# Scheme of work

**Introduction**

## 1AB Germany, 1890-1945: Democracy and dictatorship

This resource gives you one example of a scheme of work for teaching the Germany, 1890–1945: Democracy and dictatorship period studies topic from our GCSE in History specification (8145). It is intended as a guide only and not as a prescriptive approach.

This scheme of work enables students to understand the growth and decline of democracy and the rise and fall of Nazism and the effects these two developments had on the German people.

Assumed coverage

This scheme of work is intended for 30 classroom lessons, each of one hour. It doesn’t include homework learning time, but does include revision and assessment lessons.

**Assessment**

Assessment points in the learning activity column indicate possible assessment opportunities. These could be short tests of about ten minutes (exam-style questions, short factual tests, source evaluation) or longer assessments (exam-style questions).

In the case of resources, research exercises will assume students have access to a textbook(s) and/or internet. Textbook may be supplemented by other sources for comparison.

On the part of Paper 1 covered by this scheme of work, students are required to:

1. understand how evidence is used rigorously to make historical claims, discerning how and why different **interpretations** have been constructed – questions 1,2 and 3.
2. Describe, explain and analyse second order concepts - questions 4,5 and 6.

The specification content of each is based on an unfolding narrative of three key developments in a country’s domestic history and allow students to explore the effect these developments had on people.

**Resources**

Research exercises assume students have access to a textbook(s) and/or internet. You can supplement textbook(s) by other sources. When considering primary and secondary evidence, it is worth remembering that the exam tests students’ ability to analyse and evaluate two written interpretations (AO4); however, as part of your teaching you may wish to look at contemporary sources to support your students’ learning.

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**Part one: Germany and the growth of democracy**

**Lesson 1**

**Topic**

Kaiser Wilhelm and the difficulties of ruling Germany

**Specification content**

* The growth of parliamentary government
* The influence of Prussian militarism

**Learning outcomes**

* Period Studies, by their nature, relate to the lives of people who lived and experienced events during the period in question. Recurring questions will relate to the problems they faced, how far the problems were dealt with and how their lives were affected. Second order concepts will test an understanding of causes, changes and consequences, while interpretations will offer different views of the events defined in the specification.
* At any early stage, students might consider different groups in society and compare their experiences, so building up a complex view of the past. As a brief overview, then, what was the nature of the Kaiser’s Germany in 1890?
* An initial overview might explore the Kaiser’s ambitions for global power, including references to German nationalism in a country used to the authoritarian rule of a Kaiser but moving towards some kind of parliamentary government.
* It is an opportunity to explore the nature of Germany’s pre-war political system the role of the Kaiser, the influence of the military and the representative institutions.

**Possible teaching and learning activities**

* Profile of Kaiser Wilhelm II: students annotate a range of sources and interpretations to draw inferences and conclusions about the Kaiser’s character, beliefs, aims and the extent of his power. An early opportunity to encounter interpretations and analyse their message, provenance and accuracy.
* Students to adopt different roles: ‘Who really held power in Germany’? The Kaiser? The Chancellors? The Reichstag? Did the balance of power change in the years 1890 to 1914?

**Differentiation and extension**

Challenging assumptions: ask your students to research the view that the German emperor completely dominated the government.

**Resources**

* Cartoons of Kaiser, photographs and historical accounts from the Kaiser and members of the Reichstag. For a detailed account: W. Carr, ‘*A History of Germany 1815-1990’* (Hodder Arnold) Chapter 7.
* Also see Christopher Clark’s biography ‘*Kaiser Wilhelm II: A life in Power’,* Penguin, June 2009, ISBN-13: 978-0141039930.
* Interpretations: as the Kaiser wrote two volumes of his autobiography in 1922 and 1926, students may wish to consider how his view of events came about and whether these views are convincing.

