

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 Part Two of the 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	<ol style="list-style-type: none"> Year 13 expectations & folder course/exam information / NEA outline and information knowledge dump from year 12 on A2 paper. Source activity: Hitler's speech of 31st January, SHP page 168 Discuss: How does Hitler portray the Weimar Republic? Explain what Hitler claimed the new Germany would be like. Using Whitfield pages 90-92 create a fact file of the key members of Hitler's first cabinet on key profile sheet. Research and find a definition of Gleichschaltung. Source task: Whitfield page 92. What can a historian learn from source 2 about the propaganda value of Nazi parades? 		<p>Before the lesson (flipped learning): Remote learning and summer learning tasks</p> <p>After the lesson (to follow up on this topic): organise notes / resources and complete year 13 aspirations sheet</p>	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9
2	Year 12 recap and introduction to year 13	What was the political situation in Germany in March 1933? Part two	<p>Starter What do we remember from the end of Yr 12 about:</p> <ol style="list-style-type: none"> The Nazis use of terror. The Reichstag fire? <p>Main</p> <ol style="list-style-type: none"> Whitfield pages 92-94 Explain how the Nazis used terror to consolidate their position in 1933. 		<p>Before the lesson (flipped learning): Prepare RAG sheet of year 12 content</p> <p>After the lesson (to follow up on this topic): Re- do the RAG and complete year 12 content thinking frames to prep for knowledge assessment next lesson.</p>	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9

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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	After the lesson (to follow up on this topic): create a simplified version of the section A mark scheme that you can use for self assessment	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9
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>Starter</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>Main</p> <p>1. What does Hitler's first public speech as Chancellor tell us about his intentions? https://youtu.be/5tGKfIjwrh4</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>Plenary</p> <p>Discussion: Could Hitler have been stopped at any stage?</p>		<p>Before the lesson(flipped learning):</p> <p>L. Rees, The Dark Charisma of Adolf Hitler, p107-143</p> <p>Collier & Pedley, p81-96</p> <p>Research the Nazi Election figures from creation</p>	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9

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5	Chapter 13: Hitler's consolidation of power, March 1933 to August 1934	What was the significance of the Night of the Long knives in Hitler's consolidation of power?	<p>Starter</p> <ol style="list-style-type: none"> What does the cartoon suggest about the challenges facing Hitler in 1934? Teacher direct questioning – what were the events of the NOTLK? Flip learning review. <p>Main</p> <ol style="list-style-type: none"> Video question sheet SHP page 176-177. Use the source to complete a summary diagram of the political tensions in the lead up to the NOTLK. Causes of the NOTLK worksheet – students put events in the correct order and then categorise the causes Use the sources sheet 'Was Rohm planning to overthrow Hitler?' to articulate an answer to how much of a threat the SA were. <p>Plenary</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>Before the lesson(flipped learning): 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>After the lesson (to follow up on this topic): Assessment</p>	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9
6	Chapter 13: Hitler's consolidation of power, March 1933 to August 1934	How did Hitler consolidate his position between January 1933 and August 1934?	<p>Starter</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>Main</p> <ol style="list-style-type: none"> Whitfield pages 105-106. What was the impact of the death of President Hindenburg? Timeline multiple tasks Match the events with the dates Complete the details column on each event Create diamond 9 to select the 9 most important events and eventually the most important event in the steps to power and explain why. <p>Plenary</p> <p>Discuss the answers to the question sheet form the doucmetry</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>Before the lesson(flipped learning): 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>After the lesson (to follow up on this topic): Assessment question</p>	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9

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7	Chapter 14: The 'Terror State'	What did the Nazi's do to create a 'terror state'?	<p>Starter</p> <p>What do we know already about the Nazis use of terror?</p> <p>Main</p> <p>Whitfield page 107-110</p> <ol style="list-style-type: none"> 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. 2. What was the Nazi view of the law? 3. Describe the police system in the Third Reich. Include a diagram. 4. What was the role of the SS? Include detail on Himmler and the purpose of Concentration Camps. 5. What was the role of the SD? 6. What measures did Hitler take to ensure he controlled the courts and judicial system? <p>Task 2-6 completes on A3 worksheet with challenge question and reflection</p> <p>Plenary</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>		Before the lesson(flipped learning): F, McDonough, The Gestapo p43-59	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9
8	Chapter 14: The 'Terror State'	Was the Gestapo the all - powerful agent of a terror state?	<p>Starter</p> <p>Review flipped learning reading on the Gestapo and Himmler</p> <p>Main</p> <ol style="list-style-type: none"> 1. Read SHP pages 201-205. 2. Complete the activities on page 204. (can extent to task 202 if there are still misconceptions) 3. Revision guide task page 73 Gestapo essay improvement task <p>Plenary</p> <p>Discussion: Was the Gestapo the all-powerful agent of a terror state?</p>	Knowledge assessment of unit 1,2 and 3	Before the lesson(flipped learning): A Weale, p34-46 – create a fact file on Himmler.	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9

