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The History Press for extract from Henry Metelmann: Through Hell for Hitler: the dramatic first hand account of fighting on the Eastern Front with the Wehrmacht in World War I (Spellmount, 2001).


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Introduction to the Teacher Handbook

This Teacher Handbook has been written specifically to match the new 2016 AQA GCSE History specification and to support the Oxford AQA GCSE History series of Student Books and Kerboodle. It covers all 16 GA options, and offers professional, practical support filled with subject knowledge, classroom ideas for differentiation and enrichment, and exam support.

It has been an absolute pleasure for us to edit and support our expert author team to write this Oxford AQA GCSE History series. We believe it does exactly what a high-quality history series should do: it helps students think deeply about the past and inspires a curiosity to know more, while supporting teachers with assessment overviews and practical exam practice advice in both print and digital formats.

Between us, we have worked in several large, mixed comprehensive schools and written extensively in both KS3 and KS4. We have also been involved in teacher inset and curriculum and exam specification development on a local and national level, and hope that some of our knowledge of and passion for history teaching and learning will be conveyed in this series.

We hope you’ll enjoy using this series, and sharing with students a good foundation and a love of history!

Best wishes,

Jon Cloake
Series Consultant

Aaron Wilkes
Series Editor

About the series

The Oxford AQA GCSE History series is the only new AQA course offering trusted expert support from Jon Cloake, an author with unrivalled examining experience, and Aaron Wilkes, an experienced head of History. The series has been written by a team of examiners, teachers and historians, and designed to match the new 2016 AQA GCSE History specification.

On Kerboodle: Exam Practice and Revision, exam walkthrough film clips, history skills animations and On Your Marks exam practice presentations and differentiated worksheets are integrated with the Student Books and Teacher Handbook, so students will have plenty of opportunities to practise and test exam question types across all topics.

The series components

The series consists of:

For students

- Student Books (and/or Kerboodle Books)
- Kerboodle: Exam Practice and Revision.

For teachers

- Teacher Handbook
- Kerboodle: Exam Practice and Revision [includes teacher access to all the Kerboodle Books].
History content also available on Kerboodle

extended assessment support is outside of the building. Chimneys were based on classical wood panelling and geometric plasterwork set off walls. It demonstrated a cultured mind and refined taste. The Renaissance was the height of fashion to architect Robert Smythson, who designed houses for the gentry in a time of stability in England, and houses demonstrated the wealth and power of the owners, but they were placed within the chamber and the other rooms. With the move to greater a hall, but guests passed through it to go up to the great frames which references the Hardwick and Renaissance architecture.

Elizabethan country houses reflected the status and prosperity of its owner. How a specific house, Hardwick Hall, was third husband was Sir William Cavendish, whom she married in 1590 and 1597 Queen of Scots’ distant cousin. Any children they had would have a claim Bess third husband was Sir William Cavendish, whom she married in 1590 and 1597 Queen of Scots’ distant cousin. Any children they had would have a claim overmantel loggia Renaissance

Timeline provides a list of dates identifying key events to help students understand chronological developments

Practice Questions and Study Tips help familiarise students with new-style exam questions

Work questions are generally progressive in terms of difficulty, to help students apply what they have learned

Carefully selected Interpretations and Sources provide opportunities to analyse and evaluate different perspectives on the past

Chapter title

Chapter 3

1527

Timeline

Elizabethan England c1567–1603

1637

Practice Question

8

Compare the features of Hardwick Hall with other Elizabethan houses. Is the conclusion that Hardwick Hall is the best Elizabethan house ‘justified? Why or why not?

A German newspaper cartoon published in July 1919, entitled From M. Keynes’ book, includes no provisions for the economic recovery of Europe – [Taken from AQA 2016 Paper 1 specimen material]

Closely matched to the 2016 AQA GCSE History specification, this handbook provides:

Overview of the AQA specification
Assessment objectives and exam practice
Preparing to teach sections for each topic.

Please turn to the Contents List on page 3 to see how this book is structured. Sample curriculum plans are also provided on pages 69–80 to help you structure your teaching and to inform your own planning.

Find out more about the three main components below.

