

Knowledge Organiser – Living Under Nazi Rule 1933-1945

Topic: Democracy to Dictatorship, 1933-34		Duration: 10 lessons	Composite: Unit test
<u>Key vocabulary:</u>	<u>Powerful Knowledge Components</u>	<u>Core Knowledge Components</u>	<u>Links to previous and future topics</u>
<p>Nazi Party Adolf Hitler Joseph Goebbels Wilhelm Frick Ernst Rohm Hermann Goring Rudolph Hess Heinrich Himmler Ideology Treaty of Versailles Reparations Weimar Government Brot und arbeit Marxism Ubermensch Untermensch Lebensraum Nationalism Nationalisation Education Communist Reichstag building Reichstag Fire Democracy Social Democrats The Enabling Act Gleichschaltung Anti-Semitism Trades unions Opposition Gauleiter People's Court SA SS Night of Long Knives Fuhrer Aryan</p>	<ul style="list-style-type: none"> Adolf Hitler was the head of the Nazi Party from 1921. He wrote <i>Mein Kampf</i> which set out his racist and nationalistic views. Joseph Goebbels was Propaganda Minister. Wilhelm Frick was Minister of the Interior. Ernst Rohm was the leader of the SA. Hermann Goring was the leader of the Gestapo. Rudolph Hess was the Deputy leader of the Nazi Party. Heinrich Himmler led the SS. The Nazi Party spread their ideology. They believed: the Treaty of Versailles should be scrapped; there should be 'brot und arbeit' ('bread and work', for all); Marxism should be destroyed; the Jews should be subdued; there should be a fight for Lebensraum (living space); nationalism should be built; the central government should be strengthened; important industries should be nationalised; education should be improved In just over six months, between January and July 1933, the Nazis effectively established their dictatorship. They did this in 4 steps. First they removed their main rivals, the Communists. Next they removed the German democracy. Third, they began creating fear in the German population and finally they removed the last elements of external opposition: the trades unions and other political parties. The Nazis took control of local government The Nazis created the People's Court which created a separate court outside the normal justice system By 1934 the SA was becoming increasingly violent and difficult to control. It was growing rapidly. Its leader Ernst Rohm declared that he wanted the SA to take over the army. Hitler tasked the SS to remove the threat of the SA. They murdered 400 SA members, including Rohm, in the Night of Long Knives Hitler became Fuhrer on August 2nd 1934 	<ul style="list-style-type: none"> Adolf Hitler was the head of the Nazi Party from 1921. He wrote <i>Mein Kampf</i> which set out his racist and nationalistic views. He was a very charismatic speaker and could captivate a large crowd which was a factor in his success to maintain leadership. Joseph Goebbels was Propaganda Minister and ensured Nazi ideas were spread far and wide. Wilhelm Frick was Minister of the Interior with overall responsibility for most aspects of life in German society. Ernst Rohm was the leader of the SA who became the Nazi's private army and were used to intimidate voters and other political parties. Hermann Goring was the leader of the Gestapo, the Nazi secret police that would spy on the German people to stop opposition to the party. Rudolph Hess was the Deputy leader of the Nazi Party. He signed off all new legislation. Heinrich Himmler led the SS who developed methods of surveillance and terror. Nazi ideology was taught in schools and spread throughout propaganda. The Nazis used the years after WW1 to spread their own ideology, playing on people's economic struggles after the war. Relatively few Germans accepted all the ideas and beliefs but there was something in Nazi ideology that appealed to many members of the population. The Nazis removed their main rivals, the Communists, to gain power. The Reichstag (the parliament building) was set on fire and Hitler blamed the Communists for this. He encouraged people to believe that Germany was under threat from the Communists. German democracy was removed by the passing of the Enabling Act. It gave Hitler the power to pass any law he wanted without consent or control of the Reichstag. Gleichschaltung was the Nazification of all aspects of government and society. The Civil Service Act removed all Jewish people from public office and professions; civil servants, lawyers and teachers were sacked. There was official encouragement of anti-Semitism. Nazi student groups were urged to burn 'un-German' books. The SS and the SA became increasingly violent, and the Nazis removed many opponents, thus increasing their power. The Nazis took control of local government. The Nazis removed the <i>Lander</i> – regions with their own elected assemblies - and replaced them with <i>Gauleiter</i> who were directly elected by the Nazi Party The People's Court was created in 1934 and created a separate court outside the normal justice system. It made sure that opponents of the Nazis charged with treason were found guilty, even if there was little or no evidence. By 1934 the SA was becoming increasingly violent and difficult to control. It was growing rapidly and demanded that the Nazi party carry out its socialist agenda. Its leader Ernst Rohm declared that he wanted the SA to take over the army. Hitler could not afford to annoy the businessmen or army, so tasked the SS to remove the threat of the SA. They murdered 400 SA members, including Rohm in the Night of Long Knives on 30th June 1934. As a consequence, the power of the SA was reduced; the loyalty of the army was secured; a culture of fear was created; it prompted the rise of the SS and Himmler Although Hitler was Chancellor and had the power to make laws, the German constitution allowed the president to block any action by a chancellor. President Hindenburg died on 2nd August 1934 and Hitler became Fuhrer, the dictator of Germany with full power. 	<ul style="list-style-type: none"> Links to Year 9 topics: interwar period and the rise of Hitler; causes of WW2 and the Holocaust The topic is a depth study and provides students with the opportunity to use primary and secondary sources to gain a deeper insight into Nazi Germany There are links to activities around Holocaust Memorial Day in January Links to skills developed in Crime and Punishment and Elizabethan England (Year 10) for essay writing and interpretation analysis

