



Our Lady's Catholic College

A Level History Curriculum

Y12 (Germany)

Overview

Our Lady's Catholic College, Morecambe Road, Lancaster, LA1 2RX

	KS5 Curriculum Overview	Year 12 (Germany)
Unit	Unit Y221: Democracy and Dictatorships in Germany 1919–1963	
Rationale	<p>This unit encourages learners to develop their interest in, and understanding of, important developments in Germany 1919-63, enabling learners to ask significant questions about important issues. The unit is broad and balanced to ensure both coherence and variety, and has sufficient chronological range to provide for the study of continuity and change, allowing the analysis of cause and consequence. The length of period studied prevents a borehole approach to their study and learners are able to see change and developments, and make substantiated judgements, over substantial lengths of time, so that they can see issues in a wider perspective. The unit includes the study of significant individuals, events and issues. It also includes a range of different historical perspectives, for example cultural, economic, ethnic, political, religious and social. Learners are expected to demonstrate abilities to explain, assess, analyse and consider the relationships between key features of the period studied in order to reach substantiated judgements. Chronologically, the course commences in 1939 as this is where the Y11 GCSE course ends. The period 1939-63 is studied first, before a return to 1919-39.</p>	

a) The impact of war and defeat on Germany: 1939–1949

KNOW

The **specification** states: *The war economy and Total War; impact of bombing; war and racial policies, the Final Solution; morale and rationing; opposition and resistance; consequences of the Second World War; Cold War, Potsdam, division of Germany, Bizonia and developments in the Soviet Zone, currency and the Berlin Blockade.*

Our enquiries:

- Who were the outsiders in the Nazi 'Volksgemeinschaft'?
- How and why did Nazi anti-Semitism change over time?
- How did Nazi racism degenerate into genocide?
- How far did the expansion of German territory lead to an escalation of anti-Semitism?
- How far did increasing radicalisation within the Nazi Party lead to the Final Solution?
- Who was most guilty for what happened during the Holocaust? Where does responsibility lie for the Nazi racial war?
- What was the extent of Hitler's involvement / responsibility? Was he the product, *or the creator*, of a prejudiced society?
- How far were ordinary Germans, to use *Daniel Goldhagen's* phrase, 'Hitler's willing executioners'?
- How successful were attempts to 'De-Nazify' Germany in the years after 1945? Were the Nuremberg Trials effective?
- To what extent did the German Army co-operate with the Nazi regime? How did the relationship change during the 1930s?
- How effectively did the Nazis mobilise the German economy to meet the demands of war? How did Speer improve Germany's war economy?
- Why was Germany so successful in the initial stages of WW2? When and why did the military balance turn against Germany?
- What was the impact of the war on the German people? How significant was the impact of bombing on Germany?
- Who resisted the Nazi regime and why did they fail? Did WW2 see an increase in opposition towards the regime?
- Why did Germany lose the war? And why did Germans fight to the end?
- What problems did a defeated Germany, and the occupying Allies, face in 1945?
- How and why was Germany divided in the years 1945-49? Why were there disagreements over Germany's future?
- What was the impact of the Cold War on Germany in the immediate post-war period? Why was a divided Germany the focus of the Cold War?
- How did the SED become the dominant political party in the Soviet zone?
- Why did the USSR impose the Berlin Blockade and were its effects?
- Why did two Germanys emerge in 1949 – and who was responsible?

KNOW HOW

Generic:

- To understand the similarities and differences between different groups in societies.*
- To evaluate the causes and consequences of key events and developments.*
- To assess the pace, extent and impact of change.*
- To use primary and secondary sources and evidence to make inferences and support historical argument.*
- To consider different historical interpretations of events and developments.*
- To understand the impact and importance of individuals, government and other organisations within wider historical narratives.*
- To assess the impact of constitutional frameworks on the wider effectiveness of the state.*
- To use election results and other evidence to understand voting patterns, demographic shifts and psephological trends.*
- To use statistics and other evidence to assess the reasons for, and effects of economic policies.*
- To consider the domestic impact of wider international developments and events.*
- To evaluate the reasons for, and effectiveness of, foreign policy decisions and 'doctrines'.*
- To evaluate the impact of Government policies on different groups in society, e.g. women and children.*
- To develop independent research skills – reading, note taking, and presenting information and evidence for the use of others.*