**Lesson 2**

**Topic**

Kaiser Wilhelm and the difficulties of ruling Germany

**Specification content**

* Industrialisation
* Social reform and the growth of socialism

**Learning outcomes**

* The focus should be on the challenges faced by the Kaiser and responses to these challenges.
* Students may wish to consider the impact of social and economic changes inside Germany with a brief overview of the country the Kaiser inherited. Conservative elements clashed with the forces of industrialisation. As agriculture prospered, the rapid growth of towns and industries gave rise to working class hostility and aggressive socialist groups.
* At any early stage, students might consider different groups in society and compare their experiences, so building up a complex view of the past. These groups might include some or all the following – the list is not exhaustive: farmers, Junkers, socialist leaders, army officers, women, industrial workers, middle class professionals, factory owners, representatives of Jewish peoples, and so on.

**Possible teaching and learning activities**

* Study of statistical evidence of rapid urbanisation/industrialisation. Group exercise: how to deal with socialism – reform or repression?
* Extended writing to explain the problems faced and the actions/approaches taken.
* Judgement question: how explosive was the situation inside Germany? Who or what posed the greatest problem for the governments of Germany?

**Resources**

* Graphs/statistics of growth of specific industries/cities.
* W. Carr, ‘*A History of Germany 1815-1990’* (Hodder Arnold) Chapter 5.

**Lesson 3**

**Topic**

Kaiser Wilhelm and the difficulties of ruling Germany

**Specification content**

The domestic importance of the Navy Laws.

**Learning outcomes**

The focus should be on understanding the impact the Navy Laws had on the Kaiser’s relationship with the government.

**Possible teaching and learning activities**

* Outline Navy Laws.
* Students research contemporary opinions/ interpretations. Students consider the following questions:
* Were the Navy Laws just the Kaiser’s personal obsession?
* Why were they introduced and what part did they play in Weltpolitik?
* Students construct a fact-file to record findings.
* Assessment point: short revision test.

**Differentiation and extension**

* Class debate: as a member of the Kaiser’s government, explain what might concern you most about the problems you face in 1914?
* How far had Germany’s problems been successfully dealt with by 1914?

**Resources**

* Written accounts. Cartoons of the Kaiser’s Navy interests.
* Interpretations of Tirpitz, while largely outside the specification content, do offer comments about ‘Home Policy’.

**Lesson 4**

**Topic**

The impact of the First World War

**Specification content**

* War weariness
* Economic problems
* Defeat
* The end of the monarchy
* Post-war problems including reparations

**Learning outcomes**

The emphasis should be on the state of Germany in 1918: the shock of unexpected defeat, food shortages, blockade and political chaos following the November Revolution. Focus on the impact on peoples’ lives – perhaps relating back to the groups in society identified in Lesson 2.

**Possible teaching and learning activities**

* Study evidence of the problems facing Germany in 1918, including interim payments made to the Allies before the Reparations Commission report.
* Map of the demands inflicted by the Treaty of Versailles.
* How did the Kaiser’s abdication lead to problems in Germany? Table of Germany’s problems, 1918– 1919. Students classify the problems into political, economic/financial, social, and military related issues. An understanding of terminology such as ‘economic’ ‘social etc will help students prepare for the examination.

**Differentiation and extension**

* Students prioritise Germany’s problems in order of severity.
* Students then justify their reasoning and identify further questions they would ask members of the German public.

**Resources**

* Photographs of poverty in Germany 1917-18. Newspaper headlines about defeat/the Treaty of Versailles.
* Cartoons. Archive film.
* Map of the Treaty of Versailles – but confined to how and why the Treaty contributed to post war problems in Germany.
* Accounts of the Turnip Winter can help students appreciate the hardship faced by people in 1918. Also, Egon Larson, a German journalist published his ‘Weimar Eyewitness’ later in 1976. Useful for the whole of this part of the specification. See also Frieda Wunderlich referenced in Lessons 5 and 6.

**Lesson 5 and 6**

**Topic**

The impact of the First World War

**Specification content**

* Post-war problems including reparations; the occupation of the Ruhr and hyperinflation
* Weimar democracy; political change and unrest, 1919–1923; Spartacists; Kapp Putsch; the Munich Putsch

**Learning outcomes**

Students should link these events and analyse the relative importance of the political, economic and social causes of distress.