<u>Impressive reading</u>	<u>Impressive speaking</u>	<u>Impressive writing</u>	<u>Resilience</u>	<u>Employability via:</u>
<ul style="list-style-type: none"> Reading: 'The Dark Charisma of Adolf Hitler' 	<ul style="list-style-type: none"> Reading aloud own work – example of P.E.E paragraphs, book extracts and from the interactive whiteboard Forming arguments and debates 	<ul style="list-style-type: none"> Use of WTM and modelling to encourage students to create and complete pieces of extended writing regularly using second order concepts. Students writing clinching arguments Analysis of primary and secondary sources 	<ul style="list-style-type: none"> Develop student's ability to learn independently and effectively during lessons To provide constructive feedback for students to improve and develop their written work Develop students' ability to respond to different interpretations with the resilience to justify their own conclusions and historical judgements 	<ul style="list-style-type: none"> Communication – group and paired activities Independent thinking Working under time pressure. Historical skills link to employment opportunities as lawyers, journalist researcher and teaching

SEND

Opportunities for retrieval practice and building on prior knowledge – starter and plenary quizzes and end of topic core knowledge tests.

Repetition of key vocabulary in every lesson and additional curriculum time allocated for the explicit teaching of key vocabulary – such as change and continuity, cause and consequence, significance and the analysis of historical interpretations

Logical sequence of historical events to support non-verbal reasoning and links to prior knowledge.

Construction of paragraphs scaffolded with over-learning of previous content to encourage independence – essay writing and interpretation question-built on and developed since KS3

Multi-sensory approach using dual coding, YouTube videos and audio recordings for Living Under Nazi Rule