Specific:

- To evaluate, and make comparisons between, different historical interpretations regarding the Holocaust, and responsibility for it.*
- To consider the reasons for co-operation with the Nazi regime, and the lack of opposition.*
- To assess the impact of war on combatants on the fighting fronts, and civilians on the 'Home Front'.*
- To evaluate the impact of Allied bombing on the people of Germany, and the maintenance of morale, within the 'Total War' of 1939-45.*
- To understand the impact of the 'four Ds' – De-nazification, De-militarisation, De-centralisation, and Democratisation, on post-war Germany*
- To compare, and assess, the impact of the Berlin Blockade and the role of post-war German politicians on the eventual division of Germany into two states.*

b) Divided Germany: The Federal Republic and the DDR 1949–1963

KNOW:

The **specification** states: *The creation of West Germany and the DDR; the Basic Law and constitution of West Germany; the 1949 election; the economic miracle; political and social stability; foreign policy, rapprochement with France, EEC, rearmament, NATO, policy towards USA and USSR, DDR; elections of 1953, 1957 and 1961; Berlin Wall; Adenauer's decline and the Der Spiegel Crisis of 1962; West Germany in 1963; the GDR in 1949; uprising 1953; economic change, land reform, collectivisation, nationalisation and heavy industry; social change, churches, Trade Unions, education and youth.*

Our enquiries:

- What did the fathers of the FRG learn from the Weimar Constitution? Why was the 'Basic Law' so successful in establishing political stability?
- How successful was Adenauer as Chancellor of West Germany? Why were the CDU so electorally successful?
- Was 'Chancellor Democracy' created by a 'Vanishing Opposition'?
- What were the reasons for West Germany's unprecedented economic recovery? Why was there an 'economic miracle'?
- What were Adenauer's foreign policy aims and how successful was he in achieving them?
- Was Adenauer guilty of an 'abandonment' of the East in his Foreign Policy?
- What were the ongoing problems, divisions and criticisms of the FRG?

- How did the leadership of the GDR control their people?
- What were the causes and consequences of the workers' uprising of 1953?
- How and why did Ulbricht survive de-Stalinisation?
- How much economic change was there in the GDR in the period 1949-63? Was Communism an economic failure for the GDR?
- How much social change was there in the GDR in the period 1949-63? To what extent did the GDR become a fairer society for everyone?
- Why was the Berlin Wall built and what was its significance?

KNOW HOW

Generic:

- To understand the similarities and differences between different groups in societies.*
- To evaluate the causes and consequences of key events and developments.*
- To assess the pace, extent and impact of change.*
- To use primary and secondary sources and evidence to make inferences and support historical argument.*
- To consider different historical interpretations of events and developments.*
- To understand the impact and importance of individuals, government and other organisations within wider historical narratives.*
- To compare, and understand, the differences between political ideologies.*
- To assess the impact of constitutional frameworks on the wider effectiveness of the state.*
- To use election results and other evidence to understand voting patterns, demographic shifts and psephological trends.*
- To use statistics and other evidence to assess the reasons for, and effects of economic policies.*
- To consider the domestic impact of wider international developments and events.*
- To evaluate the reasons for, and effectiveness of, foreign policy decisions and 'doctrines'.*
- To evaluate the impact of Government policies on different groups in society, e.g. women and children.*
- To develop independent research skills – reading, note taking, and presenting information and evidence for the use of others.*

Specific:

- To evaluate, and make comparisons between, the 'Basic Law' of West Germany and previous / alternative constitutional arrangements.*
- To assess the reasons for the West German economic 'miracle' and the political dominance of Adenauer and the CDU.*
- To understand the controversies surrounding the West German state, for example Adenauer's 'Eyes to the West' foreign policy.*
- To assess the reasons for the survival of the Communist DDR / GDR, given a lack of genuine support and the wider impact of 'De-Stalinisation'.*
- To understand the impact of the 'drive for Socialism' within the DDR / GDR.*
- To evaluate the reasons for, reactions to, and impact of (on both German States), the building of the Berlin Wall.*
- To compare, and assess, the two German states in terms of their economic performance, political and social structure, and how far the people of each respective state benefitted from living there.*