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9	Chapter 14: The 'Terror State'	How did the Nazi's establish the terror state?	<p>Starter</p> <p>The terror state recap – match up the descriptions with the headlines sheet</p> <p>Main</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"> 1. Concentration Camps 2. Persecution of the Jews. 3. Support for the Nazis from the German population. 4. Terror 5. Hitler's leadership. 6. The Gestapo. <p>Plenary</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	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9
10	Chapter 14: The 'Terror State'	What was the extent and effectiveness of opposition to the Nazi regime?	<p>Starter</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>Main (large class)</p> <ol style="list-style-type: none"> 1. Split the class in to 5 groups. Each group prepares a presentation on one area of resistance. See PowerPoint. 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. 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. <p>Main (Small class)</p> <ol style="list-style-type: none"> 1. Read SHP 318-325 		Before the lesson(flipped learning): Read 'German's against Hitler. Who resisted the third Reich and why did they do it?', Dr Martyn Housden'	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9

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			<p>2. Describe the variety of opposition in the Third Reich 3. Complete A3 grid taking notes on the different groups of opposition in Nazi Germany 4. which group do you think posed the biggest threat to Hitler and the Nazis through their opposition? Explain 5. How effective was opposition in Nazi Germany? Explain both sides before reaching an overall judgement.</p> <p>Plenary</p> <p>Discussion: Humour as resistance worksheet</p>			
11	Chapter 14: The 'Terror State'	How effective was the Nazi's use of propaganda?	<p>Starter</p> <p>The Berlin Olympic Games reading and questions sheet</p> <p>Look through and discuss examples of Nazi Propaganda posters</p> <p>Main</p> <ol style="list-style-type: none"> How did the Hitler Myth help sustain the Nazi regime? Use the Ein Volk, Ein Reich, Ein Fuhrer poster as a starting discussion point. What were the main methods of propaganda – SHP p245 – 259. Create a categorising thinking frame looking at how each method was used. 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? How effective was Nazi propaganda? Students to read page 273 of Hite & Hinton and re-read pages 118-119 of Whitfield before reaching a conclusion. Revision guide page 72 – essay preparation task <p>Plenary</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>Before the lesson(flipped learning): Collier & 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"> What were the aims of Nazi propaganda? Who was Joseph Goebbels? What was the Hitler Myth and what was the reality? <p>After the lesson (to follow up on this topic): 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>	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9

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					Literature Theatre Music	
12	Chapter 15: Economic policies	How did the Nazi's stimulate economic recovery 1933-1936?	<p>Starter</p> <p>Students create a brief fact file on Schacht onto the working sheet using the information on page 217 of SHP</p> <p>Main</p> <ol style="list-style-type: none"> Colour code the cards into 'Germany's economy by 1933 and 'Nazi economic aims in 1933' Read Hite & Hinton page 216 and make notes on the measures taken by Hitler under the following headings: <ol style="list-style-type: none"> Government funding for new jobs. Encouragement for industrialists to expand production. Reduction of unemployment figures without actually increasing the numbers of people employed. Describe two measures taken by Schacht to reduce the balance of payments deficit. (Mefo Bills. New Plan – onto the working sheet) Card sort – How did the Nazi's deal with economic problems in Germany? <p>Plenary</p> <p>Read Hite & Hinton Page 217. Discussion: Why did Hitler succeed where the Weimar Republic failed in tackling the depression?</p>		<p>Before the lesson(flipped learning): read 'Hitler's economic policies' from the reason Archives And 187-198 Collier & Pedley</p>	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9
13	Chapter 15: Economic policies	The Economy 1936-1939 – How did the Nazi economy develop?	<p>Starter</p> <p>Main</p> <ol style="list-style-type: none"> Read page 218 of Hite & Hinton, . Answer the following questions: <ol style="list-style-type: none"> Why was the Four Year Plan Created? What were the successes and failures of the autarky plan? Explain the role of Goering in the economy. 	Revision guide page 77 To what extent did the Nazi's achieve an economic miracle in the years 1933 to 1939? (25)	<p>Before the lesson(flipped learning): complete a brief biography of Hermann Goering onto the working sheet</p> <p>After the lesson (to follow up on this topic): Assessment question</p> <p>And</p>	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9

