

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: <ol style="list-style-type: none"> Germany France Britain 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 economics 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"> 1. 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? 2. As historians, what can we learn from source 1 about the use of political violence in Germany in 1923? 3. Read pages 27-29 and answer the following questions: <ol style="list-style-type: none"> a. 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"> 1. 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"> 2. Debate - Was the German economy experiencing a 'golden Age'? 3. 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

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
			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

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
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

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
			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

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
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

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
			<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>		will be used in the next lesson for a task and a debate.	
31	Topic 7: Political developments and the working of democracy, 1924-28	How politically stable was the Weimar government during the Golden Years?	<p>Starter</p> <p>Students are asked what political stability is, what makes a country politically stable and will give them a definition of political stability.</p> <p>Main</p> <p>Using their home learning, page 59 of Whitfield and previous work in lessons, complete this table in your books.</p> <p>Were the threats to democracy greater between 1924 and 1929 than they had been between 1919 and 1923?</p>	<p>Seneca End of Unit Test – Weimar politics</p> <p>Revision guide page 41 'Germany was politically stable in the years 1924 to 1928.' 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> <p>The Weimar Republic enjoyed a 'Golden Age' of political stability in the years 1924 to 1928'. Assess the validity of this view. Answer this in their books.</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
			<p>Plenary</p> <p>Essay planning – revision guide page 41 task</p>			
32	Topic 8: Germany's international position, 1924-28	What was Gustav Stresemann's policy of Fulfilment?	<p>Starter</p> <p>Make a list of pros and cons of Stresemann's policy of Fulfilment</p> <p>Use sources 1 and 2 – How do these views differ on the Aims of German policy?</p> <p>Main</p> <p>-Read page 78SHP - On page 79 there is a chart with options open to Stresemann. For each decide what should be done and what the impact of that might be.</p> <p>-At the bottom of page 79 decide which statement describes that strategy.</p> <p>-Read page 80 of SHP and 82-83 of Layton and complete chart</p> <p>Source task page 45 revision guide</p> <p>Plenary</p> <p>-Describe fulfilment in as few words as possible.</p> <p>Explain the positives of this policy.</p> <p>Who would not like this policy and why?</p>		<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>Read pages 61 – 63 of Whitfield</p> <p>Annotate blank map with the terms of the Locarno Pact, Rapallo Treaty and Treaty of Berlin.</p> <p>Be sure to show which treaty did what.</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
33	Topic 8: Germany's international position, 1924-28	What was the significance of The Locarno Pact and Rapallo Treaty	<p>Starter</p> <p>Home learning feedback - Looking at the terms of the Locarno Pact how happy would each country be:</p> <p>Germany?</p> <p>France?</p> <p>USSR?</p> <p>Eastern Countries?</p> <p>Austria?</p> <p>Do the same for the Rapallo Treaty</p> <p>Main</p> <p>-Review David Low Locarno Treaty Picture</p> <p>-Read page 84-87 of Layton. Make a more detailed annotated diagram of the on page 85.</p> <p>-Debate the pros and cons of the Treaties. Take on the roles of different people in society.</p> <p>Plenary</p>		<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>ead 63-64 Whitfield</p> <p>Make notes on disarmament</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9
34	Topic 8: Germany's international	Disarmament – Was Stresemann a good European?	<p>Starter</p>		Before the lesson (flipped learning):	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
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	position, 1924-28		<p>-Make a list of all the demands placed on Germany's Military as a result of the Treaty of Versailles.</p> <p>-For each point how far did Weimar Germany adhere to this policy?</p> <p>Main</p> <p>-Make a list of arguments for and against Stresemann fulfilling the Disarmament terms</p> <p>-In threes prepare an essay plan under these three headings. Take a section each and find evidence for or against. – Disarmament, Reparations & Territory</p> <p>Plenary</p> <p>Essay task from page 44 revision guide</p>		<p>After the lesson (to follow up on the lesson content):</p> <p>Read pages 64-65 of Whitfield and re-read the chapter on Stresemann's foreign policy. Make a list of:</p> <p>Stresemann's aims</p> <p>Stresemann's Policies</p> <p>Outcomes of these Policies</p>	
35	Topic 8: Germany's international position, 1924-28	Overview of Stresemann's Foreign Policy – Success or Failure	<p>Starter</p> <p>Debate - Had Stresemann achieved his Foreign Policy aims?</p> <p>Main</p> <p>SHP Page 84 – Read information and sources. Find evidence for Good German or Good European</p> <p>Read Page 85-87 And make pro/con notes for international and domestic success and failure.</p> <p>Plenary</p>	<p>Seneca End of Unit Test - International position Seneca End of Unit Test – A-A* Weimar Golden Age</p> <p>Revision guide page 45</p> <p>'the improvement of Germany's international position in the years 1924-29 was the work of Gustav Stresemann.' 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> <p>Revise Weimar Golden Years</p> <p>Create Timeline with annotations</p> <p>Create at least 3 revision resources.</p> <p>End of Unit Exam coming soon</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9

