



COURSE OUTLINE



Modern History – General Year 12 2021

Unit 3 – Societies and Change (Elective: USA between the wars 1917-1948) Semester 1

Unit 4 – Historical Trends and Movements (Elective: Nazism in Germany 1918-1945) Semester 2

This course will run the two units, 3 and 4, concurrently. The student Semester 1 grade will therefore be an estimate.

Term	Week	Topic and key teaching points	Syllabus content	WALT / WILF	Assessment
1	1	<p>Look at Syllabus. Focus for EST for 2021 is Leadership- political. Review SPIES for year 11. Set up Glossaries- people and word. Reminder you will be timelining again.</p> <p>Discuss EST requirements.</p> <p>Handout EST practice questions to be used for study- also found on CONNECT.</p> <p>Quick review of the beginning of the period.</p> <p>Introduction to American political system (Republicans and democrats), way the system works (quick comparison)</p> <p>Timeline review from 1914 to 1919. The political, social and economic impact of:</p> <ul style="list-style-type: none"> • the Great War and how the USA emerged from the war • people who held power at the start of the period and those who did not • USA as a military and industrial leader • Woodrow Wilson – President and his push for the League of Nations. • <i>Forbes</i> richlisters, such as the Rockefellers, Andrew Carnegie, Henry Ford, George Baker, Henry Frick • Temperance movement 	<p>The development of historical skills is intrinsic to the teaching of this unit. (This content follows this table.)</p> <p>The impact of the following forces should be considered, where appropriate, throughout the elective: political, economic, leadership, international relations/conflict, social/cultural.</p> <p>Historical Knowledge and Understanding: Elements of society at the start of the period</p> <ul style="list-style-type: none"> • key political, social and economic structures of a society at the start of the period • individuals and groups who hold power and those who do not • relative importance of events, issues, people and other factors in shaping the nature of society at that particular time <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> • relationship between events, ideas and people throughout the period • methods and strategies used by leaders, individuals and groups seeking change • extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period 	<p>WALT: (What we are learning to do)- Reviewing syllabus for preparation of EST. Timelining. USA at the beginning of the period.</p> <p>WILF: (What I am looking for)- Established timelines, tables established for revision, source analysis skills.</p>	EST: Practice questions for revising

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		<ul style="list-style-type: none"> Influenza epidemic <p>Introductory work using USA source materials relating to the end of WWI and the beginning of isolation.</p> <p>RESOURCES: TEXT: Fiehn, T (1999), “The USA between the wars 1919-1941” Syllabus Course Outline Assessment Outline EST Practice book Handout on USA politics</p>	<p>EST Skills- Focus for 2021 is: The impact of the following forces-leadership.</p> <ul style="list-style-type: none"> individuals and groups who hold power and those who do not. methods and strategies used by leaders, individuals and groups seeking change impact of historical forces on individuals and groups 		
	2	<p>Timeline review 1919- the importance of this year for America.</p> <p>Relations with world after WW1. (League of nations) Isolation.</p> <p>Look at the election of Wilson and Harding. Consider the society:</p> <ul style="list-style-type: none"> values, beliefs and traditions that have become integral to society Difference between the two main political groups and how the American federal system works. role of women (Temperance movement) individuals and groups who held power and those who did not (African Americans, immigrants, entrepreneurs) Laissez faire economics- Rise of capitalism. 	<p>Historical Knowledge and Understanding: Elements of society at the start of the period</p> <ul style="list-style-type: none"> key political, social and economic structures of a society at the start of the period values, beliefs and traditions that have become integral to the society individuals and groups who hold power and those who do not <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> relationship between events, ideas and people throughout the period methods and strategies used by leaders, individuals and groups seeking change extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period 	<p>WALT: (What we are learning to do)-Timelining. USA at the beginning of the period- changing political and social situations.</p> <p>WILF: (What I am looking for)- Source analysis and research skills, understanding of American politics (Republican vs Democrat).</p>	<p>Task 2: Historical inquiry – continuity and change in the 1920s looking at political and social leaders. Due week 6.</p>

