



History Scheme of Learning

Year 10 – Terms 1 and 2 or Terms 3 and 4/Living Under Nazi Rule 1933-1945

Intent – Rationale

This world depth study should enable learners to understand the impact of the Nazi dictatorship on people’s lives both within Germany and across occupied Europe. It explores the interplay of political, economic, social, racial and cultural forces at work in these societies. Learners should be able to identify and describe the main features of the period and should develop an understanding of the diverse lives and experiences of people during this traumatic time. The study should enable learners to engage with a range of historical sources that shed light on people’s experiences of living under Nazi rule. It should also enable learners to understand different interpretations of aspects of life under Nazi rule.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul style="list-style-type: none"> In Year 9 students study Weimar Germany, Nazi Germany and the Holocaust 	<ul style="list-style-type: none"> In Year 13 A Level students study German 1848-1945 as their NEA topic
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> English – First World War, Russian Revolution EP – The Holocaust PSHE – government and Democracy, morality, rights and responsibilities German – terms used when studying Nazi Germany Geography – Location of countries which occupied by the Nazis during WW2 	<ul style="list-style-type: none"> SMSC – SP2, SP3, M1, M2,M3,SO1,SO3,C1,C2,C3,C4 BV - 1,2,3,4 and 5 GB - a,b,c,d,e,f,g,h,i
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<p>FROM THE LIBRARY</p> <p><i>Death Camps-947</i></p> <p><i>Holocaust; survival and existence-940.53</i></p> <p><i>Nazi Germany-943</i></p> <p><i>The Camp System-940.53</i></p> <p><i>An Englishman in Auschwitz-940.53</i></p> <p><i>Holocaust; Cause-s940.53</i></p> <p><i>Adolph Hitler-943.08</i></p> <p><i>Hitler and Mussolini-945.09</i></p> <p><i>Leaders of World War II- 940.53</i></p> <p><i>Surviving Hitler- 940.53</i></p> <p><i>When Hitler stole Pink Rabbit, Kerr,J (Bio))</i></p> <p><i>The Boy In the Striped Pyjamas Boyne,J (Fic)</i></p> <p>BBC History Magazine</p>	<ul style="list-style-type: none"> Using statistics as part of source material

- Living Graphs
- Venn Diagrams

History Scheme of Learning



Year 10 – Term 1-2 or 3-4

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<u>Know</u>	
<ul style="list-style-type: none"> • Hitler’s establishment a dictatorship between 1933-34 • Control and Opposition to the Nazis 1933-39 • Lives of the People in Nazi Germany 1933-39 • Germany and WW2 • Nazi Occupation of Western and Eastern Europe 	
<u>Apply</u>	
<ul style="list-style-type: none"> • Knowledge of how Hitler established a dictatorship between 1933-34 and eroded German democracy and gained complete control • Knowledge of how Hitler created a system of control and how the German people reacted either in compliance or opposition. • Knowledge of the changes that the Nazis made to the lives of women, children, workers and Jews and their impact • Knowledge of the impact of WW2 on the German home front and how it changed people perception of Hitler and his regime • Knowledge of the experiences of people living under occupation and how the experiences differed in Western and Eastern Europe 	
<u>Extend</u>	
<ul style="list-style-type: none"> • Evaluate how Hitler established a dictatorship and to what extent this was done legally or through violence • Evaluate the mechanisms of Nazi control and how effective the opposition to Nazi rule was • Evaluate how successfully Hitler controlled the daily lives of the people of Nazi Germany • Evaluate the impact of WW2 on Germany • Evaluate the impact of Nazi occupation of Western and Eastern Europe and to assess their similarities and differences. 	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> • Abolition – bring an end to • Anti-Semitic – being hostile or prejudiced to Jews • Aryan – the Nazi master- race • Atlantic Wall – a system of defence built by the Nazis along the coast of Europe 1942-44 • Block leaders – men responsible for Nazi Party activity within a set of about fifty homes in a local area • Boycott – to avoid or refuse to have anything to do with a person or business • Bunker – an underground room used as protection against bombing • Centralise – to take power from local people or groups and give it to the national government • Chancellor – the leader of the German government • Charisma – charm or appeal, strength of personality • Civilian – a person who is not a member of the armed forces • Collaboration – when people in an occupied country actively co-operate with the enemy 	<ul style="list-style-type: none"> • Low stake / high impact recall activities • Assessment #1: “Hitler’s position of total power by August 1934 was achieved mainly through the use of violence.” How far do you agree with this view of Germany between January 1933 and August 1934? • Assessment #2: Question 7 on the Gestapo - How useful are Interpretations B and C and Source D for a historian studying the work of the Gestapo between 1933 and 1939? In your answer, refer to the two interpretations and the source as well as your own knowledge. • Assessment #3: ‘Nazi policies made the lives of German people worse between 1933 and 1939.’ How far do you agree with this view? • Assessment #4: Q7 2018 How useful are Sources B and C and Interpretation D for a historian studying total war in Germany between 1943 and 1945? • Assessment #5: Q6 2019 What can Source A tell us about the Holocaust?



