

Scheme of work

AS/A-level History Specification 7041/7042

The Quest for Political Stability: Germany, 1871–1991, 1L

Introduction

To help teachers in planning a course of study for the new A-level qualification, a possible scheme of work is provided below. This is purely illustrative of one way in which this course might be delivered and it is not intended to be in any way prescriptive. Teachers will need to develop schemes which suit the arrangements and time allocations of their own schools and colleges. Teaching arrangements and approaches are likely to differ between institutions. Provided the content as given in the Specification is covered, any sensible approach is legitimate.

Assumed coverage

The scheme of work which follows is based on two teaching years of 30 weeks per year. It assumes students will receive 2– 2.5 hours per week for each of their A-level components and that 6 weeks in each year will be devoted to the NEA.

Scheme of work

HISTORY: The Quest for Political Stability: Germany, 1871–1991

Component 1 Breadth Study (Teacher 1)

Teach alongside: Component 2 Depth Study (Teacher 2) and Component 3 NEA (Teacher 1 and/or 2)

Note that whole course may be delivered by a single teacher

General Introduction (Component 1)

Learning Objectives AO1 and AO3

| Time taken | Component-specific skills | Specific Guidance | Learning activities | Differentiation and extension | Resources |
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| 30 weeks for Part 1 (the remaining 6 weeks of the school /college year to be spent on NEA Component 3). | <p>1. Students are expected to develop an understanding of the process of change over time.</p> <p>2. Students will need to be able to comprehend and evaluate arguments in extracts from academic history books on key issues and developments relating to the content of their study.</p> | <p>Students should be made aware of the 6 Key Questions which identify the issues and perspectives that are central to this period of study.</p> <p>Part 1 of this SOW is suitable for both AS and A level students. Please refer to the Specification for the different types of AS and A-level questions.</p> | <p>Students will need to understand the nature of causes and consequences, of change and continuity and of similarity and difference over an extended period.</p> <p>They should be able to make links between perspectives, such as political, economic and social as well as appreciating developments relating to these perspectives separately, over time. They should also be aware of the role played by individuals, groups, ideas and ideology.</p> | <p>Students should be encouraged to study the course content in relation to the key questions and to read and research further around the issues and developments studied, using, as appropriate, a variety of academic history books.</p> <p>Students' understanding of the process of change over time should be regularly assessed.</p> | <p>Students should have the opportunity to consult academic books whenever possible. Class textbooks, guided reading and worksheets, access to suitable internet sites, on-line journals, podcasts, stimulating lectures, PowerPoint presentations and other sources of information will all be valuable.</p> <p>Note that students will need to practise exam-style questions throughout the course.</p> |

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| | <p>3. Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p> | | <p>The suggested learning activities below are intended to develop these skills but are neither exhaustive nor exclusive. They are intended as <i>suggestions only</i> from which teachers might select. It is not expected that teachers would have time to cover <i>all</i> of these activities.</p> | | <p>Both AS and A-level practice questions can be found on the AQA web site and it is recommended that either a historical interpretation or essay question is set every 2 weeks throughout the 30 weeks of each part of the course.</p> |
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Learning Objectives AO1 and AO3

The Quest for Political Stability: Germany, 1871–1991

| Time | Specification Topic | Content detail | Content coverage with some suggested activities | Differentiation and stretch and challenge opportunities | Resources |
|--|---------------------|---|--|--|--|
| PART ONE: EMPIRE TO DEMOCRACY, 1871–1929; Section 1: The Kaiserreich, 1871–1914 | | | | | |
| Week 1 | Political authority | The extent and make-up of the German Empire in 1871; the 1871 constitution; the role of Emperor and Chancellor. | <p>Summary of the unification of Germany, 1864-71 emphasising the role of Bismarck, Prussia and the military.</p> <p>Identify the major federal states and different geographical regions of Germany on a map with specific reference to areas where non-German minorities lived, especially Danes, Poles and French.</p> <p>Create a diagram to represent the division of power within the new German constitution of 1871. Emphasise the significance of the relationship of the Kaiser and the Chancellor and relate to the specific context of Wilhelm I and Bismarck.</p> | <p>Explain the Kleindeutsch vs Grossdeutsch debate and the rivalry between Prussia and Austria for dominance within central Europe.</p> <p>Compare the political structure of Germany with the social structure to emphasise the dominance of the Junkers.</p> | <p>Comparison of maps of Europe from 1864 and 1871.</p> <p>Map of Germany in 1871.</p> <p>Introduce guided reading and academic interpretations.</p> |

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|-------------|---|--|--|---|---|
| Week 2 | | Political groupings and parties and their ideologies. | Draw a diagram to represent the political spectrum of Germany in the 1870s: the Conservative parties, the Centre Party, the National Liberals, the Progressives and the socialist groups (SPD from 1875). Students to research and label the main ideologies and policies of each party and the core groups from which they gained support. | Analyse the election results in 1871 to assess the relative strength and support of the parties. | Template of the political spectrum for students to label. Guided reading. |
| Week 3 | Government and opposition under Wilhelm I | Kaiser Wilhelm I and government under Bismarck; their personalities and policies; the role of the Reichstag; the struggle between autocracy and democracy. | Re-cap on the relationship between Wilhelm I and Bismarck and its significance within the 1871 constitution. Investigate the personality and outlook of Bismarck through analysis of pictures of him from the period. Analyse Bismarck's alliance with the National Liberals – how strong was it? Compare the common ground they shared on policies of further unification with the differences that emerged over the army budget (Septennial Law 1874) and how to deal with the rise of the SPD. Consider the role of the Reichstag. | Students could research the biographies of Wilhelm I and Bismarck. Analyse the arguments over the army budget in 1874 and assess how far the Septennial Law was a defeat for Bismarck. | Images of Bismarck. Table to fill in about strengths and weaknesses of Bismarck's alliance with the National Liberals. |

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| Week 4 | | The role of the Reichstag; the struggle between autocracy and democracy; the development of parties and political opposition | <p>Research the treatment of national minorities. Students could write a letter from one minority group complaining about their treatment by the Imperial government.</p> <p>Draw a spider diagram to summarise the reasons why Bismarck launched the <i>Kulturkampf</i>.</p> <p>Analyse the election results between 1871 and 1877 to assess the impact of Bismarck's persecution of <i>Reichsfeinde</i>.</p> <p>Identify the reasons why Bismarck ended the <i>Kulturkampf</i> in 1878 and list them in order of significance.</p> | Students could research the career of Windhorst and the reasons for the growth of the Centre Party in the 1870s. | <p>Guided reading on the Reichstag and the conflict with autocracy.</p> <p>Table of election results.</p> |