Unit 3: The collapse of Democracy, 1928-33

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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36	Topic 9: The impact of the Depression of 1929	What were the economic effects of the world economic crisis on Germany?	<p>Starter</p> <p>Students shown picture of globe sneezing suggesting “When America sneezes, Europe catches a cold”. Students discuss this concept</p> <p>Main</p> <p>Pupils copy down definition of Wall Street Crash</p> <p>Students show a clip and note down:</p> <ul style="list-style-type: none"> - How did the German economy compare between pre and post economic crash? - What were the economic impacts of the crash? <p>Using page 66 (Whitfield), 102/103 (SHP) and Leyton (116), complete the spider diagram.</p> <p>Plenary</p> <p>Discussion: The economic crash was “merely the occasion, not the cause of Germany’s economic crash” (Leyton)</p> <p>Use Leyton (page 117), SHP (page 104) and your notes today to discuss this view.</p>		<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>Using page 67-70 of Whitfield, create notes on how the depression impacted on either:</p> <ul style="list-style-type: none"> - Increasing poverty (1) - Impact on young people (2) - Impact on women (3) <p>You will be teaching others about this topic next lesson, so make sure you have done extensive research!</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9
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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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37	Topic 9: The impact of the Depression of 1929	What were the social effects of the world economic crisis on Germany?	<p>Starter</p> <p>Find someone in the class who had a different focus then you.</p> <p>Teach them about the social impact you focused on to help them complete the hand out. Teach each other – do not just get them to copy out your notes!!</p> <p>Main</p> <p>What was the impact of the Depression on German society?</p> <p>Summarise the social impact of the depression in 50 words!</p> <p>Plenary</p> <p>As a class, we will discuss the value of source 1.</p> <p>On your tables, discuss the value of source 2.</p> <p>Look at source 3 by yourself</p> <p>Answer for assessment at home</p>	<p>Whitfield page 70</p> <p>With references to sources 1, 2 and 3 and your understanding of the historical context, assess the value of these sources to an historian studying the impact of the Depression on Germany society.</p>	<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>Answer the source question we focused on in the lesson today.</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9
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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
38	Topic 9: The impact of the Depression of 1929	How well did the German government respond to the economic crisis?	<p>Starter</p> <p>Discuss on your table... How would an economic crisis impact politics?</p> <p>Main</p> <p>In your groups, decide which strategy you will take (two options at bottom of page 104 in SHP).</p> <p>Explain your choice, referring to:</p> <ul style="list-style-type: none"> a) Individual policies b) Past events in Germany c) Possible political consequences of your actions. <p>Using SHP (page 105), answer the following questions in full:</p> <ol style="list-style-type: none"> 1) Why did the government do little to start with? 2) What was the main approach from the government? 3) What approach did the government eventually take, but it was too late? <p>Two of the major political impacts of the crash were:</p> <ul style="list-style-type: none"> - The collapse of the Grand Coalition - The growth in support for extremist parties. <p>Read pages 119-123</p> <p>Add further information to the summary diagram on page 123 of Leyton.</p> <p>Plenary</p> <p>Discuss the title of the lesson</p>		<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>Read pages 171-173 of Whitfield. Make notes on the intensification of political violence (page 72-73), including source 4 and table 3.</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
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39	Topic 9: The impact of the Depression of 1929	What were the political consequences of the economic crisis?			Before the lesson (flipped learning): After the lesson (to follow up on the lesson content):	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9
