

## The Warriner School Subject Curriculum Map

Subject: HISTORY. Weimar Years	Year Group: 10	Unit: Germany 1890-1945 AQA 8145 BA Weimar Germany 1918-1933
<p>Unit objectives: <b>Assessment objectives</b></p> <p><b>AO1-</b> Students need to 'demonstrate knowledge and understanding of key features and characteristics of the periods of history they have studied'.</p> <p><b>AO2-</b> Students need to 'explain and analyse historical events and periods using <b>second-order</b> concepts'.</p> <p><b>AO3-</b> analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p><b>AO4-</b> analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>		
<p>Context for study: Second part of unit 1 of 4, Germany 1890-1945. Each unit is worth 25% of the final GCSE grade.</p> <p>This is the Weimar years 1918-1933, the previous focus were the Kaiser years and then the final focus for this unit will be the Nazi years 1933-45.</p>		



<p>Sequence of learning: <i>Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in <b>bold</b>)</i></p>	
<p><b>The Establishment of the Weimar Republic</b> - who, what, when, where, why, first leaders, first jobs, impact</p> <p><b>The impact of the Treaty of Versailles on the German economy and politics.</b> Terms of the Treaty of Versailles, November Criminals, stab in the back, diktat, interim payment made to allies before the Reparations Commission report</p> <p><b>The Weimar constitution</b> – who could vote, Article 48, strengths, weaknesses, president, chancellor</p> <p><b>The political disorder of 1919-1923-</b> 3 putsches - Spartacists, Kapp, Munich, know the years, main people, main events</p> <p><b>The occupation of the Ruhr</b> -causes, German reaction, feelings</p>	
<p><b>Weimar Germany, the Stresemann era</b></p> <p><b>Economic distress and hyperinflation-</b> know at least 3 reasons for hyperinflation, main events, how it was resolved, Stresemann</p> <p><b>The Stresemann era recovery at home and abroad</b> - <u>rentenmark</u>, civil service, League of Nations, Kellogg-Briand, Dawes Plan, Young Plan, Locarno Pact</p> <p><b>Cultural achievements of the Weimar Republic</b> - music, art, film, architecture, Bauhaus Movement</p> <p><b>Problems of the Weimar Republic</b> – reliance on American loans, struggling farmers, <u>Wandervogel</u> movement, reorganisation of the Nazis and Communists, Hindenburg appointment as President.</p>	

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### PART 2 GERMANY AND THE DEPRESSION

**Nazi ideas and methods**- 25 point programme, beliefs on race, women, working class, TofV, business etc.

**The Munich Putsch**- aim, who was there, events, outcome, trial, success and failure

**The change of tactics after the Putsch** – reorganisation, focus on propaganda, creation of Nazi organisations e.g. Hitler Youth

**The impact of the Depression on Germany- causes and impact**- Wall St Crash, political, social + economic. 1929-33

**Reasons for growing support for the Nazis and election results of 1928-1932.** High unemployment, lack of direction from government, increasing use of Article 48, threat of communism

Know the terms of the armistice

Know when and why the Kaiser abdicated

Know the impact of the British blockade on Germany and the starvation

Know that sailors refused to leave port to fight during the Kiel mutiny

Know the reaction in Germany to the end of the war

Know that Germany became a republic when the Kaiser abdicated

Know what a republic is

Know that Ebert was the first leader of the Weimar Republic

Know why it is called the Weimar Republic

**Know why the introduction of a republic caused concern in Germany**

**Know the main terms of the Treaty of Versailles, loss of land, military restrictions, economic impact**

**Know who the November Criminals were**

**stab in the back, diktat, interim payment made to allies before the Reparations Commission report**

**The Weimar constitution** – who could vote, Article 48, strengths, weaknesses, president, chancellor

**The political disorder of 1919-1923**- 3 putsches - Spartacists, Kapp, Munich, know the years, main people, main events

**The occupation of the Ruhr** -causes, German reaction, feelings

Possible Misconceptions and adaptive responses to these:

Regular formative assessment through low-stakes questioning, recap starters, inclusive sharing of responses.

Ensure knowledge is sound before moving on during the lesson or in the next lesson.

Literacy and Oracy development opportunities:

*Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.*

Glossary of new terms.

Match the definition

Sentence starters for correct PEEL paragraphing

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	<p>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>	