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| Week 5 | | The role of the Reichstag; the struggle between autocracy and democracy; the development of parties and political opposition | <p>Draw a spider diagram to summarise the reasons why Bismarck decided to introduce protective tariffs in 1878/79.</p> <p>Re-draw the diagram showing the spectrum of political parties (from Week 2) to illustrate the split of the National Liberals and the consequent strengthening of the Progressives (use election results of 1878 and 1881 to demonstrate). Analyse the 1878 and 1881 election results to illustrate why Bismarck's political position was weaker from 1878 compared to before, emphasising the significance of the Centre Party both in supporting the Anti-Socialist Law and protection, and in opposing Bismarck in the 1880s.</p> <p>List the reasons why Bismarck wanted to break from the National Liberals in 1878 and put in order of importance.</p> | <p>Debate whether the significant changes in Bismarck's policies and political alignments in 1878/79 were motivated more by economic or political factors.</p> <p>Students could investigate Bismarck's proposal to set up a Reich Council to by-pass the Reichstag in 1880, and its rejection by the Reichstag.</p> | <p>Table of election results covering 1878–1881.</p> <p>Interpretations from academic historians.</p> |

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| Week 6 | | The role of the Reichstag; the struggle between autocracy and democracy; the development of parties and political opposition | <p>Draw a timeline of the emergence of the SPD in the 1860s and 1870s.</p> <p>Analyse the Gotha Programme and explain why such ideas would be perceived as a threat by Bismarck. Add to this an analysis of the election results of 1871–77 to explain why Bismarck wanted to introduce anti-socialist legislation in 1878.</p> <p>Assess the reasons for Bismarck's introduction of State Socialism in the 1880s - was it a cynical ploy to undermine the SPD or a genuine paternalistic attempt to improve the conditions of the working class?</p> <p>Analyse how successful Bismarck's policies towards socialism were 1878-90. Use election results to inform the assessment.</p> | <p>Investigate the assassination attempts on the Kaiser in 1878 and the extent to which these influenced the introduction of the Anti-Socialist Law.</p> <p>How much of a genuine threat was socialism to the right-wing elites and their dominance of German politics and society?</p> | <p>Summary of the Gotha Programme.</p> <p>Guided reading.</p> <p>Election results 1871–90.</p> |

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| Week 7 | Government and opposition under Wilhelm II | <p>The role of the Reichstag; the struggle between autocracy and democracy; the development of parties and political opposition</p> <p>Kaiser Wilhelm II and his chancellors; personalities and policies.</p> | <p>Students to identify what is significant about the 1887 election results and then find reasons to explain why Bismarck was able to manufacture a right-wing majority in 1887.</p> <p>Assess the personality and priorities of Wilhelm II using pictures and quotes from the time. Explain why this posed a significant challenge to Bismarck's political authority.</p> <p>List the reasons for Bismarck's resignation in 1890 and put in order of significance.</p> | <p>Research into the biography and early life of Wilhelm II to explain his personality.</p> | <p>Election results 1881–90.</p> <p>Pictures of Wilhelm II.</p> <p>Quotations from Wilhelm II.</p> <p>Guided reading.</p> |
| Week 8 | | <p>Government under Bismarck; his personality and policies; the role of the Reichstag; the struggle between autocracy and democracy; the development of parties and political opposition</p> | <p>Assessment of Bismarck's legacy:</p> <ul style="list-style-type: none"> • how successful had Bismarck been in further unifying Germany 1871–90? • how far had Bismarck created an effective political system in Germany? • how far had Bismarck protected the interests of right-wing conservative forces in Germany? | <p>Students could prepare presentations addressing one of the key issues listed opposite.</p> | <p>Templates for students to make notes to balance the two sides of each argument.</p> <p>Academic interpretations.</p> |

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| Week 9 | | Kaiser Wilhelm II and his chancellors; personalities and policies; the place of the Reichstag | <p>Draw a spider diagram to summarise the reasons why Caprivi launched a 'New Course' in 1890.</p> <p>Write a letter from Caprivi to the Kaiser explaining the reasons for his resignation.</p> <p>Look at Hohenlohe as Chancellor:</p> <ul style="list-style-type: none"> • why did the policy of 'concentration' fail • what does this reveal about the place of the Reichstag in German politics in the 1890s • how does this link with the Kaiser's adoption of <i>Weltpolitik</i> from 1897 and the growing influence of Bülow? <p>Consider the similarities and differences between the reasons for the resignations of Caprivi and Hohenlohe.</p> | <p>Consider what factor(s) for his resignation would not be in a letter from Caprivi to the Kaiser.</p> <p>Students research the policy of <i>Weltpolitik</i> and produce a fact file to summarise the key aspects.</p> | <p>Election results 1890–93.</p> <p>Guided reading and academic interpretations.</p> |

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| Week 10 | | Kaiser Wilhelm II and his chancellors; personalities and policies; the place of the Reichstag; the development of parties | <p>Bülow's appointment – list the reasons in order of importance.</p> <p>Research Bülow's relationship with the Reichstag (use election results 1898–1907):</p> <ul style="list-style-type: none"> • which parties supported Bülow's restoration of tariffs in 1902 • why was the difficult relationship with the Centre Party significant for Bülow • which parties were in the 'Bülow Bloc' in 1907 • how did Bülow achieve a victory for these parties in the 1907 election • which parties lost seats in 1907 and why? <p>The <i>Daily Telegraph</i> Affair and Bülow's resignation. Was the <i>Daily Telegraph</i> Affair the only reason for Bülow's resignation?</p> | Students could research the social reforms introduced 1900–03; and the reforms to voting (1904) and the payment of Reichstag deputies (1906) to assess the extent to which Bülow was a chancellor who solely acted in the interests of the right-wing elites. | <p>Quotations from the Kaiser about Bülow.</p> <p>Election results 1898–1907.</p> <p>Guided reading.</p> <p>Quotations or extracts from the Kaiser's interview with the <i>Daily Telegraph</i>.</p> |