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		<p>Leaders- begin the Biography table for leaders- use this to track leaders- both political and societal. Hand out Photographs to be used in their Biography table. Commence research as appropriate material is covered in class- hand out assignment and discuss.</p> <p>RESOURCES: TEXT: Fiehn, T (1999), “The USA between the wars 1919-1941”. Library</p>			
1	3	<p>Source analysis practice run. Look at past EST. Source Analysis based on the USA at the beginning of the period. How American society emerged from the war- Roaring 20’s. Explain what the Roaring 20’s was. Changing society:</p> <ul style="list-style-type: none"> • Rise in Racism- KKK • Women’s rights • Immigration • increased mobility of people <p>RESOURCES: Source Analysis practice. TEXT: Fiehn, T (1999), “The USA between the wars 1919-1941”. Source Analysis test</p>	<p>Historical Knowledge and Understanding: Elements of society at the start of the period</p> <ul style="list-style-type: none"> • key political, social and economic structures of a society at the start of the period • values, beliefs and traditions that have become integral to the society • individuals and groups who hold power and those who do not • relative importance of events, issues, people and other factors in shaping the nature of society at that particular time <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> • relationship between events, ideas and people throughout the period • methods and strategies used by leaders, individuals and groups seeking change 	<p>WALT: (What we are learning to do)- Source Analysis, What was the Roaring 20’s and how it impacted America.</p> <p>WILF: (What I am looking for)- Source analysis and research skills, understanding of America in the 1920’s</p>	<p>Task 1: Source analysis- beginning of the period. WEEK 3</p>

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			<ul style="list-style-type: none"> extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period 		
1	4-5	<p>Roaring 20's- a period of change. Changes in economy</p> <ul style="list-style-type: none"> Stock market mass production in industry and agriculture mass marketing and the resulting change in lifestyle impact of specialisation on industry the growing diversity of entertainment BOOM- who benefited from the boom? who missed out on the benefits of the boom? <p>Changing politics</p> <ul style="list-style-type: none"> growing Isolationism, the Peace Conference and the League of Nations Prohibition- rise in crime The Republican era- look at the different Presidents and the pros and cons. <p>Continue research.</p> <p>RESOURCES:</p>	<p>Historical Knowledge and Understanding: Elements of society at the start of the period</p> <ul style="list-style-type: none"> key political, social and economic structures of a society at the start of the period values, beliefs and traditions that have become integral to the society individuals and groups who hold power and those who do not relative importance of events, issues, people and other factors in shaping the nature of society at that particular time <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> methods and strategies used by leaders, individuals and groups seeking change relationships between events, ideas and people extent of support for opposing leaders, individuals, groups or organisations and alternative ideas 	<p>WALT: (What we are learning to do)- The economic and political changes in America.</p> <p>WILF: (What I am looking for)- External and Internal events that impacted America, continuity and change- what's changing what's remaining the same.</p>	<ul style="list-style-type: none">

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		<p>TEXT: Fiehn, T (1999), “The USA between the wars 1919-1941”.</p>			
1	6	<p>Overview of America in the 1920’s: political, social and economic change- table of changes and continuity:</p> <ul style="list-style-type: none"> • Workforce: returned service personnel, women in the workforce, • Immigration- rise in political immigrants look at Sacco and Vanzetti trial. • government policies- Laissez faire, charity, prohibition, isolation • Economic- differences between rich and poor, consumer goods, mass marketing and changes in lifestyle • Social changes: the growing diversity of entertainment- speakeasy, jazz, flappers, transportation and the increased mobility of people <p>Discuss and evaluate</p> <ul style="list-style-type: none"> • who benefited from the 1920s? • who missed out on the benefits of the 1920s? • to what extent did society change and what remained the same? <p>If time may watch “The Great Gatsby”</p>	<p>Historical Knowledge and Understanding:</p> <p>Elements of Society at the start of the period</p> <ul style="list-style-type: none"> • key political, social and economic structures of a society at the start of the period • values, beliefs and traditions that have become integral to the society <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> • methods and strategies used by leaders, individuals and groups seeking change • relationships between events, ideas and people • extent of support for opposing leaders, individuals, groups or organisations and alternative ideas <p>Consequences of change and continuity over the period</p> <ul style="list-style-type: none"> • extent of economic, political and social change compared to the start of the period • impact of historical forces on individuals and groups • various forms of continuity and change 	<p>WALT: (What we are learning to do)- Changes in USA- focus on the political, economic and social changes in the 1920’s. Research. Source Analysis.</p> <p>WILF: (What I am looking for)- Research completed- including notes and a bibliography, source analysis skills.</p>	<p>Task 2: Research assignment due- oral presentation.</p>

