



The Sutton Academy

Knowledge Rich Curriculum Plan

Humanities- History

Democracy and Dictatorship: Germany 1890-1945

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Assessment / Exam Technique:	Prior Knowledge: <i>In order to know this students, need to already know that...</i>
L1: How did Kaiser Wilhelm rule Germany before 1914?	1) Germany was unified under Prussian rule in 1871 2) The Kaiser was the ruler of Germany, he was extremely powerful and could make his own decisions. 3) There was a parliamentary system in Germany (Reichstag and Bundesrat) but the Kaiser could ignore them.	Kaiser: The German emperor and ruler. Reichstag: The German Parliament.	<ul style="list-style-type: none"> Cold-calling MWB 	1) Students need to have an understanding of democracy and dictatorship which will be covered in Y8 and Y9. Democracy means the right to vote/equality and dictatorship means one person having absolute power.
L2: What challenges did industrialisation and socialism bring to Germany?	1) Germany by 1913 was on par and in some cases surpassing Britain on an industrial scale. 2) The workers of Germany were unhappy because of poor wages and condition, they became drawn to trade unions to improve pay and conditions Socialism challenged the Kaisers rule. 3) A new political party became popular among the workers called the SPD, they believed in socialism – they attracted 1/3 of all votes.	Industrialisation: Making goods in factories. Socialism: On the left- wing of the political spectrum advocating for equal rights.	<ul style="list-style-type: none"> Cold-calling MWB Q4- Describe: I do/ We do	1) Students need to know that the Kaiser ruled Germany and did not have to listen to the Reichstag.
L3: What was the importance of the Naval Laws in Germany?	1) The Kaiser wished to expand the German Empire, he wanted his 'place in the sun'. 2) Between 1898 – 1912, the Kaiser borrowed money and increased taxes to bring in the Naval laws 3) The Kaiser wanted a large navy to take over more countries and protect those already in the Empire. He increased his army too.	Weltpolitik: World Policy. Militarism: A country should have a strong army and navy and be prepared to use it.	<ul style="list-style-type: none"> Cold-calling MWB Q1&2- Interpretations: I do/ We do	1) Students need to know that the Kaiser was an ambitious leader wanting to rival Britain. 2) Students should know that the Kaiser faced opposition from the SPD.
L4: How much of a disaster was World War One for Germany?	1) After 1915, the German people started to suffer. 2) Unrest in Germany increased with strikes, demonstrations and the British blockade led to famine and hunger.	Mutiny: Refusal to follow orders. Abdication: Stepping down from the throne.	<ul style="list-style-type: none"> Cold-calling MWB Q4- Describe: We do/ You do	1) Students need to have an understanding of WW1, which they will from Y9.

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	3) Widespread mutinies led to the abdication of the Kaiser on 9 th November 1918.			
L5: Who were the Weimar government and how did they intend to rule?	<p>1) When the Kaiser abdicated, Ebert took over temporarily as president. He won the 1st election in January 1919. Weimar republic was born.</p> <p>2) The Weimar republic faced opposition and violence almost immediately in the capital.</p> <p>3) The Weimar government created a new set of laws known as the Weimar constitution. This allowed democracy in Germany via proportional representation and a variety of political parties, this made decision making difficult and slow.</p>	<p>Article 48: The ability of the President to rule without support of the Reichstag.</p> <p>Proportional representation: An electoral system in which parties gain seats in proportion to the number of votes cast for them.</p>	<ul style="list-style-type: none"> • Cold-calling • MWB 	<p>1) Students need to know that the Kaiser abdicated leaving Germany without a leader.</p> <p>2) Students need to know that WW1 came to end in 1918.</p>
L6: What was the Treaty of Versailles and what were the consequences?	<p>1) The Treaty of Versailles was forced upon Ebert's government and it severely weakened Germany.</p> <p>2) German people were angry with the Weimar 'betrayal' and felt it was much too harsh, a Diktat.</p> <p>3) The TOV led to serious economic and political consequences. The main one being Germany had to pay £6.6 billion in reparations which led to Hyperinflation.</p>	<p>Reparations: Compensation for war damage.</p> <p>Diktat: The nickname for the Treaty of Versailles- dictated peace.</p>	<ul style="list-style-type: none"> • Cold-calling • MWB 	<p>1) Students need to know that Germany lost WW1.</p> <p>2) Students should know that WW1 left Germany weakened and vulnerable.</p>
L7: What political unrest did the Weimar government face?	<p>1) Weimar faced political threats from left wing and right-wing groups.</p> <p>2) Left wing groups such as Spartacists and the Red Rising aimed to replace Weimar with workers councils – they were brutally crushed by the Freikorps.</p> <p>3) Right wing threats to Weimar led to the Kapp Putsch in 1920 and the Munich Putsch, led by Hitler in 1923 – they failed and Hitler was imprisoned.</p>	<p>Putsch: A violent attempt to overthrow a government.</p> <p>Freikorps: Ex- army soldiers.</p>	<ul style="list-style-type: none"> • Cold-calling • MWB <p>Q6- Essay: I do / We do (Essay plan)</p>	<p>1) Students need to have an understanding of rebellion and unrest which they have studied throughout KS3.</p> <p>2) Students need to know that the Armistice and the Treaty of Versailles were unpopular in Germany.</p>