**Possible teaching and learning activities**

* Timeline and fact-file of events, 1919– 1923.
* Diagram of the Weimar Constitution.
* Students categorise events (such as the putschs) into political, economic/financial, social, and military related issues. They draw a table with four columns and populate with the questions below.
* Describe the problem.
* Why was it a threat to the Republic?
* How far was it a threat?
* What helped the Republic to survive?

**Differentiation and extension**

Students choose five interpretations which best sum up Weimar’s problems at this time; then write a commentary to justify their choice.

**Resources**

* Access details of key events, eg archive footage and photographic evidence (as stimuli) of events stipulated.
* Interpretations – many writers lived through this period and wrote about it later. William L Shirer (1964) covered Germany mainly from 1933 but included many observations of the Munich Putsch. Rudolf Olden, Hitler the Pawn’, pub.1936. Konrad Heiden’s biography of Hitler published in 1936 also refers to the Putsch.
* On inflation, see Wunderlich and Larsen from Lesson 4. William Guttman in ‘The Great Inflation’, 1976 offers personal recollections from his time as a student in 1923.

**Lesson 7 and 8**

**Topic**

The impact of the First World War

**Specification content**

Review of lessons 4, 5 and 6

**Learning outcomes**

Students should assess the impact of events in Weimar Germany up to 1923 and reflect on the implications for Germany’s subsequent developments.

**Possible teaching and learning activities**

* Enquiry: how did the Weimar Republic survive? What were the greatest threats it faced?
* Interpretations exercise: students look at interpretations (see resources referenced in previous lessons) relating to attitudes to Germany’s defeat, the Treaty of Versailles and the problems faced by Weimar up to 1923. Why do these interpretations differ – students should consider the ‘big message’? Which interpretations are more convincing when tested against contextual knowledge?
* Causation study relating to unrest: the attitudes of different groups of people to Weimar: monarchists; Communists; Freikorps; Nationalists; Republicans.
* Card sorts, diamond 9s or similar sequencing activities can provide opportunities for students to consider the relative importance of different factors and make links between them. This type of activity can help students prepare for the bullet style question 6 on the written paper.
* Assessment point: short factual recall test.

**Differentiation and extension**

* Further research: is it entirely true to assume that all Germans suffered during this period? For example, did some people prosper from hyperinflation?
* Class debate: which was the most serious problem Germany faced at this time? Write a report to justify your choice.

**Resources**

* Contemporary written and later opinions/cartoons about Weimar.
* For interpretations of the period: E. Dobert, ‘*Convert to Freedom*’, 1941; Egon Larsen, ‘*Weimar Eyewitness’*,1976; W. Guttman, ‘*The Great Inflation*’, 1975.

**Lesson 9 and 10**

**Topic**

Weimar Germany, the Stresemann era

**Specification content**

The extent of recovery during the Stresemann era (1924–1929):

* economic development including the new currency
* the Dawes Plan and the Young Plan
* the impact of international agreements on recovery
* Weimar culture.

**Learning outcomes**

* The emphasis is on how Germans were affected by Weimar’s recovery in the years 1924–1929. Did they feel more optimistic or pessimistic about what happened under Stresemann? How far had Weimar recovered economically and politically by 1929?
* These lessons also provide opportunities to explore social change not only with reference to women and feminism but also Weimar Culture – and the clash between modernists and traditionalists.

**Possible teaching and learning activities**

* Enquiry question: how far had Weimar recovered by mid-1929?
* Fact file: students research the main economic developments (including international agreements), and political and cultural changes 1924–1929.
* Card sort: students place the changes from their fact files into relevant categories, including those about which Germans would feel optimistic and/or pessimistic.
* Role play: students discuss different people’s attitudes to Weimar, drawn from a variety of social groups.
* Class debate: what evidence is there to support the view that Weimar had recovered by 1929? Students complete a report on the debate and suggest reasons why extremist parties remained unpopular.
* Study contrasting interpretations about Weimar’s recovery.

