



Scheme of work

Germany, 1890–1945: Democracy and dictatorship

This resource gives you one example of a scheme of work for teaching the period study, Germany, 1890–1945: Democracy and dictatorship from our new GCSE in History specification (8145). We hope the suggested activities will support your teaching of this topic. It is intended as a guide only and not as a prescriptive approach.

This scheme of work enables students to understand the growth and decline of democracy and the rise and fall of Nazism and the effects these two developments had on the German people.

Assumed coverage

This teaching and learning plan is intended for 30 classroom lessons, each of one hour. It doesn't include homework learning time, but it covers three revision and assessment lessons.

Assessment

Assessment points in the learning activity column indicate possible assessment opportunities. These could be short tests of about ten minutes (exam-style questions, short factual tests, source evaluation) or longer assessments (exam-style questions).

In the case of resources, research exercises will assume students have access to a textbook(s) and/or internet. Textbook may be supplemented by other sources for comparison.

Part one: Germany and the growth of democracy

Kaiser Wilhelm and the difficulties of ruling Germany

Lesson number	Specification content	Guidance	Learning activity	Differentiation and extension	Resources
1	<ul style="list-style-type: none"> the growth of parliamentary government. the influence of Prussian militarism. 	The focus is on the nature of Germany's pre-war political system, in particular, the role of the Kaiser, the influence of the military and the representative institutions.	<p>Profile of Kaiser Wilhelm II: students annotate a range of sources and interpretations to draw inferences and conclusions about the Kaiser's character, beliefs, aims and the extent of his power. Spider diagram of German constitution.</p> <p>Students to adopt different roles: 'Who really held power in Germany'? The Kaiser? The Chancellors? The Reichstag? Did the balance of power change in the years 1890 to 1914?</p>	Challenging assumptions: ask your students to research the view that the German emperor completely dominated the government.	Cartoons of Kaiser, photographs and historical accounts from the Kaiser and members of the Reichstag. For a detailed account: W.Carr, 'A History of Germany 1815-1990' (Hodder Arnold) Chapter 7. Also see Christopher Clark's biography 'Kaiser Wilhelm II: A life in Power', Penguin, June 2009, ISBN-13: 978-0141039930.
2	<ul style="list-style-type: none"> industrialisation. social reform and the growth of socialism . 	The focus should be on the challenges faced by the Kaiser and responses to these challenges.	<p>Study of statistical evidence of rapid urbanisation/industrialisation.</p> <p>Group exercise: how to deal with socialism – reform or repression?</p> <p>Essay to explain the problems faced and the actions/approaches taken.</p> <p>Judgement question: how explosive was the situation inside Germany? Who or what posed the greatest problem for the</p>		Graphs/statistics of growth of specific industries/cities.

Lesson number	Specification content	Guidance	Learning activity	Differentiation and extension	Resources
			governments of Germany?		

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3	The domestic importance of the Navy Laws.	The focus should be on understanding the impact the Navy Laws had on the Kaiser's relationship with the government.	<p>Outline Navy Laws.</p> <p>Students research contemporary opinions/ interpretations. Students consider the following questions.</p> <ul style="list-style-type: none"> • Were the Navy Laws just the Kaiser's personal obsession? • Why were they introduced and what part did they play in Weltpolitik? <p>Students construct a fact-file to record findings.</p> <p>Assessment point: short revision test.</p>	<p>Class debate: as a member of the Kaiser's government, explain what might concern you most about the problems you face in 1914?</p> <p>How far had Germany's problems been successfully dealt with by 1914?</p>	Written accounts. Cartoons of the Kaiser's Navy interests.

