

Unit	<u>Paper 3: Weimar and Nazi Germany, 1918-1939</u>
Lesson outlines	https://babbeyst.sharepoint.com/:x:/r/sites/BAS-Subjects/Hi/Staff%20Resources/02-LESSONS%20%26%20RESOURCES/02-KEY%20STAGE%204/KS4%20SOW%202021-22.xlsx?d=w818fcc11967743ac84286fa66fd9ad3d&csf=1&web=1&e=1txNgw
Base Lessons	https://babbeyst.sharepoint.com/:f:/r/sites/BAS-Subjects/Hi/Staff%20Resources/02-LESSONS%20%26%20RESOURCES/02-KEY%20STAGE%204/04-GERMANY?csf=1&web=1&e=skSigR
What topics are covered?	<ol style="list-style-type: none"> 1. The Weimar Republic, 1918-1929 2. Hitler's Rise to Power, 1919-1933 3. Nazi Control and Dictatorship, 1933-1939 4. Life in Nazi Germany, 1933-1939
What skills are assessed?	<p>AO1 Demonstrate Knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 Explain and analyse historical events and periods studied using second order historical concepts</p> <p>AO3 Analyse evaluate and use sources contemporary to the period to make substantiated judgements in the context of the events studied</p> <p>AO4- Analyse, evaluate and make substantiated judgments about interpretations may differ in the context of historical events studied</p>
Question Stems	<ul style="list-style-type: none"> • Give two things you can infer from Source A (AO3) • Explain why... (AO1/2) • How useful are Sources B and C for an enquiry into ... (AO3) • What is the main difference between [Interpretation 1 and interpretation 2] (AO4) • Suggest one reason why Interpretations 1 and 2 give different views about ... (AO4) • How far do you agree with Interpretation [1/2] about... (AO4) <p><small>https://babbeyst.sharepoint.com/:p:/r/sites/BAS-Subjects/Hi/Staff%20Resources/02-LESSONS%20%26%20RESOURCES/02-KEY%20STAGE%204/04-GERMANY/How%20to%20answer%20questions%20for%20Germany.pptx?d=w1e70d4d6bcb34081825126a7efb44fdb&csf=1&web=1&e=f7qALG</small></p>
Exam details	<p>Paper 3</p> <p>1 hour 20 mins</p> <p>30 %</p>
How does it build from KS3?	<p>Concepts- Cause and effect/continuity and change/significance/chronology/sources/perspectives</p> <p>Knowledge- Builds upon students' knowledge of dictators and Holocaust</p>
How does this prepare for KS5?	<p>Concepts- Cause and effect/significance/perspectives/continuity and change</p>

	<p>Knowledge - Some links to CR unit and impact of WWII and Holocaust on increased aspirations of AA in the post war period. Many students choose to focus on Nazi Germany or Holocaust for their independent study.</p>
<p>How does it prepare/link to Higher Education?</p>	<p>Apprenticeships- Law, Admin, Accounting & finance apprenticeships</p> <p>University- History, Politics, International Relations, Law</p>
<p>Social moral, spiritual and cultural development</p>	<p>Moral – through the unit on treatment of minority this encourages conversations about morality and empathy.</p> <p>Spiritual and religious persecution of minorities is discussed and learnt – to encourage respect towards different faiths.</p> <p>Social skills encouraged via pair and group work – in diverse cultural/ethnic groups to encourage tolerance.</p> <p>Subject content encourages respect for and understanding of different faiths and cultural diversity.</p>
<p>How does this unit develop character through the BEST HABITS ?</p>	<p>Bravery – Difficult and emotive subject content/topics - encourage students to speak up and speak out in face of intolerance.</p> <p>Excellence – High standards and expectations in every lesson during the 3 years.</p> <p>Self discipline – Due to the timing of teaching of this unit at the end of the course. Greater emphasis on independent work and encouraging students to strive to be better. Act upon targets etc.</p> <p>Team BA – make sure any minority faiths (Jewish students) are included. Regular group work and collective responsibility throughout.</p>
<p>How does this unit develop employability skills?</p>	<p>Use of primary and secondary sources – source evaluation and analysis and reaching judgement after careful weighing of evidence – key skill.</p> <p>Character education – always encouraging young people to be kind, inclusive, tolerant and inquisitive students.</p> <p>IT skills – regular use of IT and online lessons to effectively practice IT skills in terms of internet research and use of programmes such as word/power-point/365/SharePoint/Teams. This is used to enhance the learning and enable to reach conclusions and sustained judgements.</p>
<p>Links to careers</p>	<p>The study of History leads to a respected qualification and is of value for many careers; e.g. Law, Journalism, Tourism, Police, Teaching, Research.</p>
<p>Trips/cultural capital opportunities</p>	<p>Possible visit to Imperial War Museum – Holocaust exhibition – to see first-hand the horror and scale of destruction caused (to heighten SMSC elements and development).</p> <p>Possible trip to Auschwitz-Birkenau (covid restrictions allowing)</p> <p>Visit by Holocaust survivor.</p> <p>Visit/webinar by university lecturer/expert on Weimar and Nazi Germany</p>

**Course
Specification**Edexcel GCSE History (9-1) www.edexcel.com/gcsehistory16