

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 13**

**Specification: AQA – Paper 2 Topic – Democracy and Nazism: Germany, 1918-45. This section of the course is taught by Miss Z Thomas. Year 13 will be studying P course which is Nazi Germany 1933-45.**

**The year 13 part of the topic is taught in 40 lessons (2 lessons per week) before moving onto revision lessons for the final exam.**

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1	Year 12 recap and introduction to year 13	What was the political situation in Germany in March 1933? Part one	1. Year 13 expectations & folder 2. course/exam information / NEA outline and information 3. knowledge dump from year 12 on A2 paper. 4. Source activity: Hitler's speech of 31 <sup>st</sup> January, SHP page 168 Discuss: How does Hitler portray the Weimar Republic? Explain what Hitler claimed the new Germany would be like. 5. Using Whitfield pages 90-92 create a fact file of the key members of Hitler's first cabinet on key profile sheet. 6. Research and find a definition of Gleichschaltung. 7. Source task: Whitfield page 92. What can a historian learn from source 2 about the propaganda value of Nazi parades?		<b>Before the lesson (flipped learning):</b> Remote learning and summer learning tasks  <b>After the lesson (to follow up on this topic):</b> organise notes / resources and complete year 13 aspirations sheet
2	Year 12 recap and introduction to year 13	What was the political situation in Germany in March 1933? Part two	<b>Starter</b> What do we remember from the end of Yr 12 about: 1. The Nazis use of terror. 2. The Reichstag fire? <b>Main</b> 1. Whitfield pages 92-94 Explain how the Nazis used terror to consolidate their position in 1933.		<b>Before the lesson (flipped learning):</b> Prepare RAG sheet of year 12 content  <b>After the lesson (to follow up on this topic):</b> Re- do the RAG and complete year 12 content thinking frames to prep for knowledge assessment next lesson.

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			<p>How did the Nazis benefit from the Reichstag Fire?</p> <p>2. Whitfield page 94. What is the value of source 3 to an historian studying Nazi violence and the Reichstag Fire?</p> <p>3. Reading Whitfield pages 94-96. 1. Explain what legal measures the Nazis used between January and March 1933 to consolidate their position.</p> <p>4. Read Whitfield page 97-98. How successful was Gleichschaltung by 1933? Define this term.</p>			
3	Source skill work and feedback from remote learning		<p>1. Use specimen answers and mark scheme to review what is required of a section A answer</p> <p>2. Jigsaw puzzle to organise an answer</p> <p>3. understanding the mark scheme and what it means</p> <p>4. knowledge assessment</p>	Knowledge assessment of unit 1,2 and 3		<b>After the lesson (to follow up on this topic):</b> create a simplified version of the section A mark scheme that you can use for self assessment

