

Scheme of work

AS/A-level History 7041/7042

Democracy and Nazism: Germany, 1918–1945, 20

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: Democracy and Nazism: Germany, 1918–1945

Component 2 Depth Study – (Teacher 2)

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

(Note that whole course may be delivered by a single teacher)

General Introduction (Component 2)

Learning Objectives AO1 and AO2

Time taken	Component-specific skills	Specific Guidance	Learning activities	Differentiation and extension	Resources
30 weeks for Part 1 (The remaining 6 weeks of the school /college year to be spent on NEA Component 3)	1. Students are expected to develop an understanding of the process of change and continuity through the study of the interrelationship of a variety of perspectives.	Students should be aware that each depth study has an introductory commentary setting out the focus of the study and the key concepts that apply to it. There is a close interrelationship between the commentary and the content that follows.	Students will need to appreciate the complexity of the historical process through a detailed focus on the period of this depth study. To demonstrate depth of historical knowledge and understanding, students should be able to make links and comparisons between the aspects of the period studied. It is therefore important that the content should be studied both in its own right and holistically so that links and contrasts are rooted in secure knowledge and understanding.	Students should be encouraged to study the course content in relation to the key concepts and issues, as set out in the introductory commentary, using, as appropriate, a variety of primary source material as well as academic reference books Students' understanding of concepts and perspectives should be regularly assessed.	Students should have the opportunity to consult primary sources and academic books whenever possible. Class textbooks, guided reading and worksheets, access to suitable internet sites, on-line journals, podcasts, stimulating lectures, power point presentations and other sources of information will all be valuable.

	<p>2. Students will need to be able to evaluate, with reference to provenance and content, how primary sources contribute to historical understanding.</p> <p>3. Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</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>The suggested learning activities below are intended to develop the required 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>Note that students will need to practise exam-style questions throughout the course.</p> <p>Both AS and A-level practice questions can be found on the AQA website and it is recommended that either a source evaluation or essay question is set every 2 weeks throughout the 30 weeks of each part of the course.</p>
--	--	--	---	--	--