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L8: Consolidate lesson	1) Students will consolidate their understanding on the first 7 lessons of Germany. 2) Students will practise exam skills based on the Kaiser's Germany and early Weimar.		<ul style="list-style-type: none"> Cold-calling MWB <p>Q4- Describe: Independent / timed conditions. Assessed piece- WCF given.</p>	1) Students will need to know about Germany under the Kaiser and early Weimar.
L9: What impact did Stresemann have on German problems?	1) Students will know what hyperinflation was and that Stresemann fixed the crisis by introducing a new currency. 2) Stresemann borrowed money from the USA, lowered payments to the TOV by 2/3 and used money to improve German economy 3) Stresemann improved Germany's relationship with other countries with agreements such as the Locarno Treaty.	Dawes Plan: An agreement allowing for US loans to be given to Germany.	<ul style="list-style-type: none"> Cold-calling MWB <p>Q5- In what ways: I do / We do</p>	1) Students need to know that the Treaty of Versailles was harsh on Germany making them pay £6.6 billion in reparations. 2) Students need to know that Weimar was already facing problems such as uprisings.
L10: What was the Weimar Golden Age of 1924-1928?	1) Weimar experienced a golden age considering the control the Kaiser used to have, people could be creative. 2) Cinema, nightlife and art and design flourished. 3) Some people like the new changes and freedoms to express themselves, others felt the harmed traditional German values, the Nazis for example.	Golden Age: A time of great advancements and prosperity in art and culture.	<ul style="list-style-type: none"> Cold-calling MWB <p>Q5- In what ways: We do / You do</p>	1) Students will have an understanding of Golden Ages from the KS3 curriculum. They will know it is a time of advancement. 2) Students will need to know that Stresemann had helped Germany recover from the post war hardships.
L11: What impact did the Great Depression have on Germany?	1) The Wall Street Crash in 1929 led to the Great Depression in America. 2) American banks called for the loans they had borrowed to Germany to be paid back. 3) Banks, businesses and jobs were lost in Germany and millions became unemployed due to the heavy reliance on America.	Depression: An economic slump causing hardship after 1929.	<ul style="list-style-type: none"> Cold-calling MWB 	1) Students will have an understanding of the Wall Street Crash and Great Depression from Y9. They will know it was an economic crash. 2) Students will know that Germany relied on America because of the Dawes and Young Plan.

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L12: Why did the Nazis become more popular as a result of the Depression?	1) Extreme parties such as the Nazis and Communists became more popular as they proposed solutions to the Depression. 2) People blamed the Weimar government for the situation and lack of support. 3) Nazis grew because of speeches, people's fear of Communism and its appearance of discipline. People from all sections of society voted for them, young and old, rich and poor.	Extremism: Following extreme political policies often in opposition to democracy. For example, Communism and Nazism.	<ul style="list-style-type: none"> Cold-calling MWB Q5- In what ways: You do	1) Students will need to know what Nazism and Communism is which they will from Y9 and prior lessons. 2) Students will need to know that Weimar was failing to effectively deal with the Depression which had ruined the German economy.
L13: How and why did Hitler rise to power as Chancellor in 1933?	1) Due to the depression, political parties did not win majorities so had to form coalitions, showing instability. 2) President Hindenburg had the power to use Article 48 to bypass the Reichstag so he could appoint new Chancellors. 3) The Nazis gradually won more and more seats from 1930, this led to becoming biggest party in Germany by 1932. Hitler invited to be Chancellor in January 1933.	Article 48: The ability of the President to rule without support of the Reichstag. Chancellor: Leader of the Reichstag.	<ul style="list-style-type: none"> Cold-calling MWB Q4- Describe: You do	1) Students will need to know that the Nazis were growing in popularity. 2) Students will need to know the difference between democracy and dictatorship and how democracy was threatened in Germany.
L14: How did the Reichstag Fire help Hitler to consolidate his power as Fuhrer?	1) The Reichstag Fire gave Hitler an opportunity to weaken the Communists. 2) Hitler was given permission by President to create a 'protection law' against the enemies of the government. 3) This new law banned Communists from elections, thousands were jailed and newspapers were banned.	Reichstag: The German parliament.	<ul style="list-style-type: none"> Cold-calling MWB Q1&2- Interp: We do	1) Students will need to know that the Communists threatened the power of the Nazis in the Reichstag. 2) Students will need to know that Nazism and Communism are on the opposite side of the political spectrum.
L15: How did the Enabling Act help Hitler to consolidate his power as Fuhrer?	1) With the communists banned, Hitler needed a 'majority' so sided with the Centre Party. This gave Hitler the opportunity to pass the Enabling Act so he could act without the Reichstag. 2) The Nazis were put in charge of all local areas and the police, they set up concentration camps.	Enabling Act: An act allowing Hitler to act without the Reichstag. SA: Hitler's private army.	<ul style="list-style-type: none"> Cold-calling MWB Q5- In what ways: You do	1) Students will need to know the difference between democracy and dictatorship to recognise how Hitler was changing Germany to a dictatorship.

