblinka, Belzec, Sobibor and Chelmno were all located in Nazi-occupied Poland, unlike Bergen-Belsen. Ask them why this might be?

Finally, invite them to share anything they may already know about Bergen-Belsen.

How did one man describe Bergen-Belsen? (5 minutes)

Show students Slide 3 which introduces Richard Dimbleby. Play the BBC sound file, which is hyperlinked from Slide 3, from 00:00 to 04:00 Before playing, ask students what they think Dimbleby might be about to describe. Once finished, ask students to recall any of the words he uses to describe the camp, highlighting in particular the phrase "the world of a nightmare". Ask students how they think the camp may have got into this state.

What can maps tell us? (30 mins)

Show Slide 4 and explain to students that one way of coming to understand how Bergen-Belsen became the place that Dimbleby would describe is to explore how as a space it evolved through time. To do this, tell students they are going to look at a series of maps to see if they can start to identify how the camp changed over time.

Step 1: What is this showing you?

Show students Slide 5. Without giving any context, ask students what they can see in Slide 5, and what this might tell them. In particular, you might ask students;

- What might the different colours and symbols, such as the small red squares refer to? (don't show them the map key yet).
- How are the symbols are spatially arranged? You might ask what they notice about the arrangement of the red squares, for instance, and why this might be the case.
- Is there anything that can be said about this place overall?
- What doesn't this map show?

Step 2: what can maps tell us? Sorting map cards and date cards

Show Slide 6, and tell students the following;

- You will be given 6 map cards and 6 date cards.
- Place the 6 map cards in chronological order, with a date card next to each one.
- Apart from the first card, on the next 5 write on a post-it note at least 2 changes you can see from the previous map.
- What are the maps showing you? What are they not showing? What further questions might you want to ask?

Use Slide 7 to help structure a conversation around what changes students can see evolving between the six maps. They can refer to changes they have identified on their Post-it notes. Ask them when significant change occurs, and why they think this might be. You may draw out, for example, that the camp changes and develops from April 1943 when the SS took over and the camp expanded to accommodate Jews transported to the camp to be exchanged for German nationals. You can also point out that the yellow areas representing mass graves appear in 1945. At this point, when Josef Kramer took over as camp commandant and there was a mass outbreak of typhus, conditions in the camp deteriorated rapidly.

Whilst student answers will be largely based on their existing historical knowledge, they will also be offering hypotheses that will need testing: this takes students to Step 3, which looks to add contextual historical knowledge to underpin their understanding of how the camp developed.

Step 3: layering on descriptions

Show students Slide 8. Tell students the following;

- You will be given 6 description cards – some from eyewitnesses, some historians.
- As a group, can you match them to the date cards?
- What does this new layer of information tell you about the development of Bergen-Belsen now?

To begin feedback on the activity, check students have assigned the cards correctly. The cards should be allocated as follows:

Map Card	Description Card
A	5
B	6
C	1
D	3
E	4
F	2

When discussing the description cards, consult the Historical Context section in the Additional Information part of this lesson plan for key learning points you could draw out. In particular, highlight the mass influx of Soviet PoWs in 1942, following the German invasion of the Soviet Union. Students may assume the camp was designed specifically to hold Jews, and thus not appreciate how Bergen-Belsen's function changed depending on the shifting tide of war – as was the case for other camps. Description card 1 also describes how Hungarian women constructed tents to shelter in, reflecting the lack of infrastructure at the camp to accommodate significant increases in the camp population. This may help dispel any ideas students may have that camps like Bergen-Belsen were well-organised and static entities, able to cope with the changing circumstances of war. Students can also be given a copy of the chronological overview in the Additional Information section to help further contextualise the maps and descriptions.

Conclusions (20 mins)

Agree or disagree?

Show students Slide 10. In pairs, ask students to discuss each statement and decide whether they agree or disagree. Offer reassurance that this is not necessarily a test of whether they know the 'right' or 'wrong' answers: rather it is an exercise in reflecting on their learning, making a judgement about how far they agree or disagree and being able to formulate explanations for their thinking.