- Communist – people who believe that all the people of a community should own its wealth rather than just a few rich individuals
- Concentration camp – a place where a government forces its enemies to live, under guard and in poor conditions
- Concordat – an agreement made by the Pope and the government
- Conscription – compulsory service in the armed forces
- Constitution – the rules of how a government should work
- Death camps – extermination camps built by the Nazis during WW2 to kill Jews and others
- Democracy – a system where all adults vote to choose those who rule the country
- Denunciation – secretly informing e.g. telling the Gestapo about what individuals or groups were doing
- Deport – remove someone from a country by force
- Dictator – a person with complete power
- Einsatzgruppen – the mobile killing squads that carried out mass murders in the east after 1939
- Emigrant – a person who leaves his or her homeland
- Fuhrer – German for supreme leader
- Gas chambers – air-tight rooms constructed at death camps in which millions of Jews and others were murdered by the Nazis
- Gestapo – the secret police in Nazi Germany
- Ghetto – an enclosed areas in a city where the Nazis forced Jews to live after 1939
- Gleichschaltung – the Nazi name for taking control of German society
- Lander – the regions of Germany
- Lebensraum – the Nazi Policy of taking land from other countries to gain extra ‘living space’ to keep the German people healthy and wealthy
- Napola – a type of boarding school in Nazi Germany
- Nazi – short name for the National Socialist German Workers Party
- Orpo – ordinary police
- Patriotism – a person’s pride and love of his country
- Propaganda – spreading a one-sided message as widely as possible
- Putsch – a violent attempt to take over a government
- Rally – a large gathering of enthusiastic supporters
- Reich – German meaning Empire
- Reichstag – the German parliament building
- Reichswehr – the German army
- Resistance – groups of people in occupied countries during the Second World War who attempted to bring an end to Nazi occupation
- SA (Sturmabteilung)– the force that started as a bodyguard for Hitler but became the private army of the Nazis – also known as the Brownshirts
- SD (Sicherheitsdienst) – the Nazi secret service based on spies and informants
- Social Democrats – a left-wing German political party the opposed the Nazis
- SS (Schutzstaffel) – a small group of committed Nazis. Also known as the Blackshirts. They were largely responsible of running the Nazi ‘machinery of terror’.
- Stormtrooper – a member of the SA
- Swastika – the sign adopted by the Nazi Party
- Total war – a war which directly involves civilians as well as soldiers

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- **Übermenschen** – the Nazi word for the super-human, master-race
- **Untermenschen** – the Nazi word for so-called sub-human people e.g. the Jews
- **Volkssturm** – the National militia
- **Wehrmacht** – German armed forces (army, navy, air force)
- **Weimar Government** – the name of the government that ran Germany from 1918 to 1933
- **Zyklon B** – the trade name of the cyanide-based insecticide used in gas chambers to murder Jews and others.



Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
What was Germany like before Hitler came to power?	To develop an overview of and explain the key developments in Germany before 1933	To evaluate and be able to justify the weaknesses of the Weimar Republic	<p>Recall focus - Weimar Germany from Y9 work</p> <ol style="list-style-type: none"> 1) Watch Make Germany Pay Parts 1 and 2 https://www.youtube.com/watch?v=EuuXQ089X_E https://www.youtube.com/watch?v=MIH-4b8zFMw (You may need to log into Youtube to view part 1) – make notes 2) Using Walsh pp.250-263, make a TL 1918-1933 of key dates in the WR explaining why this might help the Nazis come to power.
How and why did Hitler rise to power?	To develop knowledge of the key events and developments in Hitler's rise to powers	To evaluate and be able to justify the significance of Hitler	<p>Recall focus - Hitler and the Nazi Party from Y9 work</p> <ol style="list-style-type: none"> 1) https://www.youtube.com/watch?v=Br-QxsOJ-Jg&t=204s – Watch Andrew Marr the rise of Hitler 2) LUNR pp.6-7 / Walsh p.265 What was the significance of the Munich Putsch? 3) LUNR pp. 6-7 / Walsh pp.266-267 What were the key developments for the Nazi Party 1924-29? 4) PEE paragraph – How important was Hitler in the Nazis rise to power?
How did Hitler become Chancellor?	To develop knowledge of how events between 1929 and 1933 led to Hitler becoming Chancellor	To evaluate and be able to evaluate the significance of the WSC	<p>Recall focus - The Munich Putsch</p> <ol style="list-style-type: none"> 1) The impact of the Wall Street Crash – Walsh pp.268-271 https://www.youtube.com/watch?v=rXkSCZdq0Sg 2) Events of 1932-33 Walsh pp.272 3) Practise 10 mark Q (as for PH and TMOA) Explain why Hitler Chancellor in 1933. Use the SOCs of causation and significance.
How and why did Hitler become a dictator between 1933-34? – Who were the key Nazis and what did they believe?	To develop a detailed knowledge of Hitler's henchmen and Nazi ideology and be able to explain why and how these help the Nazis gain power.	To assess whether ideology or leadership of the party was the main reason for the increase of Nazi control.	<p>Recall focus - The situation of Germany 1929-33 and what impact this had on the Nazi Party.</p> <ol style="list-style-type: none"> 1) Create profiles on the main Nazis leaders using LUNR pg 10-11 or worksheet on Nazi leaders. 2) Complete tabular task to examine Nazis ideas using LUNR pg 12-13. 3) Practice Q6 – do as a class using Ein Reich, Ein Volk, Ein Fuhrer poster.
How and why did Hitler become a dictator between 1933-34? – What was the significance of the Reichstag Fire and the Enabling Act and how did this enable the Nazis to tighten control further?	To develop knowledge of and explain the impact of the Reichstag Fire and the Enabling Act.	To evaluate how complete Nazi control was by July 1933 and be able to justify which was the most significant event	<p>Recall focus - Nazi Ideology</p> <ol style="list-style-type: none"> 1) https://www.youtube.com/watch?v=Gsy8d97t6nM – Reichstag Fire to the Enabling Act 2) 'Steps to Power' Sheet – complete columns 1-4 – LUNR pp.14-19 https://www.youtube.com/watch?v=yHzM1gXaiVo – Book burning 3) Complete reflect activity on p.20 – Emphasise USEFUL and PURPOSE of the photographs
How and why did Hitler become a dictator between 1933-34? – What was the of the Night of the Long Knives?	To develop a knowledge of the causes and consequences of the Night of the Long Knives	To evaluate the impact of the Night of the Long Knives in Hitler's rise to power	<p>Recall focus - Reichstag Fire and the Enabling Act</p> <ol style="list-style-type: none"> 1) LUNR pp.20-21 – Causes and Consequences of the NLK – evaluation what was the significant consequence 2) Cartoon analysis – Low cartoon on the NLK 3) Complete column 5 on 'Steps to Power' Sheet p. 23 LUNR



