

## Humanities – A Non-British Society in the Past – 6226

(Germany 1929 - 1939)

<b>Key Stage/Year</b>	Key Stage 4 - Year 2
<b>Approximate Number of Lessons and Term</b>	15 sessions across Term 1 (Autumn)
<b>Qualification/Exam (if applicable)</b>	WJEC Entry Level Pathway Qualification in Humanities

<b>Consideration of prior learning</b>	This will be considered at the start of the topic with learners identifying their knowledge of Nazi Germany and Humanities more generally at the beginning of the topic.
<b>How will learners' knowledge, skills and understanding be checked at the start of the unit?</b>	At the start of the unit learners will do a session in which they outline what they already know about Nazi Germany. This will allow the subject teacher(s) to pitch lesson content and skills appropriately and will allow all staff to support the learners in developing the understanding that they already have and help them to gain new understanding.

<b>How will learners' knowledge, skills and understanding be checked at the end of the unit?</b>	Learners' knowledge will be checked throughout the topic with teacher questioning and the marking of learners' work. Learners knowledge will also be checked at the end of the unit with recap quizzes, to establish the progress in understanding and skills that learners' have made.
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Learning Outcome (linked to assessment objectives – see below).	Approx. No. of Lessons	Potential Activities	Behaviour/Safety/Personal Development/SMSC Opportunities
Understand what we remember from Humanities last year.	1	Main activity - Learners to engage in group activity in which they share with each other and staff members what they remember from last year. Skills and knowledge that learners learnt last year will link to those learnt this academic year.	
Understand what we already know about Nazi Germany. <b>(AC1.1)</b>	1	Main activity - Learners to engage in group activity in which they share with each other and staff members what they already know about Nazi Germany.	
Understand what Germany was like before the Nazis came to power. <b>(AC1.1)</b>	1	Recap activity – what learners remember about Nazi Germany. Main activity - Learners watch a video clip about life in Weimar Germany in the 1920s.	Opportunity for learners to find out about the culture of Germany in the 1920s – such as the film industry, and art movements such as Bauhaus and German society changes. <b>SMSC focus – cultural and social.</b>
Understand who Adolf Hitler was. <b>(AC1.2)</b>	1	Recap activity – true or false activity about life in Weimar Germany. Main activity – learners to create a fact-file about Adolf Hitler.	
Understand why Adolf Hitler was a significant figure in Nazi Germany. <b>(AC1.2)</b>	1	Recap activity – true or false activity about Adolf Hitler. Main activity – learners to study different reasons	

		why Hitler is a significant figure.	
Understand how Adolf Hitler was significant in the Nazis coming to power in Germany. <b>(AC1.1 &amp; AC1.2)</b>	1	Main activity – learners chart key events in Hitler’s rise to leader of Germany.	Opportunity for learners to find out about the election process in Germany and gain a greater understanding of the wider democratic process of elections. <b>SMSC focus – social and cultural.</b>
Understand different types of sources used by historians to understand Nazi Germany. <b>(AC3.1)</b>	1	Main activity – learners to categorise different types of sources which historians have and continue to use to find out about Nazi Germany.	
Understand how the Nazis used propaganda to take and keep control of Germany. <b>(AC1.1, AC3.1 &amp; AC3.2)</b>	1	Recap activity – Learners to categorise different types of sources from the previous session. Main activity – learners to study different sources of Nazi propaganda.	Opportunity for learners to find out about how the Nazis used cultural elements – such as film, art and books as methods of propaganda and how this impacted society. <b>SMSC focus – social and cultural.</b>
Understand how the Nazis used terror to take and keep control of Germany. <b>(AC1.1 &amp; AC3.2)</b>	1	Recap activity – Learners to answer true or false questions on propaganda. Main activity – learners to study different sources of Nazi policing methods and explain how terror kept the Nazis in power.	Opportunity for learners to find out about how the Nazis used policing techniques of society and religion to gain and keep control of Germany. <b>SMSC focus – spiritual and social.</b>
Understand what life was like for women in Nazi Germany compared to 21 <sup>st</sup> century UK. <b>(AC1.1 &amp; AC3.2)</b>	1	Recap activity – Learners to answer questions on Nazi policing methods. Main activity – learners to study sources to outline similarities and differences between the lives of women in Nazi Germany and 21 <sup>st</sup> century UK.	Opportunity for learners to find out about societal changes for women between the 1930s and 2020s. <b>SMSC focus – social and cultural.</b>
Understand what life was like for young people in Nazi Germany compared to	1	Recap activity – Learners to answer questions about women in Nazi Germany. Main activity – learners to study sources to outline	Opportunity for learners to find out about societal changes for young people between the 1930s and 2020s. <b>SMSC focus –</b>

