

SUBJECT NAME HISTORY



ALDER
Community High School

YEAR GROUP 10

Germany in Transition 1919-39	
Autumn	CEIAG Curriculum learning linked to careers Historian, History teacher, University lecturer, Museum or heritage curator, Archivist, Politics, International relations, Diplomacy, Journalist, Law, Intelligence, Historical writing, Film and documentary production, Tourism, Heritage, Political analyst, Researcher
	SMSC Spiritual: The study of Nazi religious policies and persecution of Jewish people and other religious groups. Moral: This unit raises questions about right and wrong and whether people should obey unfair laws, stand up to discrimination or resist a government. Social: The study in this unit shows how society changed during the Weimar Republic and Nazi Germany. We examine the impact of propaganda, discrimination, inequality and persecution on different groups. Cultural: We study how the Nazis tried to control art, music, literature, education and the media.
	Composites <u>Impact of the First World War</u> What challenges were faced by the Weimar Republic from 1919 – 1923? • <i>Impact of Versailles;</i> • <i>weaknesses of Weimar government;</i> • <i>political instability – Spartacist, Kapp, Munich Putsches; hyperinflation;</i> • <i>events in the Ruhr 1923</i> <u>Recovery of Weimar</u> Why were the Stresemann years considered a ‘golden age’? • <i>Recovery from hyperinflation;</i> • <i>Dawes and Young Plans;</i> • <i>Locarno Pact;</i> • <i>League of Nations;</i> • <i>US investment;</i> • <i>social and political developments</i>
	Key Vocabulary Republic Constitution Reichstag Weimar Government Reichstag Constitution Proportional representation Revolt Coalition Putsch Passive resistance Hyperinflation



<u>End of the Weimar Republic</u> How and why did the Weimar Republic collapse between 1929 and 1933? • <i>Social and political impact of the Depression on the Weimar Republic;</i> • <i>Hitler's electoral appeal;</i> • <i>role of the SA;</i> • <i>propaganda;</i> • <i>political extremism and scheming 1929-1932</i> <u>Consolidation of power</u> How did the Nazis consolidate their power between 1933 and 1934? • <i>Hitler as Chancellor;</i> • <i>Reichstag Fire;</i> • <i>1933 election and Enabling Act;</i> • <i>trade unions and political parties;</i> • <i>Night of the Long Knives;</i> • <i>Hitler becomes Fuhrer</i>	Depression Propaganda Chancellor President Enabling Act Reichstag Fuhrer
Assessment Practice exam questions. Mid unit exam consisting of three exam questions.	Homework /ILS Complete summary sheets, blank knowledge organisers. Practice exam questions. Revision
How to help at home Ask questions on what they have learnt. Check retrieval of the composite knowledge. Ensure revision is completed. Use the Knowledge organiser and revision guides to support knowledge. If possible buy the Eduqas revision guide and use the tasks to check on understanding. Watch any relevant TV programmes, History Hit episodes, films or listen to podcasts. E.g. rise of the Nazis BBC iPlayer, the film the rise of evil.	Wider reading Germany - GCSE History - BBC Bitesize



Germany in Transition 1919-39

Spring 1 and 2

Composites

Terror and persuasion

What methods did the Nazis use to control Germany?

- *Use of SS and Gestapo;*
- *control of legal system;*
- *Goebbels and propaganda;*
- *use of rallies,*
- *radio and cinema;*
- *censorship of newspapers and the arts*

Nazi economic, social and racial policy

How did Nazi economic, social and racial policy affect life in Germany?

- *Reducing unemployment;*
- *policy towards workers;*
- *Policy towards women and the Three Ks;*
- *controlling education;*
- *the Hitler Youth Movement;*
- *treatment of the Jews*

Hitler's foreign policy

What factors led to the outbreak of war in 1939?

- *Hitler's foreign policy aims;*
- *rearmament and conscription;*
- *the Rhineland 1936;*
- *Anschluss 1938;*
- *Sudetenland 1938;*
- *Nazi-Soviet pact 1939*