**Differentiation and extension**

* Research opportunity: how was news of Stresemann’s death reported at the time in Oct 1929? Did obituaries written in Germany and Britain differ? In what ways did they differ?
* Eric Weitz’s ‘Weimar Germany: Promise and Tragedy’ (2018), has interesting references to culture. See also Harry Kessler’s ‘Berlin in Lights’ – his diaries cover the period 1918-37.
* Richard J Evan’s pivotal book is included in lessons 12 and 13.
* Apart from Shirer, see also Hjalmar Schacht ‘Account Settled’, 1948.

**Resources**

* Access to factual details of events in the Stresemann era. Archive, film/cartoons, photos as visual ‘snapshots’/stimuli.
* Opinions/later interpretations as written accounts of attitudes to Weimar.

**Lesson 11**

**Topic**

Weimar Germany, the Stresemann era

**Specification content**

Review of Part one: Germany and the growth of democracy

**Possible teaching and learning activities**

Assessment point: students do exam style questions based on Part 1. Opportunity to discuss how to approach exam style questions with the class, perhaps focusing on interpretations (using provenance and contextual knowledge) and on writing point, evidence and explanation (PEE) paragraphs in preparation for Questions 5 and 6.

**Part two: Germany and the Depression**

**Lesson 12 and 13**

**Topic**

The impact of the Depression

**Specification content**

Growth in support for the Nazis and other extremist parties 1928–32, including the role of the SA; Hitler’s appeal

**Learning outcomes**

The focus should be on how the Depression linked to political extremism; how far was the rise of the Nazis the result of the Depression as well as the appeal of the Nazis and the fear which was associated with Nazi violence.

**Possible teaching and learning activities**

* Sources exercise drawing on evidence of poverty, unemployment and changing election results. Students match inferences to statements drawn from source material.
* The appeal of the Nazis: students watch film clips and read interpretations drawn from Nazi supporters/opponents. Why do some interpretations differ? Which are more/most convincing?
* Students explain the relative importance of a range of factors which might explain Hitler’s appeal. These might include:
* Hitler’s ideas
* attitudes to Weimar
* fear and the use of SA
* Hitler’s propaganda and oratory
* support of business leaders.
* As a reminder, categorise factors by social, economic, and political headings to reinforce the use of these forms of historical terminology.
* Students write an interview with a member of German society at this time. The interview should explore attitudes to the Depression and the rise of extremist political groups.

**Resources**

* A wide range of sources are available, useful here and in subsequent lessons on the 1930s: visual, written and film clips.
* Interpretations might include: Albert Speer, ‘*Inside the Third Reich’*, 1960 (also useful throughout the Nazi period); C Zukmayer, *‘A Part of Myself: Portrait of an Epoch’* 1970; E Amy Buller, *’Darkness over Germany’*, 1943. Irmgard Hunt, ‘On Hitler’s Mountain’, 2005; Victor Schiff wrote in 1950 and gives a socialist point of view; Jutta Rudiger’s autobiography published in 1999; Christabel Bielenberg’s autobiography contains valuable observations, published in 1968.
* A comprehensive set of documents relating to the Nazi state can be found in J. Noakes and G. Pridham, ‘*Nazism 1919-45’* vols 1 and 2, Exeter University Press. Core texts would include the chronicles written by Overy, Kershaw and Richard J Evans.

**Lesson 14**

**Topic**

The failure of Weimar democracy

**Specification content**

Election results; the role of Papen and Hindenburg and Hitler’s appointment as Chancellor

**Learning outcomes**

* The emphasis should be on how Hitler became Chancellor; a brief narrative of the plotting by key political figures including Hindenburg.
* Students should be aware that the failure of Weimar parties was reflected in their loss of electoral support.