40	Topic 9: The impact of the Depression of 1929	What was the overall impact of the Depression?	<p>Starter</p> <p>Discuss what parts of German life have been affected by the Depression.</p> <p>Main</p> <p>The Depression had a number of consequences:</p> <ul style="list-style-type: none"> - Economic consequences (the impact on employment, trade and industry) - Social consequences (increasing poverty, impact on young people and impact on women) - Political consequences (the collapse of the Grand Coalition, growth in support of extremist parties and the intensification of political violence) <p>On your tables, discuss the relative importance of each of these factors in undermining the Weimar government and rank them in order of importance (1=greatest consequence, 2=smallest consequence)</p> <p>In your books, explain your rankings.</p> <p>Planning essay task page 50 revision guide – to answer for assessment</p> <p>Plenary</p> <p>Discussion:</p>	<p>Seneca End of Unit Test – the depression and politics</p> <p>'The Weimar governments' failure to deal with the effects of the Depression was the reason for the growth of political extremism in Germany after 1929.' Assess the validity of this view (25)</p>	Before the lesson (flipped learning): After the lesson (to follow up on the lesson content):	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
			<p>How important was the Great Depression in bringing the downfall of the Weimar government?</p> <p>Consider:</p> <ul style="list-style-type: none"> - The impact of the depression - The entrenched problems the government had always faced 			
41	Topic 10: The appeal of Nazism and communism	How did the Nazi Party recover from the failure of the Munich Putsch?	<p>HITLERS LEADERSHIP AND ORGANISATION</p> <p>Starter - How influential was Mein Kampf?</p> <p>Main</p> <p>-Make notes on Hitlers Speech - List all the arguments he makes, Make notes on his delivery and timing. How did Hitler's speeches help the Nazi Party</p> <p>- Using sources on P112 SHP</p> <ol style="list-style-type: none"> 1. List main points Hitler is making in source 7.1 about how to win support 2. Which of sources 7.2 and 7.3 do you think is more reliable as evidence of Hitler's skills? 3. What can you learn from sources 7.2-4 about Hitler's skills in winning support? 4. Using P 113 SHP & 109-110 Layton Make notes on: Hitler's leadership qualities Hitler's skills as a communicator 5. Using pages 114-115 SHP & 110-111 Layton complete box below on Nazi organisation 		<p>Before the lesson (flipped learning):</p> <p>Nazi ideology task page 53 revision guide and key concept task</p> <p>After the lesson (to follow up on the lesson content):</p> <p>Read P78-80 of Whitfield – Make notes on Importance of Hitler, Propaganda and Terror.</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
			<p>Plenary</p> <p>How influential was Hitler to the success of the Nazi Party?</p> <p>Was Hitler a leader or a spokesperson?</p> <p>Which was more important to the Nazi party success; Hitler or the party organisation?</p>			
42	Topic 10: The appeal of Nazism and communism	Why was there a growth in support for the Nazi Party after 1929?	<p>Starter</p> <p>Review Nazi ideology charts and decide what the appeal of them were</p> <p>Main</p> <ul style="list-style-type: none"> - Make a list of all the beliefs of the Nazi party? - Next to this list – say who this idea will appeal to and why? - Next to each idea put an N (National), an S (Socialist) or an O (Other) depending on the views it best expresses -Look at the Nazi Posters. What are the ideologies behind these posters? Who in society might each appeal to? - Using pages 104-108 of Leyton and 75-78 of Whitfield write a paragraph of Mein Kampf <p>Split beliefs into: Nationalist , Racial, Anti-Republican & Economic</p> <p>Plenary</p> <ol style="list-style-type: none"> 1) How far were the Nazi policies socialist? 2) Were the ideas of the Nazi party just Hitler's ideas? 3) Which groups in society would be most taken by the ideas of the Nazis? What specifically would they like about them? 4) Which Nazi policies appealed to people most? Why? <p>Revision guide task page 53 application table</p>	<p>Mini assessment</p> <p>Revision guide page 54</p> <p>'Asses the value of A to a historian studying the appeal of Nazim' (10)</p>	<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>Research Mein Kampf and its success in Germany (and around the world).</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9