1 Overview

This is your introduction to the new AQA GCSE History specification, with ‘at a glance’ information for the specification and assessment. It also includes a list of early planning and CPD prompts that you could explore with colleagues in your department meetings.

2 Assessment objectives and exam practice

This section helps you understand in detail the new assessment objectives, mark schemes and grade descriptors. It includes support on the new historic environment requirement and exam practice question papers.
3 Preparing to teach

These pages offer comprehensive help for each of the 16 AQA GCSE History options.

Curriculum plans
Examples of 2-year and 3-year routes through the AQA GCSE History course are provided to help you plan your teaching.

Topic overviews
An introduction is provided for each of the 16 AQA options, with clear explanations of the key developments and skills for the topic in question.

A brief history
A detailed walkthrough of each option, to show you the breakdown of content and issues to watch out for while teaching the topic at GCSE level.

Links and further reading
A suggested list of books, articles and other resources for each option for your reference.

Planning to teach
This section outlines how the Oxford AQA GCSE History series can help support your teaching of a specific option.

Enrichment
Recommended student resources for further learning outside the normal school environment.

Kerboodle: Exam Practice and Revision

Kerboodle: Exam Practice and Revision provides exam practice, revision and continuing support for all 16 options of the entire AQA specification. It is intuitive to use and customisable to your needs.

Kerboodle consists of:
- Exam Practice and Revision
- Assessment
- Markbook
- Teacher access to all the Kerboodle Books. These are online versions of the Student Books. They are accessible on a range of devices, with quick navigation and a bank of tools for students to personalise the books.

Exam Practice and Revision
A comprehensive On Your Marks package of exam practice presentations and differentiated worksheets provides opportunities to practise and test exam question types across all topics.

Assessment and Markbook
End-of-topic knowledge tests, exam-style papers with answers and guidance and On Your Marks exam resources test knowledge and understanding. The Markbook records and presents student results, making it easy to check and report on progress.

A variety of exam practice and revision resources including history skills animations and video clips with tailored assessment and exam advice recap and reinforce learning. Revision interactive activities on key history skills and study techniques help your students revise in class and independently.

All the related interactives, worksheets and presentations available for each topic are showcased in easy-to-launch resource planners.

A range of On Your Marks (OYM) resources, including quick revision sessions, are tailored to each option. The OYM resources provide step-by-step revision breakdown for each question.

Break down and define each part of the question to help your students understand what is expected of them each step of the way.

The accompanying differentiated worksheets help build exam skills with student-friendly mark schemes, checklists and sample answers.

Auto-marked knowledge tests help students check their knowledge and understanding, and save you time setting questions and marking.

Scores are collected in a markbook, so teachers can keep track of student progress.
new settlers and the conflict between the new settlers and the native Americans. You might set these as homework and encourage students to keep a reading log or write book reviews to share with the class. They could write diary entries or a short letter identifying a character’s view of a specific event in America’s early history.

Educational visits
You could consider a trip to the American Museum in Bath, which looks at the history of its early settlers to the twentieth century through folk and decorative arts. Special exhibitions focus on different aspects of American life, history and culture, so it is worth keeping an eye on what is coming up that may be of relevance. The British Museum’s Native American collection includes artefacts from the indigenous peoples of North America from over 2000 years and shows how they have maintained their cultural identity since ancient times.

Websites
BBC Two Learning Zone (www.bbc.co.uk/programmes/p011b495) and BBC Class Clips both have a range of short films and clips on conflict between native Americans and settlers and cattle ranching, which is often updated. Alongside this, BBC Bitesize www.bbc.co.uk/education/solutions/zj26n39 includes revision materials and tests on the American West. A useful website for primary sources is www.eyewitnesshistory.com/os/osfm.htm, which contains first-hand accounts from settlers and cattle ranchers on how they coped with expansion, and the opportunities and challenges this provided.

To research a potential visit to the American Museum, go to http://americanmuseum.org. The British Museum website also includes interesting resources to support classroom lessons: www.britishmuseum.org/explore/themes/native_north_america.aspx.