			4) Revise for assessment					
Assessment			1) Create living graph of January 1933-August 1934 – plot Hitler’s rise to dictatorship. Use LUNR(F) p. 25 Significance of events 2) Essay assessment: “Hitler’s position of total power by August 1934 was achieved mainly through the use of violence.” How far do you agree with this view of Germany between January 1933 and August 1934?					
How and why did the Nazis use terror to control people?	To develop a detailed knowledge of the terror methods used by the Nazis to be to explain how these controlled the German population	To be able to evaluate the methods of terror used by the Nazi government and the overall success of control by fear.	Recall focus - Night of the Long Knives 1) Complete the tabular on the different elements of the Nazi terror state LUNR pp. 26-31 <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Method of terror</td> <td style="width: 20%;">Leader</td> <td style="width: 20%;">Size</td> <td style="width: 20%;">Duties</td> <td style="width: 20%;">How did help keep control</td> </tr> </table> 2) Why did the Nazi terror machine work so well? What do think was the most effective part(s)? Explain your answer.	Method of terror	Leader	Size	Duties	How did help keep control
Method of terror	Leader	Size	Duties	How did help keep control				
How and why did the Nazis use propaganda to control people?	To develop a knowledge of the different methods of propaganda used by the Nazis	To be able to interpret the effectiveness of Nazi propaganda posters and to be able evaluate its overall effectiveness as a method control.	Recall focus - Terror methods of control. 1) Tabular Task / mindmap of the different methods on propaganda LUNR pp. 32-36. Watch the following clips to support note making. https://www.youtube.com/watch?v=V4clb83HBeU – Berlin Olympics https://www.youtube.com/watch?v=V4Drc3QbQDY - Rallies https://www.youtube.com/watch?v=AyzGlz mh9d4 – Rallies 2) Which was more effective propaganda or terror in controlling the German population? Lesson 2 Recall focus - Methods control - propaganda 1) Posters – In groups get students to analyse different Nazi propaganda posters 2) How useful are these posters to an historian studying Nazi propaganda between 1933 and 1939? – Q7 preparation for assessment.					
Who opposed the Nazis? How successful were they?	To be able to explain the different types of opposition to Nazi rule	To be able to evaluate the success of the opposition to Nazi rule.	Recall focus - Methods of control – terror and propaganda 1) Make notes on the various types of opposition politics, religious, youth groups. 2) Decide if the opposition was moderate to extreme 3) TWE do you agree with Evans’ interpretation? LUNR p.37 https://www.youtube.com/watch?v=X5-NdI9Lr3o – Georg Elser trailer.					
Assessment			Recall focus - Nazi opposition 1) LUNR(F) p.43 – Why was so little opposition to Nazi rule 1933-39? 2) Question 7 on the Gestapo – Specimen practice paper set 1					
What impact did Nazi policies have on German workers?	To be able to explain the Nazi policies towards workers	To be able to evaluate the positive and negative impact of the Nazi workers’ policies	Recall: Reichstag Fire, Enabling Act, Night of the Long Knives 2) LUNR pp.46-47 produce a table of positive impact on Nazi workers / negative impact on Nazi workers / create living graph of workers policy 1933-1938 3) How far do you agree that the Nazis improved the lives of working people? https://www.youtube.com/watch?v=_ET9eFE4I7g					



<p>What impact did Nazi policies have on German women?</p>	<p>To be able to explain the Nazi policies towards women</p>	<p>To be able to evaluate the positive and negative impact / success and failure of the Nazi policies towards women</p>	<p>Recall focus - Workers policy</p> <ol style="list-style-type: none"> 1) Painting analysis of <i>Wissel</i> on p. 44 What does this reveal about family life in Nazi Germany? 2) Draw an outline of a women – label what should a Nazi women look like 3) https://www.youtube.com/watch?v=wFkb7vYZp8U 4) Complete a table. Use LUNR pp.48-49 <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">Nazi Policy towards was a success / life improved for women</td> <td style="width: 50%; padding: 2px;">Nazi Policy towards was a failure / life didn't improved for women</td> </tr> </table> <ol style="list-style-type: none"> 5) How far do you agree that the Nazis improved the lives of women? 	Nazi Policy towards was a success / life improved for women	Nazi Policy towards was a failure / life didn't improved for women
Nazi Policy towards was a success / life improved for women	Nazi Policy towards was a failure / life didn't improved for women				
<p>What impact did Nazi policies have on the young people?</p>	<p>To be able to explain the Nazi policies towards young people</p>	<p>To be able to evaluate the positive and negative impact / success and failure of the Nazi policies towards women</p>	<p>Recall focus - Nazi women's policy</p> <ol style="list-style-type: none"> 1) Complete a mindmap of how the Nazis controlled young people: Teachers, Schools, Curriculum, Youth Organisations. Highlight successful control / failures in control. Use LUNR pp.50-51 2) https://www.youtube.com/watch?v=lzjaUsljsN4 3) How far do you agree that the Nazis controlled the lives of children? 		
<p>How successful were Nazis policies to control people in Germany?</p>	<p>To be able to explain the successes and failures in how the Nazis controlled the lives of the German people</p>	<p>To be to evaluate and justify to what extent they were successful in their control.</p>	<p>Recall focus - Nazi Youth policies</p> <ol style="list-style-type: none"> 1) Using this list of factors – complete a target of how successfully they controlled the people of Germany. <ul style="list-style-type: none"> • The Enabling Act – 24th March 1933. This gave Hitler the power to pass any law without consent of the Reichstag. • Trade Unions shut down and leaders arrested - 2nd May 1933. • The Book Burnings – 10th May 1933. Nazi students burnt 25,000 books that were 'un-German'. • Act to Ban New Parties – 14th July 1933. • Act for the Reconstruction of the State – January 1934. Removed the power of the Länder. • The People's Court – set up April 1934. • Heinrich Himmler becomes Chief of All German Police and head of the SS – 1936. • The Gestapo • Concentration Camps • Newspapers • Radio • Rallies • Workers • Women • The Youth 2) Explain / Justify choices 		