The impact of the First World War

Lesson number	Specification content	Guidance	Learning activity	Differentiation and extension	Resources
4	<ul style="list-style-type: none"> • War weariness. • Economic problems. • Defeat. • The end of the monarchy. • Post-war problems including reparations. 	<p>The emphasis should be on the state of Germany in 1918: the shock of unexpected defeat, food shortages, blockade and political chaos following the November Revolution.</p>	<p>Study evidence of the problems facing Germany in 1918, including interim payments made to the Allies before the Reparations Commission report.</p> <p>Map of the demands inflicted by the Treaty Of Versailles.</p> <p>Table of Germany's problems, 1918–1919. Students classify the problems into political, economic/financial, social, and military related issues.</p>	<p>Students prioritise Germany's problems in order of severity. Students then justify their reasoning and identify further questions they would ask members of the German public.</p>	<p>Maps of Welpolitik and colonial aims.</p> <p>Photographs of poverty in Germany 1917-18. Newspaper headlines about defeat/the Treaty of Versailles. Cartoons. Archive film. Map of the Treaty of Versailles.</p>
5 and 6	<ul style="list-style-type: none"> • Post-war problems including reparations; the occupation of the Ruhr and hyperinflation. • Weimar democracy; political change and unrest, 1919–1923; Spartacists; Kapp Putsch; the Munich Putsch. 	<p>Students should link these events and analyse the relative importance of the political, economic and social causes of distress.</p>	<p>Timeline and fact-file of events, 1919–1923.</p> <p>Diagram of the Weimar Constitution.</p> <p>Students categorise events (such as the putschs) into political, economic/financial, social, and military related issues. They draw a table with four columns and populate with the questions below.</p> <ul style="list-style-type: none"> • Describe the problem. • Why was it a threat to the Republic? • How far was it a threat? • What helped the Republic to survive? 	<p>Students choose five sources which best sum up Weimar's problems at this time; then write a commentary to justify their choice.</p>	<p>Access details of key events, eg archive footage and photographic evidence (as stimuli) of events stipulated.</p>

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7 and 8	Review of lessons 4, 5 and 6	Students should assess the impact of events in Weimar Germany up to 1923 and reflect on the implications for Germany's subsequent developments.	<p>Enquiry: how did the Weimar Republic survive?</p> <p>Interpretations exercise: students look at interpretations relating to attitudes to Germany's defeat, the Treaty of Versailles and the problems faced by Weimar up to 1923. Why do these interpretations differ? Which are more convincing?</p> <p>Causation study relating to unrest: the attitudes of different groups of people to Weimar: monarchists; Communists; Freikorps; Nationalists; Republicans.</p> <p>Class debate: which was the most serious problem Germany faced at this time? Write a report to justify your choice.</p> <p>Assessment point: short factual recall test.</p>	Further research: is it entirely true to assume that all Germans suffered during this period? For example, did some people prosper from hyperinflation?	<p>Contemporary written and later opinions/cartoons about Weimar.</p> <p>For interpretations of the period: E Dobert, <i>'Convert to Freedom'</i>, 1941; Egon Larsen, <i>'Weimar Eyewitness'</i>, 1976; W.Guttman, <i>'The Great Inflation'</i>, 1975.</p>

Weimar Germany, the Stresemann era

Lesson number	Specification content	Guidance	Learning activity	Differentiation and extension	Resources
9 and 10	<p>The extent of recovery during the Stresemann era (1924–1929):</p> <ul style="list-style-type: none"> • economic development including the new currency • the Dawes Plan and the Young Plan • the impact of international agreements on recovery • Weimar culture. 	<p>The emphasis is on how Germans were affected by Weimar's recovery in the years 1924–1929. Did they feel more optimistic or pessimistic about what happened under Stresemann? How far had Weimar recovered economically and culturally by 1929?</p>	<p>Enquiry question: how far had Weimar recovered by mid-1929?</p> <p>Fact file: students research the main economic developments (including international agreements), and political and cultural changes 1924–1929.</p> <p>Card sort: students place the changes from their fact files into relevant categories, including those about which Germans would feel optimistic and/or pessimistic.</p> <p>Role play: students match descriptions of different people's attitudes to Weimar, for example: a communist, an unemployed soldier, a shop keeper, a farmer, a democratic socialist, a Nazi, a business leader and a Jewish doctor.</p> <p>Class debate: what evidence is there to support the view that Weimar had recovered by 1929? Students complete a report on the debate and suggest reasons why extremist parties remained unpopular.</p>	<p>Research opportunity: how was news of Stresemann's death reported at the time in Oct 1929? Did obituaries written in Germany and Britain differ? In what ways did they differ?</p>	<p>Access to factual details of events in the Stresemann era.</p> <p>Archive, film/cartoons, photos as visual 'snapshots'/stimuli.</p> <p>Opinions/later interpretations as written accounts of attitudes to Weimar.</p>
11	<p>Review of Part one: Germany and the growth of democracy</p>		<p>Assessment point: students do exam style questions based on Part 1.</p> <p>Opportunity to discuss how to approach exam style questions with the class.</p>		

