

SUBJECT NAME HISTORY



ALDER
Community High School

YEAR GROUP 10

Germany in Transition 1919-39		
Autumn	Composites	Key Vocabulary
	<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>	Armistice Republic Constitution Reichstag Weimar Government Reichstag Constitution Proportional representation Treaty Reparations Revolt Coalition Putsch Passive resistance Hyperinflation NSDAP SS Depression Propaganda Election Chancellor President Enabling Act Reichstag Trade Union Fuhrer
	<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>	
	<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>	



	Consolidation of power 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>	
	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
SS
Concentration camp
Censorship
Ideologies
Economic policies
Conscription
Rearmament
Indoctrination
Hitler Youth
Antisemitism
Kristallnacht
Foreign Policy
Rearmament
Lebensraum
Plebiscite
Re-occupation
Anschluss
Pact
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	
	Composites Causes of crime 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> <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>	Key Vocabulary Nature Medieval Early Modern Famine Warfare Poverty Reformation Catholic Protestant Urbanisation Industrialisation 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 <u>Enforcing law and order</u> 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> <i>the concept of state police forces in the nineteenth century;</i> <i>the changing nature of policing in the twentieth and twenty-first centuries</i> <u>Methods of combating crime</u> How effective have methods of combating crime been over time? - Communal methods of combatting crime in Saxon and medieval times; - the role and effectiveness of Tudor Justices of the Peace (JPs) and other parish officers; - the establishment and influence of the Bow St. Runners; - Peel and the setting up of the Metropolitan Police in 1829; - the extension of police forces in the nineteenth century; - developments in policing in the twentieth century: transport and communication, specialisation and community policing	Key Vocabulary Saxon Communal responsibility Courts Nightwatch Constable Coroner Sheriff Civic Justice of the Peace Parish Magistrates State responsibility Metropolitan Police force Boroughs



	Methods of punishment How have methods of punishment changed over time? <i>The harsh nature of punishment in Saxon and medieval times;</i> <i>the treatment of vagabonds in Tudor times;</i> <i>the use of public punishment up to the nineteenth century: stocks, pillory and executions;</i> <i>the use of transportation from the 1770s to the 1860s;</i> <i>the need for prison reform: Howard, Paul and Fry;</i> <i>new prisons in the later nineteenth century: the silent and separate systems;</i> <i>alternative methods of dealing with prisoners in the twentieth century: borstals, open prisons, probation and parole, community service</i> Attitudes to crime and punishment Why have attitudes to crime and punishment changed overtime? - The concepts of retribution and deterrence as purposes of punishment over time; - the purpose of punishment in public over time, from humiliation to public execution; - the concept of banishment in the eighteenth and nineteenth centuries; - the use of prisons to punish and reform in the nineteenth century; - changes in attitudes to punishment in the twentieth century: dealing with young offenders, abolition of the death sentence; attempts to rehabilitate and make restitution	Stocks Pillories Capital punishment Corporal Punishment Transportation Reform Prison Borstals Probation Parole Community Service Retribution Deterrence Humiliation Banishment Rehabilitate
	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](#)