Working sequentially through each statement, collect responses from the class. Use this task as a means of checking students' knowledge and understanding and consolidating their learning.

As a quick guide, students will ideally be responding along the following lines. For further guidance on key points to clarify during this exercise, refer to the Pedagogical Guidance section in the Additional Information below in this document.

1. Bergen-Belsen was a death camp in Nazi-occupied Poland, like Auschwitz: DISAGREE
2. The only real function of Bergen-Belsen throughout the war was to act as a recovery centre for Jews: DISAGREE
3. At the end of the war, it became the largest displaced persons camp in Germany: AGREE
4. When the British discovered the camp in April 1945, what they saw was typical of camp conditions: DISAGREE
5. Bergen-Belsen should be remembered as a triumph of the British policy of saving and rescuing Jews throughout the war wherever they could: DEBATABLE
6. There is little the camp can tell us about the Holocaust: DISAGREE

Additional Information

Pedagogical guidance

The following guidance provides insight into the pedagogy of the lesson, highlights and offers commentary on some of the issues the lesson surfaces or touches upon, and forwards practical suggestions for the classroom.

Engaging all learners

Questioning

Teacher questioning is a key element of responding to different student needs. By being alert to where student thinking is at, and asking questions to probe student understanding, teachers are able to challenge and reframe thinking where necessary, responding to student misconceptions in a dynamic way. In this lesson it is key, for instance, that students appreciate that the camp at Bergen-Belsen was not a fixed entity with a sole purpose that remained static throughout the war, but rather was a fluid space that was constantly changing in response to the shifting contingencies of the Second World War.

Providing opportunities for interaction and visual scaffolding

Sorting and arranging cards – 'map' cards, 'date' cards and 'description' cards – provides opportunities for clarification of meaning and for discussion and, thus, enhances access. The initial use of maps provides good opportunities to support knowledge-building by providing visualisations of patterns of change and continuity over time, allowing knowledge to be built-up and consolidated in stages, thus increasing access and support for pupils' understanding.

Supporting literacy

Accompanying the lesson there is a Key Words help sheet to support students both with specific historical terminology and more generic vocabulary, such as *Wehrmacht,* typhoid, ghetto and *Kapo*. Students can use this to support them with the six 'description' cards in particular that make use of such terms.

Assessment for Learning (AfL)

At the end of the resource there is an agree/disagree quiz that's intended to help students reflect on what they have learnt this lesson. This is designed to engage students not only in the way they can respond to the quiz (it is hoped all students will be able to make a choice, and if available, students may use individual white boards and marker pens to share their responses), but also to open up the complexity of responses to some of the statements by allowing opportunities for students to articulate their reasoning in a way that is more open-ended. Although there are some lines of reasoning that are more valid than others, as indicated in the lesson plan, there are a number of lines of reasoning and knowledge they can draw on to justify their choices.

Working with maps & timelines

When working with maps and timelines, teachers need to recognise how they can help students understand, in visual ways, how Bergen-Belsen changed over time. Yet they also have weaknesses which need to be acknowledged. For example, on their own, maps in particular lack contextual information to help students understand what they are looking at. Meanwhile, neither maps nor timelines commonly contain personal stories that can help engage students and enable them to better understand how the camps changed and impacted on people's lives on a human level.

Personal accounts

Embedding and entwining personal accounts and perspectives has both power and import in effective teaching and learning about the Holocaust. Whilst it is important not to conflate the long-term impact of the Holocaust on survivors with the experience of liberating Bergen-Belsen by soldiers and relief workers both tell of very different but nonetheless lasting effects of this past on their lives that followed.

Reporting

Students today inhabit a world where new reporters and journalists can be either disparaged or greeted with doubt and scepticism. In light of this, teachers may consider how Dimbleby's report on Bergen-Belsen is presented. It is germane, for example, to highlight that the BBC itself at first refused to broadcast the report as they doubted its veracity. It was only when Dimbleby threatened to resign that they changed their mind. Although the contexts are different, it may be useful to explore the status of news reporters then and now with students.