<p>How and why did the Nazi persecute minority groups</p>	<p>To be able to explain the Nazi policies towards minority groups</p>	<p>To be able to evaluate the impact that increased persecution of the Jews had on their lives.</p>	<p>Recall focus - Gleichschaltung</p> <ol style="list-style-type: none"> 1) Write definitions Übermenschen and Untermenschen. Use LUNR pp. 54-55 2) Why did the Nazi persecute Jews? LUNR p.55 3) Der Sturmer / The Toadstool – propaganda analysis 4) Kristallnacht https://www.youtube.com/watch?v=-y0uwd9QAYE - using LUNR p.57 record the key facts 5) Photocopy pages 58-9 onto an A3 sheet. Students have to rank each laws against the Jews 1-5 (1=limited impact and 5 =significant impact). Students than have to explain the impact of any laws that have a rating of 4/5. 6) Complete sheet Rukeli Trollmann. LUNR pp.60-61
<p>Assessment</p>			<p>Recall focus - Nazi persecution of the Jews</p> <ol style="list-style-type: none"> 1) LUNR(F) p. 61 Explore the diversity of different groups 2) June 2018 Paper 'Nazi policies made the lives of German people worse between 1933 and 1939.' How far do you agree with this view?
<p>What impact did a war economy have on the German people between 1939-42?</p>	<p>To be able to explain how the lives of the German people changed 1939-43</p>	<p>To assess the changes to German people' lives and which group of people was affected the most.</p>	<p>Recall focus - Workers, women, youth policies Using LUNR pp.64-67</p> <ol style="list-style-type: none"> 1) How did the population in Berlin initially react to the outbreak of war in September 1939? 2) How did the German economy change to a war economy? Was it successful? 3) Who was Albert Speer and what was his economic plan? 4) How was food rationed? 5) What changes were made to the lives of women? Were the changes successful? 6) How were the German people affected by bombing? 7) How were children and young people affected by the war 1939-42? 8) Which group of people do you think was most affected? 9) Essay plan: "The German people did not support the war between 1939 and 1945." How far do you agree with this view? Draw a table in your books what evidence / information could you use to answer this question.
<p>How and why did opposition to the Nazis increase during the war?</p>	<p>To be able to explain the different types of wartime opposition and why it increased</p>	<p>To be able to evaluate the different types of occupation</p>	<p>Recall focus - Wartime Germany 1939-42</p> <ol style="list-style-type: none"> 1) Why did Nazi resistance increase from 1943? 2) Draw a line of moderate to extreme opposition – using LUNR pp.68-71 – plot the different types of resistance 3) Why wasn't there more Nazi resistance? 4) What do you consider to be the most effective type of resistance? https://www.youtube.com/watch?v=DVrd9dWfYKg – Clip from Valkyrie https://www.youtube.com/watch?v=fyso7SWebcA – Rosenstrasse trailer https://www.youtube.com/watch?v=ZtOKRsF6Rr0 – the White Rose https://www.youtube.com/watch?v=gcpv3l6csBw – Hampel – Alone in Berlin trailer 5) Essay plan: "The German people did not support the war between 1939 and 1945." How far do you agree with this view? Draw a table in your books what evidence / information could you use to answer this question. Add further detail to your plan



