The KING’S Medium Term Plan – History

Y10 Learning Cycle 1 Programme

<table>
<thead>
<tr>
<th>Module</th>
<th>Hitler’s Germany, 1929 - 1945</th>
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<tbody>
<tr>
<td><strong>Subject Challenging Question</strong></td>
<td><strong>Was Hitler’s rise to power based on chance or design?</strong></td>
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<td>This unit is about Germany from 1929 - 1934 and looks to investigate Key Issue 1 and start Key Issue 2 of the exam syllabus. Students will study the rise of the Nazi party with focus on how Hitler gained and then maintained power in the early 1930s. This will look at the impact of the Wall Street Crash, the failures of the Weimar Republic and the various techniques used by Hitler to establish a dictatorship.</td>
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<tr>
<td><strong>Lines of Enquiry</strong></td>
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<tr>
<td><strong>Week 1:</strong> What was Germany like in the 1920s?</td>
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<td><strong>Week 2:</strong> How did the Wall Street Crash and failure of democracy lead to the rise of the Nazis?</td>
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<td><strong>Week 3:</strong> What was public reaction to Hitler’s rise and how did the Enabling Act secure his power?</td>
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<td><strong>Week 4:</strong> How did Hitler eliminate opposition and what opposition remained?</td>
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<td><strong>Week 5:</strong> To what extent did One Party Law secure Hitler’s position?</td>
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<td><strong>Week 6:</strong> Revision, learning homework – incorporate the skills developed this semester. Assessment week.</td>
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<td><strong>Week 7:</strong> Gap teaching – from assessment analysis.</td>
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By the end of this learning cycle, students in history will be able to answer questions based around:

**Key issue 1: How and why was Hitler able to become Chancellor in January 1933?**
- The impact of the Wall Street Crash and Depression in Germany; growth in support for the Nazis and other extremist parties
- The Weimar system of government and the failure of democracy; the elections of 1930 and 1932; invitation to lead a coalition government, 1933; reactions among German people.

**Key issue 2: How did Hitler change Germany from a democracy to a Nazi dictatorship, 1933–1934, and then reinforce this?**
- The Reichstag Fire; the election of March 1933; the Enabling Act
- The elimination of political opposition: political parties, trade unions; the Night of the Long Knives; the death of Hindenburg; Hitler becomes Führer
- One party law and order: SS and Gestapo; concentration camps; propaganda; censorship; the media; control of education; youth movements; control of the churches.
- The nature of continuing opposition and resistance in the Third Reich: the White Rose Movement, the Edelweiss Pirates, the Kreisau Circle, 1939–1944, the Stauffenberg bomb plot, 1944

*Students will use a mixture of the following historical techniques to do this;*

**AO1** Recall, select and communicate their knowledge and understanding of history

**AO2** Demonstrate their understanding of the past through explanation and analysis of:
- key concepts: causation, consequence, continuity, change and significance within an historical context
- key features and characteristics of the periods studied and the relationship between them

**AO3** Understand, analyse and evaluate:
- a range of source material as part of an historical enquiry
- how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry
<table>
<thead>
<tr>
<th>Week 1</th>
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<tr>
<td><strong>What was Germany like in the 1920s?</strong></td>
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<tr>
<td><strong>Hypothesis 1:</strong> – Germany thrived in the 1920s</td>
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<td><strong>Hypothesis 2:</strong> – Hitler’s rise to power was by chance not design</td>
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<tr>
<td><strong>Learning intention</strong></td>
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<tr>
<td>• Students will understand what Germany was like in the 1920s</td>
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<tr>
<td><strong>Knowledge</strong></td>
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<tr>
<td>The Treaty of Versailles’ impact on Germany, hyperinflation, impact of Gustav Stresemann, economic recovery, Dawes Plan, Wall Street Crash and death of Stresemann in the same month, Hitler’s background in the army during World War One, a political spy in the early 1920s and eventual rise to leader of the Nazi party.</td>
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<td><strong>Success Criteria</strong></td>
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<tr>
<td>* Students will describe the conditions in Germany during the 1920s (background to module)</td>
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<td><strong>Students will:</strong></td>
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<tr>
<td><strong>Level 1 description</strong></td>
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<tr>
<td>KGP 2 students can state that Germany was in a bad position after Versailles but recovered</td>
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<tr>
<td><strong>Level 2 Identifies or describes several features</strong></td>
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<td>KGP 3-4 – Students can recall at least three key facts and describe them from the list above. Three reasons is a GP3 and four or more is a GP4</td>
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<tr>
<td><strong>Level 3 Explains one or more features</strong></td>
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<tr>
<td>KGP 5-6 - Students can explain the changes that happened to Germany during the 1920s and why this was the case. GP5 explanation of two changes plus one explanation of why this was important, GP6 explanation of three changes plus two explanations of why this was important.</td>
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<td>KGP 7 - Students can analyse what impact the Wall Street Crash had on Germany by comparing progress before the Crash to what happened after</td>
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<td><strong>Overview of lessons this week:</strong></td>
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<td>* Students will start the week being introduced to the module and being reminded of expectations for the year. There will be an overview of the module before the background lesson on the 1920s is completed.</td>
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<td>* Students will take a chronological look at Hitler’s rise to power before moving on to studying that in more depth in week 2</td>
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Home learning:
Pupils will complete a research task due next Monday.

