

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

The bigger picture:

Links of this SoL to other departments and the broader school ethos

Bilton School Planning for Progress over Time Programme of Study 2023/2024

- 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 The Establishment of the Weimar Republic 1918-1924							Term 2 Weimar Republic and the Golden Age							Term 3 The Golden Age and the Collapse of Democracy							Term 4 The Collapse of Democracy							Term 5							Term 6 NEA introduction and Preparation						
KS5	04/09/23	11/09/23	18/09/23	25/09/23	02/10/23	09/10/23	16/10/23	23/10/23	06/11/23	13/11/23	20/11/23	27/11/23	04/12/23	11/12/23	18/12/23	08/01/24	15/01/24	22/01/24	29/01/24	05/02/24	19/02/24	26/02/24	04/03/24	11/03/24	18/03/24	08/04/24	15/04/24	22/04/24	29/04/24	06/05/24	13/05/24	20/05/24	03/06/24	10/06/24	17/06/24	24/06/24	01/07/24	08/07/24	15/07/24			
Year 12 20: Germany	L1 – Introduction to course L2 – Germany before 1918 L3 – Impact of WW1 L4 – Crisis of 1918 L5 – Weimar Constitution L6 – Strengths and weaknesses L7 – Peace Settlement L8 – Terms of Treaty L9 – Reactions to the Treaty L10 – Economic Impact L11 – Social Impact 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 PPE Week L22 – Weimar Politics L23 – Nazism and Communism L24 – Stresemann Foreign Policy Revision/Recap							L25 – Elections and Stability L26 – Economic and Social impact of Depression L27 – Social and Political Impact of Depression L28 – Electoral support Nazi and Communism L29 – Appeal of Nazism L30 – Appeal of Communism L31 and 32 – Hitler Becomes Chancellor L33 – Reichstag Fire L34 – Enabling Act L35 – Germany by 1933 L36 – Revision Hyperinflation HOLIDAY: 1 WEEK							L37 – Revision Threats L38 – Sources skills L39 – Revision Economy and Stresemann L40 – Revision Stresemann and Foreign Policy PPE Week L41 – Revision L43 – Revision L45 Revision HOLIDAY: 2 WEEKS							L47 – Revision PPE Practice PPE Practice L49 – Revision EXAM PAPER 1 Wednesday 13 th PM EXAM PAPER 2 Monday 18 th PM HOLIDAY: 1 WEEK							NEA Lessons 1-2 NEA – Lessons 3-4 NEA Lessons 5-6 NEA – Lessons 7-8						
Progress and assessment	Focus throughout KT1 will be looking at specific detailed content. Students will then be using this to begin practicing AS exam question. L6 – Weimar constitution 'doomed from the start' L9- Source evaluation on the impact of TOV L13- Winners and Losers of Hyperinflation							Focus throughout KT2 will be looking at specific detailed content. Students will then be using this to develop their AS exam skills. L17 – Munich Putsch – Impact and success of L23 – Appeal of Nazism vs. Communism							Focus throughout KT3 will be looking at specific detailed content. Students will then be using this to develop their AS exam skills. L27 – What was the impact of the Great Depression? L33 – Reichstag Fire							Focus throughout will be reviewing specific detailed content. Students will then be using this to develop their AS exam skills.							Focus throughout will be reviewing specific detailed content. Students will then be using this to develop their AS exam skills.							L1-2 Main focus AO1 Knowledge overview of topic. 10/06/ 23 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>	Students will be doing a combination of essay and source questions as homework. This will be in addition to any necessary research questions that are assigned each topic. This is to develop and/or consolidate learning with further reading on a topic.							Students will be doing a combination of essay and source questions as homework. This will be in addition to any necessary research questions that are assigned each topic. This is to develop and/or consolidate learning with further reading on a topic.							Students will be doing a combination of essay and source questions as homework. This will be in addition to any necessary research questions that are assigned each topic. This is to develop and/or consolidate learning with further reading on a topic.							Students will be doing a combination of essay and source questions as homework. This will be in addition to any necessary research questions that are assigned each topic. This is to develop and/or consolidate learning with further reading on a topic.							Students will be doing a combination of essay and source questions as homework. This will be in addition to any necessary research questions that are assigned each topic. This is to develop and/or consolidate learning with further reading on a topic.													
Key Vocabulary/literacy opportunities	Abdication Constitution Hyperinflation Extremism Coalition							Hyperinflation Golden Age Disarmament Occupation Passive Resistance							Backstairs Intrigue Extremism Lebensraum Volksgemeinschaft Propaganda							Use of vocabulary from across KT1,2 and 3. Assess Evaluate Interpretation Provenance							Use of vocabulary from across KT1,2 and 3. Assess Evaluate Interpretation Provenance													
Connected knowledge	Links to GCSE for students who studied Weimar and Nazi Germany – an opportunity to go into much more depth on these topics.							Links to GCSE for students who studied Weimar and Nazi Germany – an opportunity to go into much more depth on these topics.							Links to GCSE for students who studied Weimar and Nazi Germany – an opportunity to go into much more depth on these topics.							Links to GCSE for students who studied Weimar and Nazi Germany – an opportunity to go into much more depth on these topics.							Links to GCSE for students who studied Weimar and Nazi Germany – an opportunity to go into much more depth on these topics.													
End Points	Students will understand the origins of the Weimar Republic and the impact that WW1 had on Germany. This will include the impact of the Treaty of Versailles and the social, economic and political on Germany. This will create a solid foundation for understanding how the NSDAP were able to rise to power in the 1930s.							Students will gain an understanding of how society, politics and the economy develops in the 1920s to become Germany's 'Golden Age'. Students will reflect on Germany's domestic and international position by 1928 and how this impacts its stability ahead of the 1930s.							Students will look at the collapse of the Weimar Republic and the resulting rise of the NSDAP. This will include the appeal of extremist parties (Nazism and Communism) and what drove Germany to become a dictatorship.							Students will have an opportunity to reflect on KT1, KT2 and KT3. This will look at Germany's journey from democracy to dictatorship. They will also be able to reflect on the source and essay skills they have developed throughout the year.							Students will have an opportunity to reflect on KT1, KT2 and KT3. This will look at Germany's journey from democracy to dictatorship. They will also be able to reflect on the source and essay skills they have developed throughout the year.							The NEA will allow students to develop their interest and enthusiasm for a topic of their choosing. 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 as they will have developed their skill set across the year with continuous practice of exam style questions. 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. Students will have an opportunity to develop