



Learning Aims and Curriculum Intent:

Pupils in 11 History conclude their journey through Twentieth Century world history following the Cambridge IGCSE syllabus. Content-wise, this focuses on the Depth Study of Germany 1918-45, which looks at the impact of the First World War on Germany and the challenges facing the 'Weimar Republic'. Focus is given to the rise of National Socialism under Hitler and the establishment of a dictatorship by 1934. Subsequent units of study consider how the Nazis controlled Germany and how various groups in Germany experienced life under the Third Reich, including the impact of the Second World War and the 'Final Solution'. In Lent Term after mock examinations in January, lesson time is given over for pupils to complete Component 3 (Non-Examined Assessment). This is worth 30% of the IGCSE mark. Component 3 takes the form of an independently produced essay of 2000 on opposition and resistance to Nazi Germany. This will be submitted in March before the end of Lent Term and dates will be shared.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<p>1. Was the Weimar Republic doomed from the start?</p> <p>Focus points:</p> <ul style="list-style-type: none"> How did Germany emerge from defeat at the end of the First World War? What was the impact of the Treaty of Versailles on the Republic? To what extent did the Republic recover after 1923? What were the achievements of the Weimar period? <p>Specified content:</p> <ul style="list-style-type: none"> The Revolution of 1918 and the establishment of the Republic The Versailles Settlement and German reactions to it The Weimar Constitution, the main political divisions, the role of the army Political disorder, 1919–23: threats from the left and the right; economic crises and hyper-inflation; the occupation of the Ruhr. The Stresemann era: economic achievements; foreign policy achievements Cultural achievements of the Weimar period. <p>2. Why was Hitler able to dominate Germany by 1934?</p> <p>Focus points:</p> <ul style="list-style-type: none"> What did the Nazi Party stand for in the 1920s? Why did the Nazis have little success before 1930? Why was Hitler able to become Chancellor by 1933? How did Hitler consolidate his power in 1933–34? <p>Specified content:</p> <ul style="list-style-type: none"> The early years of the Nazi Party: Nazi ideas and methods; the Munich Putsch; the roles of Hitler and other Nazi leaders. The impact of the Depression on Germany: political, economic and social crisis of 1930–33; reasons for the Nazis' rise to power; Hitler takes power; the Reichstag Fire and the election of 1933. Nazi rule in Germany: the Enabling Act; the Night of the Long Knives; the death of Hindenburg; 	<p>Knowledge and understanding of historical content.</p> <p>Analysis of historical skills including</p> <ul style="list-style-type: none"> Cause and Consequence Change and continuity Significance of key individuals Interpretations of the past <p>For Paper 1, written skills of description, explanation, and evaluation.</p> <p>Applying historical context to primary and secondary sources</p> <p>Explicit practise of Paper 2 source questions including:</p> <ul style="list-style-type: none"> 'What is the message?' 'Why was this source produced?' 'How similar are sources x and y?' 'Are you surprised?' 'Does source x prove source y is lying?' How useful?' How reliable?' The 9-mark question (i.e., using <i>all</i> the sources) 	<p>Regular knowledge-based assessment and health checks</p> <p>Common Departmental Assessment each half term on the prescribed topics, consisting of a 10-mark (evaluate) question plus a 'what is the message?' source question.</p> <p>During Michaelmas 2, pupils to complete extended essay on significance of Hitler/Stresemann as a preparation for the coursework essay in Lent.</p>

Lent	<p>3. The Nazi regime</p> <p>(a) How effectively did the Nazis control Germany, 1933–45?</p> <p>Focus points:</p> <ul style="list-style-type: none"> • How much opposition was there to the Nazi regime? • How effectively did the Nazis deal with their political opponents? • How did the Nazis use culture and the mass media to control the people? • Why did the Nazis persecute many groups in German society? • Was Nazi Germany a totalitarian state? <p>(b) What was it like to live in Nazi Germany?</p> <p>Focus points:</p> <ul style="list-style-type: none"> • How did young people react to the Nazi regime? • How successful were Nazi policies towards women and the family? • Did most people in Germany benefit from Nazi rule? • How did the coming of war change life in Nazi Germany? <p>Specified content</p> <ul style="list-style-type: none"> • The removal of opposition; methods of control and repression; use of culture and the mass media. • Economic policy including rearmament • Different experiences of Nazi rule: women and young people; anti-Semitism; persecution of minorities; opposition to Nazi rule. • Impact of the Second World War on Germany; the conversion to a war economy; the Final Solution 	As above with additional focus on extended essay-writing for Component 3.	<p>Mock examinations in the January of Year 11.</p> <p>Component 3- writing of coursework, on the subject of resistance and opposition in Nazi Germany. This is submitted in early March.</p> <p>Regular knowledge-based assessment and healthchecks.</p> <p>Common Departmental Assessment each half term on the prescribed topics, consisting of a 10-mark (evaluate) question plus a ‘why was this source produced in the year x?’ source question.</p>
Trinity	Revision before IGCSE examinations which typically happen in early May, often before study leave.	Exam readiness and revision of content and examination techniques	IGCSE exams!