Spring 1 + 2 /
Summer 1

c) The establishment and development of the Weimar Republic: 1919–Jan 1933

KNOW:

The **specification** states: *Consequences of the First World War; impact of the Treaty of Versailles; the Weimar Constitution; coalition governments; challenges to Weimar; Communist revolts, Kapp Putsch, Munich Putsch, invasion of the Ruhr, hyperinflation; Stresemann and the 'Golden Years'; Dawes and Young Plans, economic recovery, foreign loans, political stability, improvements to working and living conditions; the impact of the Great Depression, elections and governments 1928–1933; rise and appeal of Nazism, role of propaganda and Hitler; Papen, Schleicher and 'backstairs intrigue'; Hitler's appointment as Chancellor:*

Our enquiries:

- Why did Germany lose the First World War?
- What were the social and economic effects of the war on the German people?
- How and why did political and military leaders attempt to reform Germany in order to prevent revolution?
- What were the main problems faced by Friedrich Ebert, new Chancellor and then President of Germany?
- What was the 'Ebert-Groener agreement' and why was it so significant / controversial?
- How serious was the threat from the Extreme Left to the new Republic?
- What were the strengths and weaknesses of the Weimar Constitution?
- How did the Treaty of Versailles undermine the stability of the Weimar Republic?
- *How far* was Versailles a humiliating 'Diktat' that undermined and destroyed German democracy?
- How did the Republic respond to crises in the years 1920-23?
- Did the Constitution prove robust and able to deal with 'emergencies', despite clear weaknesses?
- Was Weimar a 'Republic without Republicans'?
- How did the Weimar Republic respond to the French and Belgian occupation of the Ruhr?
- What were the social, economic and political effects and consequences of hyperinflation?

- How did the Weimar Republic survive the crisis of 1923? What were Stresemann's '100 days'?
- Why is the period 1924-9 seen as the 'Golden Years' for Weimar Germany?
- How much did the Weimar economy recover between 1924-9?
- How politically stable was Weimar in the years 1924-9?
- What were Stresemann's foreign policy achievements?
- How far were the years 1924-9 Weimar's 'Golden Years'?
- How did Germans react to cultural experimentation?
- How significant was cultural ferment in weakening the Weimar Republic?

- How did the Nazi Party develop in the years 1919-23?
- What were the main elements of Nazi ideology?
- Why did the Munich Putsch fail?
- How did the Nazis become democratically successful in the years 1924-32? Who voted for the Nazis and why?
- Did Nazi violence advance the rise of Nazism, or was propaganda more important?
- Was it Nazi ideas and leadership, or circumstances, that propelled the Nazis to local prominence and eventual national power?
- Who was responsible for the breakdown of Parliamentary democracy? When and why did democracy die?
- Was the creation of the Nazi dictatorship an inevitable product of German History?

KNOW HOW

Generic:

To evaluate the causes and consequences of key events and developments.

To use statistics and other evidence to assess the reasons for, and effects of economic policies.

To understand the impact and importance of individuals, government and other organisations within wider historical narratives.

To understand the similarities and differences between different groups in societies.

To compare, and understand, the differences between political ideologies.

To assess the pace, extent and impact of change.

To use primary and secondary sources and evidence to make inferences and support historical argument.

To consider different historical interpretations of events and developments.

To assess the impact of constitutional frameworks on the wider effectiveness of the state.

To use election results and other evidence to understand voting patterns, demographic shifts and psephological trends.

To consider the domestic impact of wider international developments and events.

To evaluate the reasons for, and effectiveness of, foreign policy decisions and 'doctrines'.

To evaluate the impact of Government policies on different groups in society, e.g. women and children.

To develop independent research skills – reading, note taking, and presenting information and evidence for the use of others.

Specific:

To compare, and assess, the impact of the Allied Blockade and the collapse of fighting forces in the eventual defeat of Germany in 1918.