<p>What was the impact of 'Total War' on the German people between 1943-1945?</p>	<p>To be able to explain the different aspects of total war and how it affected the German people between 1943-45</p>	<p>To assess the success of Total War and to what extent it was supported by the German people.</p>	<p>Recall focus - Wartime Opposition</p> <ol style="list-style-type: none"> 1) When and where was Goebbels' Total War speech? What was he trying to achieve? 2) What impact did this have on the German people? 3) What was the impact of increased air raids on Germany? 4) Why was 1944 a year of crisis for the Nazi government? 5) How did the Nazis increase the war effort in 1944? 6) Who were the Volkssturm? What did they do? Were they successful in raising the morale of the German people? 7) What was the impact of the bombing of Dresden? 8) Explain events in Berlin in April 1945. 9) Essay plan: "The German people did not support the war between 1939 and 1945." How far do you agree with this view?. Draw a table in your books what evidence / information could you use to answer this question. Add further detail to your plan. Write a conclusion to the essay. <p>https://www.youtube.com/watch?v=DRmHOSnehTk – Total War Speech https://www.youtube.com/watch?v=R5i9k7s9X_A – Berlin in 1945 after defeat</p>
<p>Assessment</p>			<p>1) Q7 2018 - How useful are Sources B and C and Interpretation D for a historian studying total war in Germany between 1943 and 1945?</p>
<p>What was life like during Nazi occupation in the East and the West?</p>	<p>To be able to explain how the Nazis treated the people during occupation and how the treatment differed between Poland and the Netherlands</p>	<p>To be able to evaluate the similarities and differences of occupation between the East and West.</p>	<p>Recall focus - Germany and WW2 1943-45</p> <ol style="list-style-type: none"> 1) Q: How did the Germans see the people of Eastern Europe? How did this differ with Western Europe? How would this affect their treatment of the people in occupied countries? 2) Using pp. 82-83 LUNR Answer the following questions about Poland: <ol style="list-style-type: none"> a) Who owned and lived on the land after the invasion? b) What was the Nazis attitude to the people they conquered? c) How did the Nazis treat the civilians at first / later? d) How did the people resist the Nazis? 3) Using pp.84-85 LUNT do the same questions for the Netherlands 4) Complete a Venn diagram for Dutch and Polish occupation. See p.85 for a guide to diagram 5) Possible practiced Q6: Poster on p.84 What does this source tell us about Nazi occupation during WW2?
<p>How and why did the Nazi policies against minorities result in the Holocaust?</p>	<p>To be able to explain the difference stages of the Holocaust and how persecution increased</p>	<p>To be able analyse and evaluate the different stages of the Holocaust</p>	<p>Recall focus - Persecution of the Jews 1933-39</p> <ol style="list-style-type: none"> 1) Using LUNR pp.86-91 complete a step diagram of the stages of the Holocaust <ol style="list-style-type: none"> i) First solution: Persecution and emigration 1938-9 ii) Second solution: Concentration in ghettos 1939-41 iii) The final solution, phase 1: the Einsatzgruppen 1941-45 iv) The final solution, phase 2: death by gas 1941-45 v) The Wannsee Conference, January 1945 vi) Auschwitz: the death factory <p>For each step include:</p> <ul style="list-style-type: none"> - What happened. - Where it happened.



			<ul style="list-style-type: none"> - Why it happened - What were the results <p>2) Using LUNR pp.96-97 Case study of the Holocaust in Hungary https://www.youtube.com/watch?v=449ZOWbUkf0&t=40s https://www.youtube.com/watch?v=AAhFcf5uVr4</p>
How and why did people respond to Nazi rule in different ways?	To be able to explain the different reactions and responses to Nazi occupation	To be able to analyse and evaluate the different responses and to be able to make justified conclusion about the extent of the resistance or collaboration	<p>Recall focus - The Holocaust</p> <ol style="list-style-type: none"> 1) Define collaboration, accommodation, resistance 2) Draw a line in exercise book – see p. 92 3) Using pp.92-95 and p.80 Channel Islands, p.83 the Poles, p.84 Dutch before 1941, pp.84-5 Dutch after 1941 and p.87 Emanuel Ringelblum. Complete line of continuum 4) Write a paragraph explaining why people collaborated with examples 5) Write a paragraph explaining why people resisted with examples <p>https://www.youtube.com/watch?v=xd-MGY2Fyt8 – Women Head shaving https://www.youtube.com/watch?v=n-9eUXSzZnk – Defiance trailer</p>
Assessment			<ol style="list-style-type: none"> 1) Q6 – 2019 paper What can Source A tell us about the Holocaust?