

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
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Scheme of Work 2020-2021

Subject: History

Year Group: Year 12

Specification: AQA – Paper 2 Topic – Democracy and Nazism: Germany, 1918-45. This section of the course is taught by Miss Z Thomas. Year 12 will be studying Part One of the course which is Weimar Germany 1918-33.

The year 12 part of the topic is taught in 57 lessons (2-3 lessons per week) before moving onto revision and the NEA at the end of the summer term.

There will be a sequence of 8 lessons that will act as an introduction. This will bridge the gap in the skill and act as an introduction to A level whilst students are organised into their correct pathways. These lessons will focus on WW1, The Armistice and the ToV whilst embedding source skills and flipped learning as a standard expectation for the course of the A Level. This content will be closely linked to the conflict and tension unit that the students started to studied at GCSE level whilst upskilling the questioning and source analysis.

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Pre A Level – An introduction

1	Introduction to A Level Germany	A brief narrative History of the First World War – Cause, conflict and consequence			Before the lesson (flipped learning): After the lesson (to follow up on the lesson content):	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9
2	Introduction to A Level Germany	What was the significance of the Armistice?			Before the lesson (flipped learning): After the lesson (to follow up on the lesson content):	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9

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3	Introduction to A Level Germany	What were the aims of the Big Three, and why did they all compromise?			Before the lesson (flipped learning): After the lesson (to follow up on the lesson content):	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9
4	Introduction to A Level Germany	What were the terms of the Treaty of Versailles?			Before the lesson (flipped learning): After the lesson (to follow up on the lesson content):	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9
5	Introduction to A Level Germany	What were the reactions to the Treaty of Versailles?			Before the lesson (flipped learning): After the lesson (to follow up on the lesson content):	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9
6	Introduction to A Level Germany	How successful was the Treaty of Versailles?			Before the lesson (flipped learning): After the lesson (to follow up on the lesson content):	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9
7	Introduction to A Level Germany	Who was Adolf Hitler?			Before the lesson (flipped learning): After the lesson (to follow up on the lesson content):	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9
8	Introduction to A Level Germany	What impact did the Treaty of Versailles have on Hitler's beliefs and the long term outcome for Europe?			Before the lesson (flipped learning): After the lesson (to follow up on the lesson content):	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9

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Unit 1: The establishment and early years of the Weimar Republic, 1918 -24

1	Topic 1: The impact of war, the political crises of October to November 1918, and the establishment of the Weimar constitution	Introduction: What was Germany like at the start of the 20 th Century?	<p>Starter</p> <p>Germany word association</p> <p>Main</p> <p>Each pupil is given brief information on Germany history (political, economic, social, religious) highlight and then share to partners.</p> <p>Plenary</p> <p>Create an infographic that reflects Germany in the early 20th Century</p>		<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>Homework – Research task on aspects of German society pre 1918 –</p> <p>Political</p> <p>Economic</p> <p>Social</p> <p>Religious</p> <p>What is the “dolchstoss”?</p> <p>Research and write up in your own words. Must use historians</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9
2	Topic 1: The impact of war, the political crises of October to November 1918, and the establishment of the Weimar constitution	How accurate is the ‘stab in the back’ myth?	<p>Starter</p> <p>Presentations on German society pre 1918.</p> <p>Main</p> <p>Cartoon analysis annotation and discussion of dolchstoss.</p> <p>Timeline card sort.</p> <p>Cover a whole table with paper (brown paper in the History cupboard is good for this). Complete the timeline activity. Students draw initial conclusions about the ‘stab in the back’ myth.</p>		<p>Create a timeline of the events from August – December 1918</p> <p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9

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			<p>Read through examples of reactions to end of WW1. Explain if they would believe in the myth?</p> <p>Complete source evaluation grid.</p> <p>Source activity question. Bavarian military attaché.</p> <p>Plenary: class discussion “the dolschloss was a myth but it being false doesn’t matter”</p>			
3	Topic 1: The impact of war, the political crises of October to November 1918, and the establishment of the Weimar constitution	Why did Germany become a Republic in 1918?	<p>Starter</p> <p>Read through Kaiser’s abdication statement. What does it tell us about the situation in 1918?</p> <p>What more do we need to know?</p> <p>Main</p> <p>Note taking exercise.</p> <p>Read Whitfield pages 1-3. Make notes under the following headings:</p> <ul style="list-style-type: none"> • Kaiser’s viewpoint • Military reality • October Reforms • The Peace note • Public reaction • Mutiny • Collapse • The creation of the Republic <p>Study source 2 on page 4</p> <p>How valuable is this source to a historian studying the events of November 1918?</p>		<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>Write up planned answer.</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9

