

Key Question	Approach	Content covered	Time (total: 43 hours)	End Product / Assessment
What was the story of Germany 1890-1945?	Overview with pictures and cards	Main	1	
How much was Kaiser Wilhelm II's ability to rule shaped by his early life?	Looking at the Kaiser's early personality / foibles and cross referencing them with events in his early life to try and work out why he was like he was.		1	Discussion of how his personality could affect his decision making
What problems did Kaiser Wilhelm face?	Decision making activity	Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws.	2	How to answer a describe style question
What was Germany like in 1918? Cartoon analysis	Mystery approach unlocking the message, date and purpose of a 1918 cartoon And covering 1870-1918 content	Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy.	1.5	How to answer a source style question: <b>Source A</b> opposes Kaiser Wilhelm II. How do you know? Explain your answer by using <b>Source A</b> and your contextual knowledge. [4 marks] <b>Note: this question type doesn't appear on this paper</b>
How good is your German? Can you produce an online audio guide for a German leaflet?	Getting your students to use their history skills to unlock the message of a cartoon	Post-war problems.	1 hour	Creating and audio guide for a gallery or a caption for a text-book.
Why were the Germans so angry about the Treaty of Versailles?	Information gathering using multimedia which arms students with key knowledge to look at an interpretation.	Post-war problems including reparations. <i>Bizarrely the Treaty of Versailles is not included in the specification content.</i>	2 hours	A letter evaluating and historians essay in History Today. Interpretations work looking at the style of an historians work and comparing the available evidence with it to see how it is constructed.

<b>How far do you agree with a young German's memoir about 1923?</b>	Can your class work out what Sebastian Haffner meant about 1923? They use sources to sort out what happened, unlock the Haffner quote before looking at important exam technique.	Post-war problems including reparations, the occupation of the Ruhr and hyperinflation.	2	Practicing and modelling answers to <i>how and why</i> interpretations disagree questions.
<b>What would you include in a documentary entitled Germany 1919-23: threats to power?</b>	Acting as documentary makers, what events deserve the most time in the show?	Political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch.	2	Presentation justifying timings for a documentary Creating a one minute trailer
<b>Which was more important reason why Weimar was in trouble: Economic problems or political unrest?</b>	Tackling this exam question head by pulling together the key learning from the previous enquiries.	Economic problems and political unrest 1919-23.	1	<b>Answering the exam question:</b> <b>Which was more important reason why Weimar was in trouble: Economic or Political reasons?</b>
<b>How far was the Munich Putsch a success for the Nazis?</b>	Post it challenge using documentary clips and other sources to work out if the Putsch was really such a failure.	The Munich Putsch.	3	Either answering the question in full or writing a conclusion: How far was the Munich Putsch a success for the Nazis?
<b>How would you rate the YouTube film summarising Stresemann's achievements? (Why did Germany recover – how far did Germany recover)</b>	Starting with a political cartoon showing Stresemann as an angel, can your students work out to what extent he was a saviour? Do they agree with a short documentary film about him?	The extent of recovery during the Stresemann era (1924–1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.	2	Response to YouTube post
<b>Why did Hitler become Chancellor?</b>	Mystery approach where students are drip fed clues and come up with a number of hypotheses. This then turns neatly into a discussion on different	The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler's appeal. The failure of Weimar democracy: election	3	Interpretations discussion

	interpretations of the reasons behind Hitler's rise.	results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor.		
<b>How did Hitler become a Dictator?</b>	Decision maker activity	The establishment of Hitler's dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer.	2 hours	Re-designed educational diagram
<b>Is the ex-Nazi right when he described living in Nazi Germany as a paradise?</b>	Was Germany really a paradise? Your students find out what the Nazis wanted for Germany then look at different individuals to see if they would agree with the ex-Nazi.	Overview	1 hour	Mind map noting what the Nazis aimed to achieve
<b>How do historians disagree about the Nazi 'economic miracle' when looking at the same sources?</b>	Extracting information from clues / data to see how it can be used to draw different conclusions	Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.	2	Answering the big question.
<b>How much can an internet questions forum tell us what Nazis wanted from women?</b>	Looking at a Yahoo question and answers post. Can your students use the evidence in front of them to evaluate how good the answer on the post really is?	Social policy and practice: reasons for policies, practices and their impact on women.	2	Improving a Yahoo answers post.
<b>How typical was Henry Metlemann as a young Nazi?</b>	Taking the personal story of one individual to work out if he really was typical. Students will evaluate and cross-reference evidence	Social policy and practice: reasons for policies, practices and their impact on young people and youth groups; education.	3	Answering the big question
<b>Resist or collaborate: What</b>	Two way graph	Control of churches and religion.	1	Discussion

<b>was the reaction of the church to the Nazi regime</b>				
<b>What happened on 8<sup>th</sup> and 9<sup>th</sup> November 1938?</b>	Mystery approach which introduces the students to the dark side of Nazi policy.	Aryan ideas, racial policy, persecution	3	An improved Newspaper report
<b>Was the Holocaust inevitable?</b>	Interpretations work. Which historian is correct about The Holocaust? Using evidence to work out if / how policy changed over time	The final Solution.	1	Discussion on which historian students agree with the most
<b>Why were less people heard criticising the Nazis in pubs post 1933?</b>	Using a two way graph to decide whether Goebbels or Himmler were more important in controlling the German people. The class will see that propaganda and terror were interconnected	Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo.	2.5	Links diagram
<b>Which historian is right about the Gestapo?</b>	Using clues to work out whether the Gestapo were everywhere or not	Gestapo.	2	Answering the question:
<b>Triumph of the Will: Propaganda or documentary?</b>	Active lesson analysing the start of the film	Use of propaganda	1	On-line blog.
<b>How much opposition was there to the Nazis?</b>	Taking a 'cocktail party' approach. Your students act as an opponent to the Nazi regime in post Nazi Germany. They mingle with other opponents to find out how much opposition there really was to the regime	Opposition and resistance, including White Rose Swing Youth, Edelweiss Pirates and July 1944 bomb plot.	2	Improving explanations