



YEAR 11 AUTUMN TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Germany: Democracy and Dictatorship

Curriculum Intent	Why do we study this?
Skills/Assessment Objective Links	<p>Democracy and Dictatorship: Hitler's Rise to Power This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.</p> <p>Democracy and Dictatorship: Life in Nazi Germany, 1929-1945 This unit explores the dramatic shift in Germany from the democratic Weimar Republic to the totalitarian regime of the Nazis. This period examines how Adolf Hitler's rise to power in 1933 dismantled democratic institutions and established a dictatorship that controlled all aspects of German life. The study delves into the political, social, and economic changes under Nazi rule, the impact of propaganda, the persecution of Jews and other minorities, and the experiences of ordinary Germans during this tumultuous period.</p> <p>In addition to working further on objectives from Year 9 pupils will be taught, following National Curriculum guidelines, the following this term:</p> <ul style="list-style-type: none"> • AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. • AO2: explain and analyse historical events and periods studied using second-order historical concepts. • AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. • AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.
Spiritual, moral, social, and cultural development	<p>SMSC: Students will consider the situation in Germany after WWI and the conditions that allowed the rise of extremism in the form of Nazism. They will consider religious toleration and conflict in Elizabethan England. Through their exploration of historical sources, they will also consider how the provenance of information can affect its</p> <p>PSHE/British Values: Students will consider the history of Britain and how this has informed the modern day. Students will learn about the political spectrum and understand how elections, parliament and government works.</p> <p>Skills Builder: asking open questions, how to take notes, using questions to identify bias</p>
Numeracy	Students will need to have a chronological understanding, particularly with the thematic topic of Medicine Stands Still. They will be asked to analyse statistics as source and to use this to make inferences about an historical topic.
Literacy	<ul style="list-style-type: none"> • Vocabulary Tier 2: Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference. • Vocabulary Tier 3: Reichstag, Republic, Parliament, Proportional Representation, Fascism, extremism, rebellion, revolt, telegram, treaty, convoys, unrestricted submarine warfare • Reading: Students are expected to read extending articles, sources and interpretation in their work. They will consider extended historian's interpretations, being encouraged to pick out key terms and language. They will be asked to make inferences and use their own knowledge to evaluate reading pieces. • Writing: students will be expected to write extended answers ranging from 4 to 16 mark essays. • Oracy: discussion and debate regularly used in lesson to analyse topics.
Becoming future ready	Careers/Employability: transferable skills – problem solving, communication, time management, presentation skills, condensing information, making arguments, using evidence, showing empathy and insight.
Adaptation	Throughout this topic, quality first teaching will provide differentiation:

QFT/SEND Provision	<p>By product: differential outcomes using must, could, should.</p> <p>By resource: PowerPoints and lesson plans provide different levels of differentiation to access, 'key points' extension, stretch and challenge. Stimulus questions are of a different ability.</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	<ul style="list-style-type: none"> • G9 I can make a judgement as to what factor helped the Nazi party the most during the interwar years • G10 I can explain how different factors enabled Hitler to become Chancellor- the 1930 and 1932 election, scheming by Von Papen and Hindenburg • G11 I can explain how Hitler removed opposition to become the Fuhrer: Reichstag Fire, Enabling Act, NOLK, Death of Hindenburg • G12 I can explain the Nazis economic policies on employment, self-sufficiency and explain how they impacted on ordinary Germans • G13 I can describe Nazi Youth policy- schools, universities, Hitler Youth and rebel groups • G14 I can describe Nazi policy towards women- marriage loans, motherhood cross, the 3 K's, Lebensborn and assess its' success • G15 I can describe Nazi policy towards the Church and other religious groups • G16 I can describe who 'the undesirables' were, persecution of the Jews and Final Solution • G17 I can explain how the Nazis kept control • G18 I can explain resistance to the Nazis • G19 I can explain the impact of the war on the German people
Learning Outcomes (Knowledge)	
Current learning to be developed in the future within:	Key themes of politics and nationalism will be explored in the topic of Conflict and Tension in the causes of WWI.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.