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43	Topic 10: The appeal of Nazism and communism	Why was there growth in support for the Communist after 1929?	<p>COMMUNISM</p> <p>Starter</p> <p>Review KPD propaganda posters and decide what the appeal of them were</p> <p>Main</p> <p>-Leyton 131 - Read case study on KPD</p> <p>Use table 5.6 to chart the rise and fall of Communist support. Now annotate the chart using the KPD case study to explain the rise and fall of communist support.</p> <p>-Whitfield 80-81 - Using the information on these pages: Create a speech of a communist leader showing: Aims, Methods & Ideologies. Create a propaganda poster to accompany your speech.</p> <p>Plenary</p> <p>1)Was the fear of communism a reason why people voted for the Nazis?</p> <p>2) How big a threat were the communist party to Weimar democracy?</p>		<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>Read pages 105-108 on Nazi Ideology & Make notes</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9
44	Topic 10: The appeal of Nazism and communism	What role did propaganda and Terror play in the rise of extremism?	<p>Starter – TERROR AND PROPAGANDA</p> <p>-Describe the relationship between a carrot and stick and the Nazi Party.</p> <p>Main</p> <p>- Layton 140-145 & SHP 116 – Read and complete carrot and stick chart.</p> <p>-Complete and annotate table from past lessons.</p> <p>Plenary</p> <p>Which was more important in getting people to support the Nazi Party?</p> <p>Which was more important to stopping opposition of the Nazi Party?</p>		<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>Read page 82 of Whitfield</p> <p>In your books, copy out the key chronology on page 82 (Whitfield)</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9

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45	Topic 10: The appeal of Nazism and communism	Elections 1928-1933	<p>Starter</p> <p>Create a chart showing the rise and fall of extremist politics in the republic. Include specific events which helped to change the fortune of extremist groups.</p> <p>Main</p> <p>-SHP 106-107 - Explain how the Nazis and Communists benefitted from the economic slump of the late 1920's.</p> <p>-SHP 110-111 What other events helped and hindered the Nazi's election success from 1928.</p> <p>-SHP 119-121 Using these pages complete the Activity box on page 119. Review sources on page 122-123 and complete table on page 122</p> <p>-Layton134-139 - Reading for purpose. Read through information on Election patterns: Create summary diagram on p139 but include statistics to make this a useful revision resource.</p> <p>Plenary</p> <p>-Question: Why did support for extremist parties change in the period 1928-1933?</p> <p>Discuss assessment question using prompts on page 54 revision guide</p>	'Revision guide page 54 'It was Hitler's anti-communist stance that won support for the NSDAP in 1932.' Assess the validity of this view.	<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>Read Pages 74 – 78 of Whitfield and make notes on Electoral Support for Nazism and Communism.</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9
46	Topic 11: The appointment of Hitler as Chancellor	The fall of Brüning government	<p>Starter</p> <p>www.youtube.com/watch?v=vuvbi4T7hQs – clip to show students how Hitler became chancellor.</p> <p>TLD on how high-ranking politicians felt they could control Hitler and how they turned out to be wrong.</p> <p>Main</p> <p>TLD on Brüning's government.</p>		<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>Assessing value of sources in SHP (page 137)</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9

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			<p>Read page 83 of Whitfield and pages 123-127</p> <p>Answer the following questions in full:</p> <ol style="list-style-type: none"> 1. What was Brüning political position when in power? Why was he known as a 'semi-dictator'? 2. What were his economic policies? What were the consequences of these policies? 3. What led to the fall of Brüning? Include: <ul style="list-style-type: none"> - The banking crisis - Land reform - Intrigue <p>Plenary</p> <p>Read through SHP pages 136 and 137.</p> <p>What do the sources (page 137) tell us about Brüning government?</p> <p>How VALUABLE are sources 8.2-8.4?</p>			
47	Topic 11: The appointment of Hitler as Chancellor	Papen's government and the "Cabinet of Barons"	<p>Starter</p> <p>Image of Von Papen's cabinet with information about who made it up – students are asked what do you notice about his cabinet.</p> <p>Main</p> <p>Watch the clip from The Rise of Evil.</p>		<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>Research and create a fact file for Schleicher's government.</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9