Part two: Germany and the Depression

The impact of the Depression

Lesson number	Specification content	Guidance	Learning activity	Differentiation and extension	Resources
12 and 13	Growth in support for the Nazis and other extremist parties 1928–32, including the role of the SA; Hitler's appeal.	The focus should be on how the Depression linked to political extremism; how far was the rise of the Nazis the result of the Depression as well as the appeal of the Nazis and the fear which was associated with Nazi violence.	<p>Sources exercise drawing on evidence of poverty, unemployment and changing election results. Students match inferences to statements drawn from source material.</p> <p>The appeal of the Nazis: students watch film clips and read interpretations drawn from Nazi supporters/opponents. Why do some interpretations differ? Which are more/most convincing?</p> <p>Students explain the relative importance of a range of factors which might explain Hitler's appeal. These might include:</p> <ul style="list-style-type: none"> • Hitler's ideas • attitudes to Weimar • fear and the use of SA • Hitler's propaganda and oratory • support of business leaders. <p>Students write an interview with a member of German society at this time. The interview should explore attitudes to the Depression and the rise of extremist political groups.</p>		<p>A wide range of sources are available: visual, written and film clips.</p> <p>Interpretations might include: Albert Speer, <i>'Inside the Third Reich'</i>, 1960 (also useful throughout the Nazi period); C Zukmayer, <i>'A Part of Myself: Portrait of an Epoch'</i> 1970; E Amy Buller, <i>'Darkness over Germany'</i>, 1943. A comprehensive set of documents relating to the Nazi state can be found in J.Noakes and G.Pridham, <i>'Nazism 1919-45'</i> vols 1 and 2, Exeter University Press.</p>

The failure of Weimar democracy

Lesson number	Specification content	Guidance	Learning activity	Differentiation and extension	Resources
14	Election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor.	The emphasis should be on how Hitler became Chancellor; a brief narrative of the plotting by key political figures including Hindenburg. Students should be aware that the failure of Weimar parties was reflected in their loss of electoral support.	Research of key historical figures such as Hindenburg, Papen and Schleicher. Students match statements about these individuals to their aims and actions, resulting in Hitler's appointment as Chancellor. Group work: students to argue how far Hitler was in a position of weakness on the 30th January 1933 and present their findings.	Class debate: 'It was the Weimar constitution rather than the Depression which enabled Hitler to become Chancellor. Do you agree? Explain your answer.'	Research materials.

The establishment of Hitler's dictatorship

Lesson number	Specification content	Guidance	Learning activity	Differentiation and extension	Resources
15	The Reichstag Fire	The focus should be on how the Reichstag Fire was used to promote Hitler's dictatorship.	<p>Enquiry question: how did Hitler become dictator? (For use in lessons 15, 16 and 17).</p> <p>From a prepared set of sources and interpretations students draw inferences about who was to blame for the Reichstag Fire.</p>	Student exercise: prioritise the preconditions which Hitler needed to fulfil in order to become dictator of Germany. Students could then justify their choices.	Factual details of events. Eye witness accounts and other sources.
16	<ul style="list-style-type: none"> the Enabling Act elimination of political opposition trade unions. 	The focus should be on the key events between 28 th February 1933 and early 1934. Starting with the Emergency Decree, the steps by which Hitler arrested suspects, took over regional governments and civil service, passed the Enabling Act, banned trade unions and other political parties.	<p>Timeline of key events.</p> <p>Students list the key steps, draw links between them and explain how the links contributed to the formation of Hitler's dictatorship.</p> <p>Exercise: students study a range of interpretations and consider the following questions:</p> <ul style="list-style-type: none"> What do the interpretations suggest? How and why do they differ? How convincing are the interpretations? 	Research opportunity: how were these events reported and commented on abroad, such as in Britain?	<p>Eye witness accounts, cartoons and archive film.</p> <p>Contrasting interpretations of Hitler's seizure of dictatorial powers.</p>