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| Week 11 | | Kaiser Wilhelm II and his chancellors; personalities and policies; the place of the Reichstag; the development of parties and political opposition. | <p>Look at Bethmann-Hollweg as chancellor:</p> <ul style="list-style-type: none"> • why was the 1912 election result so significant • what problems did it cause for Bethmann-Hollweg in balancing the demands of the Kaiser with those of the Reichstag • how did Bethmann-Hollweg persuade the Reichstag to increase the size of the army and its budget in 1913? <p>The development of the SPD 1890–1914: analyse the Erfurt Programme and the roles of Bebel, Luxemburg and Liebknecht. Compare and contrast ‘evolutionary’ socialism with ‘revolutionary’ socialism.</p> <p>How much of a threat to the government was the rise of the SPD in the years 1890–1914: construct a table to list bullet points on both sides of the argument.</p> <p>Was Wilhelm II a ‘shadow emperor’ or a ‘personal ruler’? Class debate.</p> | Students could research Bethmann-Holweg’s attempt to reform the voting system for the Prussian <i>Landtag</i> and why it failed. | <p>Election results 1890–1912.</p> <p>Extracts from/ summary of the Erfurt Programme.</p> <p>Extracts from historians on the ‘shadow emperor’ vs ‘personal ruler’ debate.</p> |

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| Week 12 | Economic developments | Industrial expansion; old and new industries; agriculture; trade and wealth | <p>Look at tables of economic statistics for comparison and analysis to illustrate industrial growth, urbanisation and agricultural change.</p> <p>Identify reasons for German industrial expansion and assess the relative importance of factors as well as the links between them.</p> <p>Consider developments in agriculture, trade and wealth.</p> | <p>Students could research and explain the influence of cartels in the development of German industry.</p> <p>Students could research and prepare a presentation on a significant German inventor or industrialist from this period.</p> | <p>Tables of statistics on the German economy.</p> <p>Guided reading.</p> <p>Trading figures.</p> <p>Academic interpretations.</p> |

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| Week 13 | Social developments | The class hierarchy; the condition of the working people | <p>Construct a table to represent the different social groups in Germany, eg traditional landowning elite, upper middle class, Mittelstand, working class and peasants, and how they were affected by economic change in Germany 1871–1914. Assess which groups gained and lost the most from the changes identified.</p> <p>Investigate the impact of rapid urbanisation on different groups of working people, eg skilled and unskilled workers. How far did the working people of Germany benefit from the economic changes of 1871–1914?</p> <p>Examine the position of women, youth and minorities in Germany up to 1914. What was the nature of anti-Semitism in Germany 1871–1914?</p> | <p>Link the economic and social changes identified to the changing political landscape of Germany as previously studied.</p> <p>Link to the development of the trade union movement and the range of political activity undertaken by different groups of workers.</p> | <p>Word-processed table of the social hierarchy for students to complete.</p> <p>Guided reading.</p> <p>Sources from Pan-German League and other contemporary groups and publications to assess degree of anti-Semitism.</p> |

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| Week 14 | Social developments | Elitism and the culture of militarism. | <p>Research the main right-wing pressure groups. Students to produce a poster illustrating the main political concerns and demands of one pressure group.</p> <p>Students to research and explain key aspects of the influence of the military in Germany under Wilhelm II, eg <i>Weltpolitik</i>, Naval laws, Schlieffen Plan, 1912 War Council, Zabern Affair.</p> <p>Look at the Zabern Incident and what it reveals about the relationships between the Kaiser, the chancellor, the army and the Reichstag in 1913. Students could write a response to the incident from different perspectives: the Kaiser, the army, the chancellor, the Reichstag parties etc.</p> | <p>Students could prepare presentations on right-wing pressure groups in Germany.</p> <p>Students discuss the Zabern Incident and compare their responses.</p> | <p>Guided reading and academic interpretations.</p> <p>Historians' views on the 'shadow emperor' vs 'personal ruler' debate.</p> |
| Week 15 | The political, economic and social condition of Germany by 1914 | | <p>Consider how far the economic changes of 1871–1914 transformed German society.</p> <p>Debate: how stable politically was Germany in 1914?</p> <p>Review Section 1 and consider how successful the traditional ruling elites had been in maintaining their political dominance in Germany by 1914.</p> | <p>How would Germany have developed in the years after 1914 if the First World War had not happened?</p> <p>Debate the key issues.</p> | <p>Notes from section 1 of the course.</p> <p>Guided reading.</p> |

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| PART ONE: EMPIRE TO DEMOCRACY, 1871–1929; Section 2: Empire to Democracy, 1914–1929 | | | | | |
| Week 16 | Political Authority | The political impact of the First World War on Germany; political change and breakdown by 1918. | Draw a timeline of the main campaigns of the war and add to it significant changes in the political landscape of Germany: the initial consensus of <i>Burgfried</i> ; the emergence of a military dictatorship under Ludendorff and Hindenburg; the formation of the Spartacists; the split of the USPD from the SPD; the Reichstag 'Peace Resolution'; the establishment of the Fatherland party; the resignation of Bethmann-Hollweg and the leadership of Ludendorff and Hindenburg in 1918. | To what extent were Ludendorff and Hindenburg responsible for Germany's problems in 1918? Debate. | Map of First World War. Chronological details of main campaigns of the war. Guided reading and academic interpretations. |
| Week 17 | | Political change and breakdown by 1918; the 1918 revolution. | Draw parallel flow diagrams to represent the 'revolution from above' and the 'revolution from below'. Students to draw links between the two flow diagrams. Assess the relative importance of long-term and short-term factors which brought about the abdication of the Kaiser in November 1918. | Consider whether it was inevitable that a 'revolution from above' would spark a 'revolution from below' in Germany in October and November 1918. | Narrative account of events of October/November 1918. Contemporary sources and academic interpretations. |

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|-------------|---|--|--|---|---|
| Week 18 | The establishment of democratic government in the Weimar constitution | <p>Draw a diagram to represent the distribution of power in the Weimar constitution. Compare and contrast this with Bismarck's constitution of 1871 (and to modern Britain for another point of comparison).</p> <p>Draw a table of potential strengths and weaknesses of the Weimar constitution.</p> | <p>Consider how far the new Weimar constitution affected the power of the traditional elites in Germany.</p> <p>Assess how the new constitution was essentially a compromise between the forces of Left and Right in Germany. Link this to the Ebert-Groener Pact and the Stinnes-Legien Agreement.</p> | Guided reading. | The establishment of democratic government in the Weimar constitution. |
| Week 19 | Government and Opposition to 1924 | Post-war political problems; attempted coups and the opposition of left and right | <p>Create poster by the newly-formed KPD (in December 1918) to communicate their disillusionment with Ebert's government and what changes they wanted to see in Germany.</p> <p>Write a newspaper article about the suppression of the Spartacist Uprising; some students to write from a KPD perspective, some from a government perspective and others from a right-wing viewpoint. Compare and contrast the accounts.</p> | <p>Could Germany have experienced a communist revolution similar to the Russian revolution of 1917? Debate.</p> | <p>Propaganda posters.</p> <p>Contemporary accounts.</p> <p>Academic interpretations.</p> |