To agree or disagree

Research conducted by UCL into students' knowledge and understanding of the Holocaust in 2016, exposed a general absence of criticality in many students. A key feature of critical thinking is the capacity to engage with statements of belief or assertions, to subject these to rigorous analysis, and to then arrive at an informed evaluative assessment. This sounds straightforward enough; however, it requires students to possess both substantive knowledge and understanding, the opportunity to reflect on this, and the ability to construct explanations as to how and why they have arrived at their conclusion.

It is to these ends that the final activity is positioned. In discussing students' thinking on these statements, the following points of clarification may be useful.

1. Bergen-Belsen was a death camp in Nazi-occupied Poland, like Auschwitz:

As a point of fact, this statement is incorrect.

Firstly, Bergen-Belsen was located in Germany and not N**azi-**occupied Poland.

Secondly, although Bergen-Belsen has been described by some as a 'death camp,' and was a place where huge numbers died horrifically, it is distinct from the six known death camps of Chelmno, Sobibor, Belzec, Treblinka, Majdanek and Auschwitz-Birkenau in that its sole purpose wasn't just the murder of those who arrived. There has also been confusion that the presence of a crematorium at the camp implied gas chambers, which it didn't.

2. The only real function of Bergen-Belsen throughout the war was to act as a recovery centre for Jews:

The historical record suggests this statement is false.

As should have become apparent from the description cards, Bergen-Belsen had several functions that changed over time in response to the shifting contingencies of conflict. At times it was a training barracks for the *Wehrmacht*, a concentration camp, a prisoner of war (PoW) exchange holding camp and a recovery camp.

3. At the end of the war, it became the largest displaced persons camp in Germany:

This statement is factually true.

It was actually a DP camp for five years after the end of the Second World War, lasting until 1950. Students may be curious as to why the predominantly Jewish population in the camp didn't just return straight home. Ask them if they can suggest any reasons why this might be the case. (Many who had come from the East in particular found their homes possessed, there were strong currents of antisemitism in a number of places, and friendship and kinship support networks that had existed before the Holocaust had largely disappeared – see the account of the DP camp in 'Bergen-Belsen: A Short History for Teachers' (Chapter 2 in these School Resources).

4. When the British discovered the camp in April 1945, what they saw was typical of camp conditions:

The historical development of Bergen-Belsen indicates this statement is incorrect.

The state of the camp in April 1945 was radically different to past conditions – principally on account of major changes to the camp's population during the first quarter of 1945. For example, just weeks before the British army entered the camp, a major influx of people had occurred with the forced 'death marches' of prisoners from eastern camps like Auschwitz. Even before then, the camp population swelled considerably between 1 January and the 1 March – increasing from 18,000 to nearly 42,000. The deterioration of the camp's conditions in the first months of 1945 was therefore compounded by the mass arrival of people - predominantly Jews - from death marches that had begun in the east, leading ultimately to the complete collapse of infrastructure. Cumulatively, this created 'the world of a nightmare' – see the account of the DP camp in 'Bergen-Belsen: A Short History for Teachers' (Chapter 2 in these School Resources).

5. Bergen-Belsen should be remembered as a triumph of the British policy of saving and rescuing Jews throughout the war wherever they could:

This statement is complex: it makes multiple claims and could be argued in different ways by students.

Make students aware that there are two parts to this statement: the first refers specifically to Britain's response to Bergen-Belsen – where undoubtedly a very great deal was done to manage a horrific situation and save lives – whilst the second part of the statement requires evidence, which is lacking, of consistent British attempts to rescue Jews during the Second World War more broadly. There is little evidence of any active British plan to rescue Jews. As Reilly, Kushner, Cesarani & Richmond (1997) state, 'after 1945 a popular mythology started to develop that Britain had actually fought the

war to end Nazi atrocities and even save the Jews – this reinvention continued.' (See the material on these issues Chapter 2 in these School Resources).