Knowledge Organiser – Living Under Nazi Rule 1933-1945

Topic: Control and Opposition 1933-1939		Duration: 10 lessons	Composite: Unit test
<u>Key vocabulary:</u>	<u>Powerful Knowledge Components</u>	<u>Core Knowledge Components</u>	<u>Links to previous and future topics</u>
<p>Machinery of Terror Himmler SS Blackshirts SA Brownshirts Intelligence gathering SD Reinhard Heydrich Gestapo Block Leaders Interrogation Police Judges People’s Court Court Concentration camps Dachau Propaganda Goebbels Newspapers Radio Rallies Posters Berlin Olympics Film The Left Social Democrats Communists Catholic Protestant Jehovah’s Witnesses Concordat Youth groups Young Communists Swing Kids Edelweiss Pirates</p>	<ul style="list-style-type: none"> • The main method of Nazi control was through its machinery of terror, a complex system of intimidation, intelligence gathering and policing. The point of this was to remove any direct opposition to Nazi rule and leave the rest of the population in a state of fear. • Heinrich Himmler was in charge of the SS. The SS served as Hitler’s bodyguard. • Reichard Heydrich developed the SD, the main official intelligence gathering agency. • The Gestapo were the official secret police. • Many police reacted positively to Nazi rule. In 1936 the police were put under the control of the SS. • Judges had to swear an oath to Hitler and sentences in the Nazi era became more severe. Many sentences were given by the People’s Court • Concentration camps aimed to gather people who threatened the state and ‘concentrate’ them in places where they could be kept away from society, working in harsh conditions. • Joseph Goebbels was in charge of propaganda which would spread the Nazi message and crush any dissenting views. • Left-wing groups that opposed the Nazis included the Social Democrats and the Communists. Their activities included vandalism, strikes and encouraging soldiers to flee from the army. • Opposition came from Catholics, Protestants and Jehovah’s Witnesses. • Young people provided some of the more significant opposition to the regime. Some of the youth groups included: the Young Communists, the Swing Kids and the Edelweiss Pirates 	<ul style="list-style-type: none"> • Himmler became leader of the SS in 1929. The SS were also known as the ‘Blackshirts’. Unlike the SA, the SS were kept small. On the Night of the Long Knives the dominance of the SA was removed and the SS took the lead in carrying out purges and removing opposition. • The SD was the main official intelligence gathering agency developed by Reinhard Heydrich. Its role was to identify actual or potential enemies of the Nazi leadership. The reports generated by the SD enabled the Nazi leadership to monitor the impact of the changes they made and to tailor propaganda as and when necessary. • The Gestapo were the official secret police. Similar to the Gestapo, they spied on the public to remove any opposition. • The Nazis inherited a justice system that had professional and independent police and judges. They did not seek to abolish it but sought to modify and control it. Many police reacted positively to Nazi rule because their powers were extended. They became an important part of the terror system, providing intelligence on potential enemies and even arresting them • Judges had to swear an oath of loyalty to Hitler. As a result of a lack of jury and predetermined guilty verdicts many death sentences were given by the People’s Court • Unlike the extermination camps whose primary purpose was killing people, concentration camps aimed to gather people who threatened the state. This would increase Nazi power if they could remove all opposition • Fear was not enough to control a population and the Nazis realised they needed to control hearts and minds too. The Nazis took control of existing newspapers and closed many down. They controlled the content of the newspapers which allowed them to censor information and spread Nazi ideologies. Radio was an effective way to get messages to the masses. The Nazis produced cheap radio sets which enabled the Nazi message to reach more people. Rallies were held to emphasise and celebrate the strength of the Nazi movement. Propaganda posters were placed around towns and villages. The messages were clear, even with minimal writing. The Nazis controlled films, like they did with other media. The Nazis made sure films did not spread a negative message about them. • Left-wing groups that opposed the Nazis included the Social Democrats and Communists. Many of them were hunted down by the Gestapo. Because of long standing rivalries between the two groups, their effectiveness against the Nazis was limited. • Hitler saw the Church as a potential threat. In 1936 all church youth groups were closed and priests who spoke out against the Nazis were arrested, allowing the Nazis to control the minds of children and limit what people heard in church. • Young people provided some of the most significant opposition because young people are often idealistic and question authority. 	<ul style="list-style-type: none"> • Links to Year 9 topics: interwar period and the rise of Hitler; causes of WW2; the Holocaust and the use and impact of propaganda • The topic is a depth study and provides students with the opportunity to use primary and secondary sources to gain a deeper insight into Nazi Germany • There are links to activities around Holocaust Memorial Day in January • Opportunities to make comparisons with different court systems throughout history. Students have studied various British court systems in Crime and Punishment (Year 9). • Links to skills developed in Crime and Punishment and Elizabethan England (Year 10) for essay writing and interpretation analysis

<u>Impressive reading</u>	<u>Impressive speaking</u>	<u>Impressive writing</u>	<u>Resilience</u>	<u>Employability via:</u>
<ul style="list-style-type: none"> • Reading the story of Emil Nolde and the Nazis' opinion of his artwork 	<ul style="list-style-type: none"> • Reading aloud own work – example of P.E.E paragraphs, book extracts and from the interactive whiteboard • Forming arguments and debates 	<ul style="list-style-type: none"> • Use of WTM and modelling to encourage students to create and complete pieces of extended writing regularly using second order concepts. • Students writing clinching arguments • Analysis of primary and secondary sources 	<ul style="list-style-type: none"> • Develop student's ability to learn independently and effectively during lessons • To provide constructive feedback for students to improve and develop their written work • Develop students' ability to respond to different interpretations with the resilience to justify their own conclusions and historical judgements 	<ul style="list-style-type: none"> • Communication – group and paired activities • Independent thinking • Working under time pressure. • Historical skills link to employment opportunities as lawyers, journalist researcher and teaching

SEND

Opportunities for retrieval practice and building on prior knowledge – starter and plenary quizzes and end of topic core knowledge tests.