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| Week 20 | | Post-war political problems | <p>Consider the 'Stab-in-the-back' Myth: who promoted it and why; who believed it and why.</p> <p>The impact of the Treaty of Versailles: students to identify key areas lost on a map of Germany.</p> <p>Which terms of the Treaty did the German people resent the most? Students to explain their thoughts.</p> <p>What potential problems in the future could the Treaty of Versailles cause for the Weimar Government?</p> <p>How would the Treaty of Versailles strengthen the 'Stab-in-the-back' Myth?</p> | <p>Was the Treaty of Versailles too harsh? Students to evaluate contemporary and secondary opinions about the Treaty.</p> <p>Source analysis: contemporary cartoons representing reactions to the Treaty. Students could produce their own cartoons.</p> | <p>Map showing areas affected by the Treaty of Versailles.</p> <p>Academic interpretations.</p> |

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| Week 21 | | Post-war political problems; attempted coups and the opposition of left and right; the working of Weimar government; its strengths and weaknesses | <p>Construct a spider diagram of the causes of the Kapp Putsch (1920), and a separate one for the reasons it failed.</p> <p>Research the assassinations of Erzberger and Rathenau and the activities of Operation Consul. What does the level of right-wing violence and different reactions to it (from the German people, government, army, judicial system) reveal about the strengths and weaknesses of the Weimar Republic 1919–23?</p> <p>On a map of Germany label the locations and dates of further left-wing violence against the government from 1919 to 1923. Identify how the government overcame these challenges, including the use of Article 48.</p> <p>Consider whether left-wing or right-wing violence was more of a danger to the Weimar Republic 1919–23.</p> | Compare and contrast the election results from January 1919 and June 1920 and explain the reasons for the differences. | <p>Guided reading.</p> <p>Academic interpretations.</p> <p>Map of Germany 1919–23 and details of left-wing violence for students to label.</p> |
| Week 22 | Government and Opposition | The occupation of the Ruhr; the working of Weimar government; its strengths and weaknesses | <p>Research in groups: life in the Ruhr under French occupation; resistance to the French occupation; political reactions to the occupation.</p> <p>Write a letter from a nationalist point of view to a right-wing newspaper to express outrage at the invasion of the Ruhr.</p> <p>Consider the strengths and weaknesses of Weimar government.</p> | Research the Ruhr invasion. | <p>Guided reading.</p> <p>Map of the Ruhr.</p> <p>The Weimar Constitution.</p> |

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| Week 23 | | Post-war political problems; attempted coups and the opposition of left and right | <p>Students to research and draw a timeline of the development of the Nazi party from 1919 to 1923.</p> <p>Analyse some of the terms of the 25-Point Plan: categorise as either nationalist or socialist.</p> <p>Research the Munich Putsch and write an account of the Putsch for either a socialist or a Nazi newspaper. Students to compare accounts and discuss differences.</p> <p>Consider: what does the Munich Putsch reveal about the strengths and weaknesses of Weimar democracy at the end of 1923?</p> <p>Consider the economic and political impact of the Ruhr invasion.</p> <p>Stresemann: create a chart to illustrate his character, background and aims.</p> | <p>Debate: why did the Munich Putsch fail? Identify a range of reasons and prioritise in order of significance.</p> | <p>Abridged version of the 25-Point Plan.</p> <p>Interpretations on the Putsch.</p> |

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| Week 24 | Government and opposition 1924–1929 | <p>The impact of the Ruhr invasion and the leadership of Stresemann</p> <p>Degree of governmental change; degree of opposition.</p> | <p>Analyse Stresemann’s fulfilment policies – what different reactions did they cause across the political spectrum?</p> <p>Consider whether the election of Hindenburg as President in 1925 was a sign of strength or weakness for Weimar democracy.</p> <p>Look at the degree of opposition 1924–28. Compare election results from May 1924, December 1924 and 1928. Explain the changing fortunes of the pro- and anti-republican parties.</p> | <p>How far was Stresemann genuinely committed to ‘fulfilment’, or was he merely another German nationalist in disguise?</p> <p>Research the career of Hindenburg – assess his attitude towards Weimar democracy in 1925.</p> | <p>Map showing terms of Locarno Treaties.</p> <p>Statistics on hyperinflation.</p> <p>Election results 1924–28.</p> |
| Week 25 | Economic developments | <p>The impact of war; post-war economic problems and policies; reparations; hyperinflation</p> | <p>Analyse the state of the German economy in 1918–19: what problems existed and how did the Weimar government deal with them?</p> <p>Students to identify long-term and short-term causes of the hyperinflation of 1923. Assess how far hyperinflation was due to the impact of the Ruhr invasion and passive resistance.</p> <p>Who won and who lost from the hyperinflation of 1923?</p> | <p>Debate: was the reparations bill excessive?</p> <p>Consider how far the government economic policy actually welcomed inflation from 1919 to 1923?</p> | <p>Economic statistics.</p> <p>Guided reading.</p> |

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| Week 26 | Economic developments | Reparations; hyperinflation; Dawes Plan and foreign loans. | <p>Consider how Stresemann and Schacht stabilised the economy from November 1923 onwards, organise factors into different categories such as: restoring confidence; reducing inflationary pressure; balancing the government budget</p> <p>Students to draw a triangular diagram to represent how the Dawes Plan stimulated the world economy, linking the US, Germany and Britain/France.</p> <p>Discuss how the Weimar government invested the money from US loans: what impact would this have on the wider economy?</p> | <p>Debate: was the Weimar Republic living beyond its means? Was government spending (on welfare etc.) too high for the general strength of the economy to bear?</p> | Interpretation from academic historians. |
| Week 27 | Economic developments | <p>Industrial growth and agriculture</p> <p>The Young Plan</p> | <p>Analyse statistics of German industrial and agricultural performance 1924–29. Explain why the former was doing better than the latter.</p> <p>Create a poster by the Anti-Young Plan campaign.</p> <p>Consider how the Anti-Young Plan campaign benefited the Nazis. Assess the strength of nationalist opposition to the Weimar Republic on the eve of the Wall Street Crash in 1929.</p> | <p>Research the fortunes of the Nazi Party in the years 1924–28.</p> <p>Consider developments in industry and agriculture.</p> | <p>Tables of statistics about the German economy 1924–29.</p> <p>Guided reading and academic interpretations.</p> |