21 <sup>st</sup> century UK. (AC1.1 & AC3.2)		similarities and differences between the lives of young people in Nazi Germany and 21 <sup>st</sup> century UK.	<b>social and cultural.</b>
Understand what education was like for young people in Nazi Germany compared to 21 <sup>st</sup> century UK. (AC1.1 & AC3.2)	1	Recap activity – Learners to answer questions about young people in Nazi Germany. Main activity – learners to study sources to outline similarities and differences between their education and the education of children In Nazi Germany.	
Understand what life was like for minorities in Nazi Germany compared to 21 <sup>st</sup> century UK. (AC1.1 & AC3.2)	1	Recap activity – Learners to answer true or false questions on education in Nazi Germany. Main activity – learners to study sources to outline similarities and differences between the treatment of minorities in Nazi Germany and the modern day.	Opportunity for learners to gain an understanding of different minority groups and debate the morality of minorities being discriminated against negatively. <b>SMSC focus – spiritual, moral, social and cultural.</b>
Understand why the Holocaust was and why it is so significant. (AC1.1 & AC3.2)	1	Recap activity – Learners to answer questions on the treatment of minorities in Nazi Germany. Main activity – learners to watch a video clip about the Holocaust and to come to a view about its significance.	Opportunity for learners to gain an understanding of how a different cultural and/or religious group were discriminated against and debate the morals of this. <b>SMSC focus – spiritual, moral, social and cultural.</b>
Understand what we have learnt from our study of Nazi Germany. (AC1.1, AC1.2, AC2.1, AC2.2, AC3.1 & AC3.2)	1	Main activity – recap activities on the Nazi Germany topic to allow learners to see what they have learnt during the topic.	

<b>Possible Adaptations for Higher and Lower Achievers</b>	Challenge activities to allow all learners to engage in deeper thinking about the topic. Activities will be scaffolded and tailored to the needs of the learners, taking into
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consideration their starting points and needs.

## A Non-British Society in the Past – ENTRY 2

### WJEC ASSESSMENT RECORD

Candidate Name \_\_\_\_\_ Candidate No. \_\_\_\_\_

Centre Name \_\_\_\_\_ Centre No. \_\_\_\_\_

	Assessment Criteria	Met	Evidence
LO1	<b>AC1.1</b> Identify features and characteristics connected with a particular non-British society in the past.		
	<b>AC1.2</b> Identify people from a particular non-British society in the past.		
LO2	<b>AC2.1</b> Show how people's lives in a particular non-British society in the past were similar to life today.		
	<b>AC2.2</b> Show how people's lives in a particular non-British society in the past were different from life today.		
LO3	<b>AC3.1</b> Identify different types of historical sources from a particular non-British society in the past.		
	<b>AC3.2</b> Select information from historical sources about a particular non-British society in the past.		

## A Non-British Society in the Past – ENTRY 3

### WJEC ASSESSMENT RECORD

Candidate Name \_\_\_\_\_ Candidate No. \_\_\_\_\_

Centre Name \_\_\_\_\_ Centre No. \_\_\_\_\_

	Assessment Criteria	Met	Evidence
LO1	<b>AC1.1</b> Outline features and characteristics of a particular non-British society in the past.		
	<b>AC1.2</b> Outline the importance of certain people in a particular non-British society in the past.		
LO2	<b>AC2.1</b> Identify similarities between a particular non-British society in the past and their own times.		
	<b>AC2.2</b> Outline how people's lives in a particular non-British society in the past were different from life today.		
LO3	<b>AC3.1</b> Categorise different types of historical sources from a particular non-British society in the past.		
	<b>AC3.2</b> Use historical sources to make observations about a particular non-British society in the past.		