To consider the long term significance of the Ebert-Groener Pact and the ensuing defeat of the Communist Left.

To understand the impact of the Weimar Constitution on the long term political stability of the Republic between 1919-33.

To evaluate, and make comparisons between, different historical interpretations regarding the Treaty of Versailles, and its impact.

To compare, and assess, the impact of the French invasion of the Ruhr and the and the Hyperinflation crisis of 1923.

To assess the 'Golden Years' view of Weimar Germany 1924-9.

To evaluate the impact of architecture, art, theatre and cinema – the causes of cultural ferment, and its impact on wider political support for the Republic.

To understand the key developments in the early years of the Nazi Party, and the roots of German Nationalism.

To understand the reasons for Nazi support, considering who voted / joined, where, and why.

To evaluate the impact of economic depression on the growing electoral success of the Nazis, in comparison with other factors such as 'backstairs intrigue'.

d) The establishment of the Nazi Dictatorship and its domestic policies Feb 1933–1939

KNOW:

The **specification** states: *Hitler's consolidation of power, the Reichstag Fire, March Elections and Enabling Act, Gleichschaltung, creation of the one-party state, Night of the Long Knives, army oath and death of Hindenburg; system of government and administration; censorship and propaganda, machinery of terror, including courts, SS, Gestapo; treatment of opposition; religious policies; economic policies, Schacht's New Plan, Goering's Four Year Plan, public works, conscription and autarky; German Labour Front; 'Strength through Joy'; policy towards women; education and policy towards youth; racial policies to 1939; benefits of Nazi rule*

Our enquiries:

- Why and how was Hitler able to consolidate his power in the period up to the death of Hindenburg in 1934?
- What threats did Hitler face to his power when he first became Chancellor in January 1933, and what were his political strengths and weaknesses?
- What was the significance of the Reichstag Fire, March 1933 elections, and the Enabling Act?
- How was the policy of 'Gleichschaltung' (co-ordination) used to establish a one-party state?
- What were the reasons for, and results of, the 'Night of the Long Knives'?
- Did Germany undergo a political revolution in the years 1933-34?
- What was the role of Hitler, the Nazi Party, and the state, within the 'Dualism' of the Nazi government?
- How important were terror, censorship and propaganda in maintaining Nazi control?
- How much opposition was there to Nazi policies?
- Did Nazi religious policies achieve their aims?
- How successful were Nazi economic policies?
- What were the aims of the Nazi 'Volksgemeinschaft' (People's Community)?
- Did ordinary Germans benefit from Nazi rule?
- How far did women benefit from Nazi rule? How successful was Nazi policy on women and the family?
- How effective was the Nazi policy towards youth?
- How consistent were Nazi racial policies in the period to September 1939?
- How far did the Nazis succeed in creating a Volksgemeinschaft?

KNOW HOW

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- To consider different historical interpretations of events and developments.*
- To assess the pace, extent and impact of change.*
- To use primary and secondary sources and evidence to make inferences and support historical argument.*
- To assess the impact of constitutional frameworks on the wider effectiveness of the state.*
- To use statistics and other evidence to assess the reasons for, and effects of economic policies.*
- To understand the similarities and differences between different groups in societies.*
- To evaluate the impact of Government policies on different groups in society, e.g. women and children.*
- To develop independent research skills – reading, note taking, and presenting / teaching information and evidence for the use of others.*

Specific:

- To compare, and assess, the impact of Nazi methods and the weakness of opposition in the 'Consolidation' of Nazi power.*
- To evaluate the differing motives for Hitler's actions and decisions during the 'Night of the Long Knives' in 1934.*
- To understand the nature of the Nazi regime, beyond its totalitarian exterior. Was it in reality a 'chaotic power structure' with a weak dictator at the helm?*
- To consider the reasons for co-operation with the Nazi regime, and a lack of opposition.*
- To assess the impact of Nazi policies on different groups in Germany.*
- To evaluate, and make comparisons between, different historical interpretations regarding the 'Volksgemeinschaft', and whether Germans benefited from it.*