**Possible teaching and learning activities**

* Research of key historical figures such as Hindenburg, Papen and Schleicher. Students match statements about these individuals to their aims and actions, resulting in Hitler’s appointment as Chancellor.
* Group work: students to argue how far Hitler was in a position of weakness on the 30th January 1933 and present their findings. Consider how much power did Hitler have and what might his priorities be at the beginning of 1933?

**Differentiation and extension**

Class debate: ‘It was plotting amongst Weimar politicians rather than the Depression which enabled Hitler to become Chancellor. Do you agree? Explain your answer.’

**Resources**

Research materials:

* A central figure at this point, von Papen, offered views about the failure of democracy in his Memoirs, published in 1952. Also see Schacht (previously listed).
* General Edgar Rohricht was interviewed about Schleicher in ‘The Other Side of The Hill’, by Basil Liddell Hart in 1948.

**Lesson 15**

**Topic**

The establishment of Hitler’s dictatorship

**Specification content**

The Reichstag Fire

**Learning outcomes**

* The focus should be on how the Reichstag Fire was used to promote Hitler’s dictatorship.
* Students should be reminded that this forms part of a narrative (Lessons 15 to 18) about how and why Hitler was able to consolidate his power.

**Possible teaching and learning activities**

* Enquiry question: how did Hitler become dictator? (For use in lessons 15, 16 and 17).
* From a prepared set of sources and interpretations students draw inferences about who was to blame for the Reichstag Fire.

**Differentiation and extension**

Student exercise: prioritise the preconditions which Hitler needed to fulfil in order to become dictator of Germany. Students could then justify their choices.

**Resources**

* Factual details of events. Eye witness accounts and other sources.
* The Reichstag Fire has been the subject of numerous interpretations. See Rudolf Diels, the Nazi Head of Police – often quoted from his writings published in 1950. Interpretations can also be found in Shirer (1960) and evidence given at the Nuremberg War Crimes Trials in 1946. Worth a look is Fritz Tobias’ ‘The Reichstag Fire: legend and Truth’ (1963).

**Lesson 16**

**Topic**

The establishment of Hitler’s dictatorship

**Specification content**

* The Enabling Act
* Elimination of political opposition
* Trade unions

**Learning outcomes**

The focus should be on the key events between 28th February 1933 and early 1934. Starting with the Emergency Decree, the steps by which Hitler arrested suspects, took over regional governments and civil service, passed the Enabling Act, banned trade unions and other political parties. Refer to the enquiry question in Lesson 15.

**Possible teaching and learning activities**

* Timeline of key events.
* Students list the key steps, draw links between them and explain how the links contributed to the formation of Hitler’s dictatorship.
* Exercise: students study a range of interpretations and consider the following questions:
* What do the interpretations suggest?
* How and why do they differ?
* How convincing are the interpretations? Break down the exercises so students develop routines to analyse provenance critically and practice how to apply knowledge to the interpretations, thereby arriving at a judgment about how ‘convincing’ they are.

**Differentiation and extension**

Research opportunity: how were these events reported and commented on abroad, such as in Britain?

**Resources**

* Eye witness accounts, cartoons and archive film.
* Contrasting interpretations of Hitler’s seizure of dictatorial powers.
* Apart from Speer, Diels, Heiden already referenced, see also Herman Rauschning, ‘Hitler Speaks’, (1939),

**Lesson 17**

**Topic**

The establishment of Hitler’s dictatorship

**Specification content**

Rohm and the Night of the Long Knives; Hitler becomes Führer

**Learning outcomes**

The focus should be on the final step in Hitler neutralising opposition within the Nazi Party.

**Possible teaching and learning activities**

* Night of the Long Knives exercise: drawing on a range of sources, students construct a report about who was involved, why the event took place and what were its immediate effects.
* Overview opportunity: students explain the relative importance of the factors which allowed Hitler to become Führer; students could include the use of propaganda, the law, violence and intimidation, and the role of the individual in shaping the narrative.

