

## History Department - Year 10

### Topic: Weimar and Nazi Germany, 1918-1939 - Learning Journey

**Prior learning:** This key topic for paper 3 of the GCSE History course. However, students have covered some of the key concepts which will be studied as part of their KS3 curriculum. In year 9 students will have studied the First World War and the impact, as well as Fascism and the Holocaust. Students will have also studied GCSE exam skills throughout KS3.

Learning sequence – Key Topic 1 and 2						Endpoint
<b>Main learning steps</b>	Students are introduced to the topic of Weimar and Nazi Germany, through recap of year 9 knowledge and links made to First World War and the Kaiser.	Students develop their understanding of the origins of the Republic, 1918–19. They will consider the legacy of the First World War, the abdication of the Kaiser, the armistice and revolution, 1918–19, the setting up of the Weimar Republic, and the strengths and weaknesses of the new Constitution.	Students develop their understanding of the early challenges to the Weimar Republic, 1919–23. They will consider the reasons for the early unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles, the challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch, the challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.	Students will develop their understanding of the recovery of the Republic, 1924–29. They will consider the reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment, the impact on domestic policies of Stresemann’s achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.	Students will develop their understanding of the Changes in society, 1924–29. They will consider the changes in the standard of living, including wages, housing, unemployment insurance, changes in the position of women in work, politics and leisure, cultural changes: developments in architecture, art and the cinema.	Students will be able to demonstrate the extent to which they have understood the key topics studied. They will also be able to demonstrate where they are in terms of exam technique by answering GCSE inference style questions and GCSE 12-mark causation style questions.
<b>Assessment</b>		Students will be introduced to 4 mark inference style GCSE exam questions. Firstly on the reaction to Treaty of Versailles.		Students will be introduced to 12 mark causation style GCSE exam questions, firstly on the challenges or recovery of the Republic.	Students will be introduced to 8 mark utility style GCSE exam questions, firstly on the challenges or recovery of the Republic.	Students will begin to prepare for their interim Germany exam, this takes place at the end of key topic 2 in the unit. The inference and causation skills they have practiced will continue to be reinforced.
<b>Where will we use these ideas again:</b>  Inference source skills will be needed again in the Medicine through time unit. 12 mark causation skills will be needed for the Elizabeth unit and transferable skills can be implemented for the Medicine unit for the 12 mark change over time questions.						
Learning sequence – Key Topic 3 and 4						Endpoint

<b>Main learning steps</b>	Students develop their understanding of the early development of the Nazi Party, 1920–22, the Munich Putsch and the lean years of the Nazi Party, 1923–29. The growth in support for the Nazis, 1929–32	Students develop their understanding of how Hitler became Chancellor, 1932–33, how he created a dictatorship and a police state.	Students develop their understanding of how the Nazis controlled and influenced people's attitudes, as well as exploring opposition and resistance to the Nazis, as well as those who conformed to Nazi ideas.	Students develop their understanding of Nazi policies towards women, including marriage and family, employment and appearance. The will also explore Nazi policies towards the young, including Hitler Youth and education.	Students develop their understanding of employment and living standards under the Nazis. As well as exploring the persecution of minority groups such as Jews, Slavs, homosexuals and those with disabilities.	Students will be able to demonstrate the extent to which they have understood the key topics studied. They will also be able to demonstrate where they are in terms of exam technique by answering all Paper 3 GCSE style questions.
<b>Assessment</b>		Students will be introduced to 4 mark interpretations GCSE exam questions. Firstly on the rise of Hitler to Chancellor.	Students will be introduced to 16 mark interpretation essay style GCSE exam questions, firstly on the rise of Hitler to Chancellor.			Students will begin to prepare for their end of unit Germany exam, this takes place at the end of key topic 4 in the unit.

***Where will we use these ideas again:***

Interpretations essay skills are similar, although not exactly the same as 16 mark essay in the Medicine through time, and Elizabeth units.

