

## The Warriner School Subject Curriculum Map

Subject: HISTORY	Year Group: 10	Unit: Germany 1890-1945 AQA 8145 BA <b>Nazi Germany 1933-1945</b>
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Unit objectives: **Assessment objectives**

- AO1-** Students need to 'demonstrate knowledge and understanding of key features and characteristics of the periods of history they have studied'.  
**AO2-** Students need to 'explain and analyse historical events and periods using **second-order** concepts'.  
**AO3-** analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.  
**AO4-** analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Context for study: first part of unit 1 of 4, Germany 1890-1945.

Each unit is worth 25% of the final GCSE grade.

The final focus for this unit will be the Nazi years 1933-45. Previous foci were on the Kaiser and Weimar years of Germany. The next unit will focus on Conflict and Tension in Europe, 1945-1972

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

**How Hitler became Chancellor**- timeline of events, role of Von Schleicher, Von Papen and Hindenburg.

**The Reichstag Fire**- who, when, consequences. Significance of the event.

**Emergency Powers**- how did Hitler use the Reichstag Fire to his advantage?

**The Enabling Act**- how was this possible? Significance of event. Removal of political opposition

**The Night of the Long Knives**- why chose the Army over the SA? What happened? When was it?

**The death of Hindenburg/oath of loyalty** – creation of the Fuhrer

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### PART 3 THE EXPERIENCES OF GERMANS UNDER THE NAZIS

**Methods of control- Nazi police state-** people's courts, informers, gestapo, camps, police, SA, SS etc. STICK

**The use of culture, propaganda and mass media.** CARROT approach. Be able to describe methods of propaganda and explain their impact, radios, newspapers, films, rallies, books, censorship, Olympic Games, art

**Opposition to Nazi rule** - Communists, the Church (impact of individuals e.g Niemoller), passive resistance, youth groups (White Rose, Swing Movement, Edelweiss Pirates)

**Growing opposition during the war-** including the army – July Bomb Plot, White Rose Group

**Persecution of the Jews and the Final Solution-** timeline of events, how (methods) and why. Kristallnacht – 3 reasons why and events. Creation of Ghettos. Wansee Conference – Final Solution

**Persecution of other minorities-** which groups, why.

**The Hitler Youth and League of German Maidens.** E.g. of activities and purpose of groups. CARROT

**Education.** Indoctrination- methods, e.g's, purpose of subjects. CARROT

**Aims and development of Nazi policies towards women and the family.** CARROT – Kinder, Kirche, Kuche, Motherhood cross, marriage loans, Lebensborn, birth rate

**The effectiveness of German economic policies-** who benefitted who didn't? (focus on German people, farmers, big business, small business etc). Strength through Joy, Trade Unions, Policies towards farmers, policies aimed at the working class, KDF, public works schemes.

**The impact of the Second World War-** positive and negative, women's contribution, bombing, rationing, labour shortages, rearmament, self-sufficiency, refugees,

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<p>Possible Misconceptions and adaptive responses to these: Confusion between the Night of the Long Knives June 1934 attack on the SA and the Night of Broken Glass Nov 1938 Pogrom against Jews. Confusion between SS and SA and Gestapo. Confusion between the differing names of same groups/ events- SA= Stormtroopers = Brownshirts. Night of Broken Glass = Crystal Night = Kristallnacht</p> <p>Regular formative assessment through low-stakes questioning, recap starters, inclusive sharing of responses.</p> <p>Ensure knowledge is sound before moving on during the lesson or in the next lesson.</p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i> Glossary of new terms. Match the definition Sentence starters for correct PEEL paragraphing PACC for source analysis- Provenance, Audience, Content, Context. Text printed into booklets for the whole unit. Resources also scanned in department share to be available on Go or Teams.</p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i> <i>In class homework, timed questions, End of unit assessments, in class and as a cohort, winter and spring mocks</i></p>	