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			<p>Plenary</p> <p>Germany was not ready to become a republic in 1918, to what extent do you agree with this view. Plan answer</p> <p>Revision Guide page 14 essay task</p>			
4	Topic 1: The impact of war, the political crises of October to November 1918, and the establishment of the Weimar constitution	What choices did Ebert have when he took office?	<p>Starter</p> <p>Ordering of events from the German revolution</p> <p>Definition of key political terms (do a political spectrum if necessary)</p> <p>Main:</p> <p>Categorise Ebert’s problems into soci-economic, left wing, right wing & military in groups.</p> <p>In groups, look at options available and decide what you think Ebert would do.</p> <p>Read page 20-23 of SHP and add in Ebert’s actual decision</p> <p>Plenary</p> <p>Revision guide page 14 essay task</p>		<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>Research the following political parties. Their full name, leader and political aims.</p> <p>BVP</p> <p>DDP</p> <p>DNVP</p> <p>DVP</p> <p>KPD</p> <p>NSDAP</p> <p>SPD</p> <p>USPD</p> <p>ZP</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9
5	Topic 1: The impact of war, the political crises of October to November 1918, and the establishment	Was the Weimar constitution the death sentence of the Weimar Republic?	<p>Starter: place political parties from home learning on political spectrum</p> <p>Main</p> <ol style="list-style-type: none"> Look at the key articles from the new Weimar Constitution 	Page 11 whitfield ‘The Weimar constitution was not democratic nor did it provide the basis for stable government’ Assess the validity of this view (30) Baseline assessment to be handed in and marked before the knowledge skill lesson to review baseline.	<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>Read page 8-11</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9

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	of the Weimar constitution		<ul style="list-style-type: none"> Each table will study the constitution and feedback to the group on the powers and selection of <ul style="list-style-type: none"> The President The Chancellor The Reichstag The relationship between federal and local states Consider What policies would be acceptable to the majority What policies would appeal to workers/socialists What policies would appeal to industrialists/ the Right? <p>2. Create a diagram to represent the structure of the Weimar Republic</p> <p>3. Read Whitfield pages 8-11. Complete a table of strengths and weaknesses.</p> <p>4. Historians' analysis. Whitfield 24-27</p> <p>Plenary: did the Weimar constitution set Germany up for failure?</p>		<p>Complete table on page 11 in detail</p> <p>Should be done as part of a double lesson instead</p>	
6	Topic 1: The impact of war, the political crises of October to November 1918, and the establishment of the Weimar constitution	Source Skill introduction lesson	<p>In class, prepare for HW task of source 30 mark question</p> <p>NEED TO CHANGE FROM AS TO A LEVEL STYLE</p> <p>Sources 2 & 3 pg 4/5 Whitfield.</p> <p>Task:</p> <p>Create a table:</p> <ul style="list-style-type: none"> Provence Content and argument Tone and emphasis Own knowledge <p>25 mark question – 45 minutes</p> <p>With reference to sources 2 and 3, and your understanding of the historical context, which of these sources would be more valuable to an historian studying the events of November 1918 in Germany?</p> <p>Whitfield, page 5</p> <p>Use exam technique on page 303</p>	In class assessment of 1 source only (20 minutes)	<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>Homework:</p> <p>25 mark question, Whitfield pg 5</p> <p>Flip learning:</p> <p>Research what one of the following countries wanted from the ToV:</p> <p>Germany, USA, Britain, France.</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9