**Section 4: The Nazi Dictatorship, 1933-39**

4	Chapter 13: Hitler's consolidation of power, March 1933 to August 1934	What changes did Hitler make to the government of Germany between 1933 and 1934?	<p><b>Starter</b></p> <p>1. Review knowledge of the Weimar Constitution. What was the structure of Government?</p> <p>2. Nazi -election figures matching task using research from home</p> <p><b>Main</b></p> <p>1. What does Hitler's first public speech as Chancellor tell us about his intentions? <a href="https://youtu.be/5tGKfIJwrh4">https://youtu.be/5tGKfIJwrh4</a></p> <p>2. Whitfield page 100 source 1. What does source 1 tell us about Hitler's plans for German government?</p> <p>3. Read Whitfield pages 99-102, explain the changes Hitler made to the government of Germany from 1933-1934. (One party state, centralisation of power, control over the Civil Service).</p> <p><b>Plenary</b></p> <p>Discussion: Could Hitler have been stopped at any stage?</p>			<p><b>Before the lesson(flipped learning):</b></p> <p>L. Rees, The Dark Charisma of Adolf Hitler, p107-143</p> <p>Collier &amp; Pedley, p81-96</p> <p>Research the Nazi Election figures from creation</p>
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5	<b>Chapter 13: Hitler's consolidation of power, March 1933 to August 1934</b>	What was the significance of the Night of the Long knives in Hitler's consolidation of power?	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>1. What does the cartoon suggest about the challenges facing Hitler in 1934?</li> <li>2. Teacher direct questioning – what were the events of the NOTLK? Flip learning review.</li> </ol> <p><b>Main</b></p> <ol style="list-style-type: none"> <li>1. Video question sheet</li> <li>2. SHP page 176-177. Use the source to complete a summary diagram of the political tensions in the lead up to the NOTLK.</li> <li>3. Causes of the NOTLK worksheet – students put events in the correct order and then categorise the causes</li> <li>4. Use the sources sheet 'Was Rohm planning to overthrow Hitler?' to articulate an answer to how much of a threat the SA were.</li> </ol> <p><b>Plenary</b></p> <p>Discussion based on Lowe 'The salute with both hands now'. Colour code sheet: real or perceived threat</p> <p>Plan answer to 'how significant was the Night of the NOTK in Hitler's consolidation of power?' p68 revision guide</p>	Whitfield page 105 'With reference to Sources 2, 3 and 4 and your understanding of the historical context, assess the value of these sources to an historian studying the Night of the Long Knives' (30)	<p><b>Before the lesson(flipped learning):</b> The Night of the Long Knives: Using Whitfield pages 102-104 create a fact file on the events of the NOTLK on the grid provided and bring to next lesson.</p> <p><b>After the lesson (to follow up on this topic):</b> Assessment</p>
6	<b>Chapter 13: Hitler's consolidation of power, March 1933 to August 1934</b>	How did Hitler consolidate his position between January 1933 and August 1934?	<p><b>Starter</b></p> <p>Oath taken by the army – What can we learn from this source about the extent of Hitler's power as ruler of Germany by 1934? How is Hitler's position different in 1934 from 1933?</p> <p><b>Main</b></p> <ol style="list-style-type: none"> <li>1. Whitfield pages 105-106. What was the impact of the death of President Hindenburg?</li> <li>2. Timeline multiple tasks</li> <li>3. Match the events with the dates</li> <li>4. Complete the details column on each event</li> <li>5. Create diamond 9 to select the 9 most important events and eventually the most important event in the steps to power and explain why.</li> </ol> <p><b>Plenary</b></p> <p>Discuss the answers to the question sheet form the doucmetary</p>	Revision guide page 68 To what extent was the elimination of opposition from within the Nazi Party more important than the elimination of opposition from outside it in Hitler's consolidation of power in the year 1933 to 1934?	<p><b>Before the lesson(flipped learning):</b> Create your own version of source 10F SHP pages 180-181 as revision of Hitler's consolidation of power. Use a double page. Photocopy of SHP pages 180-181 needed for this task. AND watch Hitler's consolidation of Power documentary and answer the questions sheet</p> <p><b>After the lesson (to follow up on this topic):</b> Assessment question</p>

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7	Chapter 14: The 'Terror State'	What did the Nazi's do to create a 'terror state'?	<p><b>Starter</b></p> <p>What do we know already about the Nazis use of terror?</p> <p><b>Main</b></p> <p>Whitfield page 107-110</p> <ol style="list-style-type: none"> <li>1. SHP 195-196 What happened to the traditional power structures? Worksheet to complete the grid and challenge question 'to what extent did the traditional power structures maintain their power in Nazi Germany? Provide an example for each side.</li> <li>2. What was the Nazi view of the law?</li> <li>3. Describe the police system in the Third Reich. Include a diagram.</li> <li>4. What was the role of the SS? Include detail on Himmler and the purpose of Concentration Camps.</li> <li>5. What was the role of the SD?</li> <li>6. What measures did Hitler take to ensure he controlled the courts and judicial system?</li> </ol> <p>Task 2-6 completes on A3 worksheet with challenge question and reflection</p> <p><b>Plenary</b></p> <p>Read the profile of the 3 key men. Consider reflection on how they are 'ordinary humans' inflicting terror on other 'ordinary humans'.</p>			<b>Before the lesson(flipped learning):</b> F, McDonough, The Gestapo p43-59
8	Chapter 14: The 'Terror State'	Was the Gestapo the all - powerful agent of a terror state?	<p><b>Starter</b></p> <p>Review flipped learning reading on the Gestapo and Himmler</p> <p><b>Main</b></p> <ol style="list-style-type: none"> <li>1. Read SHP pages 201-205.</li> <li>2. Complete the activities on page 204. (can extent to task 202 if there are still misconceptions)</li> <li>3. Revision guide task page 73 Gestapo essay improvement task</li> </ol> <p><b>Plenary</b></p> <p>Discussion: Was the Gestapo the all-powerful agent of a terror state?</p>	Knowledge assessment of unit 1,2 and 3		<b>Before the lesson(flipped learning):</b> A Weale, p34-46 – create a fact file on Himmler.