Progress Outcomes:
AO1 – Describe what the impact of the Treaty of Versailles was, describe what happened under Stresemann, describe what the Wall Street Crash was
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<th>Week 2</th>
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<tr>
<td>(3 Hours class learning + 1 home learning)</td>
<td><strong>How did the Wall Street Crash and failure of democracy lead to the rise of the Nazis?</strong></td>
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**Hypothesis 3:** – The Weimar Republic failed Germany massively

**Hypothesis 4:** – The Nazis only came to power because of the Wall Street Crash

**Hypothesis 5:** – The Weimar Republic’s collapse was inevitable (proportional representation)

### Learning intention
- Students will understand the impact of the Wall Street Crash, failings of the Weimar Republic and Nazi policies on Nazi popularity from 29-33

### Knowledge
- Dawes loans recalled leading to Germany having no money, unemployment rises to 6 million by 1933. Hitler over Germany and the impact of propaganda, people of Germany never forgave the November criminals. Nazis promised work and bread. Nazis appealed to those who were afraid of communism like the lower middle classes and the industrialists. Joseph Goebbels impact on Nazi popularity was massive. Industrialists supported the Nazis to avoid communist takeover, the SA were involved in street fights with the communists, proportional representation weakened the Weimar Government from the start

### Success Criteria
- * Students will explain how the failures of the Weimar Republic in the years 1929 – 1933 led to increased support for the Nazi party (June 2015 Past Paper)

**Students will:**

### Level 1 description
- KGP 2 Students can identify one cause or write short descriptive comments. E.g. there were many unemployed people, the Weimar Republic had a lot of critics

### Level 2 Identifies or describes several features
- KGP 3-4 – Students can identify several causes in descriptive such as unemployment rising with figures to support or unstable government wusing frequent elections and chancellors to support. Three described is GP3 but 4 or more is GP4

### Level 3 Explains two or more features
- KGP 5-7 - Students can explain some of the knowledge reasons listed above and may attempt to reach a conclusion based upon the question. Explanation in detail of one without a conclusion is a GP5. Explanation in detail of two with a conclusion and/or several other explained points is a GP6. Answers that show chronological progression and impact of different events are GP7. Explanations will look at the consequence, describe that consequence and then explain how it led to increased support e.g. saying that unemployment led to the rise of extremism as parties such as the Nazis were able to promise work and bread, attacking the Weimar Government for its failure to provide its people with simple necessities.

### Progress Outcomes:
AO1 – Describe what happened in Germany after Wall Street, describe the policies of the Weimar Republic in this time, describe the policies of the Nazis in this time period  
AO2 – Explain the consequences of Weimar failures on the Nazi campaign, explain the causes Weimar failures, explain how the Nazis took advantage of the depression  
AO3 – Evaluate a source to say what it can tell us about Germany before 1929

**Overview of lessons this week:**

- Students will recap over the Golden twenties under Stresemann before starting to look at the impact of the Wall Street Crash on Germany and the failings of the Weimar Republic. Students will also start to look at how these failings turned people towards the Nazi party.

- Students will look at how the Nazis took advantage of the depression and the failures of the Weimar Republic and the failings of the constitution in the form of proportional representation.

- **REACH time will be completed this week**

**Home learning:**

Pupils will learn a selection of key words in order to complete a spelling test due next Monday.
**Lesson 3 of this week will include the middle cycle test**

**Learning intention**

- Students will understand how Hitler used the Reichstag Fire to solidify his position as chancellor

(Knowledge – Van der Lubbe accused by Nazis of starting communist plot to burn down the Reichstag, building destroyed, led to the Enabling Law being passed and greater support for Hitler in the March 1933 elections, conflicting stories and evidence about the fire, Nazis used this as propaganda to get support against the communists, Emergency Decree passed by Hindenburg (Article 48) gave Hitler sweeping powers against all political opponents (Law for the Protection of People and the State), Nazis gain 44% of the votes in March election)

**Success Criteria**

From June 2014 test paper -

* Students will describe the Reichstag Fire and the events that led up to the election of March 1933