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			<p>d. How significant was the drive for rearmament during 1936-9?</p> <p>2. Complete the sections of the working sheet not yet complete</p> <p>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.</p> <p>4. Essay preparation task page 77 revision guide</p> <p>Plenary</p> <p>Discuss: How far had economic recovery been achieved by 1939?</p>		<p>write up reflective summary to the question - How far had economic recovery been achieved by 1939? (unemployment, living standards)</p> <p>Whitfield pages 125-127.</p> <p>Also use the sources on pages 214-215 of Hite & Hinton SHP.</p>	
14	Chapter 16: Social Policies	What was the Nazi policies towards young people?	<p>Starter</p> <p>‘Tomorrow belongs to me’ clip from Cabaret. Discussion.</p> <p>Define volkgemeinschaft</p> <p>Main</p> <ol style="list-style-type: none"> Source 1 page 129 Whitfield – What were the aims of Nazi education policy. Use information carousel to complete the table looking at Education Hand out Nazi Youth policy p277 SHP Case study of Youth activities in Germany – Hitler Youth, League of German Girls and Edelweiss Pirates. Was the Nazi youth policy successful? Hite & Hinton pages 288-289 tasks 1-3. Hearts and minds - Hite & Hinton page 290-291: complete activities 1-2 from page 291. <p>Plenary</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>	Revision guide pg 81 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>Before the lesson(flipped learning): Read ‘Controlling information with propaganda: Indoctrinating the youth in Nazi Germany’, D Appleby Read History of the League of German Girls from Holocaust.org Read Erna Krantz account from L Rees, Their Darkest Hour</p> <p>After the lesson (to follow up on this topic): Assessment question</p>	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9

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15	Chapter 16: Social Policies	What was the Nazi policies towards women?	<p>Starter:</p> <ol style="list-style-type: none"> 1. Propaganda source discussion sheet 2. What can we learn about Hitler’s view of women form Source 4? Students stick a copy of source 4 in their books. Discuss Nazi policy and the value of the source. <p>Main:</p> <ol style="list-style-type: none"> 1. Hite and Hinton page 296-301. Students to skim read the sources focus on the text and table 15C to complete the tasks. 2. Plan women essay task page 80 revision guide <p>Plenary</p> <p>Discussion: How successful was Nazi policy towards women? Use figures and statistics sheet.</p>	Knowledge assessment of unit 1-3	<p>Before the lesson(flipped learning): Read pages 132-133 Whitfield including source 4.</p> <p>After the lesson (to follow up on this topic): Finish the tasks – this will be too much for one lesson. The plenary can still be done as students will have covered a substantial part of the material.</p> <p>Write a conclusion to the question: Did the Nazis achieve their aims in relation to women?</p>	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9
16	Chapter 16: Social Policies	What was the Nazi policies towards workers?	<p>Starter</p> <p>Discuss the photographs and reading that students have brought in.</p> <p>Main</p> <ol style="list-style-type: none"> 1. Students read Whitfield pages 133-135 and complete the table. 2. Sopade source p134. Students stick the source in their books and answer the following questions: How valuable is this source to an historian studying working class attitudes towards the Nazi regime? <p>Plenary</p> <p>Discussion: How successful was Nazi policy towards workers?</p>		<p>Before the lesson(flipped learning): Strength through Joy reading and research. Each student to bring one picture.</p>	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9

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17	Chapter 16: Social Policies	What was the Nazi's policies towards The Church?	<p>Starter</p> <p>Sources from page304 SHP and discussion – What can we learn from these about Nazi attitudes towards the church?</p> <p>Main</p> <ol style="list-style-type: none"> 1. Overview of Nazi policy towards the Church – SHP pages 308-9. Complete activity at the top of page 308. Sequencing thinking frame to show the stages and evidence of Nazi policy towards the church. 2. The Protestant Church – Explain how successful the Nazis were at coordinating the Protestant Church – Use SHP work and Whitfield pages 136-7. Complete summary table. 3. The Catholic Church – SHP work and Whitfield pages 137-139. Complete table. 4. How did the Churches react to the Nazi State? Opposition recall <p>Plenary</p> <p>Reflective discussion: Did the Churches collaborate or resist the Nazi regime?</p>	<p>Whitfield page 139</p> <p>‘The Nazi regime achieved its objectives in its policies towards the Christian Churches’. Assess the validity of this view. (25)</p>	<p>Before the lesson(flipped learning): Hitler, Himmler, and Christianity in the Early third Reich, Christopher Tatara</p> <p>After the lesson (to follow up on this topic): Assessment Question</p>	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9
18	Chapter 16: Social Policies	How far did Hitler succeed in creating a Volksgemeinschaft?	<p>Starter</p> <p>The benefits and drawbacks of Nazi rule, 1933-39 – Colour code and challenge sheet</p> <p>Main</p> <ol style="list-style-type: none"> 1. To what extent did the Nazis succeed in creating Volksgemeinschaft? Complete the A3 a summary chart to help you evaluate Nazi policies towards women, young people, workers and the Churches. Use pg 128-139 Whitfield and SHP 358-369 2. Knowledge assessment <p>Plenary</p> <p>Discuss: How far did Hitler succeed in creating a Volksgemeinschaft?</p>	Knowledge assessment of unit 4	<p>Before the lesson(flipped learning): Revision maps and RAG sheet for unit 4</p> <p>After the lesson (to follow up on this topic): Action plan based on knowledge assessment and RAG</p>	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9

