

**AQA Period Study - Germany 1890-1945: Democracy and Dictatorship GCSE 9-1**

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| **Key Question** | **Approach** | **Content covered** | **Time (total: approx. 43 hours)** | **End Product / Assessment** |
| [**What was the story of Germany 1890-1945?**](http://www.historyresourcecupboard.co.uk/portfolio/what-is-the-story-of-germany-between-1890-1945/) | Overview with pictures and cards | Main | 1 |  |
| [**How much was Kaiser Wilhelm II’s ability to rule shaped by his early life?**](http://www.historyresourcecupboard.co.uk/portfolio/much-kaiser-wilhelm-iis-ability-rule-shaped-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 the Kaiser’s personality could affect his decision making. |
| [**What problems did Kaiser Wilhelm face?**](http://www.historyresourcecupboard.co.uk/portfolio/problems-kaiser-wilhelm-ii-face-1890-1914/) | 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?](http://www.historyresourcecupboard.co.uk/portfolio/germany-like-1918-produce-audio-guide-cartoon/)**  **[Cartoon analysis](http://www.historyresourcecupboard.co.uk/portfolio/germany-like-1918-produce-audio-guide-cartoon/)** | Mystery approach | 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:  **Source A** opposes Kaiser Wilhelm II. How do you know?  Explain your answer by using **Source A** and your contextual knowledge.  [4 marks]  **Note: this question type doesn’t appear on this paper but it is good practice.** |
| [**Why were the Germans so angry about the Treaty of Versailles?**](http://www.historyresourcecupboard.co.uk/portfolio/germans-angry-treaty-versailles/) | Information gathering using multimedia which arms students with key knowledge to look at an interpretation. | Post-war problems including reparations.  *Bizarrely the Treaty of Versailles is not included in the specification content.* | 2 hours | A letter evaluating and historians essay in History Today.  Interpretations |
| [**How good is your German? Can you produce an online audio guide for a German leaflet?**](http://www.historyresourcecupboard.co.uk/portfolio/germany-stabbed-back-aqa/) | Getting 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. |
| [**How far do you agree with a young German’s memoir about 1923?**](http://www.historyresourcecupboard.co.uk/portfolio/agree-memoir-1923/) | Interpretations focus. How and why do two interpretations differ? | Post-war problems including reparations, the occupation of the Ruhr and hyperinflation. | 2 | Practicing and modelling answers to how *and why* interpretations disagree questions.  *Interpretations focus* |
| [**What would you include in a documentary entitled Germany 1919-23: threats to power?**](http://www.historyresourcecupboard.co.uk/portfolio/who-was-the-biggest-threat-to-the-weimar-republic-1919-23/) | 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.  *Significance focus* |
| [**Which was more important reason why Weimar was in trouble: Economic problems or political unrest?**](http://www.historyresourcecupboard.co.uk/portfolio/putsches-money-threatened-early-weimar-aqa/) | Tackling this exam question head by pulling together the key learning from the previous enquiries. | Economic problems and political unrest 1919-23. | 1 | Answering the exam question:  Which was more important reason why Weimar was in trouble: Economic or Political reasons?  *Causation focus* |
| [**Was the Munich Putsch a success or a failure for the Nazis?**](http://www.historyresourcecupboard.co.uk/portfolio/putsches-money-threatened-early-weimar-aqa/) | 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?  *Change focus* |
| [**How would you rate the YouTube film summarising Stresemann’s achievements?**](http://www.historyresourcecupboard.co.uk/portfolio/rate-the-film-about-gustav-stresemann-entitled-towards-prosperity-and-hope/)  **(Why did Germany recover – how far did Germany recover)** | Starting with a political cartoon showing Stresemann, 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 a YouTube post. |
| [**Why did Hitler become Chancellor?**](http://www.historyresourcecupboard.co.uk/portfolio/hitler-become-chancellor-mystery/) | Mystery approach | 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 results; the role of Papen and Hindenburg and Hitler’s appointment as Chancellor. | 3 | Interpretations discussion. Which interpretation do you agree with.  *Interpretations focus.* |
| [**How did Hitler manage to become a Dictator?**](http://www.historyresourcecupboard.co.uk/portfolio/how-did-hitler-manage-to-become-a-dictator/) | 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. |
| [**Was Nazi Germany really a ‘paradise’?**](http://www.historyresourcecupboard.co.uk/portfolio/was-nazi-germany-really-a-paradise-like-an-ex-nazi-described-it/) | 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. |
| [**How do historians disagree about the Nazi ‘economic miracle’ when looking at the same sources?**](http://www.historyresourcecupboard.co.uk/portfolio/can-historians-disagree-nazi-economic-miracle-even-look-sources/) | 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 to get to the heart of why historians disagree.  *Interpretations focus* |
| [**How much can an internet questions forum tell us what Nazis wanted from women?**](http://www.historyresourcecupboard.co.uk/portfolio/how-much-can-an-internet-questions-forum-tell-us-what-nazis-wanted-from-women/) | 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. |
| [**Was Henry Metlemann a typical young Nazi?**](http://www.historyresourcecupboard.co.uk/portfolio/was-henry-metelmann-a-typical-young-nazi/) | 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. |
| **Resist or collaborate: What was the reaction of the church to the Nazi regime?** | Two way graph | Control of churches and religion. | 1 | Discussion. |
| [**What happened on 8th and 9th November 1938?**](http://www.historyresourcecupboard.co.uk/portfolio/what-really-happened-on-8-9-november-1938/) | Mystery approach which introduces the students to the dark side of Nazi policy. | Aryan ideas, racial policy, persecution | 3 | An improved Newspaper report.  *Source evaluation focus* |
| [**Was the Holocaust inevitable?**](http://www.historyresourcecupboard.co.uk/portfolio/was-the-holocaust-inevitable/) | 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.  *Interpretations focus* |
| [**Why did less people criticise the Nazis in pubs and bars after 1933?**](http://www.historyresourcecupboard.co.uk/portfolio/why-did-less-people-criticise-the-nazis-in-pubs-and-bars-after-1933/) | 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 |
| [**How do historians disagree about the Nazis?**](http://www.historyresourcecupboard.co.uk/portfolio/historians-disagree-gestapo-aqa/) | Using clues to work out whether the Gestapo were everywhere or not | Gestapo. | 2 | Answering the question  *Interpretations focus* |
| [**Triumph of the Will: Propaganda or documentary?**](http://www.historyresourcecupboard.co.uk/portfolio/triumph-of-the-will-can-you-beat-the-online-expert/) | Active lesson analysing the start of the film | Use of propaganda | 1 | On-line blog.  *Source evaluation* |
| [**Why did so few people oppose the Nazis?**](http://www.historyresourcecupboard.co.uk/portfolio/the-opposition-cocktail-party-why-did-so-few-people-oppose-the-nazis/) | Taking a ‘cocktail party’ approach. Your students act as on opponent to the Nazi regime in post Nazi Germany. | Opposition and resistance, including White Rose Swing Youth, Edelweiss Pirates and July 1944 bomb plot. | 2 | Improving explanations |