Film and television
A wide range of films have been produced on this topic, some based on the books mentioned above. When teaching certain topics, you may consider using clips from these films as starters or to aid student understanding of specific events. History Channel’s documentary America: The Story of Us includes an episode specifically dedicated to the Civil War and expansion to aid student understanding of these periods of history. The documentary by Andrew Chater – Seven Journeys in the American West – explains the expansion into the American West through the accounts of seven eyewitnesses. Clips are available at www.bbc.co.uk/programmes/p0l0vzg8. Ken Burns’s documentaries The Civil War and The West offer incredibly detailed accounts of the period.

Bibliography: books, film and television
Cold Mountain by Charles Frazier [Sceptre, 1997]
North and South by John Jakes [Collins, 1982]
The Killer Angels by Michael Shaara [McKay, 1974]
The American West by Dee Brown [Touchstone, 1995]
Bury My Heart at Wounded Knee by Dee Brown (Bantam, 1972)
America: The Story of Us [History Channel, 2010]
Seven Journeys in the American West [Lodestar and BBC, 2004]
The Civil War [American Documentaries Inc., 1990]
The West [Florentine Films, 1996]

Germany 1890–1945: Democracy and dictatorship

Part one: Germany and the growth of democracy
This topic begins with Imperial Germany. Students will need to know political, social, cultural and economic aspects of this recently united country, as well as the challenges that Kaiser Wilhelm faced as ruler. This then leads up to the First World War, while students do not need to know about specific battles or developments, they need to be able to explain the source of domestic tensions, the end of the war and its short- and long-term impacts. When studying the causes, students might use previous knowledge of how militarism, nationalism and imperialism caused the war, but these will need to be linked to specific policies and developments. A bigger focus should be on the immediate impact of defeat on the national mood, economy and end of the monarchy and causes of post-war problems faced by the new government.

Attention should turn to the development of the democratic Weimar government and the challenges to Weimar after the First World War. Students will need to know how this government was constructed to understand the threats it faced, and should analyse the strengths and weaknesses of its constitution. From there, students need to explain causes of political change and unrest, and the causes and impact of economic collapse up to 1923. Students need to understand the importance of 1923 as a turning point, and the importance of Gustav Stresemann from 1924 to 1929. They should analyse the extent of German recovery in this period and explain the impact of this on the flourishing culture of 1920s Weimar Germany.

Part two: Germany and the Depression
Part two starts with the Great Depression. You will need to provide some background on this, but the focus should be primarily on the impact of the Depression, and how it drove social, economic and political change in Germany, and in turn the growth of extreme parties such as the Nazis. It is important for students to understand not only how the growth of the Nazis contributed to the failure of Weimar democracy and how Hitler became Chancellor. They should be able to explain the causes of electoral results, dispelling the idea that Hitler took over by force. Students need to be aware that he was voted into power and democratically appointed Chancellor, and the reasons why this was possible. Students will also need a basic understanding of the roles of key individuals such as Papen and Hindenburg in Hitler’s appointment as Chancellor.

Many students will already have studied some element of this topic during Key Stage 3, whether it be the First World War or Nazi Germany. At GCSE, how these developments fit in with a longer period of tumultuous change in Germany will be analysed in much more sophisticated detail. Students will be focusing on the changes within Germany and the impact of these developments on the population from political, social, cultural and economic perspectives.

Topic overview
This period study focuses on the development of Germany during a turbulent half century of change – from an emerging power to a totalitarian state. It was a period of both democracy and dictatorship, with the development and collapse of democracy in Weimar Germany and the rise and fall of Nazi rule. Students will study the political, economic, social and cultural aspects of the developments in this period. They will also be focusing on the role of ideas, individuals and different groups in shaping these changes, and how the people of Germany were affected by these changes.