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The Racial State, 1933-1941						
19	Chapter 17: The radicalisation of the State	What was Nazi racial ideology?	<p>Starter</p> <p>Discussion – What is Darwinism? What do we know already about Social Darwinism?</p> <p>Main.</p> <ol style="list-style-type: none"> 1. Read page 140 (top half) as a class and discuss. Students then summarise the three stages of the radicalisation of the State. 2. Read pages 140-142. <ol style="list-style-type: none"> a) Explain Social Darwinism and Nazi race theory. b) How did the Nazi's race theory link to the Volksgemeinschaft? c) What was Lebensraum and how did it link to Nazi racial policies? 3. Card sort – the reasons for intolerance in Nazi Germany onto continuum. Challenge, are there any links between them? <p>Plenary</p> <p>Read 'Preparing for the holocaust? Pre-Nazi Anti-Semitism in Germany, Judith Rowbotham' – Was Nazi ideology a new thing to Germany?</p>		<p>Before the lesson(flipped learning): Read The role of Darwinism in Nazi Racial thought, Richard Welkart Read 'Antisemitism and racism in Nazi Ideology' Walter Zwi Bacharach</p>	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9
20	Chapter 17: The radicalisation of the State	Who were the outsiders in the volksgemeinschaft?	<p>Starter</p> <p>Discussion around Concentration Camp badges WHITFIELD P145-146</p> <p>Main</p> <ol style="list-style-type: none"> 1. Peer teaching activity. Put the class into groups of three. Students complete their table as they are taught about each section. <ol style="list-style-type: none"> a) Policies towards the mentally ill and physically disabled. b) Policies towards asocioals and homosexuals. c) Policies towards religious sects. Policies towards the Roma and the Sinti. 1. ALTERNATIVE (SMALL CLASS) Complete a3 sheet of policies towards outsiders. Use whitfield p143-148 and SHP 336 - 339 2. Planning of answer to page 93 revision guide volks question 	Whitfield page 142 With reference to sources 1, 2 & 3 and your contextual knowledge, assess the value of these sources to an historian studying Nazi racial ideology. (30)	<p>Before the lesson(flipped learning): F. McDonough – The Gestapo, p160-190</p> <p>Peer teaching activity (LARGE CLASS ONLY) . Each student is given one of the following-</p> <ol style="list-style-type: none"> a) Policies towards the mentally ill and physically disabled. b) Policies towards asocials and homosexuals. c) Policies towards religious sects. Policies towards the Roma and the Sinti. <p>Using the relevant parts of Whitfield pages 143-148 students complete their part of the table.</p> <p>After the lesson (to follow up on this topic): Assessment question</p>	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9