Learning Objectives AO1 and AO2

Democracy and Nazism: Germany, 1918–1945

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
PART ONE: THE WEIMAR REPUBLIC, 1918–1933; Section 1: The Establishment and Early Years of Weimar, 1918–1924					
Week 1	The impact of war	The political crises of October to November 1918	<p>Use YouTube or other video sources to outline the situation facing Germany in 1918.</p> <p>Examine the reasons why there was a crisis in 1918, list the reasons and suggest the most important reasons for the crises (card sort).</p> <p>Create a timeline of key events in the crises, starting with the appointment Prince Maximilian of Baden as the new Imperial Chancellor and ending with the armistice.</p> <p>Create biographies of key personalities to help understand why there were issues, for example:</p> <ul style="list-style-type: none"> • Prince Maximilian of Baden • Kaiser Wilhelm II • Friedrich Ebert. 	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • monarchy • abdication • sailors' Mutiny • armistice. <p>Outlines for the timelines / biographies could scaffold tasks.</p>	<p>YouTube documentaries outlining Germany c1918.</p> <p>Primary written and visual sources as an introduction to source material (for example political cartoons and textbook materials).</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 2		The context for the establishment of the Weimar Constitution; terms, strengths and weaknesses.	<p>Explore the situation surrounding the creation of the constitution, reflecting on the crises of 1918 and why it became the <i>Weimar</i> Republic.</p> <p>Create a diagram showing the structure of the new government, explaining the roles of the President, Chancellor, Reichstag, Landtag and the voting system.</p> <p>Share out the key terms of the constitution (such as Article 48 and proportional representation) and identify any potential strengths and weaknesses of these terms. As a class create a table listing these strengths and weaknesses.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> Article 48 proportional representation. <p>Templates for the diagrams / tables could scaffold tasks.</p> <p>Consider: did the constitution doom Weimar from the beginning?</p>	<p>Primary written and visual sources on the constitution as a further introduction to source material.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 3	The Peace Settlement	Expectations and reality	<p>In teams, research and suggest what the following nations would have expected from the peace settlement (and why):</p> <ul style="list-style-type: none"> United States France Britain Germany. <p>Examine Wilson's Fourteen Points and suggest the feasibility of the points in post-war Europe given the views of the four nations.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> the Fourteen Points. <p>Debate: what should be done with Germany, how best to create peace?</p>	<p>Primary written and visual sources on the various wishes for a peace settlement, including Wilson's Fourteen Points.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 4		Terms and problems; attitudes within Germany and abroad.	<p>Colour a map to show the land losses / changes for Germany and in groups, examine the main terms of the treaties and suggest the problems these would cause for Germany.</p> <p>As a class create a diagram listing the various terms. Suggest which would be the most detrimental and why (could be a card sort or human ranking line).</p> <p>Examine primary sources on attitudes to the settlement within Germany and abroad. Compare attitudes, why Germans would be unhappy with the settlement?</p> <p>Create posters / newspapers in reaction to the settlement from the German, and other points of view.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • War Guilt Clause • Diktat • reparations. <p>Templates could scaffold tasks.</p> <p>Consider: did the peace settlement make the future problems of Germany inevitable?</p>	<p>Map of Europe (and/or world) to show land losses for Germany.</p> <p>Primary written and visual sources on the attitudes to the peace settlement both within Germany, and abroad.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 5	Economic and social issues.	Post-war legacy and the state of the German economy and society.	<p>Identify why Germany was in debt by 1919.</p> <p>Suggest how the government could deal with the growing deficit in the aftermath of war, explore the benefits and disadvantages of:</p> <ul style="list-style-type: none"> • raising taxes • borrowing money • printing money. <p>Examine primary source material on Germany / Germans by 1919 and suggest what problems faced society.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • deficit. <p>Templates could scaffold tasks.</p>	<p>Primary written and visual sources on the economy and society in 1919, focusing on the impact of war.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 6		Reparations, inflation and hyperinflation; the invasion of the Ruhr and its economic impact.	<p>Define hyperinflation and use statistics on the changing value of the Mark and the price of goods to explain why it was a problem.</p> <p>Building on Week 5, suggest why inflation continued to grow from 1919. Examine the causes of hyperinflation and in teams decide / debate who was to blame:</p> <ul style="list-style-type: none"> • the French and British • the German government. <p>Create a diagram showing how hyperinflation developed and how the crisis was solved. A group version could be used as a wall display.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • passive resistance • Stresemann • <i>Rentenmark</i> • <i>Reichsbank</i> • Schacht. <p>Templates could scaffold tasks.</p>	<p>YouTube clip on hyperinflation (definition / circumstances).</p> <p>Statistics on hyperinflation (values and prices).</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 7		Social welfare and the social impact of hyperinflation.	<p>Explore a range of primary sources on hyperinflation and its impact and suggest who suffered and who benefitted from the crisis:</p> <ul style="list-style-type: none"> • pensioners • those on benefits • landlords • workers • mortgage holders • entrepreneurs. <p>Examine the social policies of 1919–23 and suggest their strengths and weaknesses.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • profiteering • foreign currency • welfare bureaus. <p>Templates could scaffold tasks.</p>	<p>Primary sources, such as statistics and images showing the social impact of hyperinflation.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 8	Political instability and extremism.	Risings on the left and right, including the Kapp Putsch.	<p>Research and create a timeline listing the threats to the Weimar Republic between 1918 and 1923. Highlight if they were a threat from the left, or a threat from the right.</p> <p>Discuss who appeared to be more of a threat at this time and explain why.</p> <p>Examine the Kapp Putsch and create fact sheets explaining:</p> <ul style="list-style-type: none"> • who Wolfgang Kapp was • why Kapp and army officers were unhappy • what they did during the Kapp Putsch • why the Kapp Putsch failed • how serious a threat was the Kapp Putsch? 	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Spartacist • KPD • <i>Freikorps</i> • Putsch. <p>Templates could scaffold tasks.</p>	<p>Primary sources from the risings, eg material from the Spartacists and the Fatherland Party.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 9		The political impact of the invasion of the Ruhr; the Munich Putsch.	<p>Suggest the political impact of hyperinflation, in particular why Germans were worried about a threat from the left and why the SPD left the coalition government in 1923.</p> <p>Examine the Munich Putsch and create brief biographies of the key players: Ludendorff, Seeckt, Lossow, Kahr and Hitler.</p> <p>Write an assessment of the Munich Putsch explaining:</p> <ul style="list-style-type: none"> the background situation in Bavaria the aims and events of the Putsch why the Putsch failed how much of a threat was the Putsch? 	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> Bavaria NSDAP state of emergency. <p>Consider: were the Nazis a likely threat for the future based on the outcome of the Munich Putsch?</p>	<p>Primary written and visual sources on the Munich Putsch and its impact.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 10		Problems of coalition government and the state of the Republic by 1924.	<p>Examine the election results of 1919 and 1920 and suggest the issues caused by coalition governments.</p> <p>Write an overall judgement on the state of the Republic by 1924; was the Republic strong given that it had survived so many problems, or had those problems left permanent weaknesses that meant the Republic was doomed?</p> <p>Practice exam question, for example examining the reasons for the survival of the Republic.</p>	<p>There could be a class debate on the judgement.</p> <p>Different levels of scaffolding for the essay question could offer differentiation.</p>	<p>Election results from 1919 and 1920.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Detailed essay writing guidance and practice exam question.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