**Differentiation and extension**

Refer to the different societal groups from previous lessons, and how consider how they might react to these events – such as the army, people outside Germany, the Communist opposition and so on.

**Resources**

Eyewitness accounts, cartoons, and archive film.

**Lesson 18**

**Topic**

The establishment of Hitler’s dictatorship

**Specification content**

Review Part two: Germany and the Depression

**Learning outcomes**

Review and assessment.

**Possible teaching and learning activities**

* AQA past papers cover Part two – opportunities here for students to practise understanding interpretations and writing analytical point, evidence and explanation (PEE) paragraphs.
* Assessment point: students analyse two interpretations about the rise of the Nazis and explain which interpretation they found more convincing; complete a bullet point explanation question.

**Resources**

Specimen and past papers.

**Part three: the experiences of Germans under the Nazis**

**Lesson 19 and 20**

**Topic**

Economic changes

**Specification content**

* Benefits and drawbacks
* Employment
* Public works programmes
* Rearmament
* Self-sufficiency
* The impact of the war on the economy and the German people, including bombing, rationing, labour shortages, refugees

**Learning outcomes**

* Spanning the years 1933–1945, the focus should be on the nature and extent of economic changes and what impact they had on the German people and Germany. What part did these changes play in enhancing Nazi control and popularity? This clearly changed over time and changed by different degrees for different groups of people.
* Students might be encouraged to think about the impact of these Nazi policies and categorise them into economic, social and political factors etc. (Applied use of terminology).

**Possible teaching and learning activities**

* Enquiry question: ‘Totalitarian regimes controlled every aspect of life. Why?’
* Students prepare a PowerPoint presentation of research into interpretations of Nazi economic policies and actions.
* Students categorise a statement bank into evidence of benefits and drawbacks for different groups of people (using the eight groups of people introduced in lessons 9 and 10).
* Students produce a timeline to show the fluctuations in key economic indicators between 1933 and 1945; use colour coding to highlight the impact of the war economy.
* Students respond to a bullet point question about the relative impact of economic, political and social changes and come to a judgement about their ‘benefits and drawbacks’.

**Differentiation and extension**

Group work: students take a snapshot of the experiences of different groups of Germans, for example, in 1935,1939, 1941 and 1945 and explain how the attitudes might change at each point. What problems did they face? How far had their lives changed?

**Resources**

* Statistics/photographs. Written accounts.
* Political cartoons.
* William L Shirer’s ‘*The Rise and Fall of the Third Reich’*, 1960, remains a central text for interpretations about these developments. Richard Grunberger’s ,’A Social History of the Third Reich’ (1971) is also useful here.
* Interpretations about Germany at war: Marie Vassiltchikov’s ‘Berlin Diaries’, (1985); Christabel Bielenberg, ‘The Past is Myself’, (1968); Mathilde Wolff-Monckeberg, ‘On The Other Side’ (1979).

**Lesson 21**

**Topic**

Social policy and practice

**Specification content**

Reasons for policies, practices and their impact on women

**Learning outcomes**

* The focus should relate to Nazi policies towards women: the reasons for the policies; the methods used; their level of success and their impact on women.
* Opportunities here to explore how Nazi social policies affected different groups of women in different ways.

**Possible teaching and learning activities**

* Students construct a spider diagram from studies of Nazi policies towards women, to include:
* aims of policies
* reasons for those aims
* how the policies changed over time
* the level of success/failure
* the effect they had on women.
* Interpretations exercise: students study a range of interpretations and consider the following questions:
* What do the interpretations suggest?
* How and why do they differ?
* How convincing are the interpretations?
* Thereby practicing routines; draw inferences, critically appraise provenance and the application of knowledge.

**Differentiation and extension**

Class debate: the Nazis had clear ideas about the role and status of women – but, over time, the reality was different. Why was this?