6. There is little the camp can tell us about the Holocaust:

This is an intentionally provocative statement, against which students should be able to marshal an argument to the contrary.

The historical development and evolution of Bergen-Belsen is such that it raises a plethora of issues and questions about the Holocaust writ large. With careful prompting and guidance, it should be possible to elicit students' thinking in this area and – in the process – reveal insights into the meanings they are making from their knowledge and understanding.

Historical context

Historical context about Bergen-Belsen

For a more expansive account of the development of Bergen-Belsen, please see Bergen-Belsen: A Short History for Teachers in Chapter 2 in these School Resources.

- Bergen-Belsen was never a simple camp. Some have described it as 'complex in the extreme' (Reilly, Cesarani, Kushner, & Richmond, 1997) due to its fluctuating population and constantly shifting functions. Bergen-Belsen was at one time a training barracks for the *Wehrmacht*, a concentration camp, a prisoner of war (PoW) exchange holding camp and a recovery camp, all of which responded to the shifting contingencies of war.
- The fact that camps such as Bergen-Belsen were momentarily used to hold some Jews in order to exchange with German PoWs illustrates some of the complexities and complications of the Nazis' developing policy towards the Jews. This is because it runs counter to the Nazi policy to annihilate all Jews.
- In February 1945, 7,000 inmates died of disease, malnutrition and exposure. The fatalities soared to18,000 in March from the outbreak of typhus owing to the cramped, deteriorating conditions. Some 9,000 lost their lives in the first part of April and, tragically, 14,000 died after the liberation (Cesarani, 2015).
- What the British discovered in April was an atypical scene of camp conditions. Of the 60,000 inmates, 30,000 had arrived just a week before the British, following forced death marches from camps in the east.
- Although people died in appalling circumstances and despite the appearance of its inhabitants, Bergen-Belsen was never a 'death camp.' Though there was a crematorium, there were no gas chambers, which is partly why popular confusion has arisen over the nature of the camp.
- In popular imagination and memory, the liberation of the camp was 'a joyous affair' (Stone, 2015). In reality, inmates were almost all too weak from starvation and typhus to experience any sense of joy.
- The story of the 'liberation' of the camp did not begin and end on April 15th, 1945. Instead, liberation needs to be seen as a 'process' (Stone, 2015) which is not synonymous with 'closure.'

That process continued after the war, when Bergen-Belsen became the largest Displaced Persons Camp in Germany, lasting until 1950.

- When the 11th Armoured Division entered the camp, its soldiers were unprepared for what they found. Inside the camp were more than 60,000 emaciated and ill prisoners in desperate need of medical attention. More than 13,000 corpses lay littered around the camp – victims of Nazi brutality and starvation that occurred as a result of neglect and lack of supplies in the final months of the war.
- British forces held a military tribunal in 1945 at Lüneburg which tried male and female members of the SS, and former prisoners who had assisted the SS running the camp. While a number were acquitted, 11 were sentenced to death including Josef Kramer, Camp Commandant at the time of liberation; Elisabeth Volkenrath, head female guard; and Nazi doctor Fritz Klein. The trial itself attracted a lot of national and international attention. For the first time the public could see graphic evidence through film and photos of the condition of the camp when the British arrived. The trial was also seen as a triumph for the rule of law and fairness, though other countries, such as the Soviet Union, criticised the verdicts for being too lenient.
- Bergen-Belsen became the largest displaced persons (DP) camp for Jewish survivors. The camp was set up just 2 km from the original barracks that had been razed to eradicate the outbreak of typhus, and it became the central location for displaced persons in the British sector of occupied Germany. Despite everything survivors of the camp organized political, cultural, and religious activities just weeks after liberation and a re-generation of family and spiritual life began, with many weddings taking place after the first few months. People founded an elementary school for their children as early as July 1945, yet life wasn't all rosy: food and clothing were in short supply, and in October 1945 there was a hunger strike to protest the poor conditions.
- For many of those who survived Bergen-Belsen and the Holocaust, the life ahead would continue to be troubled by emotional wounds and traumas of the past, yet many found the courage to build a life for themselves - some even went on to tell their story so that future generations might learn. For many of those who were directly part of the liberation and relief effort, life afterwards was also deeply affected – often battling trauma as a result.