PART ONE: THE WEIMAR REPUBLIC, 1918–1933; Section 2: The ‘Golden Age’ of the Weimar Republics, 1924–1928					
Week 11	Economic developments	Stresemann; the Dawes Plan.	<p>Create a biography of Stresemann and identify the role he played in the economy even as foreign minister.</p> <p>Examine the Dawes Plan of 1924, explain why the plan was needed and explore what the Dawes Plan did in terms of:</p> <ul style="list-style-type: none"> the overall amount of reparations schedule and conditions of the plan the impact of the plan. 	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> ‘Golden Age’ <i>Reichsmark</i>. <p>Consider: why might the Dawes Plan be an unpopular or problematic policy?</p>	<p>YouTube clips on Stresemann and his work.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 12		Industry, agriculture and the extent of recovery.	<p>In groups explore statistics on the following, suggesting positive and negative trends:</p> <ul style="list-style-type: none"> wages industrial production unemployment balance of trade agricultural prices. <p>Share the information as a class and record as a table. Research to explain why industry advanced but agriculture began to decline.</p> <p>Write an overall summary of the economy, was it a ‘Golden Age’?</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> Gross National Product <i>Mittelstand</i> tariffs. <p>Templates could scaffold tasks.</p>	<p>Statistics on the economy 1924–1928.</p> <p>Primary written and visual sources on the state of the economy 1924–1928.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 13		The reparations issue and the Young Plan.	<p>Examine why reparations were still an issue and why it was decided that another plan was needed which amended reparation terms.</p> <p>Write a report exploring what the Young Plan did in terms of:</p> <ul style="list-style-type: none"> the overall amount of reparations schedule and conditions of the plan the impact of the plan. <p>Suggest why there was opposition to the Young Plan and the potential impact of this opposition.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> Hugenberg Hague Conference. <p>Compare the Young and Dawes Plan, which left Germany better off?</p>	<p>Terms of the Young Plan and primary sources showing reactions to the plan.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 14	Social developments	Social welfare reforms; living standards and lifestyles.	<p>List the various social and welfare reforms introduced in the Weimar Republic (such as the eight-hour day and the extension of social insurance) and suggest who they would benefit and who would dislike the reforms.</p> <p>Identify if the reforms were followed by, for example, employers and if they led to the better living standards promised.</p> <p>Use primary sources to explore what it was like to live in the Weimar Republic between 1924 and 1928 and identify whether or not it was a 'Golden Age'?</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> Social Insurance. <p>Consider: did the domination of the left in government lead to a better life for the working classes, but not those higher up (eg the <i>Mittelstand</i>)?</p>	<p>Primary written and visual sources on living standards and lifestyles.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 15		The development of Weimar culture; art, architecture, music, theatre, literature and film.	<p>In groups, research and present on the various areas of culture, giving examples of the experimentation and change that occurred in:</p> <ul style="list-style-type: none"> • art • architecture • music • theatre • literature • film. <p>Suggest why some Germans welcomed the change and why others felt it was a sign of cultural decay and the impact this had on politics.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Bauhaus • expressionism • utilitarianism • <i>Gebrauchsmusik</i> • <i>Zeittheater</i>. <p>Debate: was the Weimar Republic weakened by ‘jazz, art and dancing girls’?</p>	<p>Primary written and visual sources on Weimar culture.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 16	Political developments and the workings of democracy.	President Hindenburg; parties; attitudes to the Republic from the elites and other social groups.	<p>Create a biography of President Hindenburg, suggest who would have supported him.</p> <p>In groups, examine the main parties, their ideologies and who they would appeal to. Share with the class and create tables recording this.</p> <p>Use primary sources to explore attitudes to the Republic from the elites and other groups, list who did and did not back the Republic and why.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Field Marshall • <i>Junker</i>. <p>Templates could scaffold tasks.</p>	<p>Primary sources on attitudes to the Republic from the elites and other social groups.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 17		The position of the extremists, including the Nazis and Communists.	<p>Split the class in two, each team representing either left or right extremists.</p> <p>Research the KPD and Nazi parties and create propaganda explaining their position in terms of ideology and thoughts on the Weimar Republic.</p> <p>Compare the extremist groups and identify who would have supported each group.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Communism • Fascism • National Socialism. 	<p>Primary written and visual sources on the KPD and Nazi parties.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 18		Elections and the extent of political stability.	<p>Examine the election results from 1924 and 1928, the chancellors across this period and parties in coalition at this time.</p> <p>Identify similarities and differences across the period, suggesting the reasons for these. Overall was Weimar politically stable by 1928? Why?</p>	<p>Consider; by 1928 were cracks beginning to show in the political system of the Weimar Republic?</p>	<p>Government structures 1924–1928.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 19	Germany's international position	Stresemann's foreign policy aims and achievements: Locarno and the League of Nations.	<p>Identify what problems were facing Germany in terms of foreign affairs by 1924. Research Stresemann's aims and suggest whether or not they would address the problems faced.</p> <p>In groups, research and identify the terms of, strengths and weaknesses of Germany's role in:</p> <ul style="list-style-type: none"> • the Locarno Pact • the League of Nations 	<p>Differentiation through level of research required (solo or group work).</p> <p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • <i>Erfüllungspolitik</i> 	<p>Primary sources on Stresemann and his foreign policy, particularly Locarno and the League.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 20		Stresemann's foreign policy aims and achievements: the Treaty of Berlin; the end of allied occupation and the pursuit of disarmament.	<p>Building on the detail from Week 19, research and identify the terms of, strengths and weaknesses of Germany's role in:</p> <ul style="list-style-type: none"> • the Treaty of Berlin • the end of allied occupation • the pursuit of disarmament. <p>Use the information from Week 19 and 20 create an assessment of Stresemann's foreign policy, detailing his aim, strategies, successes and failures and different interpretations of his achievements based on primary sources.</p>	<p>Templates could scaffold tasks.</p> <p>Consider: if Stresemann had lived beyond 1929 would Weimar's fate have been very different?</p>	<p>Primary sources on Stresemann and his foreign policy, particularly the Treaty of Berlin; the end of allied occupation and the pursuit of disarmament.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART ONE: THE WEIMAR REPUBLIC, 1918–1933; Section 3: The Collapse of Democracy, 1928–1933					