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7	Topic 2: The impact of the Versailles Settlement on Germany	How did the terms of the Armistice shape the position of the chief negotiators at the Paris Peace Conference?	<p>Starter</p> <p>Photo activity slide 1.</p> <p>Main</p> <ol style="list-style-type: none"> Examine the Armistice source. Discussion: What were the terms of the Armistice? Do you think they were harsh? What were they designed to do? Copy of the source could be stuck in book and annotated. Use discussion and Layton pages 31-32. What did the following countries want: <ul style="list-style-type: none"> a) Germany b) France c) Britain d) USA <p>Plenary</p> <p>Versailles role play</p>		<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9
8	Topic 2: The impact of the Versailles Settlement on Germany	Was German reaction to the Treaty of Versailles justified?	<p>Starter</p> <p>Points test on the terms of the Treaty of Versailles.</p> <p>Main</p> <ol style="list-style-type: none"> Preuss source – PowerPoint. How valuable a witness is Preuss for the attitudes of the German people? Read Layton pages 34-37. Create a table to show German reaction to the ToV compared to a more balanced view. <p>Plenary</p> <p>John Maynard Keynes quote –</p> <p>How useful is it to an historian studying the reaction of German people to the ToV?</p> <p>Does this source impact your view of the Preuss source we started today's lesson with?</p>		<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9

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9	Topic 2: The impact of the Versailles Settlement on Germany	What was the political impact of the ToV on Germany?	<p>Starter</p> <p>‘A Transparent Dodge’ cartoon – What is the message of the cartoon?</p> <p>Students stick the source in their book and annotate it. Use the following as prompts: Provenance; content and argument; tone and emphasis;</p> <p>own knowledge. Compare to the opinion of JM Keynes examined last lesson.</p> <p>Main</p> <p>Read Whitfield pages 15-18.</p> <p>Explain political spectrum – task revision guide p18</p> <p>Explain the political impact of the Treaty of Versailles in terms of:</p> <ol style="list-style-type: none"> Reaction of Pro- republican parties within Germany. Reaction of the Right within Germany. Reactions from abroad. <p>Plenary</p> <p>Source skills work:</p> <p>Put the class into three groups. Give each group a source to focus on. After 5 minutes of group discussion, each group feeds back to the class commenting on the <i>value</i> of the source they examined. Sources on lesson PowerPoint – taken from Whitfield pages 15 & 17.</p>	<p>Whitfield page 15-17</p> <p>In class use ‘Look at sources 2.3 and 4. In what ways would these sources be of value to an historian studying right-wing political views in the Weimar Republic?’ (30)</p>	<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9
10	Topic 2: The impact of the Versailles Settlement on Germany	Knowledge question skill introduction lesson	<p>In class</p> <p>Hand back first essay for discussion of baseline</p> <p>25 mark exam question, 45 minutes.</p> <p>‘German horror at the Treaty of Versailles was the result of unrealistic expectations’. Explain why you agree or disagree with this view.</p> <p>Use example answer from p18 revision guide</p>	<p>Seneca End of Unit Test – Germany Post WW1</p> <p>‘Revision guide page 18</p> <p>The Treaty of Versailles failed to live up to the expectations of the Germans and shattered the Weimar government’s hopes for stability.’</p> <p>Assess the validity of this view. (25)</p>	<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9

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11	Topic 3: Economic and social problems in Germany, 1919-24	What economic problems did Germany face in the aftermath of the War?	<p>Starter: keyword definition. Match the keyword to the economic definition</p> <p>Main:</p> <p>Read through the article on the German economy and the Weimar Republic</p> <p>After you have read a paragraph, write a title for that paragraph in the margin next to it.</p> <p>Then highlight 3-4 points that support the title you have given the paragraph.</p> <p>Now create a diagram that summarises the main points of the article. (use the title words to help you)</p> <p>Discussion</p> <ul style="list-style-type: none"> Germany's economic difficulties were a result of the impact of Reparations payments. <p>Plenary: hand out character cards. Pupils to read through and create a summary of their experiences in Germany up to 1922.</p>		<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>create a summary of their characters' experiences in Germany up to 1922.</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9
12	Topic 3: Economic and social problems in Germany, 1919-24	How did the occupation of the Ruhr make the economic situation in Germany worse?	<p>Starter</p> <p>Does your character support the Weimar Republic?</p> <p>Main:</p> <ul style="list-style-type: none"> Read pages 20-21 of Whitfield <ul style="list-style-type: none"> What was the political impact of reparations? What was the economic impact of reparations? Could Germany actually afford to pay reparations? Create a flow chart that documents the events in the Ruhr. Use page 21-22 		<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9