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			<p>Plenary</p> <p>Source 4 page 148 – In what ways does the source reflect Nazi ideology? Discuss Assessment question</p>		<p>Complete revision guide sheet (leave Jews blank to complete after Jewish section)</p>	
21	Chapter 18: Nazi policies towards the Jews, 1933-37	How did the lives of German Jews change in 1933?	<p>Starter</p> <ol style="list-style-type: none"> 1. Provide Policies towards the Jews timelines for folder 2. What did the extracts from Mien Kampf tell us about Hitler’s views on the Jews <p>Main</p> <ol style="list-style-type: none"> 1. Source work – stick source in books, pick out what the source tells us about how Hitler viewed the Jews. A 2. Diamond 9 – Reasons the Jews were persecuted 3. Using Whitfield pages 149-150 answer the following questions <ol style="list-style-type: none"> a) Describe what happened to Jews in Germany in 1933. b) What was the impact of the boycott? Consider both the impact on the Jewish community and in terms of the image of the Nazis. 4. Feedback and discussion. 5. Watch clip about the boycott 6. What does source 2 suggest about the impact of the boycott? <p>Plenary</p> <p>Knowledge assessment</p>	Knowledge assessment of unit 1,2, 3 and 4	Before the lesson(flipped learning): Read Mein Kampf extracts to feedback	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9
22	Chapter 18: Nazi policies towards the Jews, 1933-37	How did the Nazi’s use the law to discriminate against the Jews?	<p>Starter</p> <p>Discuss reading and answers from flipped learning.</p> <p>Main</p> <ol style="list-style-type: none"> 1. Complete spider diagram of the measures taken by the Nazis to remove Jews form the professions using Whitfield pages 150-152. 2. Answer the following questions using Whitfield pages 152-154: <ol style="list-style-type: none"> a) What was the impact of the Nuremberg Laws? 	<p>Whitfield p154</p> <p>With reference to sources 1, 3 and 4 (Whitfield pages 149, 153, 154) assess the value of these sources to an historian studying discrimination towards the Jews in the years 1933-1937. (30)</p>	<p>Before the lesson(flipped learning): Read Nazi racial policy plan or panic?, Nicola Garcia Selected extracts from Row & Gillingham Find out the answers to the 14 Legislation questions to bring to next lesson.</p> <p>After the lesson (to follow up on this topic): Assessment Question AND Complete revision guide sheet</p>	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9

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			<p>b) Describe the local level discrimination against Jews.</p> <p>3. How effectively did the Nazis exclude Jews from Germany by 1935? Complete table with evidence</p> <p>4. Plan an answer to the following question: 'Jews were the main target of Nazi persecution in the years 1933 to 1937'. Assess the validity of this view. Write the introduction and conclusion in full and outline each paragraph. 25 marks p97 revision guide</p> <p>Plenary</p> <p>Share plans and conclusions.</p>			
23	Chapter 19: The development of anti-Semitic policies, 1938-40	How did anti-Semitism develop between 1938-1940?	<p>Starter</p> <p>Recap the restrictions put in place by the Treaty of Versailles. How was Hitler reversing these since he had become chancellor? What do we learn from his foreign policy?</p> <p>Main</p> <p>1. Read the Reichskommissar document – What can we learn from this about the Anschluss? If this was prohibited by the ToV, why did no other nation take action?</p> <p>2. Using Whitfield pages 155-157, answer the following question. What was the impact of the Anschluss with Austria?</p> <p>2. What further restrictions were placed on Jews from April to November 1938? Complete the table looking at the significance of each event</p> <p>Plenary</p> <p>Knowledge assessment</p>	Knowledge assessment of unit 1, 2, 3 and 4	<p>Homework -</p> <p>1. Read pages 157-159.</p> <p>2.</p> <p>Before the lesson (flipped learning): Hitler's foreign policy (not directly linked to the specification but worth having some understanding of). Worksheet & SHP 376-395</p> <p>After the lesson (to follow up on this topic):</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9
24	Chapter 19: The development of anti-Semitic policies, 1938-40	What is the significance of the Reichskristallnacht? WILL NEED A COMPUTER ROOM / ACCESS TO LAPTOP	<p>Starter</p> <p>Read 'Why Reich Kristallnacht?', Sarah Newman' – What was the purpose of this?</p> <p>Main</p>	Revision guide pg 101 To what extent did Nazi anti-Semitic policies and actions change in the years 1933-39? (25)	<p>Before the lesson (flipped learning): Read A Weale, The SS, P237-247</p> <p>After the lesson (to follow up on this topic): Assessment question</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9

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			<ol style="list-style-type: none"> 1. Video and questions sheet 2. Research the following aspects <ol style="list-style-type: none"> a) The role of ordinary Germans in the violence of the Reichskristallnacht and their reaction to it. b) The accounts of Jews about Reichskristallnacht. c) The reaction of the international community to Reichskristallnacht. d) The extent to which Goebbels was personally responsible for Reichskristallnacht. (additional specimen exam q – review indicative content) 3. Value of the sources table and discussion – write up one source if there is time. <p>Plenary</p> <p>Discussion: If you were a German Jew, what would your options be at this point? Introduce idea of emigration. Provide documents of Kindertransport and documents for USA to aid discussion.</p>			
25	Chapter 19: The development of anti-Semitic policies,1938-40	What were the Anti-Semitic policies after Reichskristallnacht?	<p>Starter</p> <p>Discussion on the differences between Reichskristallnacht and the discrimination suffered by Jews before that event.</p> <p>Main</p> <ol style="list-style-type: none"> 1. Using Whitfield pages 159-164 explain the development of Nazi anti-Semitic policy after Reichskristallnacht. Complete the table looking at change and continuity of policy. Covers emigration, decrees, Reichskristallnacht, controlled emigration, impact of war and Madagascar plan. (provide flow chart for MP) 2. Challenge historical thinking: Read SHP pages 350-353 and review activity using fig.3 from pg159 whitfield. How far were ordinary Germans responsible for the Holocaust? <p>Plenary</p> <p>Read through and annotate sources for assessment</p>	Whitfield page 162 With reference to sources 2, 3 and 4, and your contextual knowledge, assess the value of these sources to an historian studying Nazi policy towards the Jews in Poland in the period 1939 to 1940. (30)	<p>Before the lesson(flipped learning): Challenge historical thinking: SHP page 348-349 task.</p> <p>After the lesson (to follow up on this topic): Assessment question</p>	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9