**Resources**

* A range of interpretations including ones from women who were there at the time but survived to write about their experiences later. These might include:
* Melita Maschmann, ‘Account Rendered’, 1964
* Marianne Gartner, ‘The Naked Years’, 1987
* Hildegard Koch, ‘Nine Lives Under the Nazis’, 2011
* Christa Schroeder, ‘He Was My Chief’, 1985
* Inge Scholl, ‘Students Against Tyranny’, 1952
* Jutta Rudiger’s autobiography, 1999.

**Lesson 22 and 23**

**Topic**

Social policy and practice

**Specification content**

* Reasons for policies, practices and their impact on young people and youth groups
* Education (including changes to the school curriculum)

**Learning outcomes**

* This focus should relate to Nazi policies towards young people: the reasons, the methods, their level of success and their impact on young people.
* This lesson will link to Youth opposition referenced in Lesson 29.

**Possible teaching and learning activities**

* Students produce a spider diagram of the structure the Hitler Youth.
* Inferences and purpose exercise which enables to students to consider why some young people supported Hitler and why others didn’t. Students look at written accounts and other sources and consider whether support changed over time and the reasons why it changed.
* Explanation exercise to include the reasons why the Nazis considered control of the young important, the methods they employed (including changes in schooling) and why the Hitler Youth was so attractive to some young people but not all.

**Differentiation and extension**

Consider why, by the late 1930s, there were complaints about standards in Nazi schools from managers and owners of factories.

**Resources**

* Hitler Youth accounts and interpretations such as: H Metelmann, ‘*Through Hell for Hitler’*, 1960; Charles A Beard.
* ‘*Education under the Nazis’*, in *‘Foreign Affairs’* ,1936; Sophie Scholl’s letters published after the end of World War Two.
* Visual images of Hitler Youth.
* Sources and interpretations relating to changes to the school curriculum.

**Lesson 24**

**Topic**

Social policy and practice

**Specification content**

* Reasons for policies, practices, and their control of the Churches and religion.
* Students might be reminded that this content links to ‘opposition and resistance’, Lesson 29

**Learning outcomes**

The focus should be on Nazi policies towards churches and religion: the reasons, the methods, their level of success and their impact on churches and individuals.

**Possible teaching and learning activities**

* Students to prepare a table listing key religious groups and individuals and then look at how Nazi policies impacted on them and how they reacted to Hitler’s policies.
* Assessment point: short quiz of factual material.
* Exercises which practice writing point, evidence and explanation paragraphs.

**Differentiation and extension**

Discuss whether the way Christian Churches were treated by the Nazis, compared to other organisations, is surprising.

**Resources**

* Photos.
* Personal recollections of religious changes. See also W Ebenstein, ‘*The Nazi state’*, 1943 for interpretations about religious and wider policies.
* See also Konrad Henlein (referenced earlier) for observations about Christianity in Nazi Germany. And Martin Niemoller’s post war speeches and letters.

**Lesson 25 and 26**

**Topic**

Social policy and practice

**Specification content**

* Reasons for policies, practices and their impact on racial policy and persecution
* Aryan ideas
* The ‘Final Solution’

**Learning outcomes**

* The focus should be on understanding of Nazi racial policy and their effects – why and how were minority ethnic groups and other groups persecuted? How and why did this change over time including the Holocaust? How was it possible to carry out persecution and genocide out on a large scale?
* Opportunities here to study Nazi policies and actions towards LGBTQ+ groups and people with disabilities.

**Possible teaching and learning activities**

* Case studies about the lives of Jewish people and other groups in Germany before 1933.
* Students produce a timeline of persecution 1933–1945.
* Card sort to categorise the reasons for racial persecution. Why did the Nazis persecute particular groups of people?
* Challenging stereotypes exercise: students look at individual case studies including victims, perpetrators, collaborators, resisters and bystanders. How was it possible to carry out racial persecution and genocide on this scale?
* Exercises related to interpretations of Nazi racial policies.

**Differentiation and extension**

What are the main characteristics of totalitarian regimes? How far did the Nazis fulfil these characteristics?