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	3) The Nazis with the use of the enabling act banned all other political parties, only the Nazis were allowed.			
L16: How did the Night of the Long Knives help Hitler to consolidate his power as Fuhrer?	1) Hitler's loyalties were divided with the German army and the SA. 2) The leader of the SA, Ernst Rohm, asked to combine the army and the SA with him as the head. This threatened Hitler. 3) To remove this threat and secure the loyalty of the army, Hitler purged leading SA officials, including Rohm, in the Night of the Long Knives.	SA: The Brownshirts. Hitler's private army during his rise to power. SS: The Blackshirts. Hitler's personal bodyguard unit replacing the SA.	<ul style="list-style-type: none"> Cold-calling MWB Q4- Describe: You do	1) Students will need to know how violent the Nazi party were. 2) Students will need to know that Hitler would not tolerate any form of opposition.
L17: Consolidate lesson	1) Students will consolidate their knowledge on lessons 9-16. 2) Students will complete exam style questions.		<ul style="list-style-type: none"> Cold-calling MWB Q3- Interp: I do / We do / You do	1) Students will need to know how unpopular Weimar was with crisis after crisis. 2) Students will need to know the difference between Hitler's rise to power and his consolidation of it as Fuhrer.
L18: How did the Nazis try to strengthen the German economy?	1) Hitler quickly decreased the unemployment rate by introducing Public Work Schemes, the National Labour Front, rearmament and conscription. 2) Women were banned from working to focus on families and Jews were sacked which was known as 'invisible unemployment'. 3) Hitler wanted Germany to be Self Sufficient so the country was not relying on others.	Autarky: Economic independence. Self sufficient: To be able to maintain oneself or itself without outside aid.	<ul style="list-style-type: none"> Cold-calling MWB Q4- Describe: You do	1) Students will need to have an understanding of economy knowing that it is about money. 2) Students will need to know that conscription is when men had to join the army which they will know from Y9.
L19: How did the Second World War impact the German population?	1) From Nov 1939, food and clothing was rationed in Germany as soldiers on the front line were prioritised. 2) Total War was declared in 1942 as the British bombing tactics changed- they were now targeting highly populated cities.	Rationing: A fixed, limited amount of food during wartime. Refugees: People who have been forced to leave their home due to war.	<ul style="list-style-type: none"> Cold-calling MWB Q5- In what ways: You do Q3- Interp: We do	1) Students will need to know about the Second World War which they will learn from Y9. Started in 1939-1945. 2) Germany and Britain were rivals during the war.

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	3) Refugees were forced into Germany due to their homeland being devastated.			
L20: How did the Nazis control the lives of women?	1) Under the Weimar government, the birth rate in Germany declined because women were more career driven. 2) The Nazis were 'traditional' and wanted women to have large families so they were rewarded for having children. 3) Women were expected to stick to the 3 Ks: Kinder, Kirche and Kuche.	Kinder, Kirche, Kuche: Children, Kitchen, Church.	<ul style="list-style-type: none"> Cold-calling MWB <p>Q5- In what ways: You do</p>	1) Students will have an understanding of women's rights and know that the stereotypical role of women throughout history was a housewife and mother from KS3. 2) Students will need to know how controlling the Nazis were.
L21: How did the Nazis control the lives of young people?	1) The Nazis set up the Hitler Youth organisation to indoctrinate the young into Nazi beliefs. Boys learnt how to be soldiers and girls learnt how to be mothers, 2) By 1939, membership to the Hitler youth became compulsory. 3) School changed for students to also indoctrinate them. There was a focus on PE and a new lesson, Eugenics, taught children how Aryan Germans were superior.	Indoctrinate: Brainwash. Eugenics: Race Studies.	<ul style="list-style-type: none"> Cold-calling MWB <p>Q3- Interp: We do / You do</p>	1) Students will need to know that the Nazis controlled the lives of its citizens.
L22: How did the Nazis co-operate with and control the church?	1) Most Germans were Christians during the Nazi era. There were 20 million Catholics and 40 million Protestants. 2) The Nazis tried to make deals with church leaders at first, but began to close down church groups and persecute and arrest priests. 3) Some churches openly criticised the Nazis. Other religious groups suffered under the Nazis such as Jehovah's witnesses and Jews.	Concordat: An agreement for co-operation between Hitler and the Pope. German Christians: Protestants who supported the Nazis. Confessional Church: Protestants who opposed the Nazis.	<ul style="list-style-type: none"> Cold-calling MWB <p>Q6- Essay: I do / We do (Essay plan)</p>	1) Students will have an understanding of the church and religious tension from KS3. 2) Students will need to know that Hitler did not tolerate opposition.