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		<p>RESOURCES: Read chapter 5- TEXT. Fiehn, T (1999), “The USA between the wars 1919-1941”.</p> <ul style="list-style-type: none"> Review work using powerpoint- Lifestyle of 1920. (Found on connect- content) <p>Research Assignment</p>			
1	7	<p>How and why did the 1920’s boom end? The Great Depression:</p> <ul style="list-style-type: none"> Wall Street Crash of 1929- the end of the Republicans. Why? Define and describe the Great Depression- causes, events, outcomes. the short-term and long-term social, political and economic impact of the Great Depression changes the Great Depression brought to society- political, economic and societal. change and continuity in who held power and who did not. <p>Focus on Hoover vs Roosevelt.</p> <ul style="list-style-type: none"> Primary and Secondary sources. Look at the election- pros and cons of both. <p>RESOURCES:</p> <ul style="list-style-type: none"> Clickview “Part 1: Post war boom and bust”. <p>Text book Fiehn, T (1999), “The USA between the wars 1919-1941”.</p> <p>Source Analysis practice sheet</p>	<p>Historical Knowledge and Understanding: Key people, ideas and events over the period</p> <ul style="list-style-type: none"> relationship between events, ideas and people throughout the period methods and strategies used by leaders, individuals and groups seeking change extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period <p>Consequences of continuity and change over the period</p> <ul style="list-style-type: none"> impact of historical forces on individuals and groups various forms of continuity and change communicate historical understanding by selecting and using text forms appropriate to the purpose and audience social/cultural change and continuity 	<p>WALT: (What we are learning to do)- Explaining why the boom ended and the impact it had on America. Looking at changes and continuity.</p> <p>WILF: (What I am looking for)- Table on change and continuity, source analysis skills.</p>	Practice source analysis.

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1	8	<p>ROOSEVELT- The new Democratic President. Biography on Roosevelt. USA 1932–1939:</p> <ul style="list-style-type: none"> • FDR and the New Deal • ‘Relief, recovery, reform’ <p>RESOURCES: Text book. Fiehn, T (1999), “The USA between the wars 1919-1941”. Source Analysis</p>	<p>Historical Knowledge and Understanding: Consequences of continuity and change over the period</p> <ul style="list-style-type: none"> • impact of historical forces on individuals and groups • various forms of continuity and change <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> • relationship between events, ideas and people throughout the period • methods and strategies used by leaders, individuals and groups seeking change • extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period 	<p>WALT: (What we are learning to do)- Biography on Roosevelt, The New Deal-overview.</p> <p>WILF: (What I am looking for)- Being able to explain who Roosevelt was and the main groups/ideas of the New Deal.</p>	<p>Task 3: Source analysis of the End of the Boom-focus on leaders.</p>
	9-10	<p>The impact of Roosevelt’s New Deal.</p> <ul style="list-style-type: none"> ▪ Opposition to the New Deal- different groups. ▪ Economic changes ▪ Social changes ▪ Political changes <p>RESOURCES: TEXT: Fiehn, T (1999), “The USA between the wars 1919-1941”.</p>	<p>Historical Knowledge and Understanding: Consequences of continuity and change over the period</p> <ul style="list-style-type: none"> • impact of historical forces on individuals and groups • various forms of continuity and change • communicate historical understanding by selecting and using text forms appropriate to the purpose and audience • social/cultural change and continuity <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> • methods and strategies used by leaders, individuals and groups seeking change <p>extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period</p>	<p>WALT: (What we are learning to do) Impact of the New Deal on the economy and society. Which groups were opposed and why-impact of these groups.</p> <p>WILF: (What I am looking for)- Continuity and change in regards to the New Deal’s impact on- Society, Economy and politics.</p>	