Week 21	The economic, social and political impact of the Depression	The economic and social impact of the Depression	<p>Examine the Wall Street Crash and create a diagram to show why the crash in America had an impact on the German economy.</p> <p>Explain the depression and its economic impact on Germany, such as the decline in production, wages and prices and the increase in unemployment.</p> <p>Compare the fortunes of Germany to other nations and suggest why Germany was hit harder than, for instance, Britain.</p> <p>Consider the social impact; create a spider diagram to illustrate how different groups were affected.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Wall Street Crash • Depression. <p>Link back to Weeks 6 and 7; why would the depression have caused fear amongst Germans?</p>	<p>YouTube clip on the Wall Street Crash.</p> <p>Statistics on the economy post-1929, including production and expenditure.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Primary accounts of the social impact of the Depression.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 22		Elections; governments and policies	<p>Explore possible options to deal with the depression and decide which option you would follow and the pros and cons of each method:</p> <ul style="list-style-type: none"> • a policy of laissez-faire, waiting for a recovery, maintaining government finances • intervention, using deficit financing to stimulate the economy and please people. <p>List the problems and limitations facing the government post-1929, including the collapse of Muller's government in 1930. Suggest which was the most important factor through a card sort.</p> <p>Examine the voting statistics following the Wall Street Crash, what patterns can be seen? Why?</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • protectionism • polarisation. <p>Consider; did the Wall Street Crash and the depression undermine the progress made during the 'Golden Age'?</p>	<p>Voting statistics from 1928 to 1932.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 23	The appeal of Nazism and Communism.	The tactics and fortunes of the Nazi party, including the role of propaganda.	<p>In groups, research one of the following and explain their role in the rise of the Nazi party:</p> <ul style="list-style-type: none"> • ideology • Hitler • propaganda • party organisation • the SA / violence • the elites (e.g. Hugenberg). <p>Present to the class and decide / debate what was the most important factor in the appeal of Nazism and why they were the largest party in the Reichstag by July 1932.</p> <p>Create brief profiles of who would have voted for the Nazis and why, exploring primary sources.</p>	<p>Differentiation through level of research required (solo or group work).</p> <p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • charisma • Bamberg, 1926 • paramilitary. <p>Link back to the voting statistics from Week 22.</p>	<p>Primary written and verbal sources on the Nazis and their appeal, including examples of propaganda.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 24		The tactics and fortunes of the Communist party, including the role of propaganda.	<p>Re-examine the voting statistics from Week 22 and plot the fortunes of the KPD. Explain why the communists grew in popularity and which groups would have supported them.</p> <p>Create propaganda posters for the KPD for the July 1932 election; what was their ideology?</p> <p>Suggest the problems faced by the KPD, such as the split with the SPD and anti-communist feeling in Germany.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • <i>Reichsbanner</i>. <p>Consider: how important was the rise of the KPD in the increasing popularity of the Nazi Party?</p>	<p>Primary written and verbal sources on the KPD and their appeal, including examples of propaganda.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 25	Hitler's appointment as Chancellor.	Hindenburg, Papen and Schleicher.	<p>Examine why parliamentary government declined after 1930; create brief biographies of the key players:</p> <ul style="list-style-type: none"> • Müller • Brüning • Von Papen • Von Schleicher <p>Create a timeline from the fall of Muller's in March 1930 to the fall of Schleicher in January 1933. Highlight the key turning points and suggest if / when democracy had already ended before the appointment of Hitler as chancellor.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • authoritarianism • 'Government of Barons'. <p>Reflect on the role of Article 48 in the decline of democracy.</p> <p>Templates could scaffold tasks.</p>	<p>Primary written and verbal sources.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 26		Hindenburg, Papen, Schleicher and the 'backstairs intrigue'.	<p>In groups, research the appointment of Hitler as chancellor and the roles of each of the following:</p> <ul style="list-style-type: none"> • Schacht • Hindenburg • Papen • Schleicher • Oskar Hindenburg • Hitler. <p>Ask individuals to represent each of the men and to explain their reasons for the appointment to the class. Suggest who played the most important role in Hitler's appointment.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • 'Bohemian corporal' • 'lesser of two evils' • 'backstairs intrigue'. <p>Templates could scaffold tasks.</p>	<p>YouTube documentaries on the 'backstairs intrigue'.</p> <p>Primary sources on the appointment of Hitler as chancellor and reactions to this.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 27	Political developments	The Reichstag Fire.	<p>Set up an investigation into the Reichstag Fire, using materials from the Nazis about the fire (with van der Lubbe as the arsonist), the situation after the fire (emergency powers) and later suggestions about the cause (Goering as the fire starter).</p> <p>In groups, come to supported conclusions as to:</p> <ul style="list-style-type: none"> • who started the fire • why they started the fire • the benefits of the fire for the Nazis. 	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Decree of the Reich President for the Protection of the Nation and the State. 	<p>Primary sources on the Reichstag Fire, particularly the response from the Nazis.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 28		Parties and elections; the Enabling Act and the end of democracy.	<p>Examine the election results from March 1933 and compare to the elections of 1932. Identify what changed and explain the reasons for the differences. Suggest the most important reason for success of the Nazis (card sort).</p> <p>Explore the situation surrounding the passing of the Enabling Act and its consequences, addressing the following discussion points in groups / as a class:</p> <ul style="list-style-type: none"> • what was the significance of the use of the Kroll Opera House • why did only the SPD vote against the Enabling Act • was the Enabling Act the end of democracy? 	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Ministry for Public Enlightenment and Propaganda • <i>Gleichschaltung</i>. <p>Templates could scaffold tasks.</p> <p>Consider: did the Enabling Act really undermine the Weimar Constitution?</p>	<p>Election results from 1932 and March 1933.</p> <p>Primary written and visual sources on the March elections and the Enabling Act.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 29		The state of Germany by March 1933.	<p>Using the materials from Weeks 26 to 28, create a timeline / diagram of events from Hitler's appointment to the Enabling Act, explaining each event and highlighting examples of:</p> <ul style="list-style-type: none"> • legal power • propaganda • terror. <p>Discuss / assess if by March 1933 Hitler's dictatorship had become inevitable.</p>	<p>Templates could scaffold tasks.</p> <p>Consider: what evidence is there that Nazi tactics were not wholly successful in consolidating power by March 1933?</p>	<p>Materials from Weeks 26 to 28.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 30	Overview and revision.	Holistic appraisal of content.	<p>Look back at material in this Part and create:</p> <ul style="list-style-type: none"> • a timeline and glossary for each of the three sections of content • some could create a summative wall poster or glossary posters for display <p>Consider the perspectives of democracy, 'right' and 'left', nationalism and liberalism. Reflect on how governments work and what leads to dictatorship.</p> <p>Collect sources to show how each area developed and changed and reflect on the possible differing points of view on offer in primary sources, linking to essay questions.</p>	<p>Debate: what were the key turning points in the collapse of democracy in the Weimar Republic?</p> <p>Opportunities for differentiation by task and in students' reflection and selection of information.</p> <p>Further opportunities for evaluation of primary source material.</p>	<p>Notes and materials from Part One of this course. Could be presented in the form of a revision guide.</p> <p>Further source material which could be assembled by students.</p> <p>Practice exam-style questions.</p>