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
26	Chapter 20: Policies towards the Jews, 1940-41	What was the impact of war on the development of Nazi Anti-Semitic policies?	<p>Starter</p> <p>Watch clip from the Nazis A Warning From History – The road to Treblinka</p> <p>Read ‘the spreading war and the development of anti-semitic policy p165 Whitfield’ this is just to give context of the war as Blitzreig and Operation Barbarossa will be covered in the next unit.</p> <p>Main</p> <ol style="list-style-type: none"> 1. Read ‘The Diary of Dawid Sierakowiak’ from the Lodz Ghetto then research ghettoization (Lodz and Warsaw). Complete the fact sheet to collate analysis. 2. The Einsatzgruppen - read the testimony and takes notes from pages 168-167 3. What can we learn from sources 3 and 4 (p168-169) about the development of Nazi policy towards Jews during 1941? 4. Essay prep task page 105 revision guide <p>Plenary Discuss: How successful had Hitler been at achieve Lebensraum?</p>	Revision guide page 105 ‘The treatment of the Jews in the early years of the war (1939-1941) was entirely different from that of the years 1933-1938’. Assess the validity of this view. (25)	<p>Before the lesson(flipped learning): Analysis of the photographs from the ghetto’s with discussion questions prepared for the lesson.</p> <p>After the lesson (to follow up on this topic): Assessment question And Revision sheet on ‘development of anti-semitism 1940-45 (only complete row 1 and 2 – to come back to when looking at the final solution)</p>	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9
The impact of War, 1939-1945.						
27	Chapter 21: The impact of war on German society	What was the impact of the Second World War on German Society? – Rationing	<p>Starter</p> <ol style="list-style-type: none"> 1. Unit 5 End of unit knowledge assessment. 2. Discussion of RAG <p>Main</p> <ol style="list-style-type: none"> 1. Source 1 p171 – What was the attitude of German civilians to the outbreak of war? 2. Whitfield pages 171-172 – Answers the questions on the sheet & Explain the impact of rationing on ordinary Germans. <p>Plenary</p> <p>Discussion on the impact of rationing.</p>		<p>Before the lesson(flipped learning): Unit 5 revision maps and RAG</p> <p>After the lesson (to follow up on this topic): Review RAG and create action plan for revision</p>	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9

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28	Chapter 21: The impact of war on German society	<p>What was the impact of Blitzkrieg and the start of Operation Barbarossa on German Society?</p> <p>(may take two lessons dependent on prior knowledge of D-Day, Blitz, general WW2 understanding)</p>	<p>Starter</p> <p>Definition of Blitzkrieg and discussion around what we already know about the events of the early months of the war in terms of German success. Create a brainstorming thinking frame.</p> <p>Main</p> <p>Make notes on the events that took place and explain how these events impacted on the mood in Germany. Could do this activity as independent research of scaffolded depending on the group and ability.</p> <ol style="list-style-type: none"> 1. Blitzkrieg September 1939-1941. Page 173. 2. The spreading of war June – December 1941. Page 173-174. 3. The turning of the tide, Jan1942 – Jan 1943 4. Feb 1943 – May 1945: Total war and the defeat of Germany 5. https://www.youtube.com/watch?v=YwkMo1_rWM0 – Was Allied bombing justified or a war crime? What was the impact of bombing on the Morale in Germany? 6. To what extent to Source 4 p177 and the SD reports from the previous paragraph give different views on civilian reactions to bombing raids? <p>Plenary</p> <p>Knowledge assessment</p>	Knowledge assessment of unit 1-5	<p>Before the lesson(flipped learning): Read 'Why did the Nazi's lose, Gregory Slysz' Complete reading and tasks on 'Germany: The impact of bombing'</p>	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9
29	Chapter 21: The impact of war on German society	How did the war impact different groups in German society?	<p>Starter</p> <p>Whole class review of home learning.</p> <p>Main</p> <p>Using Whitfield pages 178-181</p> <p>(large class) Peer teaching activity. Split the class into groups of three. Each student will work on one of the following OR small class to complete all and feed back to teacher:</p> <ol style="list-style-type: none"> a. Elites 	<p>Whitfield page 177.</p> <p>Assess the value of sources 1, 2 and 3 to an historian studying civilian morale in Germany during WW2. (30)</p> <p>Or</p> <p>Revision guide page 111</p>	<p>Before the lesson(flipped learning): Complete reading and tasks on 'Morale' from teachithistory</p> <p>After the lesson (to follow up on this topic): Assessment question</p>	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9