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9	Chapter 14: The 'Terror State'	How did the Nazi's establish the terror state?	<p><b>Starter</b></p> <p>The terror state recap – match up the descriptions with the headlines sheet</p> <p><b>Main</b></p> <p>Overview lesson on the Nazi control of Germany.</p> <p>Watch for purpose - The Nazis: A Warning From History. Episode 3. Chaos and Consent.</p> <p>Students to make notes on the following:</p> <ol style="list-style-type: none"> <li>1. Concentration Camps</li> <li>2. Persecution of the Jews.</li> <li>3. Support for the Nazis from the German population.</li> <li>4. Terror</li> <li>5. Hitler's leadership.</li> <li>6. The Gestapo.</li> </ol> <p><b>Plenary</b></p> <p>Discussion on the topics above at interleaved point throughout the lesson / clip.</p>	Whitfield pg 111 'By 1939, German society was a society engaged in self-surveillance'. To what extent do you agree with this view? (25)	After the lesson (to follow up on this topic): assessment question	
10	Chapter 14: The 'Terror State'	What was the extent and effectiveness of opposition to the Nazi regime?	<p><b>Starter</b></p> <p>Source task. Source 1 p111 Whitfield. Assess the value of this source to an historian studying the establishment of the terror state.</p> <p>Print out the source for students to stick into their books.</p> <p><b>Main (large class)</b></p> <ol style="list-style-type: none"> <li>1. Split the class in to 5 groups. Each group prepares a presentation on one area of resistance. See PowerPoint.</li> <li>2. New groups. Peer teaching activity – each group has one person from each of the original groups. Students complete data capture table in their books – completing one section at a time.</li> <li>3. Alternative activity: Presentations to the class and students complete the data capture table – students to create their own table in the book completing one section at a time.</li> </ol> <p><b>Main (Small class)</b></p> <ol style="list-style-type: none"> <li>1. Read SHP 318-325</li> <li>2. Describe the variety of opposition in the Third Reich</li> <li>3. Complete A3 grid taking notes on the different groups of opposition in Nazi Germany</li> </ol>		Before the lesson(flipped learning): Read 'German's against Hitler. Who resisted the third Reich and why did they do it?, Dr Martyn Housden'	

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			<p>4. which group do you think posed the biggest threat to Hitler and the Nazis through their opposition? Explain</p> <p>5. How effective was opposition in Nazi Germany? Explain both sides before reaching an overall judgement.</p> <p><b>Plenary</b></p> <p>Discussion: Humour as resistance worksheet</p>			
11	Chapter 14: The 'Terror State'	How effective was the Nazi's use of propaganda?	<p><b>Starter</b></p> <p>The Berlin Olympic Games reading and questions sheet</p> <p>Look through and discuss examples of Nazi Propaganda posters</p> <p><b>Main</b></p> <ol style="list-style-type: none"> <li>How did the Hitler Myth help sustain the Nazi regime? Use the Ein Volk, Ein Reich, Ein Fuhrer poster as a starting discussion point.</li> <li>What were the main methods of propaganda – SHP p245 – 259. Create a categorising thinking frame looking at how each method was used.</li> <li>Students to study source 6 on page 118. They should assess the value of the provenance. Think: Is there anything interesting about the tone of the source linked to its provenance?</li> <li>How effective was Nazi propaganda? Students to read page 273 of Hite &amp; Hinton and re-read pages 118-119 of Whitfield before reaching a conclusion.</li> <li>Revision guide page 72 – essay preparation task</li> </ol> <p><b>Plenary</b></p> <p>Read Whitfield page 119-120. What was the extent of totalitarianism in Nazi Germany?</p>	Revision Guide page 72 'Propaganda was more important than terror in maintaining Nazi control over the German population in the years 1933 to 1939.' Assess the validity of this view.	<p><b>Before the lesson(flipped learning):</b> Collier &amp; Pedley, p175-186 Read Whitfield pages 116 -119 (including the sources) 'The Hitler Myth' introduction by Ian Kershaw</p> <p>Answer the following questions:</p> <ol style="list-style-type: none"> <li>What were the aims of Nazi propaganda?</li> <li>Who was Joseph Goebbels?</li> <li>What was the Hitler Myth and what was the reality?</li> </ol> <p><b>After the lesson (to follow up on this topic):</b> Assessment question</p> <p>And</p> <p>How did the Nazis use <i>culture</i> as a form of propaganda?</p> <p>Use Hite and Hinton SHP pages 260 – 270 to make notes on:</p> <p>Paintings</p> <p>Sculpture</p> <p>Exhibitions</p> <p>Architecture</p> <p>Literature</p>	

