

Key question	Approach	Content covered	Approx. time	End product
<b>Had Hitler always been destined to rule?</b> <b>Overview</b>	Overview	Overview of content from 1900-1933.	1hour	Discussion.
<b>What was Germany like in 1918?</b> <b>Cartoon analysis</b>	Using contextual knowledge to unlock the message of, and the date of a strange cartoon.	The abdication, The armistice, revolution.	1.5	Answer exam style question. Give <b>two</b> things you can infer from Source A about Germany's situation by November 1918.
<b>How was the Weimar Republic governed?</b>	Looking at the pros and cons of the Constitution.	The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.	1hour	Diagram.
<b>How good is your German? Can you produce an online audio guide for a German leaflet?</b>	Using contextual knowledge to beat the language barrier and unlock the message of a political poster.	Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory.	1 hour	Answer the exam style question: Give <b>two</b> things you can infer from this source about the reaction in Germany to the 1918 Armistice (4)
<b>Why were the Germans so angry about the Treaty</b>	Analysing an historian's interpretation.	Reasons for the early unpopularity of the Republic including the Treaty of Versailles.	2 hours	Letter / email to a historian Then / exam question: Explain why there was

<b>of Versailles? (How fair was the Treaty of Versailles on Germany?)</b>				opposition in Germany to the Treaty of Versailles (1919). You may use the following in your answer: <ul style="list-style-type: none"> <li>• military terms</li> <li>• territorial terms</li> </ul> You <b>must</b> also use information of your own.
<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?	Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch.	2	Presentation justifying timings for a documentary Creating a one minute trailer.
<b>How far do you agree with a young German's memoir about 1923?</b>	Analysing and unpicking interpretations.	The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.	2	Exam question: <b>What is the main difference between the views?</b> <b>Explain</b> your answer, using <b>details from both interpretations.</b> (4)
<b>How would you rate the YouTube film summarising Stresemann's achievements?</b>	Starting with a political cartoon showing Stresemann, can your students work out to what extent he was a saviour? Do	Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment.	2	Response to YouTube post  And / or: Why did Germany recover after 1924? Style question.

<b>(Why did Germany recover – how far did Germany recover)</b>	they agree with a short documentary film about him?	The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact. Changes in the standard of living, including wages, housing, unemployment insurance. Changes in the position of women in work, politics and leisure. Cultural changes: developments in architecture, art and the cinema.		
<b>What did the Nazis stand for? Who joined the Nazi Party?</b>		Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20. The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.	1 hour	A table
<b>How far was the Munich Putsch a success?</b>	Post it challenge using documentary clips and other sources to work out if the Putsch was really such a failure.	The reasons for, events and consequences of the Munich Putsch.	2	<b>How far do you agree with interpretation 1 about the Munich Putsch?</b> Explain your answer, using both interpretations and your knowledge of the historical context. 16 marks

<b>Why didn't people support the Nazis?</b>	Characters talk about who they are going to vote for in the 1928 election.	Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and <i>Mein Kampf</i> .	1	A links diagram
<b>Why did Hitler become Chancellor? Mystery</b>	Mystery approach followed by which interpretation do you agree with the most.	<p>The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party.</p> <ul style="list-style-type: none"> <li>• Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.</li> </ul> <p>Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.</p>	2 - 3	Which interpretation do you agree with the most?
<b>How did Hitler become a Dictator?</b>	Decision making	<p>The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions.</p> <p>The threat from Röhm and the SA, the Night of the Long Knives and</p>	2 hours	Re-designed educational diagram

		the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.		
<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.		1 hour	Mind map
<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.	The role of the Gestapo, the SS, the SD and concentration camps. Nazi control of the legal system, judges and law courts. Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936. Nazi control of culture and the arts, including art, architecture, literature and film.	2.5	Links diagram
<b>How do historians disagree about the Gestapo?</b>	Extracting information from clues / data to see how it can be used to draw different conclusions and support different		2	Interpretation question 20 marker – do you agree with interpretation 2

	interpretations.			
<b>Triumph of the Will: documentary or propaganda?</b>	Analysis of a film		1	Write a blog post
<b>Why did so few people oppose the Nazis?</b>	Cocktail Party / walkie talkie	<p>The extent of support for the Nazi regime.</p> <p>Opposition from the Churches, including the role of Pastor Niemöller.</p> <p>Opposition from the young, including the Swing Youth and the Edelweiss Pirates.</p>	2	Answer 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?	<p>Nazi views on women and the family.</p> <p>Nazi policies towards women, including marriage and family, employment and appearance.</p>	2	Response to an internet forum.
<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.	<p>Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens.</p> <p>Nazi control of the young through education, including the curriculum and teachers.</p>	2	Answer the big question

<b>How prescient were the Social Democrats about workers in Nazi Germany?</b>	Using contextual knowledge to unlock the message and purpose of a political poster.	Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.	2	How useful style question on 2 sources.
<b>What happened on 8<sup>th</sup> and 9<sup>th</sup> November 1938?</b>	Mystery approach	Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities. The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.	3	Newspaper report
<b>How far did the Nazis achieve their aims?</b>	Review of prior knowledge after looking at a Richard Spitz painting.	All	2	Table