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			<ul style="list-style-type: none"> b. workers. c. Women. d. Youth. <p>Task: Complete the table explaining the impact of the war on each group and how the Nazi's tried to keep up the morale of each group</p> <p>2. Rank the groups from worst affected to least effected by war and justify your decisions.</p> <p>3. Planning task morale question page 111 revision guide</p> <p>Plenary</p> <p>Discuss: What was the biggest turning point in the war in terms of morale from the German people? What impact would this have?</p>	How significantly did the lives of German women change in the years 1939 to 1945? (25)		
30	Chapter 22: The wartime economy and the work of Speer	How did Germany move from a peace time economy to a war time economy?	<p>Starter</p> <p>1. What does Source 1 pg 183 tell us about the impact of Allied bombing on German society?</p> <p>Main</p> <p>1. Read pages 182-186.</p> <p>2. Complete 'How did German armaments industry change during ww2?' worksheet Answer the following questions:</p> <p>3. What were the main problems with the German war economy in the early years of the war?</p> <p>4. What measures were introduced by Speer to solve these problems? Complete the data capture activity from the top of SHP page 416 using pages 414-417</p> <p>5. What was the impact on the economy of allied bombing raids?</p> <p>Plenary.</p> <p>Discuss: Which factor had the greatest impact on the wartime economy and why?</p>		Before the lesson(flipped learning): Key person profile for Albert Speer	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9

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31	Chapter 22: The wartime economy and the work of Speer	How successful was the wartime economy?	<p>Starter</p> <p>1. Discuss answers and finding from home learning</p> <p>Main</p> <p>1. Plan answer to speer question page 115 revision guide 2. Review of all 3 sources for assessment 3. Knowledge assessment of unit 1-5</p>	<p>Whitfield page 186</p> <p>With references to sources 1, 2 and 3 (pages 183, 185, 186), assess the value of these sources to an historian studying the German armaments industry during the Second World War. (30)</p> <p>Knowledge assessment of unit 1-5</p>	<p>Before the lesson(flipped learning): Complete reading and tasks from 'The war economy and total war' from teachit history</p>	
32	Chapter 23: The 'Final Solution'	What was the 'Final Solution'?	<p>Starter</p> <p>Partner up to discuss camp research</p> <p>Main</p> <p>1. Complete worksheet on the Wannsee Conference and source analysis 2. Explain the importance of the Wansee Conference in the development of Nazi policy towards the Jews. 3. Complete the camp system diagram using p189-191 Extension or home learning – Complete the carousel task looking at the conditions in the camps 4. explain what resistance existed to the final solution Extension or home learning – Conduct further research into the efforts of Jewish resistors and/or helpers of the resistance to help you understand the extent of resistance 5. Read the Death Marches article from Yad Vashem and explain what they were, when they occurred and their purpose.</p> <p>Plenary</p> <p>Read the speech by the British Foreign Secretary from 1942 – Did other European countries know what was going on with the final solution? Do you think there was anything they could have done to prevent it?</p>		<p>Before the lesson(flipped learning): Read A Weale – The SS p327 – 339 Each student to be given one camp to research. All to feedback and worksheets to be collated to hand out.</p> <p>After the lesson (to follow up on this topic): Optional – A day in Auschwitz – Kitty's story question and video sheet</p> <p>Optional – watch the film Schindler's list or read the novel Schindler's Ark by Thomas Keneally to gain insight into the real story of a Nazi Party member who saved many Jews from concentration camps.</p>	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9
33	Chapter 23: The 'Final Solution'	Who was responsible for the Holocaust?	<p>Starter</p> <p>Interpretations of Nazi Germany – are you an intentionalist or a functionalist? Take the quiz and discuss / debate a group</p>	<p>Whitfield page 195</p> <p>With references to sources 1, 3 & 4 (pages 188, 193, 194) assess the value of these sources to an historian studying the origins of the Final Solution. (30)</p>	<p>Before the lesson(flipped learning): L Rees, Their Darkest Hour, Testimony of Oskar Groening p17-23 Read 'Hitler and the Holocaust' David Mcgill</p>	