Repetition of key vocabulary in every lesson and additional curriculum time allocated for the explicit teaching of key vocabulary – such as change and continuity, cause and consequence, significance and the analysis of historical interpretations

Logical sequence of historical events to support non-verbal reasoning and links to prior knowledge.

Construction of paragraphs scaffolded with over-learning of previous content to encourage independence – essay writing and interpretation question-built on and developed since KS3

Multi-sensory approach using dual coding, YouTube videos and audio recordings for Living Under Nazi Rule

Knowledge Organiser – Living Under Nazi Rule 1933-1945

Topic: Changing Lives 1933-1939

Duration: 10 lessons

Composite: Unit test

Key vocabulary:

Powerful Knowledge Components

Core Knowledge Components

Links to previous and future topics

Employment
Mittelstand
'Blood and soil'
Peasants
Industrial workers
Winter Relief Fund
Deutsche Arbeitsfront (DAF)
Strength through Joy
Beauty of Labour
Reich Labour Service
Volkswagen Scheme
Women
Loans
Divorce/remarriage
Higher education
Teachers
Curriculum
Eugenics
Youth organisations
Hitler Youth
Young Maidens
Indoctrination
Propaganda
Übermenschen
Untermenschen
Aryan
Social persecution
Humiliation
Violence
Kristallnacht
Nuremburg Laws

- The Nazis significantly reduced unemployment
- The Deutsche Arbeitsfront (DAF/ German Labour Front) was the national socialist trade union organisation which replaced independent trades unions. The Nazis wanted to win over the workers.
- Strength Through Joy ensured that all aspects of a worker's non-working time were looked after, e.g. holidays and leisure time.
- Beauty of Labour aimed to improve workplaces.
- The Reich Labour Service was set up to tackle unemployment by providing cheap labour for state projects.
- The Nazis ideal view of a women was not progressive. Women were expected to: stay at home; look after the family; dress traditionally; be strong to be able to bear children.
- The Nazis encouraged motherhood
- Attempts were made to reduce women's access to education
- Attempts were made to control teachers who had to be vetted by local Nazi officials.
- The school curriculum was Nazified
- The Nazis also tried to control young peoples' leisure time.
- The Nazis were obsessed by race. They believed the Aryan race was the most superior.
- The Nazis saw Aryans as Übermenschen
- They saw non-Aryans as inferior and called them Untermenschen. This term described a wide range of people including Jews, gypsies, black people, Slavs, and disabled people.
- The Nazis spread a wide range of myths and misinformation about Jewish life.
- Jews faced social persecution: social exclusion, physical persecution and publications against them.
- Kristallnacht – attacks on Jewish homes and businesses.

