

Year 9 History

Term One: Nazi Germany		
Grades 1-3	Grades 4-6	Grades 7-9
<p>Knowledge and understanding:</p> <ul style="list-style-type: none"> The student can describe the contents of the Treaty of Versailles. The student can provide evidence for one side of the argument about origins of the Reichstag Fire: the Nazis or someone else. The student can identify a range of examples of Nazi propaganda and explain the hidden messages behind the propaganda. <p>Using evidence:</p> <ul style="list-style-type: none"> The student can assess the hidden meaning of sources (such as cartoons about the Treaty of Versailles) showing inferential understanding. <p>Understanding different interpretations and views:</p> <ul style="list-style-type: none"> The student can identify differing opinions and views about the Treaty of Versailles/life in Nazi Germany. The student can identify aspects of an interpretation that are accurate, inaccurate or elements that are missing. <p>Causation:</p> <ul style="list-style-type: none"> The student can identify/describe the reasons for Hitler's rise to power. <p>Change and Continuity:</p> <ul style="list-style-type: none"> The student can identify/describe examples of how people's lives changed after 1933. 	<p>Knowledge and understanding:</p> <ul style="list-style-type: none"> The student can explain why the Treaty of Versailles was problematic The student can provide evidence for both sides of the argument that about the origins of the Reichstag Fire. The student can confidently explain the hidden messages behind Nazi propaganda and analyse why such methods were effective. <p>Using evidence:</p> <ul style="list-style-type: none"> The student can assess the hidden meaning of sources (such as cartoons about the Treaty of Versailles) showing inferential understanding. This is supported with specific own knowledge. <p>Understanding different interpretations and views:</p> <ul style="list-style-type: none"> The student can start to explain why there were different opinions and views about the Treaty of Versailles/life in Nazi Germany using the provenance of the view. The student can use specific knowledge to evaluate one way in which an interpretation is accurate, inaccurate or how elements are missing. <p>Causation:</p> <ul style="list-style-type: none"> The student can fully explain a range of reasons for Hitler's rise to power - with some analysis of whether they helped him to become Chancellor or dictator. <p>Change and Continuity:</p> <ul style="list-style-type: none"> The student can explain, in detail, examples of how people's lives changed after 1933. The student has a clear understanding of life before 1933 and how this changed with the rise of the Nazis. 	<p>Knowledge and understanding:</p> <ul style="list-style-type: none"> The student can analyse the long-term and short-term impact of the Treaty of Versailles. The student can reach a valid and analytical conclusion about the origins of the Reichstag Fire. The student can use wider contextual knowledge to explain why particular messages were used at particular points in time. <p>Using evidence:</p> <ul style="list-style-type: none"> The student supports their inferential understanding (such as cartoons about the Treaty of Versailles) with specific own knowledge of the topic and the context within which the source was created. <p>Understanding different interpretations and views:</p> <ul style="list-style-type: none"> The student can confidently explain why there were different opinions and views about the Treaty of Versailles/life in Nazi Germany using the provenance of the view. The student can use specific knowledge to evaluate multiple ways in which an interpretation is accurate, inaccurate or how elements are missing. <p>Causation:</p> <ul style="list-style-type: none"> The student can confidently explain the full range of reasons for Hitler's rise to power and reach a valid decision about which was most important. This will be based on a thorough understanding of the chronology and relative impact of different events and themes. <p>Change and Continuity:</p> <ul style="list-style-type: none"> The student has a complex understanding of how people's lives changed after 1933. This not only means that they can explain how people's lives changed with the rise of the Nazis in 1933 but how life continued to change by 1945.
<p>Assessment: ILO: Life in Nazi Germany (Change and Continuity) STEP: How did Hitler come to power in 1933? (Causation)</p>		