**Resources**

* Holocaust Education Trust gives access to written and visual sources and accounts of anti-Semitism. Its ‘Exploring the Holocaust’ contains case studies which provide a wider context. For example, Nazi hostility towards LGBTQ+ people and those with disabilities is explored. Also see resources from the Holocaust Memorial Trust, Wiener Holocaust Library and material contained in the Holocaust Encyclopedia.
* Film records available. The *‘Diaries of Victor Klemperer’* remain a central resource relating to racial persecution.

**Lesson 27**

**Topic**

Control

**Specification content**

* Goebbels
* The use of propaganda and censorship
* Nazi culture

**Learning outcomes**

The focus should be on the reasons for propaganda and the development of Nazi culture; the methods used; their level of success and their impact on German people.

**Possible teaching and learning activities**

* Research: students produce a profile Joseph Goebbels.
* Use of propaganda/censorship: students use a range of propaganda sources to annotate and identify appeal, key messages (both positive and negative), and assess their effectiveness.
* Students categorise into different forms of appeal via a table with the following headings: community; excitement; power; order etc.
* Group work exercise: students study the importance of the Olympics, the Nuremberg rallies, art, film, posters.
* Assessment point: students complete an essay assessing how important was Nazi culture to the propaganda effort. This might include a bullet point question balancing two factors which contribute to Nazi control.

**Differentiation and extension**

Class discussion: why is it so difficult for historians to assess the impact of propaganda on German society?

**Resources**

Archive film material. Written and visual sources and interpretations.

**Lesson 28**

**Topic**

Control

**Specification content**

Repression and the police state, and the roles of Himmler, the SS and Gestapo

**Learning outcomes**

The focus should be on the reasons for repression, methods, their impact and their effect on the German people.

**Possible teaching and learning activities**

* Research: students produce a profile of Himmler.
* Students study institutions of repression, for example, the Gestapo, police, courts, concentration camps, SS. In a spider diagram, they identify institutions, describe what they did and access their impact.
* Students look at interpretations written by people who were there at the time and wrote about their experiences afterwards to explain what Germans remembered of Nazi repression. Why do they differ?
* How and why are some interpretations more convincing than others?

**Differentiation and extension**

* Was the SS the most important element in the Nazi totalitarian state?
* How did its activities and power change during the Second World War?

**Resources**

* Access to research materials about Himmler.
* Interpretations about control and repressions during the Nazi regime.
* Resources detailed in previous lessons will offer additional interpretations; but a particular mention might be given to the reports written at the Nuremberg War Crimes trials for evidence of the detailed activities of the Nazi police state.

**Lesson 29**

**Topic**

Control

**Specification content**

Opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot

**Learning outcomes**

* The emphasis should be on who opposed the Nazis, why and how effectively were they dealt with?
* Students’ perceptions of Jewish peoples as the victims of the Nazi state could be balanced by knowledge of Jewish resistance.

**Possible teaching and learning activities**

* Analytical essay: students explain and assess the importance of opposition to the Nazis.
* Students complete a peer-to-peer assessment exercise using the essay and then feedback on what a model answer with a judgement should look like.
* Analysis of interpretations – how convincing are they and why?

**Differentiation and extension**

Opposition and resistance - how serious a threat was it to the Nazi regime? Is it possible to reach a clear and supported judgment to this question? Why?

**Resources**

* Interpretations about control and repressions during the Nazi regime, for example, letters written by Sophie Scholl, referenced previously plus interviews with Guenther Blumentritt in ‘The Other Side of the Hill’, Liddell-Hart , 1948; also, Fabian Schlabrendorff’s ‘The Secret War Against Hitler’, 1982.
* For Jewish resistance: Wiener Holocaust Library and the Holocaust Memorial Day Trust.

**Lesson 30**

**Topic**

Review and Assessment

**Specification content**

Parts 1, 2 and 3

**Learning outcomes**

Review and Assessment.

**Possible teaching and learning activities**

Students complete Section A from the specimen paper in 50 minutes under exam conditions.

**Resources**

Specimen and past papers.