

Year 11 History Department Autumn term 1-2-Weimar and Nazi Germany 1918-39

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> <li>• Build on many of the concepts and skills learnt throughout KS3 e.g., significance, causation, utility of sources, comparing, contrasting, and evaluating interpretations.</li> <li>• Helps pupils develop a greater sense of a European perspective and allows students to fill in the gaps of where the knowledge has previously been lacking. Ensures they understand the chronology between WWI- WWII</li> <li>• Build upon concepts introduced at KS3 in both history and CC- governance and political ideologies- communism, nationalism and democracy.</li> <li>• Links well with other KS4 modules and helps bridge the knowledge gap between Europe in the 1930s and WWII and the Cold War for a continuous and more balanced narrative.</li> <li>• Enables pupils to develop a more in-depth understanding of political concepts and power and control.</li> <li>• Allows pupils to develop an understanding of how a dictatorship can develop over time and how this links to economic and social problems.</li> <li>• Enables pupils to understand how such barbarity and a harsh right-wing dictatorship took hold in a developed and advanced 20<sup>th</sup> century nation.</li> </ul>	<p><b>Key topic 1- Weimar Republic</b></p> <p><u>1.1- The origins of the Republic, 1918–19-</u> The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19. The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.</p> <p><u>1.2 The early challenges to the Weimar Republic, 1919–23.</u> Reasons for the early unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles. Challenges to the Republic Left and Right: Spartacists, Freikorps, the Kapp Putsch. The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.</p> <p><u>1.3 The recovery of the Republic, 1924–29.</u> Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. The impact on domestic policies of Stresemann’s achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.</p> <p><u>1.4 Changes in society, 1924–29.</u> Changes in the standard of living, including wages, housing, unemployment insurance. Changes in the position of women in work, politics and leisure. Cultural changes, including developments in architecture, art, literature and the cinema.</p> <p><b>Key topic 2- Early Nazi Party</b></p> <p><u>2.1 Early development of the Nazi Party, 1920–22.</u> Hitler’s early career: joining the German Workers’ Party and setting up the Nazi Party, 1919–20. The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.</p> <p><u>2.2 The Munich Putsch and the lean years, 1923–29.</u> The reasons for, events and consequences of the Munich Putsch. Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926.</p> <p><u>2.3 The growth in support for the Nazis, 1929–32.</u> The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party. The reasons for growth of support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.</p> <p><u>2.4 How Hitler became Chancellor, 1932–33.</u> Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.</p> <p><b>Key topic 3- Nazi control and dictatorship</b></p> <p><u>3.1 The creation of a dictatorship, 1933–34.</u> The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.</p> <p><u>3.2 The police state.</u> The role of the Gestapo, the SS, the SD and concentration camps. Nazi control of the legal system, judges and law courts. Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.</p>	<p><i>Armistice, coalition, constitution, proportional representation, republic, communist, capitalist, democratic, ideology, <b>socialism – French -social</b>, interim, abdicate, censorship, coup, dissident, Marxism, purge, reparations, alliance, hyperinflation, unemployment, anti-Semitism, nationalise, (economic) depression, allegiance, trade union, concentration camp, <b>concordat – Latin – agreed upon</b>, Aryan, propaganda, Third Reich, martyr, rearmament, emigration, persecution, ghetto, eugenics, sterilisation Kaiser, Weimar, Freikorps, putsch, spartacists, Rentenmark, Bauhaus, fuhrer, Reichstag, Reichsrat, SS, SA, gestapo, SD, Kristallnacht</i></p>

<ul style="list-style-type: none"> <li>Allows pupils a more in-depth study of the chronology of how the Holocaust developed within Germany and how it links to the wider context of the unit- e.g. Nazi education, methods of control.</li> </ul>	<p><u>3.3 Controlling and influencing attitudes.</u> Goebbels and the Ministry of Propaganda: censorship. Nazi use of media, rallies and sport, including the Berlin Olympics of 1936. Nazi control of culture and the arts, including art, architecture, literature and film.</p> <p><u>3.4 Opposition, resistance and conformity.</u> The extent of support for the Nazi regime. Opposition from the Churches, including the role of Pastor Niemöller. Opposition from the young, including the Swing Youth and the Edelweiss pirates.</p> <p><b>Key topic 4- Life in Nazi Germany</b></p> <p><u>4.1 Nazi policies towards women.</u> Nazi views on women and the family. Nazi policies towards women, including marriage and family, employment and appearance.</p> <p><u>4.2 Nazi policies towards the young.</u> Nazi aims and policies towards the young. The Hitler Youth and the League of Maidens. Nazi control of the young through education, including the curriculum and teachers</p> <p><u>4.3 Employment and living standards.</u> Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.</p> <p><u>4.4 The persecution of minorities.</u> Nazi racial beliefs and policies and the treatment of minorities: Slavs, ‘gypsies’, homosexuals and those with disabilities. The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.</p>	
<p><b>Challenge and Support:</b></p>	<p><b>Worldwide learning/ links to 21<sup>st</sup> century:</b></p>	<p><b>Cultural capital/ Industry/ Enrichment:</b></p>
<ul style="list-style-type: none"> <li><i>Learning and using, both verbally and in writing, new vocabulary –German terms e.g. Putsch, Volksgemeinschaft, Untermensch and clearly understanding their meanings as well as many new terms connected to German political history.</i></li> <li><i>Making inferences from a source, Analysis of interpretations, source utility, comparing interpretations</i></li> <li><i>Writing frames; success criteria and mark schemes</i></li> <li><i>VIP strategy for disadvantaged students</i></li> <li><i>Recommended reading non-fiction: Age of Extremes: Eric Hobsbawn, The Rise and Fall of the Third Reich by William L Shirer, Hitler by Kershaw. Fiction: Fatherland by Robert Harris, Diary of Anne Frank.</i></li> <li><i>Recommended watching- <b>History beyond the classroom- Hitler’s Circle of Evil</b></i></li> </ul>	<ul style="list-style-type: none"> <li><i>Understanding of key political concepts like propaganda and the impact this can have on a populace.</i></li> <li><i>Comparison to rise of right-wing extremism across the world and cross-comparison with Nazi Germany and any shared beliefs or political ideals (within UK and Europe as a whole)</i></li> <li><i>Better grasp of key political themes which resonate in modern culture and society- e.g. socialist, left-wing, nationalist and so on</i></li> <li><i>Anti-Semitism and the continued existence of this within the UK and across the world.</i></li> <li><i>Impact and consequences of a police state and comparison to 21<sup>st</sup> century examples</i></li> <li><i>Understanding of how poor governance, international isolationism and economic crises can lead to polarised political views- comparison to modern examples</i></li> </ul>	<ul style="list-style-type: none"> <li>Widening cultural understanding of politics and 20<sup>th</sup> century Germany and the impact Nazi Germany has on the modern world- allows pupils to explore this subject in more depth. A common unit for students to develop their understanding of at A-Level and university level</li> <li>Allowing students to widen their historical knowledge beyond the usual Anglo-centric focus and ensures they have a broad understanding of 20<sup>th</sup> century world history.</li> <li>Potential for collaboration with German department for trip to Berlin</li> </ul>
<p><b>Historical, Social, Moral, Spiritual, Cultural context:</b></p>	<p><b>Cross curricular links/ literacy/numeracy:</b></p>	<p><b>Common misconceptions:</b></p>

