



YEAR 11 AUTUMN TERM

‘An ambitious curriculum that meets the needs of all’

Medium Term Planning – Weimar and Nazi Germany, 1918-39

Curriculum Intent	<p>Why do we study this?</p> <p>Studying Edexcel GCSE Weimar and Nazi Germany 1918–1939 is vital for understanding how democracy can rise and fall, how totalitarian regimes gain control, and the consequences of political extremism. Each unit of study reveals key lessons about politics, society, propaganda, resistance, and the human cost of dictatorship — themes still relevant today.</p>
Skills/Assessment Objective Links	<p>The Weimar Republic 1918-29</p> <p>This unit teaches us how fragile democracy can be in the face of war, economic crisis, and political extremism. Students explore the foundations of the Weimar Republic after WWI, the challenges it faced (e.g. uprisings, hyperinflation), and how it temporarily stabilised under Stresemann. It highlights how division and instability can create opportunities for radical ideologies to gain influence.</p>
	<p>The Rise of Hitler and the Nazis 1919-1933</p> <p>Here we learn how Hitler and the Nazi Party exploited fear, nationalism, and disillusionment to gain power legally. It illustrates how democratic systems can be undermined from within and the importance of political awareness and participation. It also shows how propaganda, public speaking, and emotional appeals can sway a population in times of crisis.</p>
	<p>Nazi Control and Dictatorship 1933-39</p> <p>This unit examines how Hitler turned Germany into a dictatorship, removing opposition and controlling every aspect of life through terror, propaganda, and censorship. It helps students understand how totalitarian regimes maintain power and suppress freedom, and why civil liberties and the rule of law are essential in any democracy.</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>Spiritual development in this course encourages students to explore how deeply held beliefs, ideologies, and identities influenced individuals and nations. From the hope and uncertainty of the Weimar Republic to the rise of Nazi ideology and Hitler’s dictatorship, students reflect on the emotional and ideological forces that shaped Germany’s spiritual and national identity, including clashes between democracy, totalitarianism, and religion.</p>
	<p>Moral development is a core element as students evaluate ethical dilemmas faced by individuals and governments. They consider the justice of the Treaty of Versailles, the morality of political extremism and scapegoating, and the consequences of obedience under a repressive regime. The course challenges students to reflect on right and wrong in times of social and political crisis.</p>
	<p>Social development is evident through the study of how German society was shaped by war, economic instability, and authoritarian rule. Students examine changes to rights, class, gender, and youth, and explore how different groups responded to hardship, propaganda, and control. This builds empathy and awareness of how societies adapt—or suffer—under pressure.</p>
	<p>Cultural development is fostered by investigating the vibrant cultural scene of 1920s Weimar Germany and the cultural repression that followed under Nazi rule. Students learn how art, film, literature, and expression were used both to reflect society and to control it, helping them appreciate the value of free expression and cultural diversity in contrast to state censorship and propaganda.</p>
	<p>PSHE Development:</p> <p>This course helps students develop empathy and critical thinking by examining how individuals and societies responded to crisis, extremism, and oppression. It encourages reflection on prejudice,</p>

	<p>discrimination, and moral choices during times of political instability. Students consider the emotional and ethical impact of dictatorship, war, and propaganda on people's lives.</p> <p>British Values: Students gain a deep understanding of democracy, rule of law, and individual liberty by studying their loss under Nazi rule. The course highlights the importance of mutual respect and tolerance by exploring the persecution of Jews and other groups. It reinforces the value of living in a free and inclusive society.</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 Nazi control. 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 20 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	<p>Weimar and Nazi Germany 1918-39</p> <p>The Weimar Republic 1918-29</p> <ul style="list-style-type: none"> I can explain the impacts of the First World War on Germany I can explain the strengths and weaknesses of the Weimar Republic I can explain the impact of the Treaty of Versailles I can explain the cause and consequences of the Spartacist Revolt I can explain the cause and consequences of the Kapp Putsch I can explain the impact of the invasion of the Ruhr I can explain the cause and impact of hyperinflation I can explain the reasons for economic recovery (Stresemann, Rentenmark, Dawes and Young Plan, and American loans/investments) I can analyse Stresemann's achievements in gaining international acceptance of Germany abroad through the Locarno Pact and joining the League of Nations I can explain the changes to the standard of living I can explain the changes in the position of women in work, politics and leisure I can explain the cultural changes: developments in architecture, art and the cinema <p>The Rise of Hitler and the Nazis 1919-1933</p> <ul style="list-style-type: none"> I can explain the structure of the early Nazi Party, the 25 point programme and the role of the SA I can explain the cause of the Munich Putsch I can explain the consequences of the Munich Putsch (mein Kampf) I can explain the limited support for the Nazi Party, 1924-28 & party reorganisation, including the Bamberg Conference of 1926
Learning Outcomes (Knowledge)	

	<ul style="list-style-type: none"> • I can explain the cause and impact of the growth of unemployment • I can explain the growth in the support for the Communist Party • I can explain the reasons for the growth of the Nazi pArty, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA • I can explain the Presidential and Reichstag elections of 1932 • I can explain the reasons for Hitler becoming Chancellor in 1933, including the roles of Hindenburg and von Papen <p>Nazi Control and Dictatorship 1933-39</p> <ul style="list-style-type: none"> • I can explain the significance of the Reichstag Fire in Hitler's consolidation of power • I can explain the significance of the Enabling Act and the banning of other parties and trade unions in Hitler's consolidation of power • I can explain the threat from Rohm and the SA, as well as the events and impact of the Night of the Long Knives • I can explain significance of the death of Hindenburg, Hitler becoming Fuhrer and army oath of allegiance • I can explain the role of the Gestapo, the SS and the concentration camps • I can explain the Nazi control of the legal system • I can explain the role of Goebbels and the Ministry of Propaganda in their use of censorship, media, rallies, sport and the Berlin Olympics (1936) • I can explain Nazi control of culture and the arts, including architecture, art, literature and film • I can explain Nazi attempts to control the Catholic and Protestant Churches, including the Concordat and the Reich Church • I can explain the extent of support for the Nazi regime • I can explain the opposition from the young, including the Swing Youth and the Edelweiss Pirates
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.