- The Nazis significantly reduced unemployment after WW1 which would result in increasing support for them.
- The DAF replaced independent trades unions. Its aim was to win over workers. Strength through Joy was created to organise workers' leisure time. By subsidising holidays, offering cheap theatre tickets, touring orchestras and gym evenings, the Nazis were able to gain more support whilst also spreading their ideology. The Beauty of Labour scheme aimed to improve workplaces. Again, this would help develop support for the party. The Volkswagen Scheme involved workers paying 5 marks per week and eventually they would earn a car. The Nazi's pressure for people to respond to all of these schemes did leave many workers feeling harassed.
- Between the end of WW1 and 1933, Germany had shown progressive views towards the lives of women. However, this changed following the Nazi takeover of power. The ideal Nazi woman was expected to stay at home and look after the family. She should not smoke and should be 'physically robust' in order to bear children.
- The Nazis encouraged motherhood among Aryans because the population of Germany and other European countries was falling. As a result of Nazi policies towards women, marriages did increase from 1932-9; births rose but by 1939 the rate had declined again; the number of women in employment increased because other Nazi policies helped create a booming economy; the number of women in higher education fell as they were discouraged from going.
- Young people were easily influenced and as a result the Nazis took advantage of that. Attempts were made to control teachers and the education system. This would allow the Nazis to spread their messages and ideals onto impressionable minds. The school curriculum was Nazified: for example, biology classes included eugenics.
- The Nazis also tried to control young people's leisure time too. The Hitler Youth was set up in the 1920s. At first membership was voluntary but after 1936 it was compulsory. Other youth groups were shut down so the Hitler Youth was the only organisation through which young people could access sports facilities and activities. Meetings for girls and boys focused on indoctrination and physical activities.
- The Nazis viewed Aryans as Übermenschen – 'super-human'. They saw non-Aryans as inferior and described them as Untermenschen – 'sub -human'. The Nazis spread a wide range of myths and misinformation about Jewish life, using the system of propaganda to stir up German fear and hatred.
- The growing mood, fear and suspicion of Jews meant they faced all sorts of social persecution. Jewish businesses were boycotted; social exclusion was common and although physical persecution was not as common in this period as it was later in the war years, it still happened
- Kristallnacht took place on 9th and 10th November. Attacks on Jewish homes and businesses was brutal, and many died in the following weeks.
- The Nazis passed hundreds of anti-Semitic laws. Under the growing persecution, 282,000 Jews chose to emigrate from Germany as a result.

- Links to Year 9 topics: interwar period and the rise of Hitler; causes of WW2; the Holocaust and the use and impact of propaganda
- The topic is a depth study and provides students with the opportunity to use primary and secondary sources to gain a deeper insight into Nazi Germany
- There are links to activities around Holocaust Memorial Day in January
- Students are encouraged to analyse how different groups of people and cultures are affected. For example, women. Students also study different groups of people other topics such as the Making of America (Year 10)
- Students can compare the Nazi education system to their educational provision today
- Links to skills developed in Crime and Punishment and Elizabethan England (Year 10) for essay writing and interpretation analysis

<u>Impressive reading</u>	<u>Impressive speaking</u>	<u>Impressive writing</u>	<u>Resilience</u>	<u>Employability via:</u>
<ul style="list-style-type: none"> Case study about Rukeli Trollman 	<ul style="list-style-type: none"> Reading aloud own work – example of P.E.E paragraphs, book extracts and from the interactive whiteboard Forming arguments and debates 	<ul style="list-style-type: none"> Use of WTM and modelling to encourage students to create and complete pieces of extended writing regularly using second order concepts. Students writing clinching arguments Analysis of primary and secondary sources 	<ul style="list-style-type: none"> Develop student’s ability to learn independently and effectively during lessons To provide constructive feedback for students to improve and develop their written work Develop students’ ability to respond to different interpretations with the resilience to justify their own conclusions and historical judgements 	<ul style="list-style-type: none"> Communication – group and paired activities Independent thinking Working under time pressure. Historical skills link to employment opportunities as lawyers, journalist researcher and teaching

SEND

Opportunities for retrieval practice and building on prior knowledge – starter and plenary quizzes and end of topic core knowledge tests.

Repetition of key vocabulary in every lesson and additional curriculum time allocated for the explicit teaching of key vocabulary – such as change and continuity, cause and consequence, significance and the analysis of historical interpretations

Logical sequence of historical events to support non-verbal reasoning and links to prior knowledge.

Construction of paragraphs scaffolded with over-learning of previous content to encourage independence – essay writing and interpretation question-built on and developed since KS3

Multi-sensory approach using dual coding, YouTube videos and audio recordings for Living Under Nazi Rule

Knowledge Organiser – Living Under Nazi Rule 1933-1945

Topic: Germany in War, 1939-45

Duration: 10 lessons

Composite: Unit test

Key vocabulary:

Powerful Knowledge Components

Core Knowledge Components

Links to previous and future topics

World War Two
Air raids
Poland
War economy
Military
SS
Wehrmacht
Luftwaffe
Navy
Albert Speer
Armaments
Ally
Axis
Civilian
Rationing
Labour Service
Evacuation
KLV
RAF
Opposition
Assassination
Bomb Plot 1944
Von Stauffenberg
Cardinal Galen
Bonhoeffer
Rosenstrasse
Leaflets
Postcards
White Rose group
Otto & Elise Hampel
Passive resistance
Overt
Covert
Total War
Volkssturm
Dresden
Surrender