Examples of Homework	Past paper questions or planning of longer extended writing questions; re-writing of essay questions or paragraphs after teacher feedback; listening to Audiopi or other podcast with comprehension; source analysis e.g. of Nazi propaganda; essay on the significance of key individuals e.g. Stresemann.	
Key terminology	Weimar Republic; Armistice; Kaiser; republic; hyperinflation; putsch; Spartacists; armistice; Freikorps; Diktat; constitution; chancellor; president; Article 48; general strike; the Ruhr; passive resistance; anti-Semitism; National Socialism; Aryan; master race theory; Volksgemeinschaft; propaganda; censorship; SA; SS; austerity; RAD; Trade union; German Labour Front; ‘Strength through joy’; ‘Beauty of Labour’; Hitler Youth; Autarky; Four Year- Plan; Nuremburg Rally; Gestapo; concentration camp; euthanasia; Enabling Act; Night of the Long Knives; Confessing Church; German Faith Movement; ‘German Christians’; Edelweiss Pirates; ‘swing youth’; ‘White Rose’ movement; July Bomb Plot; Resistenz; Widerstand; ‘Loyal Reluctance’; Nuremburg Laws; Kristallnacht; Ghetto; ‘Final Solution’; genocide.	
Super-curricular enrichment and scholarly extension	<p>Membership and attendance of History Society at Forest School comes highly recommended.</p> <p>Read: See History reading list for full detail. Evans, <i>The Third Reich in Power</i> (2017) is a superb account of the Nazis in power, otherwise Boyd, <i>A Village in the Third Reich</i> (2022) offers a different but equally interesting local perspective. For a biography of Hitler, go with Ian Kershaw (1991). Novels set in Nazi Germany or the Second World War both enjoyable and useful e.g., Zusak, <i>The Book Thief</i> (2006), or Fallada, <i>Alone in Berlin</i> (1947).</p> <p>Watch: Documentary series: <i>The Rise of the Nazis</i> (BBC, 2019-2022); <i>Lost Home Movies of Nazi Germany</i> (2019); <i>The Nazis: A Warning From History</i> (1997). Films: <i>The Book Thief</i> (2013); <i>Jojo Rabbit</i> (2019); <i>Hitler: The Rise of Evil</i> (2003); <i>Downfall</i> (2004), <i>Valkyrie</i> (2008), <i>Schindler’s List</i> (1993), <i>Sophie’s Choice</i> (1982), <i>Denial</i> (2016); <i>The Zookeeper’s Wife</i> (2017).</p> <p>Listen: Audiopi; <i>The Rest is History</i>; <i>History Hit</i>; <i>GCSE Pod</i>; <i>BBC Radio 4</i></p> <p>Visit: In the UK the Imperial War Museum has several outstanding exhibits on the Holocaust as well as the Second World War. The Jewish Museum, London is also highly recommended. For overseas visits, we take Year 11 to Germany in October half term, but WW1 battlefield sites in France and Belgium are also worthwhile; any large city in Germany will have a Nazi Documentation Centre; alternately visits to concentration camps/memorials in Germany or Poland if you think your child can handle it!</p>	
Useful websites	www.audiopi.com https://www.gcsepod.com/ https://www.historylearningsite.co.uk/ https://www.johndclare.net/ https://www.activehistory.co.uk/igcse/revision.htm (we have a school subscription- ask the library) https://www.historytoday.com/ (we have a school subscription- ask the library) https://www.het.org.uk/ (Holocaust Educational Trust)	
Who can I contact?	Head of History	Harris Clough, hwc@forest.org.uk
Who can I contact?	Year 11 Teachers	Emily Newman, een@forest.org.uk; Jack Sage, jgs@forest.org.uk Louise Lechmere-Smith, lel@forest.org.uk