

Year 12 Germany

Timing	Unit Title	Key Question	Knowledge	Assessing Understanding
Autumn	<p>The Establishment and Early Years of Weimar, 1918–1924</p> <p>The ‘Golden Age’ of the Weimar Republics, 1924–1928</p>	<p>How stable was the Weimar Republic, 1918-1924?</p> <p>To what extent was there a ‘Golden Age’ between 1924 and 1928?</p>	<ul style="list-style-type: none"> ● The political crises of October to November 1918. ● The establishment of the Weimar constitution. ● Political discontent in Weimar Germany. ● Economic and social issues. ● Economic development. ● Social changes. ● The election of President Hindenburg. ● Foreign Policy and the role of Stresemann. 	<p>How learning will be assessed:</p> <ul style="list-style-type: none"> ● Pupils will be able to assess the impact of the war on Germany. ● Students will be able to evaluate problems and outcomes associated with the Treaty of Versailles. ● Students will be able to evaluate the economic and social problems facing the Weimar Republic. ● Students will be able to identify and evaluate the significance of political instability and extremism. ● Students will analyse primary sources and assess their value. ● Students will be able to analyse the economic developments after the hyperinflation and the significance of Stresemann. ● Students will be able to evaluate and compare the social developments of the ‘Golden Age’. ● Students will be able to identify and analyse significant political developments. ● Students will be able to assess Germany’s international position by 1929. <p>Assessment point information:</p> <ul style="list-style-type: none"> ● Source analysis based on summer work ● Treaty of Versailles ● Threats to the Republic ● Economic developments ● Social changes.

Spring	The Collapse of Democracy, 1928–1933	Why did Democracy collapse in Weimar Germany?	<ul style="list-style-type: none"> • The Wall Street Crash and the impact of the Great Depression. • The rise in popularity of the Nazi Party. • Political intrigue and the appointment of Hitler as Chancellor. • The establishment of the Nazi dictatorship, January- March 1933. 	<p>How learning will be assessed:</p> <ul style="list-style-type: none"> • Students will be able to assess the economic, social and political impact of the Depression. • Students will evaluate the significance of the Nazi and Communist parties and what their appeal was. • Students will understand the significance of key individuals such as Hindenburg, Papen and Schleicher in Hitler’s rise to power. • Students will be able to evaluate the significance of events leading to the end of democracy in Germany. <p>Skills:</p> <ul style="list-style-type: none"> • AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance • AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context • AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted. <p>Assessment point information:</p> <ul style="list-style-type: none"> • Hitler’s rise to power essay • Students will also have a mock exam.
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Summer	American Foreign Policy 1890-1990 (Coursework Unit)	What motivated US foreign policy and how did it change c1890-c1990?	<ul style="list-style-type: none"> ● <i>From jelly fish to eagle? Why did the USA change its foreign policy, 1890-1919?</i> Background to US foreign policy- Declaration of Independence, influences on US foreign policy including political system, Monroe Doctrine, Hawaii, Spanish American War, Philippines, Roosevelt and Taft. ● <i>Internationalism or isolationism- did the USA pursue an inconsistent foreign policy, 1920-39?</i> Involvement in WWI, Wilsonian foreign policy ● League of Nations and the Peace Conferences, 1930s, Latin America, Far East, neutrality. ● <i>From neutrality to the bomb- developing tensions- WWII- Lend Lease (how and why), Pearl Harbour, the Atomic Bomb.</i> ● <i>The development of the Cold War, 1945-9-</i> Yalta and Potsdam Conferences, Berlin Blockade, Eastern Europe, containment and the Truman Doctrine. ● <i>Cold War case studies: Korea, Cuba, Vietnam-</i> US role in the UN, containment, Domino Theory, increasing involvement, roles of presidents, changing public opinion, the media, economic effects, attitudes of soldiers, tactics. ● <i>The 1970s and 1980s-SALT, Carter, Middle East, Sino-Soviet split.</i> ● <i>The 1970s and 1980s- the end of the Cold War</i> ● Afghanistan, Raegan, Gorbachev. 	<p>How learning will be assessed:</p> <ul style="list-style-type: none"> ● Students will analyse and evaluate the significance of the economy and ideology on US foreign policy 1890-1990. ● Students will identify key trends and turning points relating to US foreign policy. ● Students will evaluate consistency across the period. ● Students will examine the differing interpretations of historians surrounding US foreign policy and explain why interpretations differ. ● Students will examine primary evidence and evaluate its value within the context. <p>Assessment Point Information: Students will write an extended essay on this topic that counts for 20% of their A Level grade.</p>
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