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2	11	<p>Evaluation of the New Deal. How do we evaluate the impact of the New Deal? Look at the economy, society and politics- do you think the New Deal got America out of the Great Depression?</p> <p>Poster of Leaders throughout our time period and the impact they had.</p> <p>RESOURCES: TEXT: Fiehn, T (1999), “The USA between the wars 1919-1941”. Essay scaffold sheet Assignment sheet</p>	<p>Historical Knowledge and Understanding: Consequences of continuity and change over the period</p> <ul style="list-style-type: none"> • impact of historical forces on individuals and groups • various forms of continuity and change • communicate historical understanding by selecting and using text forms appropriate to the purpose and audience • social/cultural change and continuity <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> • methods and strategies used by leaders, individuals and groups seeking change • extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period 	<p>WALT: (What we are learning to do)- Essay writing skills, evaluating the New Deal and it’s impact on Society.</p> <p>WILF: (What I am looking for)- Properly written Essay, understanding of the outcomes and impact of the New Deal on America.</p>	<p>Task 4: Explanation – scaffolded essay on Great Depression.</p>
2	12-13	<p>USA 1939–1941 Quick overview of WW2 causes and the League of Nations. USA policies: Isolationism and the war in Europe- why would USA end isolationism and get involved in WW2? Roosevelt Vs Congress- assistance for Britain- why would USA side with Britain over Germany? What impact did WW2 have on:</p> <ul style="list-style-type: none"> • Economics-US companies and war production pre- 1941 • Society- German immigrants? 	<p>Historical Knowledge and Understanding: Key people, ideas and events over the period</p> <ul style="list-style-type: none"> • relationship between events, ideas and people throughout the period • methods and strategies used by leaders, individuals and groups seeking change • extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period <p>Consequences of continuity and change over the period</p> <ul style="list-style-type: none"> • impact of historical forces on individuals and groups • various forms of continuity and change • communicate historical understanding by selecting and using text forms appropriate to the purpose and audience 	<p>WALT: (What we are learning to do)- Understanding the causes of WW2 and the role USA had in it, how USA policies (ie: isolationism) affected world relations, Impact beginning WW2 had on USA society, politics and economics</p> <p>WILF: (What I am looking for)- Good source analysis skills for EST, ability to explain the impact that political policies had on USA</p>	<p>Task 5: Externally set task</p>

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		<ul style="list-style-type: none"> Politics- End of isolationism? Roosevelt’s popularity? <p>How did America become involved in WW2? Date, event leading to it- The Bombing of Pearl Harbour (may watch “Pearl Harbour”) and outcome.</p> <p>RESOURCES: TEXT: Fiehn, T (1999), “The USA between the wars 1919-1941”. EST EST practice questions</p>	<ul style="list-style-type: none"> social/cultural change and continuity 		
2	14	<p>End of the unit- How American society was impacted from 1918-1941.</p> <ul style="list-style-type: none"> Extent of social, political and economic change- look at all groups and governmental policies. <p>USA 1918–1941</p> <ul style="list-style-type: none"> change and continuity in who held power and who did not economic change and continuity End of isolation- WW2. <p>Revision- use your Biographies, Timelines and glossaries.</p> <p>RESOURCES:</p>	<p>Historical Knowledge and Understanding: Elements of society at the start of the period</p> <ul style="list-style-type: none"> key political, social and economic structures of a society at the start of the period values, beliefs and traditions that have become integral to the society individuals and groups who hold power and those who do not relative importance of events, issues, people and other factors in shaping the nature of society at that particular time <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> relationship between events, ideas and people throughout the period 	<p>WALT: (What we are learning to do)- revision of course, outline and discuss the key people, events and ideas, explain what has changed what didn’t and the impact it had.</p> <p>WILF: (What I am looking for)- Understanding key points, know dates and events and know key people.</p>	<p>Task 6: End of unit test.</p>

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		<p>TEXT: Fiehn, T (1999), “The USA between the wars 1919-1941”.</p> <p>Test</p>	<ul style="list-style-type: none"> • methods and strategies used by leaders, individuals and groups seeking change • extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period <p>Consequences of continuity and change over the period</p> <ul style="list-style-type: none"> • impact of historical forces on individuals and groups • various forms of continuity and change • communicate historical understanding by selecting and using text forms appropriate to the purpose and audience • social/cultural change and continuity • Perspectives and interpretations 		
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Historical skills :The following skills will be developed during this unit.

Chronology, terms and concepts

- identify links between events to understand the nature and significance of causation, continuity and change over time
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding

Historical questions and research

- formulate, test and modify propositions to investigate historical issues
- frame questions to guide inquiry and develop a coherent research plan for inquiry
- identify, locate and organise relevant information from a range of primary and secondary sources
- practise ethical scholarship when conducting research

Analysis and use of sources

- identify the origin, purpose and context of historical sources
- analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument
- evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support an historical argument

Perspectives and interpretations

- analyse and account for the different perspectives of individuals and groups in the past
- evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective
- evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions

Explanation and communication

- develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments
- communicate historical understanding by selecting and using text forms appropriate to the purpose and audience
- apply appropriate referencing techniques accurately and consistently