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| Week 28 | Social developments | The effect of the war on German society; social and cultural changes in Weimar Germany. | <p>Draw a spider diagram to summarise the impact of the First World War on German society.</p> <p>Consider how different German society was in Weimar Germany compared to the pre-war years. Analyse the position and influence of the traditional elites; the army; the working classes; the trade unions; women; minority groups, the middle-classes and farmers.</p> | 'Nothing changed': to what extent is this a fair assessment of the impact of the 1918 Revolution and the creation of the Weimar Republic on German society? | <p>Contemporary sources.</p> <p>Guided worksheets and notes.</p> |
| Week 29 | | Social and cultural changes in Weimar Germany | <p>Weimar culture: students to research an aspect of Weimar culture and prepare a presentation on it, including an overview of different reactions to it. Examples of Weimar culture to consider include: artists such as George Grosz; the Bauhaus movement in architecture; the nightclubs; literature such as 'All Quiet on the Western Front'; playwrights such as Brecht.</p> <p>Different reactions to consider could come from the Churches, the Nazis and the Communists.</p> | Debate: how far did Weimar culture influence attitudes towards democracy and freedom of speech in Germany between 1919 and 1929? | Sources and examples about Weimar culture, including art, music, architecture and literature. |

| Time | Specification Topic | Content detail | Content coverage with some suggested activities | Differentiation and stretch and challenge opportunities | Resources |
|-------------|---|-----------------------------|--|---|--|
| Week 30 | The political, economic and social condition of Germany by 1929 | Overview of Germany by 1929 | <p>Consider the condition of Germany on the eve of the Wall Street Crash in 1929.</p> <p>Make revision notes to answer:</p> <ul style="list-style-type: none"> • how strong was democratic government in Germany • how strong was the German economy • how far had German society changed and embraced the greater freedom and equality represented by the new system of government since 1919? <p>Students might produce paragraph summary responses to each of the six key questions.</p> | <p>Class debate: was the Weimar Republic doomed from the start?</p> <p>Look at key questions in relation to Part One.</p> | <p>Notes from Part One.</p> <p>Academic interpretations.</p> |

| Time | Specification Topic | Content detail | Content coverage with some suggested activities | Differentiation and stretch and challenge opportunities | Resources |
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| PART TWO: THE IMPACT OF NAZISM, WAR AND DIVISION 1929–1991; Section 1: The Nazi Experiment, 1929–1949 (A-level only) | | | | | |
| Week 1 | Political Authority 1929–45 | The collapse of Weimar democracy; the role of Hindenburg | Students to draw a flow diagram or construct a timeline to explain the response of the Weimar government to the economic crisis and its political impact up to July 1932, particularly the roles of the SPD, Brüning and Hindenburg. Consider to what extent Weimar democracy was already ‘dead’ by July 1932. | Students to research further the influence of Hindenburg's inner circle, such as his son, Schleicher and Meissner. | Guided reading of academic historians. |
| Week 2 | | The collapse of Weimar democracy; the role of Hitler | Source analysis: students to use Nazi election propaganda, such as posters and speeches, to explain why the Nazis were so successful in the 1930 and 1932 elections. Consider which groups the Nazis were particularly successful in winning the support of and why. Use the sources to assess how important Hitler was to the Nazis’ success. | Research the May 1932 presidential election and identify why it helped Hitler despite his defeat. | Nazi election posters, extracts from Hitler's speeches. Statistical breakdown of election results. Academic interpretations. |

| Time | Specification Topic | Content detail | Content coverage with some suggested activities | Differentiation and stretch and challenge opportunities | Resources |
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| Week 3 | | The collapse of Weimar democracy and the establishment of the one-party authoritarian Nazi State | <p>Construct a table with the key events of November 1932 to January 1933 listed down the left-hand side. Students to fill in columns outlining the roles played by key individuals/groups in the appointment of Hitler as Chancellor such as Hindenburg, Hitler, Schleicher, Papen and influential businessmen/landowners/army leaders.</p> <p>Construct a 'living graph' of Hitler's path to dictatorship from January 1933 to August 1934. The y-axis of the graph represents how much political power Hitler had. Students to plot a point for January 1933 and then add subsequent points for the Reichstag Fire (and aftermath) and the March elections, having researched the events.</p> | <p>Debate: was Hitler's appointment simply a matter of time?</p> <p>Who started the Reichstag Fire: students to research and discuss available evidence and theories to reach their own conclusion.</p> | <p>Template of table for students to complete.</p> <p>Guided reading.</p> <p>Template of 'living graph'.</p> <p>Contemporary accounts of the Fire.</p> |
| Week 4 | | The collapse of Weimar democracy and the establishment of the one-party authoritarian Nazi State | <p>Continue with the 'living graph' to cover: the Enabling Law; the destruction of the trade unions and the elimination of other political parties by July 1933.</p> <p>Extend the 'living graph' to include: the Night of the Long Knives; the death of Hindenburg; creation of the role of Führer and the army oath of loyalty.</p> | <p>Debate: how much of a threat to Hitler's authority was the SA in 1934?</p> | <p>Templates from previous week.</p> <p>Guided reading.</p> <p>Documentary video or DVD.</p> |

| Time | Specification Topic | Content detail | Content coverage with some suggested activities | Differentiation and stretch and challenge opportunities | Resources |
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| Week 5 | Government and opposition to 1945 | Nazism as an ideology and in practice; Hitler's style of government | <p>Re-cap on Nazi ideology using extracts from the 25-Point Plan and <i>Mein Kampf</i>. Which aspects of Nazi ideology had been achieved by the end of 1934, and which had not been acted upon? Students consider and explain why.</p> <p>Look at the extent to which the Nazis achieved a political revolution: how far did Hitler compromise with the traditional elites? (the army, big business, the civil service)</p> | <p>Students to define the term <i>Gleichschaltung</i> in the context of political developments.</p> <p>Debate: how far was the establishment of the Nazi dictatorship a 'revolution from above'?</p> | <p>Extracts from <i>Mein Kampf</i> and the 25-Point Plan.</p> <p>Guided reading and interpretations.</p> |
| Week 6 | | Nazism as an ideology and in practice; Hitler's style of government; key Nazi leaders | <p>Look at the Nazi system of government and key Nazi leaders.</p> <p>Consider Hitler's style of leadership: the all-powerful Führer or a 'weak dictator'? Students to consider the views of historians with conflicting points of view.</p> <p>Goebbels and Nazi propaganda: compare the effectiveness of Nazi control over the radio and the press in strengthening Nazi authority.</p> <p>Investigate the relationship between the Nazi Party and the state. Research the roles of Hess and Bormann.</p> | <p>Consider whether or not the phrase 'totalitarian' be applied to the Nazi state?</p> | <p>Extracts from different historians.</p> <p>Guided reading.</p> |

