

Subject	Year	Term
GCSE History	10	2
Topic		
Nazis 1933 - 1945		
Content (Intent)		
Prior Learning (Topic) KS3: Industrial Britain and the 19 th Century, Y8 Spring & Summer KS3: World War One, Y9 Autumn		
Autumn 1: Part one: <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><u>Autumn 2:</u> 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. 		
Future Learning (Topic) KS4: Cold War in Europe, Post 1945		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded (Impact)	
Skills – Chronology, Knowledge & Understanding, Causation and Consequence for essays (AO1) Different types of historical interpretations (AO3) Skimming & Scanning Description, Explanation & Evaluation Sensible internet research Creativity Communication & Presentation Condensing of information	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). 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: Kaiser Autocracy Reichstag Constitution Socialism Communism Militarism Industrialisation Imperialism	Careers Links: Discussion about politicians in domestic lessons;