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Term	Week	Topic and key teaching points	Syllabus content	WALT/WILF	Assessment
2	1-3	<p>Germany post-World War I, impact of defeat</p> <ul style="list-style-type: none"> ▪ Weimar Republic and Democratic Constitution ▪ Treaty of Versailles 1919, including the war guilt clause and reparations ▪ German army ‘betrayed’ and ‘stabbed in the back’ myth ▪ economic ruin ▪ national humiliation ▪ widespread poverty ▪ civil unrest <ul style="list-style-type: none"> • events that contributed to the development of particular movements or trends throughout the period • Opposition to the Weimar Republic <ul style="list-style-type: none"> ▪ political unrest, Socialist parties, Spartikist Uprising, Kapp Putsch ▪ hyperinflation 1923 ▪ Dawes Plan 1924 ▪ Ruhr occupation ▪ ‘sham prosperity’ ▪ Young Plan and the Hazburg Front 1929 • Achievements of the Weimar Republic <ul style="list-style-type: none"> ▪ foreign policy, including the Genoa Conference and Treaty of Rapallo 1922, the Locarno Pact 1925 and the League of Nations 1926 	<p>The development of historical skills is intrinsic to the teaching of this unit. (This content follows this table.)</p> <p>The impact of the following forces should be considered, where appropriate, throughout the elective: political, economic, leadership, international relations/conflict, social/cultural.</p> <p>Historical Knowledge and Understanding: Elements of society at the start of the period</p> <ul style="list-style-type: none"> • key political, social and economic structures of German society at the start of the period • values, beliefs and traditions that have changed or remained the same • means by which individuals and groups have gained power and authority • the relationship between events, ideas, people and other factors underlying the nature of the society to that point <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> • events that contributed to the development of particular movements or trends throughout the period 	<p>WALT: (What we are learning to do)- Background to Germany pre Nazi era.</p> <p>WILF: (What I am looking for)- Understanding impact of WW1,</p>	<p>Task 7: Explanation : scaffolded essay on the failure of the Weimar republic.</p>

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		<ul style="list-style-type: none"> ▪ economic recovery 1924–1929 ▪ removal of pre-war censorship ▪ culture and the Arts flourished • Could the Democratic government have lasted in Germany or was it doomed from the start? • 	<p>Historical skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • explanation and communication 		
2	4-5	<p>Introductory work on the Nazi rise to power using source materials</p> <ul style="list-style-type: none"> ▪ source analysis ▪ change and continuity ▪ evaluate contested views about the past <p>Look at differing leaders of the time period within Germany.</p> <p>Focus for methods and strategies:</p> <ul style="list-style-type: none"> ▪ history of the National Socialist German Workers Party (Nazi) party ▪ leadership ▪ ideology ▪ Munich Putsch and effects <p>Movements:</p> <ul style="list-style-type: none"> ▪ impact of the Great Depression ▪ rise of extremism 	<p>Elements of society at the start of the period</p> <ul style="list-style-type: none"> • key political, social and economic structures of German society at the start of the period • values, beliefs and traditions that have changed or remained the same • means by which individuals and groups have gained power and authority <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> • key ideas underlying movements or trends, what they were, and how they were articulated by groups and their leaders (Nazi's, communists, Democrats) • methods and strategies used by leaders, individuals and groups to achieve their aims • events that contributed to the development of particular movements or trends throughout the period 	<p>WALT: (What we are learning to do)- Using sources to explain how the Nazi party rose to power. Learning who is who in Germany at this time.</p> <p>WILF: (What I am looking for)- Source analysis- context, message, source type, explanation and analysis. Research skills.</p>	<p>Task 8: Historical Inquiry: commence the inquiry process on key historical figures in Nazi Germany. (1 week)</p> <p>Task 9: Source Analysis- Nazi Rise to power.</p>

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Modern History – General Year 12 2021

Unit 3 – Societies and Change (Elective: USA between the wars 1917-1948) Semester 1

Unit 4 – Historical Trends and Movements (Elective: Nazism in Germany 1918-1945) Semester 2