<ul style="list-style-type: none"> <li>• <i>Spiritual – understand the religious opposition and collaboration with the Nazi regime</i></li> <li>• <i>Moral – Clear implications of lack of morality in Nazi policies to Jews and other ethnic minority groups and treatment of disabled people- e.g. euthanasia/sterilisation of groups within society.</i></li> <li>• <i>Social and moral – oppression and control of the general populace and the development of the police state and the impact on ordinary people. Impact of indoctrination and propaganda.</i></li> <li>• <i>Cultural- art and media in Weimar Germany and the comparative changes and shifts in influences under the Nazi regime.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Cross curricular links with the languages department (German) looking at key terms and expressions and Nazi speeches</i></li> <li>• <i>Cross curricular with Character and Culture democracy and governance- difference between republics, dictatorships and socialist ideals/ far right/left politics</i></li> <li>• <i>Cross curricular links with Geography- Central European geography- natural resources of Germany (Saar Land, Rhineland, Polish Corridor) concept of Lebensraum. Also links to political and geopolitical tension between France and Germany and Germany’s geographical position at the centre of Europe.</i></li> <li>• <i>Numeracy- concept of Hyperinflation and Great Depression and understanding the economic impact of this through numerical examples.</i></li> <li>• <i>Science- dispelling concept of social eugenics and the links this previously had to science in the 20<sup>th</sup> century.</i></li> <li>• <i>Opportunities to promote reading aloud and for extended writing as well as additional reading beyond the classroom.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>That Hitler himself and was personally responsible for all Nazi Germany’s ideas (not understanding the role of other leading Nazis)</i></li> <li>• <i>Assuming that the Holocaust began in 1939 or at another point during WWII (development of anti-Semitic policy from 1933)</i></li> <li>• <i>No one in Germany stood up to the Nazis and opposed them (looking at opposition to the Nazis)</i></li> <li>• <i>The Nazis saw women as unimportant (role of women was different but still very important)</i></li> <li>• <i>That Hitler and the Nazis forced themselves upon the German people and seized power (examine the development of the party and strategies used)</i></li> <li>• <i>Not understanding the role of wider factors on Hitler’s rise to power- e.g. economic crisis and poor governance</i></li> <li>• <i>Concentration camps were only for the Jews and didn’t open until WWII</i></li> <li>• <i>It was only Jews who were persecuted by the Nazis</i></li> </ul>
<b>Assessment timeline:</b>		
<ul style="list-style-type: none"> <li>• <i>Knowledge and retrieval quizzes- accumulated learning quizzes conducted on a weekly basis. Reviews understanding and comprehension and retention of key knowledge.</i></li> <li>• <i>Exam questions for all question styles- Give two things you can infer from Source A (AO3), Explain why... (AO1/2), How useful are Sources B and C for an enquiry into ... (AO3), What is the main difference between [Interpretation 1 and Interpretation 2] (AO4), Suggest one reason why Interpretations 1 and 2 give different views about ... (AO4), How far do you agree with Interpretation [1/2] about... (AO4). Model answers, structure guides and scaffolding available for each question.</i></li> </ul>		
<b>Home learning</b>		
<p><i>A variety of homework tasks are set on a weekly basis, to support current learning, revision and preparation for future learning:</i></p> <ul style="list-style-type: none"> <li>• <i>Revision for retrieval quizzes</i></li> <li>• <i>Retrieval quizzes</i></li> <li>• <i>Creation of revision resources</i></li> <li>• <i>GCSEpod assignments – videos with check and challenge questions</i></li> <li>• <i>Practice exam questions – 4m, 8m, 12m, 16m</i></li> </ul>		
<b>Feedback</b>		
<ul style="list-style-type: none"> <li>• <i>Feedback 4 used for all assessed exam questions</i></li> </ul>	<p><i>Live marking using iscan</i></p>	<p><i>Weekly knowledge quizzes- peer assessed and collated.</i></p>

**Length of unit (duration indicated in lessons)**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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