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			<ul style="list-style-type: none"> • What was the immediate impact of Hyperinflation? • Why did Social Welfare make the problem worse? <p>Plenary</p> <p>Look at source 2 on page 22</p> <p>How valuable would Source 2 be to an historian studying the German reaction to the occupation of the Ruhr?</p>			
13	Topic 3: Economic and social problems in Germany, 1919-24	What was the Impact of Hyperinflation on the Population?	<p>Starter</p> <p>Use your home learning to review your character's experience of hyperinflation</p> <p>Write a paragraph summarising their experience.</p> <p>Main</p> <p>Discuss with the group how different people have been impacted by hyperinflation</p> <p>Complete table in books</p> <p>Revision guide essay task page 22</p> <p>Group analysis of source 2.19</p> <p>Individual analysis of 3 sources</p> <p>Plenary</p> <p>Discussion of which source is most valuable.</p> <p>Focus on relative merits rather than right or wrong.</p>	Revision guide page 22 In class use 'The Weimar government was the biggest loser in the hyperinflation of 1923-24' (25)	<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>Make notes on the Human impact of Hyperinflation from Layton. Pp60-62</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9

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14	Topic 3: Economic and social problems in Germany, 1919-24	Source analysis: Hyperinflation	<p>Starter: hyperinflation winners and losers table based on home learning</p> <p>Main:</p> <p>Discussion of what the source question is asking you to do.</p> <p>Discussion of the meaning behind keywords. Give pupils an opportunity to define themselves and then model it.</p> <p>Use 3 sources from whitfield pg 19,22 and 23 and revision guide page 21</p> <p>Group activity, pupils rank the 6 sources from the previous lesson/home learning.</p> <p>Plenary discussion</p> <p>Plenary</p> <p>Introduce sources for assessment.</p>	<p>Seneca End of Unit Test – Economic and Social Problems</p> <p>Revision guide page 21 With reference to sources A,B and C and your understanding of the historical context, assess the value of these three sources to an historian studying the impact of hyperinflation in 1923 on the German people. (30)</p>	<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9
15	Topic 4: Political instability and extremism, 1919-24	How serious was the threat from the left?	<p>Starter</p> <p>Review Political spectrum - knowledge where the various Weimar era parties are on the spectrum is necessary. . If this wasn't done in depth earlier in the course it must be done now. Revision guide page 25 task could help</p> <p>Main</p> <p>Whitfield page 26</p> <ol style="list-style-type: none"> Activity pg 26 on 1919 and 1920 elections results. Class discussion around questions 1, 2 & 3. Written answer to: How had the political balance in the Reichstag changed between 1919 and 1920? As historians, what can we learn from source 1 about the use of political violence in Germany in 1923? Read pages 27-29 and answer the following questions: <ol style="list-style-type: none"> Who was Karl Liebknecht? 		<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>Homework:</p> <p>SHP Hite & Hinton page 40-41. Read the text and complete activity from page 40.</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9

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			<ul style="list-style-type: none"> b. Who was Rosa Luxemburg? c. Why did the Spartacist attempt to overthrow the government fail? d. Briefly summarise the other left wing uprisings that occurred in Germany up to 1923. <p>Plenary</p> <p>Discussion: How close did the left come to overthrowing the Weimar Republic?</p>			
16	Topic 4: Political instability and extremism, 1919-24	How serious was the threat from the right? Part one: The Kapp Putsch.	<p>Starter</p> <p>Definitions:</p> <ol style="list-style-type: none"> 1. Putsch. 2. Freikorps. <p>Main</p> <ol style="list-style-type: none"> 1. SHP page 42. Explain the events of the Kapp Putsch. 2. Read page 43 of SHP (Hite & Hinton) and page 30-31 of Whitfield. <ul style="list-style-type: none"> a. Who was assassinated in the early years of the Weimar Republic? b. What do the assassinations and the reactions to them tell us about attitudes towards the Weimar Republic? <p>Plenary</p> <p>SHP page 44</p> <p>Study sources 2.12, 2.14 & 2.15. Explain what these sources suggest about the way in which right wing crimes were dealt with in the early Weimar period.</p>		<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>Homework</p> <p>Read John Hiden Ch 3</p> <p>Read Whitfield pages 26-27 and page 31.</p> <p>Explain the impact of the crisis of the early 1920s on the stability of the Weimar Republic.</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9
17	Topic 4: Political instability and extremism, 1919-24	How serious was the threat from the right? Part Two: Hitler and the establishment of the Nazi Party			<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9
18	Topic 4: Political instability and extremism, 1919-24	How serious was the threat from the right? Part three: The Munich Putsch.	<p>Starter</p> <p>Use Source 2G on page 51 of SHP to create your own summary of the crisis threatening the Weimar Republic in 1923.</p> <p>Main</p> <ol style="list-style-type: none"> 1. Whitfield page 31. What can we learn from source 3 about why Hitler was able to gain support? 		<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content): revision guide application task page 25</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9

