

HISTORY – paper 3 Weimar & Nazi Germany

Unit 1 – Weimar Germany

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>The key events of Weimar Germany; the political, social and economic conditions</p>	<p>KNOWLEDGE: The impact of Stresemann; economic recovery; changes in society; cultural changes; the impact of the Wall Street Crash.</p> <p>UNDERSTANDING: Students will understand the influence of Stresemann and will be able to use this to evaluate the strengths and weakness of the Weimar Republic. They will be able to analyse the impact of different events and evaluate their overall impact on the support the Weimar Government received.</p> <p>SKILLS: Recall and explain key facts; analyse the causes and consequences of events and evaluate their importance; draw inferences from sources; analyse the usefulness of sources; analyse historical interpretations</p>	<p>Home learning is full and accurately completed.</p> <p>A secure recall and understanding of events is apparent in both written work and class discussions.</p> <p>The ability to make and support valid inferences from sources and also evaluate them.</p> <p>The ability to analyse the causation and consequences of events.</p> <p>The ability to evaluate interpretations using both own knowledge and source material.</p>	<p>Students studied some of this topic in year 9 and so have an understanding of the early years of Weimar Republic. They will build on this by considering how the Republic developed as the period progressed.</p>	<p>Germany textbook</p> <p>Hodder textbook</p> <p>BBC Bitesize</p> <p>GCSE Pod</p>

HISTORY – paper 3 Unit 2 – The Rise of Hitler

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>The origins of the Nazi Party and its growth throughout the 1920's</p>	<p>KNOWLEDGE: The DAP and its evolution into NSDAP; The role of Hitler in developing the party; the 25 point programme; Munich Putsch; the Lean Years; Nazi Supporters; Hitler as Chancellor</p> <p>UNDERSTANDING: Students will understand how the conditions of the Weimar Republic led to the formation of DAP; the importance of Hitler's role in NSDAP; the success and failures of Hitler's different</p>	<p>Home learning is full and accurately completed.</p> <p>A secure recall and understanding of events is apparent in both written work and class discussions.</p>	<p>Students will use their prior knowledge of Weimar Germany to understand the support for Hitler and the NSDAP.</p>	<p>Germany textbook</p> <p>Hodder textbook</p> <p>BBC Bitesize</p> <p>GCSE Pod</p>

	<p>attempts to gain power; the reasons why different groups in German society supported him.</p> <p>SKILLS: Recall and explain key facts; analyse the causes and consequences of events and evaluate their importance; draw inferences from sources; analyse the usefulness of sources; analyse historical interpretations.</p>	<p>The ability to make and support valid inferences from sources and also evaluate them.</p> <p>The ability to analyse the causation and consequences of events.</p> <p>The ability to evaluate interpretations using both own knowledge and source material.</p>	<p>They will use their knowledge of key events to understand the context of Hitler's actions.</p>	
HISTORY – paper 3 Unit 3 – Hitler's consolidation of Power				
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>The immediate steps Hitler took to consolidate his power and how the Nazi's maintained their power.</p>	<p>KNOWLEDGE: Removal of opposition including the Reichstag Fire, the Enabling Act and the Night of the Long Knives; the setting up of the police state and the use of propaganda; the extent of support, in particular from the Church, youth and Law.</p> <p>UNDERSTANDING: Students will understand how and why Hitler removed immediate threats to his power and how he became the Fuhrer; how the Nazis set up a Police State and why this was so successful; how life improved in many ways for the German people and their resulting support; how Hitler dealt with opposition, how extensive this was and its impact.</p> <p>SKILLS: Recall and explain key facts; analyse the causes and consequences of events and evaluate their importance; draw inferences from sources; analyse the usefulness of sources; analyse historical interpretations.</p>	<p>Home learning is full and accurately completed.</p> <p>A secure recall and understanding of events is apparent in both written work and class discussions.</p> <p>The ability to make and support valid inferences from sources and also evaluate them.</p> <p>The ability to analyse the causation and consequences of events.</p> <p>The ability to evaluate interpretations using both own knowledge and source material.</p>	<p>Students will use their understanding of Hitler's aims and methods to evaluate his later actions. They will also use their understanding of life in Weimar Germany to understand some reasons for his support.</p>	<p>Germany textbook</p> <p>Hodder textbook</p> <p>BBC Bitesize</p> <p>GCSE Pod</p>

HISTORY – paper 3
Unit 4 – Life in Nazi Germany

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>The changes Hitler made to Germany and what it was like to live there</p>	<p>KNOWLEDGE: Nazi policies towards women and children; how they tackled economic and unemployment issues; the treatment of minorities and the Jews.</p> <p>UNDERSTANDING: how much life under the Nazis changed; the impact of his policies and the extent to which Hitler successfully realised his aims for Nazi Germany.</p> <p>SKILLS: Recall and explain key facts; analyse the causes and consequences of events and evaluate their importance; draw inferences from sources; analyse the usefulness of sources; analyse historical interpretations.</p>	<p>Home learning is full and accurately completed.</p> <p>A secure recall and understanding of events is apparent in both written work and class discussions.</p> <p>The ability to make and support valid inferences from sources and also evaluate them.</p> <p>The ability to analyse the causation and consequences of events.</p> <p>The ability to evaluate interpretations using both own knowledge and source material.</p>	<p>Students will use their understanding of Hitler’s aims and methods to evaluate his later actions. They will also use their understanding of life in Weimar Germany to make comparisons with life in Nazi Germany.</p>	<p>Germany textbook</p> <p>Hodder textbook</p> <p>BBC Bitesize</p> <p>GCSE Pod</p>