3	6	<p>Outline the Nazi rise to power 1929–1933</p> <ul style="list-style-type: none"> ▪ popular, flexible aims and policies e.g. sought to overthrow the Weimar government, anti-Communist, anti-Semitic, pro-worker, strong leadership in Hitler, extensive propaganda, SA ▪ 1930 elections, 1932 Reichstag elections, Hitler as Chancellor ▪ Reichstag fire ▪ Enabling Act, Hitler as ‘legal’ leader, end of Democracy, beginning of Dictatorship <p>Could the Nazi party have gained power without Hitler?</p>	<p>Elements of society at the start of the period</p> <ul style="list-style-type: none"> • key political, social and economic structures of German society at the start of the period • values, beliefs and traditions that have changed or remained the same • means by which individuals and groups have gained power and authority <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> • methods and strategies used by leaders, individuals and groups to achieve their aims- • key ideas underlying movements or trends, what they were, and how they were articulated by groups and their leaders • events that contributed to the development of particular movements or trends throughout the period • 	<p>WALT: (What we are learning to do)- Outline how and why the Nazi’s came to power</p> <p>WILF: (What I am looking for)- Able to use primary and secondary sources to explain the rise of the Nazi’s.</p>	
3	7-10	<p>Life within Germany under Nazi rule</p> <ul style="list-style-type: none"> ▪ how Nazi rule was consolidated e.g. <i>Gleichschaltung</i> [synchronisation] ▪ Germany as a police state ▪ propaganda ▪ how people were affected as individuals and groups ▪ account for different perspectives towards Nazi policies and practices <p>Discuss and evaluate</p> <ul style="list-style-type: none"> ▪ opposition to Nazism, including beliefs, attitudes and motives of individuals/groups ▪ how the Nazi party-maintained power and authority 	<p>Elements of society at the start of the period</p> <ul style="list-style-type: none"> • key political, social and economic structures of German society at the start of the period • values, beliefs and traditions that have changed or remained the same • means by which individuals and groups have gained power and authority <p>Consequences of continuity and change over the period</p> <ul style="list-style-type: none"> • consequences of historical movements or trends on political, cultural, social, military and legal structures within a society throughout the period of study • the effectiveness of individuals and groups in achieving their aims 	<p>WALT: (What we are learning to do)- Life in Nazi Germany and how it impacted groups within society.</p> <p>WILF: (What I am looking for)- Ability to use and analyse sources in regards to life in Germany</p>	Task 10: Source analysis- life in Germany.

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		<ul style="list-style-type: none"> ▪ who benefited and who did not? ▪ to what extent did society change and what remained the same? • 	<ul style="list-style-type: none"> • the effectiveness of individuals and groups in achieving their aims • evidence of continuity and/or change to the values, beliefs and attitudes of a society as a result of historical movements or trends <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> • events that contributed to the development of particular movements or trends throughout the period • methods and strategies used by leaders, individuals and groups to achieve their aims- • key ideas underlying movements or trends, what they were, and how they were articulated by groups and their leaders 		
3	11	<p>Case study of the Holocaust Using the Holocaust booklet- includes the Hangman, watching either “The boy in the striped pyjama’s”, or “Schindlers list” or “La Rafle” or “Jakob the Liar”</p>	<p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> • methods and strategies used by leaders, individuals and groups to achieve their aims • key ideas underlying movements or trends, what they were, and how they were articulated by groups and their leaders • events that contributed to the development of particular movements or trends throughout the period <p>Consequences of continuity and change over the period</p> <ul style="list-style-type: none"> • the impact of special circumstances or situations on various forms of continuity and change 	<p>WALT: (What we are learning to do)- Understanding the causes, events and outcome of the Holocaust.</p> <p>WILF: (What I am looking for)- Use of sources to show an holistic understanding of the Holocaust and it’s lasting impact.</p>	

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Modern History – General Year 12 2021

Unit 3 – Societies and Change (Elective: USA between the wars 1917-1948) Semester 1