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			<p>2. Using SHP pages 50-55 write an intelligence report on Hitler and the Nazi Party. Explain what happened in Munich, the background of Hitler and the party, assess the threats posted by Hitler and the Nazis to the stability of the Weimar Republic.</p> <p>Plenary</p> <p>Hot seating activity. Hitler.</p> <p>Choose students to take it in turn to answer as Hitler – opportunity to stretch the more able in the class.</p>			
19	<p>Topic 4: Political instability and extremism, 1919-24</p>	<p>How did Weimar survive the crisis of 1919-1923?</p> <p>Or use the exam question as the lesson title.</p> <p>'The Weimar Republic was never seriously threatened in the years 1919-1923'</p>	<p>Starter</p> <p>Closed book quiz using white boards. Quick fire knowledge questions on the threats to the Weimar from the left and the right.</p> <p>Main</p> <p>1. Topic review – create a revision resource. Identify the threats and how the Weimar Republic survived each threat. Complete a summary table. Students should include</p> <ol style="list-style-type: none"> Occupation of the Ruhr. Hyperinflation. Threats from the Left. Threats from the right. <p>2. planning exercise revision guide page 26 essay 'How significant was the threat posed by political extremists to the Weimar Republic between 1919 and 1924?'</p> <p>Plenary</p> <p>Discussion –</p>	<p>Seneca End of Unit Test – Extremist Threats</p> <p>Seneca End of Unit test – Weimar government by 1924</p> <p>Seneca End of Unit Test – A-A* Germany post WW1</p> <p>Revision guide p26</p> <p>'To what extent was the treaty of Versailles responsible for the growth of political extremism in Germany between 1919 and 1924?' (25)</p>	<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p>	<p>So3, So5, So7 C3, C5, Sp2, Sp5, Sp9</p>
Unit 2: The 'Golden Age' of the Weimar republic, 1924-28						
20	<p>Topic 5: Economic developments</p>	<p>Who was Gustav Stresemann and how significant was he to Germany's recovery?</p>	<p>Starter</p> <p>What problems did Germany face prior to 1923? Spider diagram.</p> <p>Main</p> <p>Watch this video on Gustav Stresemann and take notes to create a bibliography on him and his achievements.</p>		<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>Read page 36 of Whitfield and make notes on the Dawes Plan.</p>	<p>So3, So5, So7 C3, C5, Sp2, Sp5, Sp9</p>

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			<p>Use page 65 of Layton to add further detail</p> <p>Gustav in the hot seat</p> <p>Plenary</p> <p>Source work – what is the message of this source? Is it valuable?</p>		<p>Consider:</p> <ul style="list-style-type: none"> - Its recommendations - The view of the Reichstag/Stresemann - Impact 	
21	Topic 5: Economic developments	How far did the German economy recover by 1928?	<p>Starter</p> <p>Home learning review – why was the Dawes plan needed?</p> <p>Main</p> <p>Read through the hand-out on economic terms. Highlight ONE sentence for each term that summarises what it means!</p> <p>In your groups, read WHITFIELD (37-39) and look at the statistics in SHP (74-75) and note down any POSITIVE and NEGATIVE trends on wages, production trade and unemployment.</p> <p>Complete table of economic recovery.</p> <p>Plenary</p> <p>Source work – how VALUABLE is this source?</p>		<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9
22	Topic 5: Economic developments	How 'sick' was the German economy?	<p>Starter</p> <p>Listen to the farmers' account – what problems did they face/why were they not prosperous?</p> <p>Main</p> <ol style="list-style-type: none"> Using pages 38/39 of Whitfield, and Layton 73-75: Summarise the limits of the German economy <p>To what extent was the German economy 'sick'?</p> <ol style="list-style-type: none"> Debate - Was the German economy experiencing a 'golden Age'? Write a summary of the economy – was it a 'golden age'? 	Page 33 revision guide 'The apparent growth of the German economy in the years 1924 to 1928 was an illusion masking genuine economic problems.' Assess the validity of this view. (25)	<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>Complete the activity on page 40 (winners and losers in the economic recovery)</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9

