

Year 9 Curriculum Area – The rise of the Nazi Party and life in Nazi Germany

<p>What concepts will we be covering this half term?</p>	<p>Curriculum mapping for students – Weimar Germany</p> <p>Key concepts:</p> <p>Answer the case study – was the Weimar republic doomed to fail? Investigate the rise of the Nazi Party What was life like in Germany for women, children, working classes and minority groups? (Key concepts are causation and significance)</p> <p>Key Questions to consider:</p> <ol style="list-style-type: none"> 1. Why was the Munich putsch a blessing in disguise for the Nazi Party? 2. To what extent were the lean years ones of improvement for the Nazis? 3. To what extent is it correct to say that economic issues were the main reason for Hitler’s election success in 1933? 4. How did Hitler turn Germany from a democracy to a dictatorship? 5. What was life like in Nazi Germany – case studies? <p>What knowledge/understanding do you need?</p> <p>A good chronological understanding of the key events, people and issues of the time period and the impact these had on the failures/success of the Weimar government.</p> <p>Power words</p> <ul style="list-style-type: none"> • Depression, Enabling Act, Reichstag, SA, SS, totalitarianism, gestapo, concentration camp, ideology, lebensraum, Aryanism, eugenics, repression, censorship, Volksgemeinschaft, Fuhrer Princip, propaganda, militarism, resistance, indoctrination, anti-Semitism.
<p>What resources can you use to support your learning?</p>	<p>Websites:</p> <ul style="list-style-type: none"> • Early development of the Nazi Party, 1920-22 - Hitler's rise to power, 1919-1933 - Edexcel - GCSE History Revision - Edexcel - BBC Bitesize • The creation of a dictatorship, 1933-34 - Nazi control and dictatorship 1933-1939 - Edexcel - GCSE History Revision - Edexcel - BBC Bitesize • Nazi policy towards women - Life in Nazi Germany, 1933-1939 - Edexcel - GCSE History Revision - Edexcel - BBC Bitesize • Exam guidance for Weimar and Nazi Germany, 1918–39 - Weimar Germany - exam preparation - Edexcel - GCSE History Revision - Edexcel - BBC Bitesize • History: Edexcel GCSE Weimar and Nazi Germany, 1918-39 (senecalarning.com) • 9-1 Weimar & Nazi Germany (stchistory.com) A range of lessons and resources to complete • Weimar and Nazi Germany, 1918–39 Quizlet • GCSE Paper 3 – Weimar and Nazi Germany – History with Hayley (history-with-hayley.com) • GCSE History - Weimar and Nazi Germany - YouTube <p>Oak National Academy:</p> <ul style="list-style-type: none"> • The early development of the Nazi Party: what did Hitler believe in? (thenational.academy) • Who were the SA and what was their role? (thenational.academy) • What was the Munich Putsch? (thenational.academy) • What were the consequences of the Munich Putsch? (thenational.academy) • What were the Nazi Party strategies during the lean years? (thenational.academy) • Why were the Nazi Party so successful after 1929? (thenational.academy) • How did political developments in 1932 result in Hitler becoming Chancellor in January 1933? (thenational.academy) • Why was Hitler ‘invited’ into power? (thenational.academy)

	<ul style="list-style-type: none"> • How did the Nazis remove political opposition? (thenational.academy) • How did Hitler consolidate power by 1934? (thenational.academy) • How far did the Nazi party control the state through propaganda? (thenational.academy) • How far did the Nazi party create a police state? (thenational.academy) • How much resistance existed in Nazi Germany before 1939? (thenational.academy) • What were Nazi attitudes and policies towards women? (thenational.academy) • How successful were Nazi policies towards women? (thenational.academy) • Why were young people so important to the Nazi Party? (thenational.academy) • Why was controlling education so important to the Nazi party? (thenational.academy) • How successful were Nazi policies at reducing unemployment? (thenational.academy) • How far did the lives of German workers improve after 1933? (thenational.academy) • How did the Nazi party view and portray minorities in society? (thenational.academy) • How did the persecution of the Jews escalate after 1933? (thenational.academy)
<p>Tasks to complete so we can assess your understanding/ Key Performance Indicator tasks</p>	<p><i>*Complete the Oak Academy online lessons for the week you are learning from home (you should aim to spend 2 hours a week on history at home to reflect the time you are allocated history in school).</i></p> <p><i>* Watch any of the documentaries/websites listed above and write 10 facts you have learnt from the resource.</i></p> <p><i>*Create a museum exhibition with 10 chosen objects that represent what you have learnt about Germany 1929-1939. Explain what your object is and what it teaches visitors about the past.</i></p>
<p>What can you do if you need help/ support?</p>	<p>If you need help please email your teacher and regularly check SMHWK. Your teacher can email you additional knowledge organisers to support your home learning if you request a copy.</p>