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			<ul style="list-style-type: none"> consequences of historical movements or trends on political, cultural, social, military and legal structures within a society throughout the period of study the effectiveness of individuals and groups in achieving their aims 		
3	12	<ul style="list-style-type: none"> Timeline of significant events Nazi foreign policy based on ‘Greater Germany’ and <i>Lebensraum</i> [living space for the master race] <ul style="list-style-type: none"> the Saar plebiscite 1933 remilitarisation of the Rhineland 1936 <i>Anschluss</i> [union] with Austria 1938 occupation of the Sudetenland 1938 Munich Conference created ‘peace in our time’ 1938 invasion of Czechoslovakia 1939 invasion of Poland 1 September 1939 Allies (Britain, France) declare war on Germany 3 September 1939 <i>Blitzkrieg</i> [lightning war] success in Poland and Western Europe 1939 Nazi-Soviet Non-Aggression Pact with Russia 1939 declaration of war on Russia, Operation Barbarossa 1941 USA enters the war after the bombing of Pearl Harbour 1941 	<p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> events that contributed to the development of particular movements or trends throughout the period key ideas underlying movements or trends, what they were, and how they were articulated by groups and their leaders methods and strategies used by leaders, individuals and groups to achieve their aims <p>Consequences of continuity and change over the period</p> <ul style="list-style-type: none"> the impact of special circumstances or situations on various forms of continuity and change consequences of historical movements or trends on political, cultural, social, military and legal structures within a society throughout the period of study The effectiveness of individuals and groups in achieving their aims 	<p>WALT: (What we are learning to do)- Overview of Nazi actions and policy during WW2 (Timeline), Life in Nazi Germany during WW2.</p> <p>WILF: (What I am looking for)- Timelining skills, understanding of the impact of WW2 on Nazi’s and German citizens.</p>	

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Unit 4 – Historical Trends and Movements (Elective: Nazism in Germany 1918-1945) Semester 2

		<ul style="list-style-type: none"> ▪ Nazi defeats and retreats 1942 onwards ▪ V.E. Day, Germany surrenders 7 May 1945 • Case study such as the Battle of Stalingrad • German home front • Did the war increase opposition to the Nazis? resistance groups such as the White Rose Group, Swing Youth, the Edelweiss Pirates, the July bomb plot and the <i>Abwehr</i> <p>Revision</p>	<ul style="list-style-type: none"> • evidence of continuity and/or change to the values, beliefs and attitudes of a society as a result of historical movements or trends 		
3	13	<p>Revise: End of Unit-</p> <ul style="list-style-type: none"> • Germany pre and post WW1 • Reasons for Nazi Rise • Hitler- the man the myth • Life in Germany- pros and cons • The Holocaust • Events leading to WW2 • Main events WW2 <p>Use your timelines, glossaries, biographies to help you revise.</p> <p>Could watch: “Swing Kids”, “Book Thief” to show opposition</p> <p>Test.</p>	<p>Elements of society at the start of the period</p> <ul style="list-style-type: none"> • key political, social and economic structures of German society at the start of the period • values, beliefs and traditions that have changed or remained the same • means by which individuals and groups have gained power and authority • the relationship between events, ideas, people and other factors underlying the nature of the society to that point <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> • events that contributed to the development of particular movements or trends throughout the period • key ideas underlying movements or trends, what they were, and how they were articulated by groups and their leaders 	<p>WALT: (What we are learning to do)- Revising using various methods the whole unit- leaders, events, opposition and impact on society. Source analysis skills required.</p> <p>WILF: (What I am looking for)- Recall of main ideas, events and key people, chronology and source analysis skills.</p>	<p>Task 11: Test- unit test on Unit 4. (Week 12-13)</p>

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			<ul style="list-style-type: none"> • methods and strategies used by leaders, individuals and groups to achieve their aims <p>Consequences of continuity and change over the period</p> <ul style="list-style-type: none"> • the impact of special circumstances or situations on various forms of continuity and change • consequences of historical movements or trends on political, cultural, social, military and legal structures within a society throughout the period of study • The effectiveness of individuals and groups in achieving their aims • evidence of continuity and/or change to the values, beliefs and attitudes of a society as a result of historical movements or trends 		
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Historical skills :The following skills will be developed during this unit.

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Modern History – General Year 12 2021

Unit 3 – Societies and Change (Elective: USA between the wars 1917-1948) Semester 1

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Chronology, terms and concepts

- identify links between events to understand the nature and significance of causation, continuity and change over time
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding

Historical questions and research

- formulate, test and modify propositions to investigate historical issues
- frame questions to guide inquiry and develop a coherent research plan for inquiry
- identify, locate and organise relevant information from a range of primary and secondary sources
- practise ethical scholarship when conducting research

Analysis and use of sources

- identify the origin, purpose and context of historical sources
- analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument
- evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support an historical argument

Perspectives and interpretations

- analyse and account for the different perspectives of individuals and groups in the past
- evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective
- evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions

Explanation and communication

- develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments
- communicate historical understanding by selecting and using text forms appropriate to the purpose and audience
- apply appropriate referencing techniques accurately and consistently
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