Key Vocabulary

Police State
Gestapo
Censorship

Economic policies
Conscription
Rearmament
Antisemitism
Kristallnacht

Foreign Policy
Rearmament
Plebiscite
Re-occupation
Anschluss
Appeasement



	Assessment Practice exam questions. End of unit exam consisting of five exam questions, a full exam paper.	Homework /ILS Complete summary sheets, blank knowledge organisers. Practice exam questions. Revision. Retrieval question
	How to help at home Ask questions on what they have learnt. Check retrieval of the composite knowledge. Ensure revision is completed. Use the Knowledge organiser and revision guides to support knowledge. If possible buy the Eduqas revision guide and use the tasks to check on understanding. Watch any relevant TV programmes, History Hit episodes, films or listen to podcasts.	Wider reading Germany - GCSE History - BBC Bitesize
Spring 2	Changes in Crime and punishment c500-present day	
	CEIAG Curriculum learning linked to careers Historian, History teacher, University lecturer, Museum or heritage curator Archivist, Criminologist, Police officer, Detective, Lawyer, Solicitor, Barrister, Judge, Magistrate, Probation officer, Prison officer, Civil Servant, Forensic psychologist, Journalist, Intelligence, Historical writing, social researcher	
	SMSC Spiritual: The study crime and punishment encourages students to think about questions of right and wrong, justice, forgiveness, and whether punishment encourages students to think about questions of right and wrong, justice, forgiveness and whether punishments should be based on religious or moral beliefs. Moral: This unit helps students consider whether punishments are fair and appropriate. For example, students can compare harsh medieval punishments and modern ideas about rehabilitation and human rights. Social: Studying how laws and punishments have changed shows how society responds to crime and how attitudes towards criminals victims and authority have changed. Cultural: Comparing different periods helps students understand how religion, traditions, politics and changing social attitudes influenced ideas about crime and punishment.	
	Composites <u>Causes of crime</u> What have been the main causes of crime over time? <i>Problems in the medieval era: poverty, famine and warfare;</i> <i>the growth of economic pressures in the sixteenth century;</i> <i>the impact of religious change in the sixteenth and seventeenth centuries;</i> <i>the pressures of industrialisation and urbanisation in the eighteenth and nineteenth centuries;</i>	Key Vocabulary Medieval Famine Poverty Reformation Urbanisation Industrialisation



	• <i>twentieth century pressures: changing technology, trend towards violent crime and anti-social behaviour</i> Nature of crimes How has the nature of criminal activity differed and changed over time? • <i>Common crimes in the medieval era;</i> • <i>vagrancy, heresy and treason in the sixteenth and seventeenth centuries;</i> • <i>the growth of smuggling and highway robbery in the eighteenth century;</i> • <i>crimes connected with urbanisation in the nineteenth century; industrial and agrarian disorder during the Industrial Revolution;</i> • <i>the growth of crimes in the twentieth and twenty-first centuries associated with the development of the motor car, computers, hooliganism and terrorism</i>	Hooliganism Smuggling Vagrancy Treason Recusant Agrarian Revolution Terrorism
	Assessment Practice exam questions.	Homework /ILS Complete summary sheets, blank knowledge organisers. Practice exam questions. Revision, Educake quizzes
	How to help at home Ask questions on what they have learnt. Check retrieval of the composite knowledge. Ensure revision is completed. Use the Knowledge organiser and revision guides to support knowledge. If possible buy the Eduqas revision guide and use the tasks to check on understanding. Watch any relevant TV programmes, History Hit episodes, films or listen to podcasts.	Wider reading Background to the causes of crime - Causes of crime - Eduqas - GCSE History Revision - Eduqas - BBC Bitesize Nature of criminal activity throughout the period - Nature of crimes - Eduqas - GCSE History Revision - Eduqas - BBC Bitesize
Summer	Changes in Crime and punishment c500-present day	
	Composites Enforcing law and order How has the responsibility of enforcing law and order changed over time? • <i>Communal and family responsibility in Saxon and medieval times;</i> • <i>the role of manorial, church and royal courts in the later medieval period;</i> • <i>the growth of civic and parish responsibilities in the sixteenth century;</i>	Key Vocabulary Saxon Communal responsibility Coroner Sheriff

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	Assessment Practice exam questions. Mid unit Test End of unit test	Homework /ILS Complete summary sheets, blank knowledge organisers. Practice exam questions. Revision, Educake Quizzes
	How to help at home Ask questions on what they have learnt. Check retrieval of the composite knowledge. Ensure revision is completed. Use the Knowledge organiser and revision guides to support knowledge. If possible buy the Eduqas revision guide and use the tasks to check on understanding. Watch any relevant TV programmes, History Hit episodes, films or listen to podcasts.	Wider reading Enforcing law and order in Saxon and medieval times - Enforcing law and order - Eduqas - GCSE History Revision - Eduqas - BBC Bitesize Communal methods of combatting crime in Saxon and medieval times - Methods of combatting crime - Eduqas - GCSE History Revision - Eduqas - BBC Bitesize Retribution and deterrence in the 16th and 17th centuries - Attitudes to punishment - Eduqas - GCSE History Revision - Eduqas - BBC Bitesize The harsh nature of punishment, c.500 to 1500 - Methods of punishment - Eduqas - GCSE History Revision - Eduqas - BBC Bitesize