Lesson number	Specification content	Guidance	Learning activity	Differentiation and extension	Resources
17	Rohm and the Night of the Long Knives; Hitler becomes Führer.	The focus should be on the final step in Hitler neutralising opposition within the Nazi Party.	<p>Night of the Long Knives exercise: drawing on a range of sources, students construct a report about who was involved, why the event took place and what were its immediate effects.</p> <p>Overview opportunity: students explain the relative importance of the factors which allowed Hitler to become Führer; students could include the use of media, the law, violence and intimidation.</p>		Eye witness accounts, cartoons and archive film.
18	Review Part two: Germany and the Depression	Review and assessment		Assessment point: students analyse two interpretations about the rise of the Nazis and explain which interpretation they found more convincing; complete a bullet point explanation question.	Specimen paper

Part three: the experiences of Germans under the Nazis

Economic changes

Lesson number	Specification content	Guidance	Learning activity	Differentiation and extension	Resources
19 and 20	<ul style="list-style-type: none"> benefits and drawbacks employment public works programmes rearmament self-sufficiency the impact of the war on the economy and the German people, including bombing, rationing, labour shortages, refugees. 	Spanning the years 1933–1945, the focus should be on the extent to which the Nazis brought benefits to Germans and Germany. This clearly changed over time and changed by different degrees for different groups of people.	<p>Enquiry question: ‘Totalitarian regimes controlled every aspect of life. Why?’</p> <p>Students prepare a PowerPoint presentation of research into interpretations of Nazi economic policies and actions.</p> <p>Students categorise a statement bank into evidence of benefits and drawbacks for different groups of people (using the eight groups of people introduced in lessons 9 and 10).</p> <p>Students produce a timeline to show the fluctuations in key economic indicators between 1933 and 1945; use colour coding to highlight the impact of the war economy.</p> <p>Students write an essay and come to a judgement about ‘benefits and drawbacks’ of Nazi economic developments.</p>	Group work: students take a snapshot of the experiences of different groups of Germans, for example, in 1935, 1939, 1941 and 1945 and explain how the attitudes might change at each point.	<p>Statistics/photographs. Written accounts. Political cartoons</p> <p>Statements for a statement bank.</p> <p>William L Shirer’s ‘<i>The Rise and Fall of the Third Reich</i>’, 1960, remains a central text for interpretations about the Nazi state.</p>

Social policy and practice

Lesson number	Specification content	Guidance	Learning activity	Differentiation and extension	Resources
21	Reasons for policies, practices and their impact on women.	The focus should relate to Nazi policies towards women: the reasons for the policies; the methods used; their level of success and their impact on women.	<p>Students construct a spider diagram from studies of Nazi policies towards women, to include:</p> <ul style="list-style-type: none"> • aims of policies • reasons for those aims • how the policies changed over time • the level of success/failure • the effect they had on women. <p>Interpretations exercise: students study a range of interpretations and consider the following questions:</p> <ul style="list-style-type: none"> • What do the interpretations suggest? • How and why do they differ? • How convincing are the interpretations? 	Class debate: did Nazi policies put the role and status of women on a pedestal?	A range of interpretations including ones from women who were there at the time, but survived to write about their experiences later.

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22 and 23	<ul style="list-style-type: none"> • Reasons for policies, practices and their impact on young people and youth groups. • Education. 	This focus should relate to Nazi policies towards young people: the reasons, the methods, their level of success and their impact on young people.	<p>Students produce a spider diagram of the structure the Hitler Youth.</p> <p>Inferences and purpose exercise which enables to students to consider why some young people supported Hitler and why others didn't. Students look at written accounts and other sources and consider whether support changed over time and the reasons why it changed.</p> <p>Explanation exercise to include the reasons why the Nazis considered control of the young important, the methods they employed (including changes in schooling) and why the Hitler Youth was so attractive.</p>		<p>Hitler Youth accounts and interpretations such as: H Metelmann, <i>'Through Hell for Hitler'</i>, 1960; Charles A Beard, <i>'Education under the Nazis'</i>, in <i>'Foreign Affairs'</i>, 1936; Sophie Scholl's letters published after the end of World War Two. Visual images of Hitler Youth. Sources relating to changes to the school curriculum.</p>
24	Reasons for policies, practices, and their control of the Churches and religion.	The focus should be on Nazi policies towards churches and religion: the reasons, the methods, their level of success and their impact on churches and individuals.	<p>Students to prepare a table listing key religious groups and individuals and then look at how Nazi policies impacted on them and how they reacted to Hitler's policies.</p> <p>Assessment point: short quiz of factual material.</p>		<p>Photos, personal recollections of religious changes. See also W Ebenstein, <i>'The Nazi state'</i>, 1943 for interpretations about religious and wider policies.</p>