			<p>As a class, reflect, 'What have we learnt?'</p> <p>Consider events and development from different perspectives, eg political or social and economic. Look at the introductory paragraph for this option and reflect on the key issues and concepts of this study.</p>		
--	--	--	--	--	--

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART TWO: Nazi Germany, 1933–1945; Section 1: The Nazi Dictatorship, 1933–1939 (A-level only)					
Week 1	Hitler's consolidation of power, March 1933–1934.	Governmental and administrative change and the establishment of the one-party state.	<p>Create / complete a diagram showing the change to local and government administration.</p> <p>Examine the establishment of the one-party state. Create a table featuring the political parties of Germany (NSDAP, DNVP, DVP, Z, DDP, SDP, KPD) and explain what had happened to each by July 1933.</p> <p>Discuss if other parties were complicit in the creation of the one-party state and why.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Gaus • Gauleiter • People's Courts • Concordat. <p>Templates could scaffold tasks.</p>	<p>Sources on the structures of government and administration.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 2		The Night of the Long Knives and the impact of the death of President Hindenburg.	<p>Examine a range of sources on the Night of the Long Knives, showing the reasons for and events of the purge. Compare and contrast views on political tensions of the time.</p> <p>Create propaganda materials justifying the events of the purge to the German public.</p> <p>Examine the death of President Hindenburg. Suggest if the official creation of the post of Führer was a formality or key turning point.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • SA and SS • <i>Reichswehr</i> • Führer • oath of loyalty. <p>Students could revisit and add to the timeline created in Week 29.</p>	<p>Primary written and visual sources on the events surrounding the Night of the Long Knives.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 3	The 'Terror State'	The extent of totalitarianism: the police, including the SS and Gestapo, the courts.	<p>In groups create fact sheets / diagrams on the roles of the following in Nazi Germany, including brief biographies of their leaders and connections to one another:</p> <ul style="list-style-type: none"> the police the SS / SD the Gestapo the courts. <p>Suggest the strengths and potential problems of each of the services in maintaining a totalitarian state (for example, the size of the Gestapo).</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> totalitarianism Goering Himmler Heydrich denunciation omnipotence. <p>Templates could scaffold tasks.</p>	<p>Primary written and visual sources on the organs of terror in Nazi Germany.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 4		The extent of totalitarianism: extent, effectiveness and limitations of opposition and non-conformity.	<p>List all the different ways in which Germans could oppose the Nazis (e.g. telling anti-Hitler jokes) and categorise them into:</p> <ul style="list-style-type: none"> nonconformity resistance protest. <p>Suggest which were the strongest forms of opposition and potential strengths/weaknesses.</p> <p>Examine some specific examples of opposition (eg White Rose, the underground SPD) through primary sources and identify what they did and why they were ultimately unsuccessful.</p>	<p>Could also be done as a card sort activity and/or shared within groups.</p> <p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> SOPADE White Rose Edelweiss Pirates. <p>Templates could scaffold tasks.</p>	<p>Primary written and visual sources on opposition within Nazi Germany, for instance SOPADE reports.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 5		The extent of totalitarianism: propaganda; aims, methods and impact.	List the various forms of propaganda available in Nazi Germany and in groups explore examples from, for example, radio, film, photographs, rallies and wider culture. Create a table listing the types of propaganda and for each suggest: <ul style="list-style-type: none"> the message portrayed (aims) who they would appeal to and why what impact they would have. 	Students could create their own cultural propaganda. Templates could scaffold tasks. Debate: is propaganda a successful tool of control?	Visual and written propaganda from the period. Guided worksheets and reference material for wider reading.
Week 6	Economic policies and the degree of economic recovery.	Schacht and Goering.	List Nazi economic policies, such as Autarky and suggest the potential issues with these policies. Explore the different approaches of Schacht and Goering. In groups, suggest which was the better approach from the point of view of: <ul style="list-style-type: none"> Nazi aims Germany as a whole. 	Use key terms to develop contextual understanding: <ul style="list-style-type: none"> guns vs. butter Four Year Plan. Class debate between Schacht and Goering.	Primary sources on economy policies and the reactions to them. Guided worksheets and reference material for wider reading.