From the examiners report - students will:

Students will:

**Level 1 description**

KGP 2 students can state a communist was accused by the Nazis of starting the fire or Van Der Lubbe was accused of starting the fire

**Level 2 Detailed description of limited aspects or limited description on wider range of aspects**

KGP 3-4 – Students can describe in detail a limited amount of relevant pieces of information, such as details on the fire and differing interpretations and evidence, or how the Nazis used propaganda against the communists. Two detailed descriptions are GP5 or four limited descriptions whereas three detailed is GP4 but six limited descriptions

**Level 3 Explains one or more consequences (edited as original Q was a source question)**

KGP 5-7 – Can explain how the Reichstag Fire helped Hitler solidify his power by looking at the consequences of the Reichstag Fire. Explanation in detail of one without a conclusion is a GP5. Explanation in detail of one with a conclusion and/or several other described point is a GP6. Explanation of two points clearly with a conclusion is a GP7. Conclusions are usually one sided at this point.
“The Reichstag Fire allowed Hitler to get rid of his biggest political rivals in the communists. It did this because Hitler was able to play on the fears of many Germans by portraying the fire as an attempted communist takeover plot. He was able to convince the Reichstag to pass the Enabling Act, establishing a one-party state and also starting his dictatorship. This was the point when Hitler had gained ultimate control over German politics.”

Progress Outcomes:
AO1 – Describe what happened the night of the Reichstag Fire, describe what people thought of Hitler by January 1933, describe the Enabling Law
AO2 – Explain the consequences of the Reichstag Fire, explain the causes of Hitler becoming chancellor
AO3 - Evaluate evidence to decide what really happened the night of the Reichstag Fire.

Overview of lessons this week:

• Students will look at how Hitler became chancellor in January 1933 by recapping over what has been covered so far and looking at the election results

• Students will look at sources about the Reichstag Fire to try and piece together the truth about one of the most talked about events of Hitler’s rise to power and whether or not there was really a communist plot.

• Students will look at the consequences of the Reichstag Fire by looking at the Enabling Law and the impact of Hindenburg

Home learning:

Students will complete a reflection activity from the Roaring Twenties module as recap
How did Hitler eliminate opposition and what opposition remained?

**Hypothesis 9:** – Hitler’s removal of opposition was ruthless

**Hypothesis 10:** – The Night of Long Knives was the most brutal part of Nazi power consolidation

**Hypothesis 11:** – Hitler’s remaining opposition had little impact on him

**Learning intention**
- Students will understand how Hitler used threats and violence to establish a dictatorship

(Knowledge – political parties were gradually banned out after the Enabling Law, law against forming new parties in Germany, Trade Unions were banned and many leaders of political parties and unions were arrested, Nazis given positions in government, many judges or civil servants were Nazis or sympathised with them, Hitler removed the SA because they were thugs, many SA members were homosexual which contrasted with Hitler’s respectability targets, Roehm was more socialist than Hitler and industrialists did not like him, Roehm wanted the SA to control the army which would have made him more powerful than Hitler, Hitler had to choose between the army and the SA and choose the SA, SA members arrested or killed including Ernst Roehm, other political opponents were also killed such as ex-chancellor von Schleicher, Hitler claimed he did this to stop a takeover and ‘saved the nation’)

**Success Criteria**

From specimen test paper (AQA new specification 2015) -
* Students will evaluate if the most important reason why Hitler was able to establish a dictatorship was because of the use of threats and violence (12 marks)

From the examiners report - students will:

**Level 1 description**
KGP 2 students can state the SA helped gain Nazi votes through threats and violence and that the Night of Long Knives removed opposition

**Level 2** Identifies several ways in which the issue has been interpreted or explains one interpretation demonstrating some depth of knowledge and understanding or explain how the interpretation came about

KGP 3-4 – Students can state that the Night of Long Knives was used to remove political opponents such as von Schleicher, Hitler removed the SA in favour of the army and other ways in which Hitler removed political opponents. Two reasons is a GP3 and four or more but not described in any way is a GP4.

**Level 3** Explains more than one features in depth

KGP 5-7 – Students can look at one of the aforementioned points in the knowledge in depth looking at ways in which Hitler used violence to establish his dictatorship in depth; Explanation in detail of two without a conclusion is a GP5. Explanation in detail of two with a conclusion and/or several other
described point is a GP6. Explanation of three points clearly with a conclusion is a GP7. This may start to look at why people have this interpretation has came about in GP7 but not in any great amount of depth.

