

Subject	Year	Term
GCSE History	10	1
Topic		
Germany 1890- 1945		
Content (Intent)		
<p>Prior Learning (Topic) KS3: Industrial Britain and the 19th Century, Y8 Spring & Summer KS3: World War One, Y9 Autumn</p> <p>Core Content – we would expect majority of our students to be able to articulate 3 distinct points on the following which would be delivered through effective teaching and expert instruction that would be adapted to suit students : the core content is of course guided by the exam specs, however we have done whatever we can to go above and beyond the key texts for GCSE content:</p>		
<p>Autumn 1: Part one:</p> <ul style="list-style-type: none"> Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws. • Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation. • Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924–1929); economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture <p>Autumn 2: Part two: Germany and the Depression</p> <ul style="list-style-type: none"> The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler's appeal. The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor. • The establishment of Hitler's dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer. <p>Autumn 2] Part three: The experiences of Germans under the Nazis</p> <ul style="list-style-type: none"> Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees. Social policy and practice: reasons for policies, practices and their impact on women; young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution. Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot. 		
<p>Future Learning (Topic) KS4: Cold War in Europe, Post 1945</p>		
How will knowledge and skills be taught?		How will your understanding be assessed & recorded (Impact)
(Implementation)		
Skills – Chronology, Knowledge & Understanding, Causation and Consequence for essays (AO1) Different types of historical interpretations (AO3) Disciplinary Literacy Rich and varied lessons that will be adaptive in nature Skimming & Scanning of varying articles Discussion and analysis of historical pieces Description, Explanation & Evaluation throughout essays Skimming & Scanning Sensible internet research Creativity		Seneca for consolidation and knowledge gap checks Regular consolidation of knowledge and application of skills via GCSE exam-style questions (in class or as homework tasks).- dialogic marking An end of topic knowledge test will be set to help students consider how they can learn history.
How can parents help at home?		
Check the Department VLE page for other stretch activities. Facilitate the watching of relevant documentaries as promoted by the department. Support the Berlin visit.		
Helpful further reading/discussion		
Reading: Various – see VLE	Vocabulary Lists – department will develop the teaching of disciplinary vocabulary in order to	Careers Links: Discussion about politicians in domestic lessons;

	improve the fluency and rigour of historical understanding	
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