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 7		The industrial elites.	<p>Examine a range of statistics on the German economy (e.g. real wages, unemployment, public expenditure).</p> <p>Highlight trends, suggesting the strengths and weaknesses of the economy.</p> <p>Explain who benefitted most particularly in terms of big business, agriculture and the workers.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • IG Farben • DAF • Entailed Farm Law 	<p>Detailed statistics on the German economy.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 8	Social policies.	Young people, women, workers and the church	<p>In four groups explore either young people, women, workers or the church and create presentations explaining for each area:</p> <ul style="list-style-type: none"> • attitudes, policies and implementation • reaction to the Nazis • successes and failures of policies. <p>Share and create tables summarising the information.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Hitler Youth / BDM • NSF / DFW • RAD / DAF • confessional Church. 	<p>Primary written and visual sources on young people, women, workers and the church.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 9		The degree of Volksgemeinschaft.	<p>Define the concept of Volksgemeinschaft and explore the ideas of <i>Eintopf</i> and <i>Winterhilfe</i> and how this exemplified the Volksgemeinschaft.</p> <p>Using the work from Weeks 3-8 create a diagram/table/wall display to show the extent to which Volksgemeinschaft existed in Germany.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • <i>Weltanschauung</i> • <i>Volksgenossen</i>. 	<p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 10		Benefits and drawbacks of Nazi rule.	<p>Explore a range of sources reflecting on life in Nazi Germany. Create a table suggesting the benefits / drawbacks of Nazi rule for:</p> <ul style="list-style-type: none"> the workers (including farmers) youth and women those in opposition big business and the industrial elite members of the Nazi party. 	<p>Students could write as various citizens, reflecting on life for different people under the rule of the Nazis.</p> <p>Could use a selection of sources to practice exam style questions.</p>	<p>Primary written and visual sources on life in Nazi Germany.</p> <p>Guided worksheets and reference material for wider reading.</p>

PART TWO: Nazi Germany, 1933–1945; Section 2: The Radical State, 1933–1945 (A-level only)

Week 11	The radicalisation of the state.	Nazi racial ideology.	<p>Examine the 25 point programme; highlight the parts of Nazi ideology that were racist and suggest what policies this could lead to.</p> <p>Explore the origins of anti-Semitism in Germany, including the historical background and social conditions, including Hitler’s personal role.</p> <p>Define the concept of the aryan race and who fit into this ideal. Create propaganda posters for Nazi Germany on the Aryan race, either celebrating the Aryan race or demonising the <i>Untermenschen</i> (those who didn’t fit).</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> aryan Social Darwinism immigration <i>Untermenschen</i> <i>Herrenvolk</i> Asocial. <p>Wall displays could be made from the posters.</p>	<p>YouTube videos on racial ideology.</p> <p>Primary written and visual sources on the racial ideology and the aryan race.</p> <p>Guided worksheets and reference material for wider reading.</p>
---------	----------------------------------	-----------------------	---	--	---