- Fearing bombing, many Berliners stocked up on food and other necessities
- Sandbags, air raid sirens, blackout regulations, gas masks and air raid shelters became common features of life.
- The Nazis invaded Poland on 1st September 1939.
- To fight on such a large scale required a huge increase in the supply of weapons and ammunition. Germany became a war economy. All industries focused on the war effort.
- Albert Speer took charge of improving Germany's war economy. Factories focused on a single product, more women were employed in factories, concentration camp prisoners were used as workers and skilled workers were excluded from military service.
- The war significantly impacted German civilians. There were food, clothing, shoes and coal shortages.
- Speer wanted women to work in factories but Hitler and others still believed they should remain at home.
- Air raids became common. A programme of evacuation called Kinderlandverschickung (KLV) was introduced.
- During the war, some people continued to oppose the Nazi regime.
- The July 1944 Bomb Plot was an assassination attempt against Hitler.
- Leaflets and postcards such as those distributed by the White Rose group criticised the Nazi regime.
- Ordinary Germans took huge risks by refusing to salute, telling anti-Hitler jokes and listening to foreign radio.
- Total War was when all aspects of society were involved in the war effort
- Germany surrendered in May 1945.

- The outbreak of war had an immediate impact on the lives of German people. Fearing bombing raids from Britain, many Berliners stocked up on food and other necessities.
- When the Nazis invaded Poland on 1st September 1939 they had been prepared for a limited war. Previously they had invaded Czechoslovakia without any interference but this time things were different and the British and the French were allies of Poland. The war escalated quickly and there was soon a need for weapons and supplies so Hitler announced that Germany would become a war economy, with all industries focusing on the war effort.
- Albert Speer developed the war economy. Factories focused on a single product, more women were employed in factories, concentration camp prisoners were used as workers and skilled workers were excluded from military service.
- Despite the creation of jobs, other industries not involved in war production suffered and there were severe shortages of food and other products. Therefore, rationing was introduced.
- Despite the Nazi ideology promoting the idea that women should be in the home, the perception of women did change as they were so heavily involved in the war effort.
- Due to increasing air raids many parents chose to evacuate their children via the KLV. By removing children from their parents for so long this also allowed the Nazis to indoctrinate them further with Nazi ideals and ideology.
- During the war, some people continued to oppose the Nazi regime. The July 1944 Bomb Plot was led by von Stauffenberg. The power of the bomb was less than expected and did not hit its target (Hitler). It led to the arrest of more potential 'enemies' of the Nazis.
- Some individuals chose to speak out against the Nazis such as Cardinal Galen, Dietrich Bonhoeffer and the Rosenstrasse.
- The White Rose group distributed leaflets and postcards criticising the Nazi regime. They hoped to encourage German people to resist the Nazis at a time of low morale. Nearly 200 postcards were handed into the Gestapo which shows the fear the public had of such simple objects of resistance.
- There was increasing passive resistance. Ordinary Germans took huge risks by refusing to salute, telling anti-Hitler jokes and listening to foreign radio.
- In 1943 the Nazis faced their first major defeat by the Russians and the British and French had pushed the Germans out of North Africa. Faced with these losses the Nazis needed a new plan and announced 'total war' – all aspects of society were to be involved in the war effort. This impacted women as the majority were now eligible to work; leisure activities were stopped; shortages worsened and there was an increase in propaganda.
- Air raids impacted Germany by destroying large towns and cities and killing and injuring thousands. Many fled to the countryside.
- As the military situation worsened, the Volkssturm was created: all men aged 16-60 were to join. They received only 4 days' worth of training and there were no uniforms, so morale decreased
- Faced with an army many times their number, defeat was inevitable and Germany surrendered on May 2nd 1945.