| Time | Specification Topic | Content detail | Content coverage with some suggested activities | Differentiation and stretch and challenge opportunities | Resources |
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| Week 7 | | The Terror State; key Nazi leaders | <p>Draw a timeline of the evolution of the SS from its formation in 1925 to 1945. Construct a diagram to represent the structure of the SS-Police-SD empire created by Himmler.</p> <p>Students to assess which aspects of the Terror State were most effective in strengthening Nazi control of Germany through fear.</p> <p>Research and assess the relative importance of the roles of key Nazi leaders.</p> | Discussion - was propaganda or terror more effective in consolidating Nazi control of Germany? | Guided reading. |

| Time | Specification Topic | Content detail | Content coverage with some suggested activities | Differentiation and stretch and challenge opportunities | Resources |
|--------|---------------------|---|--|--|--|
| Week 8 | | Opposition and resistance; the effect of war. | <p>Students to research different examples of resistance to Nazi regime:</p> <ul style="list-style-type: none"> • political opponents such as socialists and communists • church leaders such as Niemoller, Bonhoffer and Von Galen • youth groups such as the Edelweiss Pirates and Swing Youth • opposition from within the army • the White Rose group • the Kreisau Circle. <p>Students to share research and complete a table with two main columns; firstly to explain the nature of the resistance and secondly the Nazis' response. A third column could be added to rate the significance of the resistance.</p> <p>Discuss: what impact did the Second World War seem to have on the degree of resistance to the Nazi regime and the Nazi response? Explain why.</p> | <p>Students feed back on their respective research into opposition.</p> <p>Debate: which resistance group might be considered the greatest threat?</p> | <p>Template of table for students to complete based on their research.</p> <p>Guided reading.</p> <p>Internet searches.</p> <p>Contemporary accounts and case studies.</p> |

| Time | Specification Topic | Content detail | Content coverage with some suggested activities | Differentiation and stretch and challenge opportunities | Resources |
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| Week 9 | Political authority and government, 1945–49 | Post-war occupation and division; the issue of Berlin and the blockade; the division of Germany. | <p>Look at a brief overview of the downfall of the Third Reich and the end of the war in Europe.</p> <p>Students might research the emergence of different political parties and structures in the zones, including the emergence of Adenauer and Ulbricht as leading figures.</p> <p>Students could write an account of the Berlin blockade from either an Allied or Soviet perspective. Compare accounts and discuss the differences.</p> <p>Construct two flow diagrams to represent the creation of the FRG and the GDR in 1948 and 1949, with links between the two.</p> | Discussion about the importance of Berlin at the end of the Second World War. | <p>Map of the zones of occupation for students to label.</p> <p>Interpretations from academic historians.</p> |
| Week 10 | Economic developments | The impact of the Depression; recovery and development under Nazis in peace and war. | <p>Students could draw a flow diagram to explain why the Wall Street Crash and subsequent depression had such a devastating impact on the German economy.</p> <p>Students might assess the strengths and weaknesses of Schacht's 'New Plan' (1934–36).</p> <p>Students could identify the aims of Göring's 'Four Year Plan' and assess the relative success/failure in achieving those aims.</p> | Students could write a letter from Schacht to Hitler outlining his thoughts on how to solve the growing balance of payments problem in 1936. They could then write a response by Hitler to understand why Schacht lost influence in 1936. | <p>Guided reading.</p> <p>Statistics on economy during the period.</p> |

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| Week 11 | | Recovery and development under Nazis in peace and war | <p>Consider which sectors of the economy developed the most under the Nazis between 1933 and 1939.</p> <p>Students compare performance of big business/industry, small businesses and agriculture.</p> <p>Look at the Nazi economy at war and answer:</p> <ul style="list-style-type: none"> • why did the German economy struggle to cope with the demands of war between 1939 and 1941 • what changes did Todt and Speer make to improve military production from 1942 • how well did the German economy cope with the demands of 'Total War' from 1943 to 1945? | <p>Extended reading of academic historians.</p> <p>Research the relative impact of Todt and Speer.</p> | <p>Statistics of German economic performance.</p> <p>Guided reading.</p> <p>Interpretations from academic historians.</p> |

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| Week 12 | | The post-war economy | <p>Students could research the population and main economic features of each zone of occupation and label on a map of the four zones.</p> <p>Create a timeline to represent the diverging economic management of the western and eastern zones from 1945 to 1947. Timeline could be split into different sections:</p> <ul style="list-style-type: none"> • developments in the Soviet zone • disagreements between the occupying powers • developments in the western zones. <p>Draw a flow diagram representing the evolution of Bizonia into Trizonia from 1947 to 1948, including the Marshall Plan, revision of the Level-of-Industry Plan, the Council of Foreign Ministers, 1948 London Conference, and currency reform.</p> | Students might create a PowerPoint to review economic developments. | Guided reading. |