A chronology for teachers and students of some key events illustrating the development of the camp at Bergen-Belsen

This timeline is intended to provide some historical context and a sense of the chronological unfolding of events, to support teachers in teaching this overview of the development of Bergen-Belsen.

1935-38	The area was the location for barracks and training grounds for German army units.
1940	In 1940, 600 French and Belgian PoWs were held in Camp XI-C on the site later renamed Bergen-Belsen.
1940 May	The expansion of the PoW camp increased further when in May 1940 the Germans unleashed their forces against the Low Countries and France.
1940 June	Following the defeat of France, some 80,000 prisoners were being held in the Bergen-Belsen camp.
1941 June 22nd	After the German invasion of the Soviet Union began on 22 June 1941, PoWs from the Red Army were detained in Camp XI-C. Over the coming months these PoWs were starved and neglected, resulting in around 14,000 deaths from disease and starvation.
1943 April	The SS took over part of the PoW camp to imprison Jews whom the German government was planning to exchange for German nationals interned by the Allies. The first group of concentration camp prisoners from concentration camp KL Natzweiler arrived at Bergen-Belsen to begin construction of the camp. The first commandant was Adolf Haas who was transferred from KL Niederhagen, the camp that initially supervised the building work. Haas had about 90 SS men under his command, many of these were ethnic Germans. From April 1943 to January 1945; part of the site was used as a hospital camp for sick PoWs, including French, Dutch, Italians and Russians. In Belsen, the meaning of healing and convalescence was consistently inverted.
1943 July	350 Sephardi Jews, mainly from Salonika were held in a separate section of the special camp, known as the 'neutral camp,' where they enjoyed relatively good conditions.
1943 July	Between July 1943 and December 1944, at least 14,000 Jewish Prisoners were taken to the Bergen-Belsen exchange camp. Most of them arrived there in family groups. The exchange prisoners were allowed to keep their personal belongings and were initially given more and better food than the prisoners at other concentration camps. However, the prisoners had no rights at all and were at the mercy of the SS guards.
1943 Sept	Italian military internees were imprisoned in Bergen-Belsen.

1944 early	3,670 ‘exchange’ Jews were sent from the Netherlands and housed in what became known as the ‘star camp,’ a fenced-off area of barracks where the prisoners were allowed to live in family groups, wearing their own clothes bearing the yellow Star of David. Some 200 Jews from North Africa, Belgium, France, Yugoslavia and Albania were also placed in the ‘star camp.’ Giving it a strangely cosmopolitan atmosphere. Few were ever actually exchanged, though.
1944 Feb	After prolonged negotiations with the Spanish, some 365 Jews from the ‘neutral camp’ bearing authentic papers were despatched to the border of Spain and safety.
1944 March	1,000 sick and exhausted prisoners from the concentration camp Dora-Mittelbau were sent to Belsen for ‘convalescence.’ In fact they were dumped in the old ‘prisoners camp’ with almost no accommodation or facilities. Only 57 survived.
1944 July	The camp reflected yet another stage in the ‘Final Solution’ – the deportation of the Hungarian Jews.
	1,684 Jews were dispatched to Belsen and accommodated in a demarcated area known as the ‘Hungarian camp.’ They would reach Switzerland a few months before the end of the war.
	222 Jews with ties to Palestine were allowed to depart for Haifa.
1944 Aug	4,000 mainly Hungarian women arrived. They were joined by women from camps and ghettos in Poland and formed a separate ‘women’s camp.’ However, there was no proper accommodation for them and they lived in tents.
	An uprising against the German occupiers was started in Warsaw under the leadership of the Home Army. The uprising lasted for 63 days. Around 1,000 of the Home Army were taken to the POW camp at Bergen-Belsen. Around 3,500 Warsaw civilians were taken to Bergen-Belsen.
1944	Captured soldiers of the Polish Home Army are imprisoned in the Bergan-Belsen POW camp.
1944 Dec	Josef Kramer, formerly commandant at Auschwitz, replaced Haas. He brought with him new personnel, swelling the SS contingent to 277 men and 12 women guards.
1945 Jan	The remaining parts of Bergen-Belsen POW camp was evacuated and the buildings are taken over by the SS.
1945 Feb	The typhus epidemic finally ran out of control. In February 1945, 7,000 inmates died of disease, malnutrition and exposure.
1945 March	Under Kramer, conditions in the camp worsened catastrophically. When he took over, its population numbered about 15,000. By March the number of inmates reached 42,000.
	The typhus fatalities soared to 18,000 in March.

