

**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 historical significance and value.
- To utilise skills developed across the year and apply to students independent NEA.

**The bigger picture:**

This scheme of learning aims to develop and build upon skills that students have learnt at GCSE. The unit allows students to fully analyse sources and interpretations and form their own opinions on Historical events with an in-depth programme of study. Additionally, the NEA will help create independent learners and historians. This will help promote skills like that needed for university, giving students a sense of autonomy over their work, allowing them to study what makes them interested in History.

**Bilton School Planning for Progress over Time Programme of Study**

- 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 Weimar Republic and the Golden Age / The Collapse of Democracy	Term 4 The Collapse of Democracy	Term 5 NEA introduction and Preparation	Term 6 NEA
<b>KS5</b>						
<b>Year 12</b>	1. Introduction to the course / KT1 2. Impact of War 3. Impact of War – Source Analysis 4. Weimar Constitution 5. What caused problems for Weimar? 6. Terms of the Peace Treaty 8. Global responses to the Treaty 9. Economic situation 1919 10. Treaty of Versailles Social impact 11. Essay Practice TOV 12. Left Wing risings 13. Right wing risings 14. The Munich Putsch 15. Munich Putsch – Success or failure? 16. TOV Essay Feedback 17. Exam Technique – Essays <b>HOLIDAY: 1 WEEK</b>	November PPE 18. Hyperinflation – Sources 19. Position of Weimar by 1924 20. KT1 Review and Sources 21. Political instability review 22. PPE Feedback (KT2 Start) 2. German Industry and Agriculture 3. Extent of Economic Recovery 4. Reparations issue and the Young Plan 5. Living Standards and Social Welfare 6. Weimar Political developments 7. Political extremism in Weimar <b>HOLIDAY: 2 WEEKS</b>	8. Extent of Golden Age 9. Stresemann's Foreign policy 10. Foreign Policy source practice P2 11. Foreign Policy source practice P2 12. Review of KT2 13. Review of KT2 1. (KT3 Start) The Great Depression 2. Appeal of the NSDAP 3. The Appeal of Communism 4. Appeal of NSDAP 5. Hitler becomes Chancellor 6. Hitler becomes Chancellor P2 <b>HOLIDAY: 1 WEEK</b>	PPE Exam preparation March PPE 7. Backstairs intrigue 8. Backstairs intrigue P2 9. Impact of the Reichstag Fire 10. Position of Germany by 1933 11. Exam technique - Source Practice 12. Exam Technique – Source Practice <b>HOLIDAY: 2 WEEKS</b>	2. NEA Mark Scheme 3. NEA Research and Referencing 4. NEA Question types 5. NEA Presentations 6. NEA Presentations 7. NEA Choosing Historians 8. NEA Choosing Sources 9. NEA Referring and Structure PPE Prep <b>HOLIDAY: 1 WEEK</b>	PPE Prep PPE Prep JUNE PPE NEA Preparation PPE Feedback Course revisit and review Course revisit and review
<b>Progress and assessment</b>	Focus throughout KT1 will be looking at specific detailed content. Students will then be using this to begin practicing AS exam questions on both source utility and essay questions on second order historical concepts. 3- Impact of War on Germany 11- The impact of the Treaty of Versailles.	Focus throughout KT2 will be looking at specific detailed content. Students will then be using this to develop their AS exam skills. 18 – The impact of Hyperinflation 3- The Extent of Economic recovery	Focus throughout KT3 will be looking at specific detailed content. Students will then be using this to develop their AS exam skills. 11 – Foreign Policy source practice 4- Appeal of Nazism	Focus throughout will be reviewing specific detailed content. Students will then be using this to develop their AS exam skills. 8- Role of Backstairs Intrigue 12. Source analysis	Focus throughout the NEA unit is develop students skills as an independent learner and be able to conduct research of their own.	The focus throughout term 6 will be a combination of developing their AO1, AO2 and AO3 skills. The skills they have developed throughout the year
<b>Homework</b>	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.	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.
<b>Literacy (Including Reading)</b>	Unit textbook plus links to a wide range of historians to stretch knowledge and understanding Abdication Constitution Hyperinflation Extremism Occupation Coalition	Unit textbook plus links to a wide range of historians to stretch knowledge and understanding Hyperinflation Golden Age Disarmament Occupation Passive Resistance	Unit textbook plus links to a wide range of historians to stretch knowledge and understanding Backstairs Intrigue Extremism Lebensraum Volksgemeinschaft Propaganda	Unit textbook plus links to a wide range of historians to stretch knowledge and understanding Use of vocabulary from across KT1,2 and 3. Assess Evaluate Interpretation Provenance	Unit textbook plus links to a wide range of historians to stretch knowledge and understanding Assess Evaluate Interpretation Provenance	Unit textbook plus links to a wide range of historians to stretch knowledge and understanding Assess Evaluate Interpretation Provenance Additionally, a range of key vocabulary from across Y12.
<b>Cultural Capital</b>	Understanding the effect of war on society	Impact of economic decline on society	Development of 1920s culture and the impact on society			
<b>Connected Knowledge</b>	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.	NEA merges skills of interpretation and critical source analysis along with evaluation, explanation and analysis.	Links to GCSE for students who studied Weimar and Nazi Germany – an opportunity to go into much more depth on these topics.
<b>Social, Moral, spiritual and cultural development</b>	Learning about protest and the challenges democracy faced		Impact of cultural change on society including the role of women	Challenges to democracy and freedom of speech.		
<b>Fundamental British Values</b>	Appreciate the democracy can't be taken for granted	Appreciate the democracy can't be taken for granted	Appreciate the democracy can't be taken for granted	Appreciate the democracy can't be taken for granted.		
<b>End Points</b>	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.	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:** 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.

**At the end of Year 12 students will be able to:**

- Understand the process of change and continuity through their study.
- Students will be able to analyse historical sources for their provenance and content and assess their utility in regard to a historical inquiry.
- Students will be able to write analytical essays showing judgements about the historical inquiries they have studied

**They will be able to do this by:**

- Students will make comparisons between key time periods across the unit and analyse causes of change and continuity.
- Throughout the year, students will practice how to analyse historical sources and gain an understanding of what determines a sources utility. Students will receive feedback throughout the year and source analysis structures to aid them in making strong, analytical responses to source utility questions.
- Students will learn key content across the year which will allow them to form their own judgements on key historical inquiries. Students will receive feedback throughout the year in addition to essay structures to help their develop how to write substantiated judgments.