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					Theatre  Music	
12	Chapter 15: Economic policies	How did the Nazi's stimulate economic recovery 1933-1936?	<p><b>Starter</b></p> <p>Students create a brief fact file on Schacht onto the working sheet using the information on page 217 of SHP</p> <p><b>Main</b></p> <ol style="list-style-type: none"> <li>1. Colour code the cards into 'Germany's economy by 1933 and 'Nazi economic aims in 1933'</li> <li>2. Read Hite &amp; Hinton page 216 and make notes on the measures taken by Hitler under the following headings:             <ol style="list-style-type: none"> <li>a. Government funding for new jobs.</li> <li>b. Encouragement for industrialists to expand production.</li> <li>c. Reduction of unemployment figures without actually increasing the numbers of people employed.</li> </ol> </li> <li>3. Describe two measures taken by Schacht to reduce the balance of payments deficit. (Mefo Bills. New Plan – onto the working sheet)</li> <li>4. Card sort – How did the Nazi's deal with economic problems in Germany?</li> </ol> <p><b>Plenary</b></p> <p>Read Hite &amp; Hinton Page 217. Discussion: Why did Hitler succeed where the Weimar Republic failed in tackling the depression?</p>			<p><b>Before the lesson(flipped learning):</b> read 'Hitler's economic policies' from the reason Archives And 187-198 Collier &amp; Pedley</p>
13	Chapter 15: Economic policies	The Economy 1936-1939 – How did the Nazi economy develop?	<p><b>Starter</b></p> <p><b>Main</b></p> <ol style="list-style-type: none"> <li>1. Read page 218 of Hite &amp; Hinton, . Answer the following questions:             <ol style="list-style-type: none"> <li>a. Why was the Four Year Plan Created?</li> <li>b. What were the successes and failures of the autarky plan?</li> <li>c. Explain the role of Goering in the economy.</li> <li>d. How significant was the drive for rearmament during 1936-9?</li> </ol> </li> <li>2. Complete the sections of the working sheet not yet complete</li> <li>3. Source task. Source 1 Whitfield page 123. Assess the value of this source to an historian studying the Four Year Plan? Print out the source for students to stick into their books.</li> </ol>	Revision guide page 77 To what extent did the Nazi's achieve an economic miracle in the years 1933 to 1939? (25)		<p><b>Before the lesson(flipped learning):</b> complete a brief biography of Hermann Goering onto the working sheet</p> <p><b>After the lesson (to follow up on this topic):</b> Assessment question</p> <p>And</p> <p>write up reflective summary to the question - How far had economic recovery been achieved by 1939? (unemployment, living standards)</p>

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			<p>4. Essay preparation task page 77 revision guide</p> <p><b>Plenary</b></p> <p>Discuss: How far had economic recovery been achieved by 1939?</p>			<p>Whitfield pages 125-127.</p> <p>Also use the sources on pages 214-215 of Hite &amp; Hinton SHP.</p>
14	<b>Chapter 16: Social Policies</b>	What was the Nazi policies towards young people?	<p><b>Starter</b></p> <p>'Tomorrow belongs to me' clip from Cabaret. Discussion.</p> <p>Define volkgemeinschaft</p> <p><b>Main</b></p> <ol style="list-style-type: none"> <li>Source 1 page 129 Whitfield – What were the aims of Nazi education policy.</li> <li>Use information carousel to complete the table looking at Education</li> <li>Hand out Nazi Youth policy p277 SHP</li> <li>Case study of Youth activities in Germany – Hitler Youth, League of German Girls and Edelweiss Pirates.</li> <li>Was the Nazi youth policy successful? Hite &amp; Hinton pages 288-289 tasks 1-3.</li> <li>Hearts and minds - Hite &amp; Hinton page 290-291: complete activities 1-2 from page 291.</li> </ol> <p><b>Plenary</b></p> <p>Discussion: The Nazis were successful at winning the hearts and minds of the German youth. Discuss.</p> <p>Essay prep task page 81 revision guide</p>	<p>Revision guide pg 81</p> <p>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 Hitler Youth. (30)</p>	<p><b>Before the lesson(flipped learning):</b></p> <p>Read 'Controlling information with propaganda: Indoctrinating the youth in Nazi Germany', D Appleby</p> <p>Read History of the League of German Girls form Holocaust.org</p> <p>Read Erna Krantz account from L Rees, Their Darkest Hour</p> <p><b>After the lesson (to follow up on this topic):</b> Assessment question</p>	