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| Week 13 | Social developments and tensions | Nazi social policies including <i>Volksgemeinschaft</i> and the racial state | <p>Define the term <i>Volksgemeinschaft</i>. Students research and prepare a presentation on one of the following questions:</p> <ul style="list-style-type: none"> • how successful were the Nazis in imposing their view of the role of women in society • did working class Germans benefit from Nazi rule • how effective were the Nazis at indoctrinating the youth of Germany • how successful were the Nazis at limiting the influence of the Protestant and Catholic churches? | <p>Debate: did the Nazis achieve a social revolution?</p> <p>Class presentation on the different social groups.</p> | <p>Internet research.</p> <p>Guided reading.</p> <p>Contemporary accounts.</p> |
| Week 14 | | Nazi social policies including <i>Volksgemeinschaft</i> and the racial state; Nazi culture | <p>The Racial State and the persecution of minority groups. Students to explain why each of the different minorities persecuted by the Nazis did not fit into their vision of the Aryan state.</p> <p>Students to construct a timeline of events in the escalating persecution of Jews from 1933 to 1945. The timeline could be colour-coded to identify legal, economic and violent persecution.</p> <p>Nazi culture – censorship and propaganda in promoting the Aryan state. Students identify examples of both censorship and propaganda in Nazi cultural policy and control.</p> | <p>To what extent was the Holocaust the result of a series of spontaneous reactions to events – for class debate.</p> | <p>Guided reading of academic historians.</p> <p>Range of contemporary sources covering paintings, sculpture, theatre, architecture, music, literature and cinema.</p> |

| Time | Specification Topic | Content detail | Content coverage with some suggested activities | Differentiation and stretch and challenge opportunities | Resources |
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| Week 15 | <p>Social developments and tensions</p> <p>The political, economic and social condition of Germany by 1949</p> | Post-war German society and the legacy of Nazism | <p>Compare and contrast details of the different approaches taken towards denazification by the four occupying powers.</p> <p>Discuss who was most responsible for the division of Germany in 1949 – the Allies or the USSR?</p> <p>Review how far western and eastern Germany had recovered from the impact of the war politically and economically by 1949.</p> <p>Students might try to answer the six key questions in relation to this section.</p> | <p>Issues for debate: Was denazification more effective in the Soviet zone than in the western zones?</p> <p>Was the division of Germany inevitable from 1945 to 1949, or were there other possibilities?</p> | Guided reading and academic interpretations. |

| Time | Specification Topic | Content detail | Content coverage with some suggested activities | Differentiation and stretch and challenge opportunities | Resources |
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| PART TWO: THE IMPACT OF WAR, NAZISM AND DIVISION; Section 2: Division to Unity: The Federal Republic of Germany 1949–1991 (A-level only) | | | | | |
| Week 16 | Political Authority | Adenauer as Chancellor and the establishment of democracy in Western Germany; the constitution, checks and balances; the state of German democracy. | <p>Draw a diagram to represent the new constitution created by the Basic Law. Compare this with the constitution of the Weimar Republic; what additional ‘safeguards’ were included in the 1949 constitution?</p> <p>Research the career and personality of Adenauer to 1949. Draw a spider diagram to summarise his strengths and qualities as the first chancellor of the FRG.</p> <p>Adenauer’s first two governments 1949–57: draw a table which identifies political problems facing Adenauer’s governments and their response to these.</p> | <p>Analyse some of Adenauer’s speeches.</p> <p>Was Adenauer the ‘Father of a New Germany?’</p> <p>Consider how Adenauer’s longevity might be explained.</p> | <p>An outline diagram for students to fill in would speed this activity up.</p> <p>Guided reading of academic historians.</p> |
| Week 17 | Government and opposition | Governments; parties and policies. | <p>Draw a political spectrum of parties which were represented in the Bundesrat in 1949. Trace the fortunes of these parties up to 1957 using election results and other developments such as the outlawing of the SRP and KPD. Explain the changes and the consequences for the stability of democracy in West Germany.</p> <p>Consider what was the most significant reason for the failure of the SPD to gain support in the years 1949 to 1957.</p> | <p>Research the life and career of Kurt Schumacher to identify strengths and weaknesses as SPD leader.</p> | <p>Template of the table for students to complete.</p> <p>Election results 1949, 1953 and 1957.</p> <p>Guided reading.</p> |

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| Week 18 | Political authority Government and opposition | Adenauer as Chancellor and establishment of democracy in Western Germany. Governments; parties and policies. | Students could make a list of factors which explain Adenauer's declining political authority from 1957 to 1963. Discussion: which factors are the most significant in explaining Adenauer's decision to retire in 1963? Look at the <i>Der Spiegel</i> Affair and consider what it reveals about the state of democracy in Germany in 1962. Assessment of Adenauer as Chancellor 1949-63: what were the strengths and weaknesses of Adenauer as Chancellor in this period? | Consider how far 'Chancellor Democracy' established a stable and effective democratic system of government in Germany. | Political authority Government and opposition |
| Week 19 | Government and Opposition | Chancellors after Adenauer and coalition governments under the three-party system; the search for consensus; the search for consensus | The 1965 election and reasons for Erhard to feel optimistic: students to write a CSU/CDU election campaign leaflet or poster to highlight the perceived strengths of Erhard as Chancellor in 1965. Draw a spider diagram of reasons for the downfall of Erhard's government. Assess the relative importance of factors. | Debate: how far was Erhard undermined by Adenauer's continuing influence? | Election results for 1965. Academic interpretations. |

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|---------|---------------------|---|--|---|--|
| Week 20 | | Chancellors after Adenauer and coalition governments under the three-party system | <p>Analyse the 1969 election result and explain the performance of three main parties and the NPD.</p> <p>Research the background, character and career of Brandt. What similarities and differences are there to Adenauer?</p> <p>Analyse the 1972 election results. Account for the changing fortunes of the three main parties and the NPD.</p> <p>How successful was Helmut Schmidt as chancellor?</p> <p>Introduce the collapse of the Schmidt coalition, the formation of Kohl's new government and Helmut Kohl personally. Analyse the 1983 election results and account for the changing fortunes of the three main parties as well as the emergence of the Green Party.</p> <p>How strong was Kohl's government in 1987? Analyse 1987 election results and account for the decline in the CDU/CSU vote and the rise of the FDP and Greens.</p> <p>To what extent was there consensus between the CDU/CSU and the SPD between 1949 and 1991?</p> | <p>Research the life and career of Schmidt.</p> <p>Research the life and career of Helmut Kohl.</p> | <p>1969 and 1972 election results.</p> <p>1983 election results.</p> |