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			<p>Main</p> <ol style="list-style-type: none"> 1. Research and debate task from ‘Racial policies and the Final solution’ 15 minutes to prep and then debate 2. Who bears the most responsibility for the Final Solution? Table – use textbooks and extra research. 3. review of Oskar Groening and compare to reading ‘The Nazi’s tried to kill kindness. We fight against that’ <p>Plenary</p> <p>Discuss: Who was the most responsible for the Holocaust?</p>		<p>Large group only (presentation preparations – see worksheet with links and tasks on)</p> <p>After the lesson (to follow up on this topic):</p>	
34	Chapter 24: Opposition and resistance in wartime	What resistance was there to the Nazi Regime during the war years?	<p>Starter</p> <p>What were the main reasons for opposition?</p> <p>Main</p> <ol style="list-style-type: none"> 1. Read pages 195-200. Complete the table evaluating resistance during the war years. 2. Which group was most effective in their opposition? 3. On the whole how effective was opposition to the Nazi’s during war time? <p>Plenary</p> <p>‘Opposition and resistance’ information and tasks including continuum</p>	<p>Revision guide page 123</p> <p>How significant was internal German opposition and resistance to the Nazi’s during the Second World War? (25)</p> <p>Additional specimen paper.</p> <p>‘Opposition and resistance in wartime had little impact in weakening the Nazi dictatorship’. Assess the validity of this view. (25)</p>	<p>Before the lesson(flipped learning): Read ‘Hitler’s would-be assassin, Martyn Housden</p> <p>After the lesson (to follow up on this topic): Assessment question</p>	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9
35	Chapter 24: Opposition and resistance in wartime		<p>Watch for purpose: Sophie scholl – The Final Days</p> <p>https://www.youtube.com/watch?v=baRvF6ZBK18</p>	<p>Whitfield page 200</p> <p>With reference to sources 2, 3 & 4, assess the value of the sources to an historian researching resistance to the Nazi regime during the Second World War. (30)</p>		
36	Overview lesson	Overview of the year 13 content of study	<p>Starter</p> <p>knowledge Assessment and review of unit 4,5,6 only and self assessment</p> <p>Main</p> <ol style="list-style-type: none"> 1. An overview of the Nazi state by 1945 2. Use the specimen paper to review the question, and look at 			So3, So5, So7 C3,C5, Sp2, Sp5, Sp9

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			<p>the mark scheme</p> <p>3. Read sample answers</p> <p>4. Improve and answer the question</p>			
37	<p>Overview lesson – thematic</p> <p>Politics</p>		<p>Starter Knowledge dump of all you can remember about this theme</p> <p>Main Use a roll of backing paper to create a long timeline. In one colour add all of the relevant information onto the timeline for the given theme.</p> <p>Plenary Knowledge assessment and self assessment of content in the given theme</p>	Knowledge assessment of unit 1-6	Before the lesson(flipped learning): Prepare notes on this theme	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9
38	<p>Overview lesson – thematic</p> <p>Economy</p>		<p>Starter Knowledge dump of all you can remember about this theme</p> <p>Main Use a roll of backing paper to create a long timeline. In one colour add all of the relevant information onto the timeline for the given theme.</p> <p>Plenary Knowledge assessment and self assessment of content in the given theme</p>	Knowledge assessment of unit 1-6	Before the lesson(flipped learning): Prepare notes on this theme	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9
39	<p>Overview lesson – thematic</p> <p>Society</p>		<p>Starter Knowledge dump of all you can remember about this theme</p> <p>Main Use a roll of backing paper to create a long timeline. In one colour add all of the relevant information onto the timeline for the given theme.</p> <p>Plenary Knowledge assessment and self assessment of content in the given theme</p>	Knowledge assessment of unit 1-6	Before the lesson(flipped learning): Prepare notes on this theme	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9

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40	<p>Overview lesson – Thematic</p> <p>Anti-Semetism</p>		<p>Starter Knowledge dump of all you can remember about this theme</p> <p>Main Use a roll of backing paper to create a long timeline. In one colour add all of the relevant information onto the timeline for the given theme.</p> <p>Plenary Knowledge assessment and self assessment of content in the given theme</p>	Knowledge assessment of unit 1-6	Before the lesson: Prepare notes on this theme	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9
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Revision schedule

This will be updated and added into the SOW at February half term when there is a clearer idea of how much time/lessons/drop downs there will be before the exam.

Provisional exam dates

Paper 1 – 26th May 2021 PM

Paper 2 – 9th June 2021 PM