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 12		Policies towards the mentally ill, asocials and homosexuals.	<p>Identify who the Nazis classed as 'asocial' and why. List the various groups included.</p> <p>In groups, suggest why the mentally ill, asocials and homosexuals would not fit into Nazi ideal of Volksgemeinschaft.</p> <p>Create a table listing the groups and the policies used to combat the problems they posed for Nazi Germany, identifying evidence of success.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> sterilisation euthanasia T4. <p>Templates could scaffold tasks.</p>	<p>Primary written and visual sources on the policies towards the mentally ill, asocials and homosexuals.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 13		Policies towards members of religious sects, the Roma and Sinti.	<p>Identify which religious sects existed in Nazi Germany and who the Roma and Sinti were.</p> <p>In groups, suggest why members of these religious sects and gypsies would not fit into Nazi ideal of Volksgemeinschaft.</p> <p>Continue the table from Week 12 to include members of religious sects, the Roma and Sinti.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> Jehovah's Witnesses. <p>Templates could scaffold tasks.</p>	<p>Primary written and visual sources on the policies for religious sects and gypsies.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 14	Anti-Semitism.	Policies and actions towards the Jews, including the boycott of Jewish shops.	<p>Explore the early legal discrimination against the Jews, including the Law for the Restoration of the Professional Civil Service and the boycott of Jewish shops on 1st April 1933.</p> <p>Use primary sources to suggest why the boycott failed, highlighting how many Germans did not link the ideology of anti-Semitism to local Jews.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> boycott gradualism. 	<p>Primary written and visual sources on the boycott.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 15		Policies and actions towards the Jews, including the Nuremberg Laws.	<p>Create a diagram / table showing the terms of:</p> <ul style="list-style-type: none"> the Law for the Protection of German Blood and German Honour the Reich Citizenship Law the Law for the Protection of the Genetic Health of the German People. <p>Suggest the impact of, and issues with the laws.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <i>Mischlinge</i>. <p>Templates could scaffold tasks.</p>	<p>An instructional chart on how to distinguish Jews from Mischlinge and Aryans.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 16	The development of anti-Semitic policies and actions.	The effect of the Anschluss.	<p>Examine the population makeup of Austria and the history of the Jews in Austria. Suggest why the Anschluss would have an effect on Nazi anti-Semitic policy.</p> <p>List the policy changes brought about after the Anschluss and suggest what impact they would have had on Jews across the Reich. Was the Anschluss a turning point for the anti-Semitism?</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> Adolf Eichmann Central Office for Jewish Emigration. <p>Could have a card sort activity.</p>	<p>Primary written and visual sources on the Jews in Austria.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 17		Reichkristallnacht.	<p>After watching video clips and exploring sources, create a fact sheet with specific detail and images on the events of Kristallnacht explaining:</p> <ul style="list-style-type: none"> • what triggered Kristallnacht • what happened during Kristallnacht • why so many ordinary Germans willingly took part in Kristallnacht • what the aftermath of Kristallnacht was. 	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • pogrom. <p>Consider: why was Hitler not 'blamed' for Kristallnacht?</p>	<p>YouTube videos on the events and impact of Kristallnacht.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 18		Emigration and the impact of the war against Poland.	<p>Explain why the office for emigration in Vienna (under Eichmann) was extended across the Reich and suggest whether or not emigration was a success for the Nazis.</p> <p>Explore the impact of the war against Poland; what challenges did the addition of 1.5m Jews to the Reich pose and what plans were made?</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Reich Central Office for Jewish Emigration. 	<p>Statistics on Jewish emigration from the Reich.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 19	The treatment of Jews in the early years of the war.	The Einsatzgruppen.	<p>Research the Einsatzgruppen using secondary and primary sources to explain:</p> <ul style="list-style-type: none"> • their purpose • their composition • where they operated • their victims • their methods. <p>Use the information to create posters / diagrams / tables in pairs or groups on the Einsatzgruppen and their actions.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Sipo / SD. <p>Templates could scaffold tasks.</p> <p>Discuss - what was the motivation to kill so many 'innocents'?</p>	<p>Primary verbal and written sources on the actions of the Einsatzgruppen.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 20		Ghettos and deportation.	<p>Suggest why there would be a need for ghettos by 1939 and why deportation became difficult.</p> <p>Explore sources on the ghettos and create diagrams to show the layout. Explain what life would be like in the ghettos and why starvation and disease became a major issue.</p> <p>Create a large timeline on the treatment of the Jews using the information from Weeks 14 to 20. Highlight key turning points on the timeline.</p>	<p>Templates could scaffold tasks.</p> <p>Use 'human' sorting to categorise the events, for example most to least significant.</p> <p>Consider; was the extermination of the Jews inevitable?</p>	<p>Primary sources, maps and diagrams of the areas involved in ghettos.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART TWO: Nazi Germany, 1933–1945; Section 3: The impact of War, 1939–1945 (A-level only)					
Week 21	Morale.	Rationing, indoctrination, propaganda and morale.	<p>Create fact sheets / tables on the policy of rationing and explain:</p> <ul style="list-style-type: none"> • why the Nazis worried about rationing • the extent of rationing 1939–1941 • why rationing increased after 1942 • what was rationed. <p>Suggest the impact rationing had on Germans, particularly after increased cut once the tide turned against Germany in 1942.</p> <p>Examine the tightening of propaganda during the war. Create a piece of Nazi propaganda (either imagery, slogan or speech) designed to raise the morale of the German nation in wartime.</p>	<p>Each factor could be shared out within groups and then fed back to the class.</p> <p>Templates could scaffold tasks.</p> <p>Consider: did attitudes towards the Nazi regime begin to change after 1942?</p>	<p>Primary verbal and written sources on wartime rationing and propaganda, particularly reactions to the change.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 22		The changing impact of war on different sections of society including the elites, workers, women and youth.	In groups, use primary and secondary sources to examine the initial impact of the war on the different sections of German society and create short presentations on one of: <ul style="list-style-type: none"> • elites • workers • women • youth. <p>As a class decide who was affected most (either positively or negatively) by the war and why?</p>	Students could write diary entries as various members of German society, reflecting on life in Germany during the war and the extent of change.	Primary sources on the changing impact of war on different sections of society, ensuring different points of view are available. Guided worksheets and reference material for wider reading.
Week 23	The wartime economy.	The wartime economy and the impact of bombing.	Examine foreign policy in 1939–1941 and suggest what economic benefits and drawbacks each of the following would bring: <ul style="list-style-type: none"> • annexation of Czechoslovakia • invasion and success in Poland • the Battle of Britain • declaration of war on the USA. <p>Examine statistics and images on the bombing of German cities from 1942 onwards. What impact would this have had on the German economy?</p>	Use key terms to develop contextual understanding: <ul style="list-style-type: none"> • Blitzkrieg • supply and demand. <p>Consider: why the German armies were successful 1939–1941 despite initial poor economic organisation.</p>	Primary verbal and written sources on the German economy 1939–1941. Statistics and images on the bombing of Germany from 1942. Guided worksheets and reference material for wider reading.