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			Revision guide source task page 33 Plenary Closed book explanation of the economy during the 'golden age'			
23	Topic 5: Economic developments	Why did Germany need the Young Plan?	Starter Home learning review – who were the winners, who were the losers? Main <ol style="list-style-type: none"> 1 What were the chief differences between the Dawes and Young Plans? 2 Which one treated Germany more leniently? 3 Read the 'reparation issue and the Young Plan' on page 40-41. Make notes on: What the plan was? How did it help Germany? The reaction of the public AS question but used to structure a task and for discussion – AS planning task page 33 revision guide. Plenary	Seneca End of Unit Test – economic developments	Before the lesson (flipped learning): After the lesson (to follow up on the lesson content): Read pages 42 of Whitfield Complete Source 1 Activity (p.42) How would you describe these reforms? <ol style="list-style-type: none"> 1. Consistent with early Weimar reforms 2. More social than early Weimar Reforms 3. A deviation of early Weimar reforms (use Pages 23-24 to guide you in this answer)	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9

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24	Topic 6: Social and cultural developments in Germany 1924-28	Social reform and the position of women in Weimar Germany	<p>Starter</p> <p>How would you describe these reforms?</p> <p>Consistent with early Weimar reforms</p> <p>More social than early Weimar Reforms</p> <p>A deviation of early Weimar reforms</p> <p>Main</p> <p>Read Pages Whitfield 76-77 and Leyton 72-73. complete Chart</p> <p>2 Exam paragraphs on how far the social reforms strengthened or weakened the regime</p> <p>Plenary</p> <p>Discussion - The Weimar welfare system – evidence of a government making progress?</p>		<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>Read pages 49-51 of Whitfield and make notes</p> <p>Each person will get either: Art, Music, Literature, Architecture, Theatre or Film.</p> <p>You must create a presentation showing: influences, examples, prominent people, reception, national appeal, global appeal, regional variations and impact.</p> <p>Should include PowerPoint, information hand-out and be about 10 minutes long.</p>	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9
25	Topic 6: Social and cultural developments in Germany 1924-28	What was the living standard the Young and the Jewish in Weimar Germany?	<p>Starter</p> <p>Home learning feedback</p> <p>Main</p> <p>-Make a list of the main reasons why Women’s lives were changing in the Weimar period. Rank reasons in order of priority and explain reasoning.</p> <p>- Plan essay answer to - ‘The concept of the new woman in the Weimar Republic was no more than a myth’ Explain why you agree or disagree with this view.</p> <p>-Debate – Weimar Germany was a terrible time to be a youth.</p> <p>-Write a diary entry for a Jewish person in Weimar Germany.</p>		<p>Before the lesson (flipped learning):</p> <p>Anti-Semitism key concept research page 37 revision guide</p> <p>After the lesson (to follow up on the lesson content):</p> <p>Create a presentation on one of the seven main parties:</p> <p>SPD</p> <p>The Centre Party</p> <p>The DDP</p> <p>The DVP</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9