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| Week 21 | Extra-Parliamentary Opposition and pressure | Student protest; the Baader-Meinhof gang | <p>List the reasons of the causes of student unrest in West Germany.</p> <p>Write a left-wing newspaper article about the shooting of Rudi Dutschke condemning the Grand Coalition government and Kiesinger personally.</p> <p>Construct a timeline of the activities of the Baader-Meinhof Gang and the progress by the authorities in bringing the leaders to justice.</p> <p>Write a piece of propaganda by the Baader-Meinhof gang expressing the ideology behind their actions.</p> | Consider how similar the 1968 constitutional amendment on emergency powers was to Article 48 from the Weimar constitution. | <p>Guided reading and interpretations by academic historians.</p> <p>Academic interpretations.</p> |
| Week 22 | | Urban terrorism and the Baader-Meinhof gang Environmentalism | <p>Research contemporary reactions to urban terrorism and the government response. How strong was public support for the government's actions in tightening controls?</p> <p>Look at reasons for the spread of environmentalism. Research how effective it was.</p> | What were the similarities and differences between reactions to the 1968 constitutional amendment and the tighter controls introduced between 1970 and 1972? | <p>Guided reading.</p> <p>Academic interpretations and first-hand accounts.</p> |

| Time | Specification Topic | Content detail | Content coverage with some suggested activities | Differentiation and stretch and challenge opportunities | Resources |
|-------------|----------------------------|--|--|---|---|
| Week 23 | Economic developments | The growth of the West German economy; the economic miracle and its aftermath; participation in the EEC/EU | <p>Identify and explain how Adenauer's government established effective labour relations in the early 1950s.</p> <p>Define the term 'social market economy' using examples from the 1950s of intervention by Erhard and of a free market approach.</p> <p>Students identify a range of reasons for the 'economic miracle' which could be categorised under the headings: Government policies; natural advantages of Germany; external factors (including participation in the EEC); the legacy of war.</p> <p>Consider how much credit Erhard should take personally for the economic growth of the 1950s.</p> | Compare West German economic performance in the 1950s to other European nations including Britain: what are the reasons for different levels of growth? | <p>Economic statistics from 1950s.</p> <p>Guided reading.</p> |
| Week 24 | | The economic miracle and its aftermath | <p>Students construct a spider diagram to summarise the reasons why there was an economic recession from 1965.</p> <p>Students could take the role of either Erhard or his opponents (FDP, SPD, unions) to debate the government's response to the recession. Understand the reasons for the FDP's resignation from the government.</p> <p>List the main economic policies of the Grand Coalition government and explain how each one succeeded in restoring economic stability.</p> | Student presentations to class on how policies were effective or ineffective. | Guided reading and interpretations from academic historians. |

| Time | Specification Topic | Content detail | Content coverage with some suggested activities | Differentiation and stretch and challenge opportunities | Resources |
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| Week 25 | | The economic miracle and its aftermath; participation in the EEC/EU; impact of the oil crisis. | <p>Students draw a table to identify and explain the causes and consequences of inflation from 1970 onwards, including the oil crisis and the government's response (possibly from a card sort activity to convey the important information).</p> <p>How far was Kohl government responsible for the recovery of the West German economy in the 1980s? Students to identify a range of factors and assess their relative importance.</p> <p>How successful was the economy of West Germany from 1949 to 1991?</p> | <p>Research the Yom Kippur War and reactions towards it from the West.</p> <p>How far were fears of inflation exaggerated in the 1970s due to the hyperinflation of 1923?</p> | <p>Cards with information about causes and consequences of the oil crisis.</p> <p>Economic statistics from the FRG in the 1980s.</p> |
| Week 26 | Social developments | The effect of the Nazi legacy | <p>Compare and contrast different ways in which the governments of Germany dealt with and reacted to the legacy of Nazism in the 1950s and 60s.</p> <p>Write a response from a student to the older generation explaining the frustration of many young people with how the Nazi legacy had been approached.</p> <p>The Bitburg Affair and the debate over the Nazi past. What does the debate between right and left-wing historians in the mid-1980s reveal about the long-term impact of the Nazi legacy?</p> | <p>Issues for debate: was Adenauer's attitude towards former Nazis morally acceptable?</p> <p>Was there a 'collective amnesia' amongst older Germans about the Nazi past?</p> | Academic interpretations and contemporary accounts. |

| Time | Specification Topic | Content detail | Content coverage with some suggested activities | Differentiation and stretch and challenge opportunities | Resources |
|-------------|----------------------------|--|---|---|--|
| Week 27 | Social developments | Standards of living; changes to the position of women, youth, unemployment; social tensions and modern culture | <p>Research the social problems Adenauer faced and how successful he was in dealing with them.</p> <p>Students research the examples of Brandt's social policies to do with women, youth, unemployment, housing, welfare. In small groups, students to produce a piece of pro-government propaganda celebrating their success in improving social conditions.</p> <p>How bad was the depression of the 1970s for West Germans socially? Students to research the impact on different groups within society and analyse which were hardest hit, eg the Gastarbeiter.</p> <p>How far had tensions between older and younger citizens of West Germany been overcome by 1991?</p> | <p>Create a wall display to illustrate social tensions and modern culture in Germany in the post war years.</p> <p>How far was West Germany Americanised?</p> | <p>Guided reading.</p> <p>Academic interpretations.</p> <p>Contemporary sources culture and Americanisation.</p> |

| Time | Specification Topic | Content detail | Content coverage with some suggested activities | Differentiation and stretch and challenge opportunities | Resources |
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| Week 28 | The political, economic and social condition of reunified Germany by 1991 | Kohl and the drive to reunification | <p>Students construct a timeline of the key events from the visit of Honecker to the FRG in 1987 to the fall of the Berlin Wall in 1989.</p> <p>Why was Kohl's 10-point plan so significant? Students research/identify positive and negative reactions to Kohl's plan both domestically and internationally.</p> <p>Students add a second section to their timeline to trace events from 28th November 1989 to 3rd October 1990.</p> <p>Analyse the December 1990 election results, particularly differences between the performance of the parties in the eastern and western Länder.</p> | Why was reunification possible? | <p>Guided reading.</p> <p>Academic interpretations.</p> <p>1990 election results.</p> |
| Week 29 | | Strengths and problems of reunification | <p>Consider the impact of reunification on the economy and society. Students construct a spider diagram to summarise the key points.</p> <p>Student's debate: who lost out and who benefitted from reunification? Consider: was it a political reunification or take-over?</p> | Could the 'failures' of reunification have been anticipated and avoided? | Guided reading and academic interpretations. |

| Time | Specification Topic | Content detail | Content coverage with some suggested activities | Differentiation and stretch and challenge opportunities | Resources |
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| Week 30 | Overview | | <p>Revisit key questions and create charts and diagrams in response to the questions.</p> <p>Students might produce paragraph summary responses to each of the six key questions.</p> | <p>Consolidate notes from the course.</p> <p>Practise essays and interpretation questions.</p> | <p>Notes from previous lessons.</p> <p>Academic interpretations.</p> |

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