Progress Outcomes:
AO1 – Describe what the role of the SA was before 1933, describe what happened during the Night of Long Knives
AO2 – Explain the consequences of the Night of Long Knives, explain the causes of the Night of Long Knives, analyse if Hitler was able to remove opposition effectively.
AO3 – Analyse different interpretations about the importance of the Night of Long Knives

Overview of lessons this week:

• Students will continue to look at the effects of the Reichstag Fire and the Enabling Act by looking at the removal of Hitler’s political opposition. This leads into a study of the Night of Long Knives and why the SA were important up to that point but became expendable. This will look at the flaws of the SA as well as how Hitler wanted to impress.

• Finally, students will look at the remaining opposition in Germany during Hitler’s dictatorship and how this affected Hitler’s reign

Home learning:
Pupils complete a reflection by completing spider diagrams on an aspect of the Race Relations module.
To what extent did One Party Law secure Hitler’s position?

Hypothesis 12: - Without the Gestapo and SS there was no Hitler

Hypothesis 13: – Propaganda was Hitler’s most potent weapon

Hypothesis 14: – Controlling education, controls the future

Learning intention
• Students will understand impact on Germany that the SS, Gestapo and propaganda had

(Knowledge – Hindenburg was left as the only person more powerful than Hitler and when he died Hitler made himself president and became the Fuhrer, German army swears an oath of loyalty to Hitler which eliminated the only power that could remove Hitler, the SS started as Hitler’s private bodyguard, by 1934 had 50,000 and was a terror organisation led by Heinrich Himmler, ran concentration camps through the ‘Death Head Units’, The Gestapo had authority to spy on peoples mail and tap telephones, Gestapo tried to trick people by pretending to be rebels, some historians suggest Hitler only looked powerful because of the SS and Gestapo, Goebbels was powerful, newspapers printed only pro-Nazi stories similar with film and radio, everybody could afford radios, 1936 Berlin Olympics was a massive propaganda campaign, after 1933 rallies became more spectacular.)

Success Criteria
* Students will explain the importance of the SS, Gestapo and propaganda on securing Hitler’s dictatorship

Level 1 description
KGP 2 students can state the SS and Gestapo carried out violent acts for Hitler and spied on people and that propaganda convinced people that Hitler was great

Level 2 Identifies or describes several features
KGP 3-4 – Students can describe Hitlers use of the Gestapo, SS and propaganda and how this influenced the German people. Such as, “The SS was used to make sure people in Germany were following the Nazi rules. This was because they would arrest people who were speaking out against Hitler and send them to concentration camps.” Two reasons is a GP3 and four or more but not described in any way is a GP4.

Level 3 Explains one or more features
KGP 5-7 - Students can explain some of the impacts of the SS, Gestapo and propaganda. “The SS was used to make sure people in Germany were following the Nazi rules. This was because they would arrest people who were speaking out against Hitler and send them to concentration camps. This meant that people were afraid to speak out against Hitler because they knew they were always being watched by the SS and the Gestapo.” Explanation in detail of one without a conclusion is a GP5. Explanation in detail of one with a conclusion and/or several other described point is a GP6. Explanation of two points clearly with a conclusion is a GP7. Conclusions are usually one sided at this point.

Progress Outcomes:
AO1 – Describe what the Gestapo and SS did in Germany, describe what propaganda was and how Hitler used it
AO2 – Explain the impact of propaganda on people and why this technique was so successful, explain why people were scared of the SS and the Gestapo
AO3 - Evaluate how reliable a source is for studying the impact of propaganda on Hitler’s Germany

Overview of lessons this week:

• Students will study the impact of the Gestapo and SS on Hitler’s consolidation of power, looking at how important they were to Hitler’s position before looking at the impact of propaganda as the perhaps most important peaceful method of Hitler’s consolidation.

• Finally, students will study the impact Hitler had on education and start to look at Hitler using education to bring people round to his way of thinking.

Home learning:
Pupils will revise for assessment week next week.
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<th><strong>Gap Analysis Reinforcement</strong></th>
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<tr>
<td><strong>Gap Reinforcement</strong></td>
<td><em>This end of module time will be allocated to re-teaching any gaps discovered in each individual's knowledge as a result of the assessment process.</em></td>
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<th><strong>Extended Learning</strong></th>
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<tr>
<td><strong>•</strong></td>
<td><em>Compare the impact of the Wall Street Crash on America to that of Germany</em></td>
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<td><strong>•</strong></td>
<td><em>Was the Treaty of Versailles the main reason Hitler came to power?</em></td>
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<td><strong>•</strong></td>
<td><em>Compare Hitler to another dictator of the time like Stalin or Mussolini and determine the similarities and differences</em></td>
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| **•** | *Why did the people of Germany not realize the type of leader Hitler would become?*  
*Also, recommendation to purchase the “GCSE History: AQA B, Modern World History” textbook to aid with revision* |