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			<p>Plenary</p> <p>Create a hierarchy of people in Weimar Germany</p> <p>Consolidate Social policy discussion</p>		<p>The DNVP</p> <p>The NSDAP (Nazi Party)</p> <p>The KPD (Communist Party)</p> <p>Who were they?</p> <p>What was their involvement in government?</p> <p>Did they support the Republic?</p> <p>Who supported them?</p>	
26	Topic 6: Social and cultural developments in Germany 1924-28	The development of Weimar culture – Student lesson	<p>Starter</p> <p>Main</p> <ul style="list-style-type: none"> -Each group will complete their presentation. -Students will split into two groups and argue in favour of the section they researched as the greatest change in Culture. - SHP pages 94 – 95 & Answer questions on PP - Lee pages 139-143 (Make notes on Weimar Cultural Age) <p>Students fill in the diagram from revision guide page 37 whilst listening to presentations.</p> <p>Plenary</p> <ul style="list-style-type: none"> -Answer Question - Read Pages Whitfield 76-77 and Leyton 72-73. complete Chart 	<p>Seneca End of Unit Test – Social developments</p> <p>Revision guide page 36</p> <p>To what extent was there a 'social revolution' in Weimar Germany? (25)</p>	<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>Read Whitfield Pages 43-49</p> <p>Make a table showing evidence both that:</p> <p>Life did improve</p> <p>Life did not improve for;</p> <p>Jews, Children and Women</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9
27	Topic 7: Political developments and the working of democracy, 1924-28	Political parties presentations	<p>Students listen to presentation about the main political parties in Weimar Germany.</p> <p>During this, they complete the table.</p>		<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9

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			Revision guide matching activity page 40 Reviison guide spectrum activity page 40			
28	Topic 7: Political developments and the working of democracy, 1924-28	Reichstag elections and coalition governments, 1924-1928	<p>Starter</p> <p>Students shown results from the elections in 1924. They are asked how the Nazi and Communists performed in the elections.</p> <p>Main</p> <p>Results of the 1926 election are shown and asked to consider how the extremist parties performed.</p> <p>Complete questions 1-4 in the red activity box on page 53</p> <p>Complete activities 1 and 2 in your groups (Page 64 – SHP) Start with b and then a.</p> <p>Using page 53-54, answer the following questions:</p> <ol style="list-style-type: none"> 1. How many coalition governments were the between 1923-1930 AND how long did they last? 2. How many of these cabinets/governments had majorities? 3. What impact did this have on decision making? 4. What does Gordon Craig suggest about these collation governments? <p>Plenary</p> <p>Discuss: How VALUABLE are the posters on 64/65 to historians seeking to explain election results?</p>		<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9

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29	Topic 7: Political developments and the working of democracy, 1924-28	The election of President Hindenburg in 1925	<p>Starter</p> <p>Source work – what is the value of this source?</p> <p>Main</p> <p>Use page 80 of Leyton to annotate this image with information about the leader (pre-1925)</p> <p>Read Whitfield (57-58 including sources) and Leyton (80-81)</p> <p>Make notes on:</p> <ul style="list-style-type: none"> - What was the reaction of the people? - What did this mean for Germany? - What were people expecting from Hindenburg? - What did Hindenburg do as President – was this what people expected? <p>Plenary</p> <p>Source work – how valuable is this source?</p>	<p>Whitfield page 58 (mini essay only 2 sources)</p> <p>With reference to sources 1 and 2 and your understanding of the historical context, assess the value of these two sources to an historian studying the reactions to Hindenburg’s election as president of the Weimar Republic in 1925. (30)</p>	<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9
30	Topic 7: Political developments and the working of democracy, 1924-28	Attitudes to the Republic from elites and other social groups	<p>Starter</p> <p>Students are shown famous politicians and asked what their attitudes of these people are.</p> <p>Main</p>		<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>Read and highlight/annotate the pages from Lee (How ‘stable’ was the Weimar Republic politically between 1924-1929?) and the sources. This</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9

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			<p>TLD on who were the elites</p> <p>Using 58-59 of Whitfield:</p> <ul style="list-style-type: none"> - Why were the elites hostile to the Republic from the onset? - What did the INDUSTRIALISTS and the MIDDLE CLASS think of the Republic? <p>Read page 69 of SHP</p> <ul style="list-style-type: none"> - What other reasons can you find to why certain groups disliked the Republic? <p>In your tables, complete the activity on page 70.</p> <p>Show students spider diagram on why these elites had these feelings.</p> <p>Plenary</p> <p>Discussion on why these feelings were had by the elites</p>		<p>will be used in the next lesson for a task and a debate.</p>	
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