- Links to Year 9 topics: interwar period and the rise of Hitler; causes and events of WW2; the Holocaust and the use and impact of propaganda
- Students study WW2 in Year 9 from a more British perspective. They can compare the similarities and differences between the British and German civilian experience of war
- The topic is a depth study and provides students with the opportunity to use primary and secondary sources to gain a deeper insight into Nazi Germany
- There are links to activities around Holocaust Memorial Day in January
- Links to skills developed in Crime and Punishment and Elizabethan England (Year 10) for essay writing and interpretation analysis

<u>Impressive reading</u>	<u>Impressive speaking</u>	<u>Impressive writing</u>	<u>Resilience</u>	<u>Employability via:</u>
<ul style="list-style-type: none"> • Case study about Berlin and the End of the Third Reich, 1945 	<ul style="list-style-type: none"> • Reading aloud own work – example of P.E.E paragraphs, book extracts and from the interactive whiteboard • Forming arguments and debates 	<ul style="list-style-type: none"> • Use of WTM and modelling to encourage students to create and complete pieces of extended writing regularly using second order concepts. • Students writing clinching arguments • Analysis of primary and secondary sources 	<ul style="list-style-type: none"> • Develop student’s ability to learn independently and effectively during lessons • To provide constructive feedback for students to improve and develop their written work • Develop students’ ability to respond to different interpretations with the resilience to justify their own conclusions and historical judgements 	<ul style="list-style-type: none"> • Communication – group and paired activities • Independent thinking • Working under time pressure. • Historical skills link to employment opportunities as lawyers, journalist researcher and teaching

SEND

Opportunities for retrieval practice and building on prior knowledge – starter and plenary quizzes and end of topic core knowledge tests.

Repetition of key vocabulary in every lesson and additional curriculum time allocated for the explicit teaching of key vocabulary – such as change and continuity, cause and consequence, significance and the analysis of historical interpretations

Logical sequence of historical events to support non-verbal reasoning and links to prior knowledge.

Construction of paragraphs scaffolded with over-learning of previous content to encourage independence – essay writing and interpretation question-built on and developed since KS3

Multi-sensory approach using dual coding, YouTube videos and audio recordings for Living Under Nazi Rule

Knowledge Organiser – Living Under Nazi Rule 1933-1945

Topic: Occupation, 1939-45

Duration: 10 lessons

Composite: Unit test

Key vocabulary:

Powerful Knowledge Components

Core Knowledge Components

Links to previous and future topics

Occupation
Eastern Europe
Western Europe
Poland
Lebensraum
Territories
Eastern General Plan
Himmler
General Government
Racially inferior
Resistance
Delegatura
Netherlands
Luftwaffe
Intimidation
Concentration camps
The Holocaust
Jews
Slavs
Gypsies
Communists
Homosexuals
Disabled
Persecution
Emigration
Ghettos
Warsaw
Einsatzgruppen
Mobile killing units
Gas
Zyklon B
SS
Death Camps
Auschwitz
Collaboration
Accommodation
Resistance

- Nazi leaders believed Germany needed lebensraum (living space) and saw it as their right to ‘take back’ Poland
- Polish culture, education and leadership was destroyed
- Polish Jews and Slavic Poles experienced persecution and brutality. A network of concentration camps and death camps were established throughout Poland.
- Nazi occupation began in the Netherlands in 1940. The Dutch shared the same ethnic background as the Germans and were treated differently. Civil servants could keep their jobs and the education system wasn’t changed. However, from 1941 the Germans’ attitude changed and they switched to intimidation and violence.
- By the time WW2 ended in 1945, the Nazis had murdered 11 million individuals including Jews, Slavs, Gypsies, communists and homosexuals. Of these 11 million, 6 million were Jewish.
- The ‘First Solution’ was persecution and emigration.
- The ‘Second Solution’ was concentration in ghettos.
- The ‘final solution’ was death. Phase one: the Einsatzgruppen – mobile killing units. Phase two: death by gas. Exhaust fumes in vans allowed greater numbers to be killed and had a less psychological impact on the SS soldiers doing the killing. Then, extermination or death camps were created.
- Zyklon B, a gas used to kill rodents was highly effective.
- Collaboration: working with Nazis and helping them rule
- Accommodation: doing as you were told by the Nazis
- Resistance: opposing the Nazis