Lesson number	Specification content	Guidance	Learning activity	Differentiation and extension	Resources
25 and 26	<ul style="list-style-type: none"> • Reasons for policies, practices and their impact on racial policy and persecution. • Aryan ideas • The Final Solution. 	<p>The focus should be on understanding of Nazi racial policy and their effects – why and how were minorities persecuted? How and why did this change over time including the Final Solution? How was it possible to carry out persecution out on a large scale?</p>	<p>Students produce a timeline of persecution 1933–1945.</p> <p>Card sort to categorise the reasons for racial persecution. Why did the Nazis persecute racial minorities such as Jews?</p> <p>Challenging stereotypes exercise: students look at individual case studies including victims, perpetrators, collaborators, resisters and bystanders. How was it possible to carry out racial persecution on this scale?</p>	<p>What are the main characteristics of totalitarian regimes? How far did the Nazis fulfil these characteristics? Which aspect of Nazi policies made them the most dangerous to ordinary people?</p>	<p>Holocaust Education Trust gives access to written and visual sources and accounts of anti-Semitism. Film records available. The <i>'Diaries of Victor Klemperer'</i> remain a central resource relating to racial persecution.</p>

Control

Lesson number	Specification content	Guidance	Learning activity	Differentiation and extension	Resources
27	<ul style="list-style-type: none"> • Goebbels. • The use of propaganda and censorship. • Nazi culture. 	<p>The focus should be on the reasons for propaganda and the development of Nazi culture; the methods used; their level of success and their effects on German people.</p>	<p>Research: students produce a profile Joseph Goebbels.</p> <p>Use of propaganda/censorship: students use a range of propaganda sources to annotate and identify appeal, key messages (both positive and negative), and assess their effectiveness. Students categorise into different forms of appeal via a table with the following headings: community; excitement; power; order etc.</p> <p>Group work exercise: students study the importance of the Olympics, the Nuremberg rallies, art, film, posters.</p> <p>Assessment point: students complete an essay assessing how important was Nazi culture to the propaganda effort.</p>	<p>Class discussion: why is it so difficult for historians to assess the impact of propaganda on German society?</p>	<p>Archive film material. Written and visual sources and interpretations.</p>

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28	Repression and the police state, and the roles of Himmler, the SS and Gestapo.	The focus should be on the reasons for repression, methods, their impact and their effect on the German people.	<p>Research: students produce a profile of Himmler.</p> <p>Students study institutions of repression, for example, the Gestapo, police, courts, concentration camps, SS. In a spider diagram, they identify institutions, describe what they did and assess their impact.</p> <p>Students look at interpretations written by people who were there at the time and wrote about their experiences afterwards to explain what Germans remembered of Nazi repression. Why do they differ? How and why are some interpretations more convincing than others?</p>		<p>Access to research materials about Himmler.</p> <p>Interpretations about control and repressions during the Nazi regime.</p>
29	Opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.	The emphasis should be on who opposed the Nazis, why and how effectively were they dealt with?	<p>Analytical essay: students explain and assess the importance of opposition to the Nazis. How serious was it?</p> <p>Students complete a peer to peer assessment exercise using the essay and then feedback on what a model answer with a judgement should look like.</p>		Interpretations about control and repressions during the Nazi regime, for example, letters written by Sophie Scholl.
30	Parts 1, 2 and 3	Review and Assessment	Students complete Section A from the specimen paper in 50 minutes under exam conditions.		Specimen paper