



Academic Year <u>Year 11</u>	Content and rationale. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – how will the knowledge and skills be assessed?
Rationale	<p><u>Weimar and Nazi Germany 1919 – 1939 (Paper 3)</u></p> <p>The depth studies focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. These include social, economic, political, cultural and military aspects. The main content is divided into four key topics. These provide a framework for teaching and understanding the option, but should not be taken in isolation from each other. For each depth study, there is some chronological overlap between key topics – this structure helps highlight the complexity and interplay of different aspects within society.</p> <p>Assessment: Students will be assessed on all four Assessment Objectives. All questions may relate to any content specified in the four key topics. Questions focusing solely on knowledge and understanding will target causation. Other questions will target the ability to analyse and evaluate contemporary sources and later interpretations. Students should be aware that interpretations are based on evidence from their period of study.</p> <p>This is building on the skills work completed in KS3 and prepares students for KS5.</p>		
Autumn A	<p><u>Topic 1: The Weimar Republic 1918–29</u></p> <p>1. The origins of the Republic, 1918–19 ● The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19. ● The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.</p> <p>2. The early challenges to the Weimar Republic, 1919–23 ● Reasons for the early unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles. ● Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch. ● The challenges of 1923: hyperinflation; the reasons for, and</p>	<p>Causation.</p> <p>The ability to analyse and evaluate contemporary sources.</p> <p>The ability to analyse and evaluate interpretations.</p> <p>Knowledge and understanding.</p>	<p>Completion of exam questions throughout the term:</p> <p>4 mark - inference of source 12 mark - causation 8 mark – source utility 2 x 4 mark – interpretations questions 16 mark – interpretations question (+ 4 mark SPaG)</p> <p>Knowledge Tests.</p>



	<p>effects of, the French occupation of the Ruhr.</p> <p>3. The recovery of the Republic, 1924–29 ● Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. ● The impact on domestic policies of Stresemann’s achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.</p> <p>4. Changes in society, 1924–29 ● Changes in the standard of living, including wages, housing, unemployment insurance. ● Changes in the position of women in work, politics and leisure. ● Cultural changes: developments in architecture, art and the cinema.</p>		
Autumn B	<p>Topic 2: Hitler’s rise to power, 1919–33</p> <p>1. Early development of the Nazi Party, 1920–22 ● Hitler’s early career: joining the German Workers’ Party and setting up the Nazi Party, 1919–20. ● The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.</p> <p>2. The Munich Putsch and the lean years, 1923–29 ● The reasons for, events and consequences of the Munich Putsch. ● Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926.</p> <p>3. The growth in support for the Nazis, 1929–32 ● The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933.</p>	<p>Causation.</p> <p>The ability to analyse and evaluate contemporary sources.</p> <p>The ability to analyse and evaluate interpretations.</p> <p>Knowledge and understanding.</p>	<p>Completion of exam questions throughout the term:</p> <p>4 mark - inference of source 12 mark - causation 8 mark – source utility 2 x 4 mark – interpretations questions 16 mark – interpretations question (+ 4 mark SPaG)</p> <p>Knowledge Tests.</p>



	<p>The growth of support for the Communist Party. ● Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.</p> <p>4. How Hitler became Chancellor, 1932–33 ● Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. ● The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.</p>		
Spring A	<p><u>Topic 3: Nazi control and dictatorship, 1933–39</u></p> <p>1. The creation of a dictatorship, 1933–34 ● The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. ● The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.</p> <p>2. The police state ● The role of the Gestapo, the SS, the SD and concentration camps. ● Nazi control of the legal system, judges and law courts. ● Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.</p> <p>3. Controlling and influencing attitudes ● Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936. ● Nazi control of culture and the arts, including art, architecture, literature and film.</p>	<p>Causation.</p> <p>The ability to analyse and evaluate contemporary sources.</p> <p>The ability to analyse and evaluate interpretations.</p> <p>Knowledge and understanding.</p>	<p>Completion of exam questions throughout the term:</p> <p>4 mark - inference of source 12 mark - causation 8 mark – source utility 2 x 4 mark – interpretations questions 16 mark – interpretations question</p> <p>Knowledge Tests.</p> <p>Mock exams on Elizabeth, Cold War and Crime and Punishment.</p>



	<p>4. Opposition, resistance and conformity ● The extent of support for the Nazi regime. ● Opposition from the Churches, including the role of Pastor Niemöller. ● Opposition from the young, including the Swing Youth and the Edelweiss Pirates.</p>		
Spring A	<p>Topic 4: Life in Nazi Germany, 1933–39 1. Nazi policies towards women ● Nazi views on women and the family. ● Nazi policies towards women, including marriage and family, employment and appearance. 2. Nazi policies towards the young ● Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens. ● Nazi control of the young through education, including the curriculum and teachers. 3. Employment and living standards ● Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. ● Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour. 4. The persecution of minorities ● Nazi racial beliefs and policies and the treatment of minorities: Slavs, ‘gypsies’, homosexuals and those with disabilities. ● The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.</p>	<p>Causation. The ability to analyse and evaluate contemporary sources. The ability to analyse and evaluate interpretations. Knowledge and understanding.</p>	<p>Completion of exam questions throughout the term: 4 mark – source inference 12 mark - causation 8 mark – source utility 2 x 4 mark – interpretations questions 16 mark – interpretations question</p> <p>Knowledge Tests.</p>
Spring B	Revision of all units.		Knowledge and Understanding.



			Exam questions from across the 4 units. Mock exam on Germany.
Summer term: End of KS readiness for the 6th form	Key Knowledge studied at KS4 that will be useful for the 6th form	Summary of the main core skills taught at KS4 that can be reactivated at KS5	