**Topic: Superpower relations and the Cold War, 1941-1991**

**Learning Journey**

**Prior learning:** This key topic for paper 2 of the GCSE History course. However, students have covered some of the key concepts which will be studied as part of their KS3 curriculum. In year 9 students will have studied elements of the Cold War and the arms race. Students will have also studied GCSE exam skills throughout KS3.

<b>Learning sequence – Key Topic 1 and 2</b>						<b>Endpoint</b>
<b>Main learning steps</b>	Students are introduced to the topic of the Cold War, through recap of year 9 knowledge and links made to the Second World War and the Nazis.	Students develop their understanding of the origins of the Cold War, 1941–58. They will consider the impact of Grand Alliance and the wartime conferences, ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill, the impact on US-Soviet relations of the development of the atomic bomb, and the creation of Soviet satellite states.	Students develop their understanding of the development of the Cold War. They will consider the Truman Doctrine and the Marshall Plan, Cominform, Comecon and the formation of NATO, the division of Berlin and the Berlin Crisis (blockade and airlift) of 1948-49 and its impact, and the formation of the Federal Republic of Germany and German Democratic Republic.	Students will develop their understanding of how the Cold War intensified. They will consider the significance of the arms race, the formation of the Warsaw Pact, the 1956 Hungarian Uprising, and Khrushchev's response, as well as the international reaction to the Soviet invasion of Hungary.	Students will develop their understanding of three key crises of the Cold War era. They will consider the importance of : the Berlin refugee crisis and subsequent building of the Wall, the events of the Cuban Revolution and the Missile Crisis and its impact, and the Prague Spring and the Brezhnev Doctrine.	Students will be able to demonstrate the extent to which they have understood the key topics studied. They will also be able to demonstrate where they are in terms of exam technique by answering GCSE consequence, narrative and importance questions.
<b>Assessment</b>		Students will be introduced to 8 mark consequence style GCSE exam questions.		Students will be introduced to 8 mark narrative style GCSE exam questions.	Students will be introduced to 8 mark importance style GCSE exam questions.	Students will begin to prepare for their interim Cold War exam, this takes place at the end of key topic 2 in the unit. The consequence, narrative and importance skills they have practiced will continue to be reinforced.

**Where will we use these ideas again:**

The skills for the Cold War paper are individual for this paper.

<b>Learning sequence – Key Topic 3</b>						<b>Endpoint</b>
<b>Main learning steps</b>	Students develop their understanding of Attempts to reduce tension between East and West. They will consider the significance and importance of Détente in the 1970s, including SALT 1, Helsinki, and SALT 2.	Students develop their understanding of the significance of the Soviet invasion of Afghanistan, as well as the impacts, including the Carter Doctrine and the Olympic boycotts.	Students develop their understanding of key flashpoints. They will consider Reagan and the ‘Second Cold War’, including increased spending, the Strategic Defence Initiative and the impact this had on the attitudes of the Soviet Union.	Students develop their understanding of the significance of Reagan and Gorbachev’s changing attitudes. They will consider Gorbachev’s ‘new thinking’, and the Intermediate-Range Nuclear Force (INF) Treaty (1987).	Students develop their understanding of the collapse of Soviet control of Eastern Europe. They will consider the impact of Gorbachev’s ‘new thinking’ on Eastern Europe: the loosening Soviet grip on Eastern Europe, the significance of the fall of the Berlin Wall, the collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact	Students will be able to demonstrate the extent to which they have understood the key topics studied. They will also be able to demonstrate where they are in terms of exam technique by answering all Paper Cold War GCSE style questions.
<b>Assessment</b>		Students will continue to practice 8 mark consequence style GCSE exam questions.	Students will continue to practice 8 mark narrative style GCSE exam questions.	Students will continue to practice 8 mark importance style GCSE exam questions.		Students will begin to prepare for their end of unit Cold War exam, this takes place at the end of key topic 3 in the unit.

**Where will we use these ideas again:**

The skills for the Cold War paper are individual for this paper.