



### Subject: History

### Term 1

Overarching Topic: Establishment and Consolidation of Dictatorship – Germany			
<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p>The story of the twentieth-century is one of the struggle of antithetical ideologies – democracy versus fascism; capitalism versus communism. This year we will chart Germany’s path to an established dictatorship and question what we need to do to safeguard our democracy for the future. We will adopt a depth approach in order to allow students the opportunity to demonstrate original insight and throw light on the Nazi dictatorship of Germany and its actions.</p>		
	Essential	Core	Ambitious
<p><b>The Big Questions</b> (What questions will students be able to answer upon mastery of the topic?)</p>	<p>What was early 20<sup>th</sup>-Century capitalism focussed on?</p> <p>What is inflation?</p> <p>What is parliamentary democracy?</p> <p>How does propaganda work?</p> <p>Who were the SA and SS?</p> <p>Who were the leading Nazi figures?</p> <p>What did the Nazis do with the German economy in the 1930s?</p> <p>What is genocide?</p> <p>What was the Holocaust?</p>	<p>How did the Wall Street Crash affect Germany?</p> <p>What did the Weimar government do to try to recover Germany from the Great Depression?</p> <p>Who voted Nazi and why?</p> <p>How did Hitler become Chancellor?</p> <p>How did the Reichstag fire allow Hitler to become a dictator?</p> <p>What was the impact of the Night of the Long Knives?</p> <p>What were Nazi economic policies – Arbeit und Brot?</p> <p>What was Goering’s Four-Year-Plan?</p> <p>Was life better for most Germans under the Nazis?</p> <p>What was childhood like under the Nazis?</p> <p>What were Nazi education policies?</p> <p>What were Nazi policies towards women and families?</p> <p>What were Nazi policies towards religion?</p>	<p>Do economic crises make extremism more likely?</p> <p>How easily can democratic systems be manipulated by charismatic characters?</p> <p>Were Nazi economic data spurious?</p> <p>Is autarky ever a realistic economic policy?</p> <p>How effective was Nazi socialisation?</p> <p>Can and should Germany ever come to terms with the Holocaust?</p>

		<p>What were the stages of genocide in the 1930s and 1940s?</p> <p>How did the 'Final Solution' unfold?</p>	
<b>The Key Skills/ Techniques</b>	<b>The sophistication and application of skills will become more advanced as students' progress through the essential, core and ambitious knowledge</b>		
	<b>Skill/Technique</b>	<b>How will this skill be developed?</b>	
	<p>Interpretations analyses and evaluations</p> <p>Assessing the relative utility of sources and interpretations</p>	<p>Studying a range of historical interpretations and developing approaches to effective analysis and evaluation of their utility and reliability</p> <p>Practising comparative evaluations of the usefulness of different sources and cross-referencing these evaluations with interpretations</p>	