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 24	The work of Speer.	The mobilisation of the labour force and prisoners of war.	<p>In groups, use primary and secondary sources to research the German economy under Speer.</p> <p>Create a table listing and explaining the problems of the wartime economy, for instance:</p> <ul style="list-style-type: none"> • Gauleiter 'empires' and corruption • inadequate standardisation of equipment • production of non-essential goods • inadequate mobilisation of labour • competing demands of the armed forces. <p>Describe the methods used by Speer to tackle these problems and rate Speer's success in organising the wartime economy.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Fritz Todt • forced Labour • Total War. <p>Templates could scaffold tasks.</p> <p>Could be used as a card sort / matching activity for differentiation.</p>	<p>Primary verbal and written sources on the German economy 1942–1945.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 25	The racial state.	Policies towards the Jews and the 'untermenschen' during wartime.	<p>Refer back to Week 20 and explain why a general European war made the emigration of Jews more difficult and why ghettos were created. Why would war lead to greater persecution of Jews and the Untermenschen?</p> <p>In groups, research and present on the concentration camps at Auschwitz, Sobibor and Treblinka. Explore:</p> <ul style="list-style-type: none"> • organisation and functions • who was sent to the camps • how and when they became extermination camps. 	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Death Camp • Death Head's unit • Genocide. <p>The presentations could lead to a wall display on the move to the extermination of the Jews and others like the gypsies.</p>	<p>Primary verbal and written sources on the policies towards the Jews and the 'untermenschen' during wartime.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 26		The Wannsee Conference and the 'Final Solution'.	<p>Assign the role of the key players in the Wannsee Conference to individuals/groups, research and re-enact what happened at the conference and identify the outcomes.</p> <p>Explore a range of primary and secondary sources on the reasons for the 'Final Solution' and decide on the role of the following in bringing about the holocaust:</p> <ul style="list-style-type: none"> • Hitler • the nature of the Nazi state • anti-Semitism in ordinary Germans • the Second World War. 	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • the Wannsee Protocol • Operation Reinhard. <p>Consider: how did Hitler's personal views on the Jews lead to the death of 6 million across Europe?</p>	<p>Minutes from the Wannsee Conference.</p> <p>Primary verbal and written sources on the causes/reasons for the 'Final Solution'.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 27	Opposition and resistance in wartime.	Students, churchmen, the army and civilian critics.	<p>Assess the extent to which war led to an increase in opposition to the Nazi regime through examining the role of student groups, churchmen, the army and civilian critics.</p> <p>Working in groups, create a diagram / table giving specific examples of types of opposition and resistance during the war, the level of success of this and rank the threat posed.</p>	<p>Each section could be assigned to a group and then fed back to the class.</p> <p>Templates could scaffold tasks.</p> <p>Could be a card sort.</p>	<p>Primary verbal and written sources on wartime opposition and resistance.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 28		Assassination attempts and the July Bomb Plot.	<p>Create a biography of von Stauffenberg and suggest why he and other key officers turned against Hitler and the Nazi regime. Add the events of the July Bomb Plot to the biography and explain why the plot failed.</p> <p>Add the assassination attempts to the table created in Week 27 and reassess the position of opposition by 1944.</p>	<p>Key terms:</p> <ul style="list-style-type: none"> the Kreisau Circle 'Turn of the Tide'. <p>Debate: 'opposition from the armed forces was the only real threat to the Nazis'.</p>	<p>YouTube video and primary sources on the July Bomb Plot.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 29		Overview of the Nazi state by 1945.	<p>In groups, create a table / diagram using the information from Weeks 1 to 28 assessing the position of the following by 1945:</p> <ul style="list-style-type: none"> the racial state the economy society (including opposition) the leadership (including Hitler). 	<p>Consider: to what extent were Hitler and the Nazis aims of Volksgemeinschaft and Gleichaltung achieved in Germany between 1933 and 1945?</p>	<p>Information from Weeks 1 to 28.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 30	Overview /Revision		<p>Look back at material in Parts One and Two and, taking the political concepts of 'right' and 'left', nationalism, racialism, anti-Semitism and Social Darwinism, reflect on how governments work and the problems of democratic states and what creates and sustains a dictatorship.</p>	<p>Opportunities for differentiation and stretch by task and in students' reflection on and selection of information.</p> <p>Templates could scaffold tasks.</p>	<p>Notes and materials from Part One and Part Two of this course, could be presented in the form of a revision guide.</p>

			<p>Create:</p> <ul style="list-style-type: none"> • a timeline and glossary for each section • a summative wall poster for each concept <p>Collect or index sources for each concept and for the key individuals studied.</p> <p>As a class, reflect, 'What have we learnt?'</p> <p>Consider events and developments from different perspectives, eg political or social and economic. Look at the introductory paragraph for this option and reflect on the key issues and concepts of this study.</p>		<p>Further reference and source material which could be assembled by students.</p> <p>Practice exam-style questions.</p>
--	--	--	---	--	--

Version: DRAFT June 2015