- The Nazis invaded Poland in September 1939. They believed Germany needed lebensraum (living space) and saw it as their right to ‘take back’ Poland.
- The Nazis wanted to remove as many of the Polish or Slavic people as possible (they were seen as Untermenschen) and replace them with Germans. Polish culture, education and leadership was destroyed. Things were even worse for the Polish Jews. From the outset they experienced persecution and brutality.
- The Nazi destruction of Poland and their brutality led the Polish people to form one of the largest and most complex resistance movements in the whole of Nazi-occupied Europe. The Polish government, which had escaped to London in 1939 helped to establish Delegatura, a secret state within Poland.
- The Germans invaded the Netherlands in 1940. The Dutch shared the same ethnic background as the Germans and were therefore treated very differently to the Slavs in the East. Civil servants could continue working and the Dutch education system was not changed. At first, there was a general level of accommodation from the Dutch. In 1941, the nature of Nazi rule in the Netherlands changed. Jews were rounded up for deportation, and the Germans switched to intimidation and violence. As a result, Dutch resistance developed.
- The Holocaust was the mass murder of 11 million individuals by the Nazis. Nearly 6 million of those were Jewish.
- The first solution of the ‘Jewish problem’ was to force Jews to leave occupied countries. This would allow the Nazis to spread the ‘ideal Aryan race’. There was also increasing persecution which led many to consider emigration
- When the Nazis invaded Poland in 1939 the scale and nature of the ‘Jewish problem’ changed. Emigration could not be an effective solution in a country with 3.5 million Jews. The new Nazi solution was to concentrate Jews in ghettos. Poor conditions in the ghettos led to disease and high death rates.
- The mass murder of the Jews began with the Nazi invasion of the Soviet Union in 1941. The men who carried out the mass murders belonged to the Einsatzgruppen. They were mobile killing units who shot their victims. Later gas vans were used because they seemed to have a lesser psychological impact on the SS soldiers. In late 1941 extermination/death camps were created to kill huge numbers of people with Zyklon B. Jews from across Europe were transported there in cattle trucks. The fit and able were sent to work, everyone else was sent to be gassed.
- On 20th June 1940 France was defeated by Germany. The Nazis occupied the northern zone which brought hardship and suffering to many families. Many engaged in minor acts of resistance.
- Collaboration: working with Nazis and helping them rule.
- Accommodation: doing as you were told by the Nazis
- Resistance: opposing the Nazis

- Links to Year 9 topics: interwar period and the rise of Hitler; causes and events of WW2; the Holocaust
- Students can compare the similarities and differences between different countries occupied by the Nazis
- The topic is a depth study and provides students with the opportunity to use primary and secondary sources to gain a deeper insight into Nazi Germany
- There are links to activities around Holocaust Memorial Day in January
- Links to skills developed in Crime and Punishment and Elizabethan England (Year 10) for essay writing and interpretation analysis

<u>Impressive reading</u>	<u>Impressive speaking</u>	<u>Impressive writing</u>	<u>Resilience</u>	<u>Employability via:</u>
<ul style="list-style-type: none"> • Case study about Andre Trocme and Coco Chanel and two different responses to occupation • 'A historians work on the Holocaust in Hungary' • National Holocaust Centre website 	<ul style="list-style-type: none"> • Reading aloud own work – example of P.E.E paragraphs, book extracts and from the interactive whiteboard • Forming arguments and debates 	<ul style="list-style-type: none"> • Use of WTM and modelling to encourage students to create and complete pieces of extended writing regularly using second order concepts. • Students writing clinching arguments • Analysis of primary and secondary sources 	<ul style="list-style-type: none"> • Develop student's ability to learn independently and effectively during lessons • To provide constructive feedback for students to improve and develop their written work • Develop students' ability to respond to different interpretations with the resilience to justify their own conclusions and historical judgements 	<ul style="list-style-type: none"> • Communication – group and paired activities • Independent thinking • Working under time pressure. • Historical skills link to employment opportunities as lawyers, journalist researcher and teaching

SEND

Opportunities for retrieval practice and building on prior knowledge – starter and plenary quizzes and end of topic core knowledge tests.
 Repetition of key vocabulary in every lesson and additional curriculum time allocated for the explicit teaching of key vocabulary – such as change and continuity, cause and consequence, significance and the analysis of historical interpretations
 Logical sequence of historical events to support non-verbal reasoning and links to prior knowledge.
 Construction of paragraphs scaffolded with over-learning of previous content to encourage independence – essay writing and interpretation question-built on and developed since KS3
 Multi-sensory approach using dual coding, YouTube videos and audio recordings for Living Under Nazi Rule