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L23: Who was persecuted in Nazi Germany?	1) The Nazis believed that Aryan Germans were the superior race. 2) Nazi persecution increased between 1933 and 1939. 3) The Nazis persecuted and were violent towards Jews as they passed the Nuremberg Laws and destroyed Jewish homes during Kristallnacht.	Persecution: Hostility towards someone based on race, religion, gender or age.	<ul style="list-style-type: none"> Cold-calling MWB Q5- In what ways: You do	1) Students will have an understanding of Jewish persecution from the KS3 Holocaust lessons. They will know that Jews lost their rights and faced violence.
L24: How did the treatment of Jewish people get worse?	1) Students will know that Jewish people were forced into ghettos as the Nazis attempted to remove them from their Reich. 2) Students will know that the leading Nazis met at the Wannsee Conference to discuss the 'Final Solution to the Jewish Problem'. 3) Students will know that 6 million Jewish people were murdered in the genocide that became known as the Holocaust.	Holocaust: The mass murder of 6 million European Jews by the Nazis.	<ul style="list-style-type: none"> Cold-calling MWB Q5- In what ways: You do	1) Students will already know that the Holocaust was the genocide of 6 million Jews from Y9 and Cultural Capital lessons.
L25: Consolidate lesson	1) Students will consolidate their knowledge on lessons 18-24. 2) Students will complete exam style questions.		<ul style="list-style-type: none"> Cold-calling MWB Q1&2- Interp: I do	1) Students will need to know how the Nazis controlled life in Nazi Germany.
L26: Why was propaganda and censorship important for the Nazis?	1) Not all Germans were Nazi supporters, but many were. The Nazis used propaganda to make sure people continued to support them. 2) The Nazis controlled newspapers, film, books, and radio. They also had big rallies to promote their message. Nazi culture was a clear priority for Goebbels, this differed from Weimar culture. 3) The Nazis introduced strict censorship rules to control what people read, said and heard – anything 'harmful' to Hitler and the Nazis was banned.	Censorship: Limits on what people can read, see and hear. Propaganda: Misleading information used to influence or promote.	<ul style="list-style-type: none"> Cold-calling MWB Q4- Describe: I do Q5- In what ways: I do	1) Students will already know that propaganda is misleading information used to persuade from the KS3 curriculum. 2) Students will already know the importance of indoctrination.

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L27: Why was Nazi Germany known as a 'police state'?	1) The Nazis set up a police state meaning the police had a lot of power. 2) Himmler was the head of the SS who were responsible for Hitler's security, working at concentration camps and intimidating the population. 3) The Gestapo were the secret police who listened for opponents who were then sent to concentration camps.	Police State: A country in which the police are very powerful.	<ul style="list-style-type: none"> Cold-calling MWB Q5- In what ways: I do	1) Students will already have an understanding of control and oppression. 2) Students will already know that the Nazis controlled the population through propaganda but that was not enough on its own.
L28: How effective was opposition and resistance towards the Nazis?	1) Not all Germans were Nazis and many resisted the Nazis in peaceful and violent ways. 2) Opposition groups included the White Rose Group and the Edelweiss Pirates. 3) Other forms of opposition included refusing to salute Hitler and telling anti Hitler jokes. There were assassination attempts on Hitler's life, the closest being the July Bomb Plot of 1944.	Resistance: The refusal to accept and fighting against something.		1) Students will already know that resistance means showing opposition to something from the KS3 curriculum.
L29: Consolidate lesson	1) Students will consolidate their knowledge on lessons 25-28. 2) Students will complete exam style questions.		<ul style="list-style-type: none"> Cold-calling MWB Q6- Essay: You do (Essay plan)	1) Students will know that the Nazis used propaganda and the police state to control the population. 2) Students will know that the Nazis faced opposition.