

INTENT-

- To develop a knowledge and understanding of events and developments in Weimar Germany 1918-1933.
- To assess how and why the Nazi Party came to power in 1933.
- Analyse primary sources from the time period to assess how they are of value to historians studying the period.

The bigger picture:

This content is to provide students with a deeper understanding of the impact of the Rise of the Nazis on the wider world. It builds on their knowledge from Y11. It also allows students to acknowledge and address power structures that exists in new forms today.

Bilton School Planning for Progress over Time Programme of Study 2020/21

- AO1** – Knowledge and understanding of key events to analyse causes, consequences and factors influencing key events.
- AO2** – Assessing Value of contemporary sources to the time.
- AO3** – Analysis of differing historian's interpretations

IMPLEMENTATION

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6 NEA introduction and Preparation
KS5	31/08/20 07/09/20 14/09/20 21/09/20 28/09/20 05/10/20 12/10/20 19/10/20	02/11/20 09/11/20 16/11/20 23/11/20 30/11/20 07/12/20 14/12/20	04/01/21 11/01/21 18/01/21 25/01/21 01/02/21 08/02/21	24/02/21 01/03/21 08/03/21 15/03/21 22/03/21 29/03/21	19/04/21 26/04/21 03/05/21 10/05/21 17/05/21 24/05/21	07/06/21 14/06/21 21/06/21 28/06/21 05/07/21 12/07/21 07/06/21
Year 12 20: Germany	L1 – Introduction to course L2 – Intro to Europe Character & Culture L3 – Source Analysis Baseline L4 – I Germany before 1918 L5 – Impact of WWI L6 – Weimar Government weakness of constitution L7 – Strengths and weakness of constitution L8 – Peace Settlement L9 – Terms of the Treaty L10 – Reactions to treaty L11 – Economic Impacts L12 – Sources Exam Technique L13 – Essay Exam Technique L14 – Threats from the Left L15 – Threats from Right – Kapp	L16 Threat from Right – Munich L17 – Sources Lesson L18 – Stresemann L19 – Industry L20 – The Young Plan L21 – Living standards L21 - PPE Revision PPE Revision PPE Week PPE Feedback DIRT (lockdown)	L22 – Weimar Politics L23 – Elections and Stability L24 – Nazism and Communism L25 Germany's international position L26 – Stresemann Foreign policy L27 – Economic and Social impact of Depression L28 – Social and Political Impact of Depression L29 – Electoral support Nazi and Communism L30 – Appeal of Nazism L31 – Appeal of Communism L32 and 33 – Hitler Becomes Chancellor	L34 – Reichstag Fire L35 – Enabling Act L36 – Germany by 1933 L37 – Revision Hyperinflation PPE Week L38 – Revision Threats L39 – Sources skills L40 – Revision Economy and Stresemann L41 – Revision Stresemann and Foreign Policy L42 Revision	L43 – Revision L44 – Revision L45 – Revision L46 – Revision L47 – Revision L48 – Revision EXAM PAPER 1 Wednesday 13 th PM EXAM PAPER 2 Monday 18 th PM	NEA Lessons 1-2 NEA – Lessons 3-4 NEA Lessons 5-6 NEA – Lessons 7-8
Progress and assessment	Source baseline to gauge and understanding of their written abilities Source analysis Q at end of term to see development of progress over term Source Question FAR	W/B 09/11/20 – Weimar Instability Essay FAR	W/B 18.01.21 – Germany FAR Piece (Essay) W/B 08.01.21 – Germany Far Piece (Source Analysis) W/B 11.01.21 – Tudors FAR piece W/B 01.02.21 – Tudors FAR piece	W/B 29/03/21 FAR Exam Question	FAR Piece to be assessed – students will have choice based on their development whether it is Essay or Source Question	L1-2 Main focus AO1 Knowledge overview of topic. 29/6/20 onwards, research, developing AO2 and AO3 and AO4 skills
Homework <i>(ensure that this is NOT stand alone, but clearly advances or embeds knowledge and understanding)</i>	L1 – Bismark Cornell Notes L2 – Key People Profiles – link to Crisis of 1918 L10 – People's reaction	03/11/20 – Rosa Luxemburg Profile	L27 – Essay Q L32 – Source Q	L37 – Seneca for revision knowledge Q on forms to check learning	L43 Seneca for revision – knowledge Q on forms to check learning	Homework will also be to complete summary notes on pre reading to prepare for the next lesson. It will regularly include completing interpretation or essay questions, linked to the assessment points above.
Key Vocabulary/literacy opportunities	Unification Political spectrum Constitution Proportional Representation	Economy Hyperinflation Economic Plan Political Spectrum	Great Depression Wall Street Crash Banking Systems	Conspiracy Enabling Totalitarian		Assess Evaluate Interpretation Provenance
Connected knowledge Character and Culture Coding: British Values Diversity Society Cultural Respect Links to SACRE Curriculum Strand: Living	Diversity – Teach students the impact of WWI on the formation of states within Europe and how this created tensions in the build-up to WW2 – this understanding of Europe will aid their understanding that Germany was not a single entity in Europe	Society – links will be made to students on how right wing groups were able to pose threats to democracy – they will then be able to further their understanding of right wing groups in modern day and how they can still threaten democracy	Society – develop students understanding on the impact of the economy on society – links will be made to the impacts on divisions in society post-recession Britain through discussion and questioning – bringing them from the known to the unknown			Some links back to the American West topic studied at GCSE. NEA merges skills of interpretation and critical source analysis along with evaluation, explanation and analysis.
End Points	Students will have a clear understanding of the makeup of Post war Europe, to deepen their understanding of the context Germany is placed in, to show that it is not a single entity and that much of Europe was dealing with post war issues. They will understand how Germany was impacted by the war, and the threats that it faced.	Students will have a clear understanding of the developments of the Weimar government and how it began its journey to recovery, reaching 1924 when the recovery began to take affect.	Students will have a clear understanding of how some believed Weimar had entered a golden age, and faced some economic and political stability in the years between 1924-1929. They will understand how the Nazis seized power through exploiting the collapse of the Weimar government.	Students will have a clear understanding of how the Nazis developed and secured their power. Students will then have the opportunity to revise the previous learning to ensure it has been secured.	Students will have a clear understanding of the units they have covered, and will be able to apply their knowledge and develop their exam skills through practice.	Students will have a clear understanding of the history of the USA. Through their interest and enthusiasm for the topic, they will focus in on a specific area of enquiry they wish to investigate further. Students will demonstrate clear skills from the Tudors and Germany to critically evaluate sources and historians interpretations for their chosen enquiry.

IMPACT:

Students will be able to measure progress using tracking sheets in exercise books. As all assessments will use generic criteria, will be moderated through dept meetings it will be possible to measure progress over time within and across year groups.

