

# Scheme of Learning: The Development of Germany 1919-1991

## Topic Sequence:

| 1              | 2                  | 3            | 4                     | 5                     | 6                              |
|----------------|--------------------|--------------|-----------------------|-----------------------|--------------------------------|
| Weimar Germany | The Rise of Hitler | Nazi Germany | Life in World War Two | East and West Germany | Cooperation and reconciliation |

## Topic Overview:

This topic is centred around the Nazi party going from a minority party in Germany to establishing a totalitarian dictatorship. Students will explore the rise of The Nazi Party from its inception through to them creating a totalitarian police state. The topic follows on chronologically from the previous unit, with students picking up after the 1929 Wall Street Crash.

## Lesson Sequence:

Students begin this unit by going back in time to the creation of The Nazi Party, learning about how Hitler joined the German Workers Party before rebranding it the Nationalist Socialist German Worker's Party (Nazis) with him as leader. We will look at the various factors, such as The Great Depression and Hitler's speaking skills, which resulted in Hitler becoming the chancellor of Germany. What is especially interesting about this unit is that students examine how Hitler was in a weak position when he was first made chancellor. The Nazis had no majority, there were very few Nazi Ministers in the government and Hitler could be removed from his position at any time.

After this, students will learn about how Hitler exploited the situation in order to consolidate his power between 1933 and 1934. For example, we will look at how Hitler exploited The Reichstag Fire to convince the President (Hindenburg) to grant emergency powers to the government. These powers helped Hitler to have leading communists arrested with Hitler claiming he was saving Germany from a communist revolution.

Students will then look at how Hitler, through a mixture of negotiations and fear, is able to get The Enabling Act passed in the German Parliament (The Reichstag). This Act granted Hitler dictatorial powers with which he could pass laws without going through the democratic process.

Students will then analyse how Hitler still had a few barriers to complete power; he could still be removed from power and he also had a huge force of men (The SA) who were potentially becoming disgruntled. We will learn how Hitler brutally suppresses the SA by murdering key leaders in order to establish authority. We will further learn about the death of President Hindenburg. After his death, students learn that Hitler made himself both president and chancellor, calling himself the "Führer." Hitler was now in complete control.

Students then examine the use of terror to control the German people- particularly learning about the establishment of Germany's "Police State." We will learn how the secret police spread fear amongst Germans, how concentration camps were used for political opponents and how there was control at every level of German society.

## Sequence of Lessons:

|   |   |
|---|---|
| 1 | The Early Nazi Party  |
| 2 | Why was Hitler made chancellor?                             |
| 3 | How did Hitler establish a dictatorship? (likely 2 lessons) |
| 4 | How did the Nazis create a police state?                    |
| 5 | Assessment  |

## Topic Resources:

|                       |                        |                             |     |
|-----------------------|------------------------|-----------------------------|-----|
| <b>Knowledge Map:</b> | Germany knowledge maps | <b>Any other Resources:</b> | N/A |
|-----------------------|------------------------|-----------------------------|-----|

## Assessment:

|                                  |   |
|----------------------------------|---|
| <b>Knowledge:</b>                | Knowledge test- multiple choice and short answer factual recall questions |
| <b>Application of Knowledge:</b> | Students will answer a 12 mark question on <b>importance</b>              |

## Supportive Reading:

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|--|--|
| <b>Any supported reading listed here</b> |  |
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