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			<ul style="list-style-type: none"> - What does Von Papen suggest? - What does Hitler want? - Why does he suggest he should have it? - How does Hindenburg view Hitler? <p>Read pages 84-86 of Whitfield.</p> <p>Summarise these pages under the following headings:</p> <ul style="list-style-type: none"> - The ‘cabinet of Barons’ - Papen’s destruction of democratic government in Prussia - July 1932 election (include why the Nazis were so successful – page 130 (Leyton)) - November 1932 election (include why the Nazis lost support in this election) <p>Using page 85 (Whitfield) and pages 145-146 (Leyton – Papen’s failure) to add information to the spider diagram ‘Why did Von Papen resign?’</p> <p>Plenary</p> <p>How did Von Papen’s government help Hitler come to power?</p>			
48	Topic 11: The appointment of Hitler as Chancellor	The role of ‘backstairs intrigue’	<p>Starter</p> <p>Watch the following clip from The Rise of Evil which shows how Hitler eventually became the Chancellor of Germany in January 1933.</p> <ul style="list-style-type: none"> - How does he eventually get the position? <p>Main</p> <p>On the hand-out, match the DATES with the correct EVENT of BACKSTAIR INTRGUE.</p>	<p>Seneca End of Unit Test – Backstairs intrigue</p> <p>To what extent was Hitler’s appointment as chancellor in January 1933 due to ‘backstairs intrigue’? (25)</p>	<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>“Hitler became Chancellor in January 1933 mainly as a result of “backstairs intrigue”. Assess the validity of this view.</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9