1945 April 12th	On 12 April German army commanders in the area opened negotiations for the surrender of the camp to the approaching British forces.
1945 April 15th	The time of the liberation was approximately 5 o'clock.
1945 May 21st	Most of the wooden huts were set on fire by flame-throwing Bren-Gun Carriers to rid the place of disease carrying lice. The surviving inmates having been transferred to the nearby army barracks.
1945 Autumn	The crematorium's furnace, the camp fence and the watchtowers, which had clearly marked the topography of the camp until the autumn of 1945, were taken down, and the grounds were levelled.
1946 April	An initial group of 105 children from Bergen-Belsen emigrated to Palestine.
1947 Spring	From the spring of 1947, the British reserved 300 certificates per month for Jews from the British zone of Germany. This immigration program was referred to as the "Grand National".
1950	Bergen-Belsen continued to be used as a Displaced persons (DP) Camp until 1950, the largest DP Camp in Germany.
1952	The British authorities transferred responsibility for the grounds of the former camp to the Federal State of Lower Saxony.
1966	Visitor information about the site was not provided until 1966.
2000	The Federal Government began funding the Bergen-Belsen memorial.

Sources for timeline taken from: Reilly, J., Cesarani, D., Kushner, T. & Richmond, C. (eds.) (1997); Bardgett, S. & Cesarani, D. (2006); Lower Saxony Memorial Foundation (2010); (see Bibliography); Baxter, I. (2014); Rees, L. (2017)

Bibliography

Bardgett, S. & Cesarani, D. (2006) Belsen 1945: *New Historical Perspectives*. London & Portland, OR: Vallentine Mitchell.

Baxter, I. (2014) *Images of War: Belsen and Its Liberation*. Pen & Sword: Barnsley, S. Yorks.

Cesarani, D. (2016) *The Final Solution – The Fate of the Jews*, 1933-49. London: Macmillan.

Flanagan, B. & Bloxham, D. (2005) *Remembering Belsen: Eyewitnesses Record the Liberation.* London & Portland, OR: Vallentine Mitchell.

Gilbert, M. (1989) *The Holocaust*. London: HarperCollins.

Kushner, T. (1994) *The Holocaust and the Liberal Imagination – A Social and Cultural History*. Oxford, UK & Cambridge, USA: Blackwell.

Lawson, T. (2010) *Debates on the Holocaust*. Manchester: Manchester University Press.

Lower Saxony Memorial Foundation (2010) Bergen-Belsen. Wallstein

Rees, L. (2017) *The Holocaust: A New History*. London: Viking.

Reilly. J. (1998) *Belsen: The liberation of a concentration camp*. London & New York: Routledge.

Reilly, J., Cesarani, D., Kushner, T. & Richmond, C. (eds.) (1997) *Belsen in History and Memory*. London: Frank Cass.

Stone, D. (2015) *The Liberation of the Camps: The End of the Holocaust and Its Aftermath*. New Haven: Yale UP.

This programme is delivered by UCL Centre for Holocaust Education, the Holocaust Educational Trust, with support from the National Holocaust Centre and Museum, and made possible thanks to funding from the Department for Education