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			<p>TLD to go through the key dates and events</p> <p>Read through pages 86-88 of Whitfield.</p> <ol style="list-style-type: none"> 1. Who was part of Hindenburg's inner circle, and what were their roles? 2. Summarise Schleicher's government: <ul style="list-style-type: none"> - How did he want to construct a stable government? - Who did he target and why did he think they would work with him? - What approach did he take with the economy? Did it succeed? - Why did he have to resign? 3. Why were there divisions in the Nazi Party? Who did they involve? 4. What deal did Papen make with Hitler? What was the outcome? <p>Plenary</p> <p>Discuss assessment question using task on page 58 revision guide</p>			
49	Topic 11: The appointment of Hitler as Chancellor	Who killed Weimar democracy? The Trial	<p>Main</p> <p>Students are given a variety of roles, including judge, defendant prosecutors and suspects and put these people on trial on charges of:</p> <ol style="list-style-type: none"> 1. This person deliberately undermined Weimar democracy 2. This person was most to blame for bringing Hitler to power. 		<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>See PowerPoint for further information</p> <p>Plenary</p> <p>As a class, what have we found out from this trial.</p> <p>Complete the table on page 148 (SHP)</p>			
50	Topic 12: The establishment of the Nazi dictatorship, January-March 1933	What was in Hitler's cabinet and how useful were they to Hitler?	<p>Starter</p> <p>What is the role of Chancellor?</p> <p>What are the powers?</p> <p>What are the limitations?</p> <p>What might Hitler want to do as chancellor?</p> <p>Will he be able to?</p> <p>Main</p> <p>-Read Source 1 (p90 Whitfield)</p> <p>Q: How Valuable is the source to a Historian? What is the message of the source?</p> <p>-P91-92 Whitfield. Make a cabinet meeting table showing the key members of Hitler's Cabinet. How might they be useful to Hitler? How might they be a hindrance? What was the reaction like to Hitler's Appointment?</p> <p>-Using Leyton 148-149 Complete Chart. How powerful was Hitler as Chancellor?</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>Plenary</p> <p>What might Hitler's next steps be to consolidate power?</p>			
51	Topic 12: The establishment of the Nazi dictatorship, January-March 1933	How did the Nazi's begin to use terror as a tactic to eliminate opposition in their early years?	<p>Starter</p> <p>-Review Reichstag fire picture. Think about its impact.</p> <p>Main</p> <p>-P92-93 Whitfield/P150 Leyton (The Reichstag election, 5 March 1933)- Complete escalation of Terror timeline</p> <p>-Watch video of Reichstag Fire. Who does the film think is responsible? How does Hitler use it to his advantage?</p> <p>-93-94 Whitfield & 150-151 Leyton . Write a Newspaper report on the Reichstag Fire from the point of view of either: Nazi Party, Communists or Foreign Newspaper.</p> <p>-Using sources 2 & 3 (p92 & 94 Whitfield) .How valuable are these sources to a historian studying the use of Terror under Hitler's Chancellorship?</p> <p>Plenary</p>	Mini assessment Page 94 whitfield Assess the value of Source 3 to a historian studying Nazi Violence in the establishment of the dictatorship (10)	<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>Research Terror during Hitler's Chancellorship and add to timeline.</p> <p>https://www.youtube.com/watch?v=K8Sj5NqV6rQ</p> <p>Watch video and make additional notes on the Reichstag fire</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9
52	Topic 12: The establishment of the Nazi dictatorship, January-March 1933	How did the Nazi's use legal power to achieve their agenda?	<p>Starter</p> <p>Review chart of 1933 Election and assess how it happened.</p> <p>Main</p> <p>-Use pages 94-95 of Whitfield</p> <ol style="list-style-type: none"> 1. What legal uses of terror were used after the fire? 2. In the March 1933 Election, what types of campaign did the Nazis run? 3. Why did they not get a Majority? 4. How were the Nazi's still able to get enough of a majority to pass laws? 	Seneca End of Unit Test – Political developments	<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>-Leyton 151-152</p> <p>Make a list of statistics you can use as evidence for Nazi improvement.</p> <p>-Watch video and Make notes on the Ways in which Hitler rose to power</p> <p>-Inpairs argue for either; Hitler consolidated his power using terror or Hitler consolidated his power legally.</p> <p>Plenary</p> <p>How did Hitler consolidate his power after becoming chancellor?</p>			
53	Topic 12: The establishment of the Nazi dictatorship, January-March 1933	How did the Nazi's bring about the end of democracy in Germany?	<p>Starter</p> <p>Look at the enabling act document and get students to guess what it is. Then discuss its importance.</p> <p>Main</p> <p>- P95-96 Whitfield</p> <ol style="list-style-type: none"> 1. What is the enabling Act? 2. How was it able to pass? 3. What is meant by a revolution from below? 4. What evidence is there that this was a revolution from below? <p>- Using notes and Leyton 152-153 and in a different colour add legal events to previous timeline.</p> <p>Revision guide task page 61</p> <p>Plenary</p> <p>-Possible exam question – see assessment opportunities.</p>	<p>Seneca End of Unit Test – A-A* Collapse of Democracy</p> <p>Revision guide page 61</p> <p>How significant was Hindenburg's underestimation of Hitler in the establishment of Nazi rule in Germany by March 1933? (25)</p>	<p>Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>Imagine you are writing Hitler's Memoirs Complete the dates:</p> <p>January 1933</p> <p>February 1933</p> <p>March 1933</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9
54	Topic 12: The establishment of the Nazi dictatorship, January-March 1933	Evaluate the state of Germany by 1933	<p>Starter</p> <p>-Use notes and p153-154 Leyton to create a more detailed summary diagram</p> <p>Main</p> <p>-Look at historiography of why people think the Nazi's came to power and feedback.:</p>	<p>Whitfield page 98</p> <p>'The failure of the Weimar Republic was due to the weaknesses of it's constitution.' Assess the validity of this view. (25)</p>	<p>I Before the lesson (flipped learning):</p> <p>After the lesson (to follow up on the lesson content):</p> <p>Imagine you are American Journalist William Shirer:</p> <p>Write a report back to Washington explaining what has happened in</p>	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9

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			<ul style="list-style-type: none"> - Left Wing Marxist - Anti-German Determinist - Gerhard Ritter - Structuralist - Intentionalist - Ian Kershaw <p>Plenary</p> <p>-Using Whitfield 97-98 use source 5</p> <p>What deals did Hitler have to make even after the enabling act?</p> <p>Was Germany a complete dictatorship by March 1933?</p>		Germany since the war and What the situation is like in March 1933	
55	Overview of the Weimar Republic 1918-33	Thematic overview – Political			Before the lesson (flipped learning): After the lesson (to follow up on the lesson content):	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9
56	Overview of the Weimar Republic 1918-33	Thematic overview – Economic			Before the lesson (flipped learning): After the lesson (to follow up on the lesson content):	So3, So5, So7 C3, C5, Sp2, Sp5, Sp9
57	Overview of the Weimar Republic 1918-33	Thematic overview – Social			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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