The History skills assessed in the examination paper
The concept of change will be the main thrust of Paper 1. Understanding the modern world, but other second order concepts such as continuity, cause and effect are also important. In the first part, there will be three questions based on two written interpretations: the first asks how they differ, the second asks why they differ, using students’ knowledge of the historical context, the third asks how convincing they are as evidence of a certain development, individual or event, again asking students to put them into context and challenge or support it with their knowledge of the period. Question 4 focuses solely on students’ knowledge and understanding of the period, asking them to describe two key features of the topic. Question 5 focuses on the concept of change: how a group or key feature of the period was affected by a key event or change. The sixth question requires an extended answer, with a sustained line of reasoning, analysing events using second order concepts of causation, consequence, change and continuity.
The effects of Hitler becoming Chancellor then require attention. Students will need to know how Hitler manipulated and even instigated different situations to lay the groundwork for his dictatorship, such as the Reichstag Fire, Enabling Act and the Night of the Long Knives. They also need to know about the different groups Hitler targeted to remove obstacles such as trade unions, the SA and other parties. Finally, students will need to understand how Hitler became Führer on the death of Hindenburg.

**Part three: The experiences of Germans under the Nazis**

This is likely to be content that students are more familiar with. For GCSE, there will need to be a deeper understanding of social changes and their effects on the people. This is split into three sections: firstly, economic changes and their impact. Students should analyse advantages and disadvantages of Nazi economic policy, before looking at the impact of the First World War on the German economy and society, including aspects of the German ‘Home Front’. You should then move onto Nazi social policies and why women, young people, the Churches and the Jews were targeted. There should be a case study on each group broken down into reasons for policies, specific policies and key dates, and their impact. For example, why did the Nazis see Christian Churches in Germany as a threat? How were the Catholic and Protestant Churches treated? What was the impact of Nazi policy on these? When looking at policies towards the Jews, there should be an awareness of the gradual increase in persecution, and the significance of 1941 as a turning point.

Students need to grasp how the Nazis controlled the state. They should study how the Nazis created a police state, using propaganda, censorship and repression. The role of key individuals and groups such as Goebbels, Himmler, the SS and the Gestapo in the development of control should be assessed. This needs to be balanced by opposition and resistance, as at K53 students sometimes believe that German people blindly followed the Nazis. The activities and impact of open opposition groups and the July 1944 bomb plot should be studied, while ‘grumbling’ resistance needs analysis.

**A brief history**

This topic provides a rich opportunity for students to delve deeper into the changing nature of Germany as a power from 1895 to 1945 and the ramifications of these changes. The study of Germany before the First World War also deepens students’ understanding of Nazi Germany, as they understand the conditions that allowed Hitler to come to power. They also get the chance to look more closely at the impact of economic, social, political and cultural changes on ordinary people.

**Kaiser Wilhelm and the difficulties of ruling Germany**

This topic begins with the Kaiserreich and how Wilhelm II was trying to rule a relatively newly united Germany. Wilhelm wanted to turn it into a world power to rival his grandmother Victoria’s Great Britain, with its powerful army, massive Empire, industrial might and booming economy. It is a good idea to give students some background to Prussia and German unification, before moving on to the nature of Wilhelm’s government, the development of parliamentary government in Germany, and an analysis of its strengths and weaknesses.

You can then launch into Wilhelm’s methods to increase German prestige at the start of the 1900s. These will include the influence of Prussian militarism on the new national German prestige at the start of the 1900s. These will include the influence of Prussian militarism on the new national government, the relationship with the British, the German role in the Dreyfus affair, and the significance of Wilhelm II marrying the Dutch Princess Victoria. Students will need to know briefly why Germany went to war in 1914. However, domestic changes during the war and the immediate consequences of the war on Germany as a nation are far more important. They should recognise the impact of the war at home on the national mood and the resulting war weariness. They will also need to study economic problems caused by the war, food shortages and their social impact, as well as looking at the reasons for the defeat of Germany, although its army remained undefeated on the battlefield. They should be able to show how these factors led to the end of the monarchy, and why you might want to get them to link these factors, or use a 12 mark bullet point exam question, to evaluate which was the more important reason why the Kaiser was forced to abdicate.

Students need to examine immediate post-war problems, the most significant of which were perhaps economic. Therefore, students will need to look at how reparations, the occupation of the Ruhr and hyperinflation contributed to economic collapse. They will need to know about the causes, key features and impact of the French occupation of the Ruhr, and why the Ruhr was so significant to the German economy.

**Impact of the First World War**

Students will need to know briefly why Germany went to war in 1914. However, domestic changes during the war and the immediate consequences of the war on Germany as a nation are far more important. They should recognise the impact of the war at home on the national mood and the resulting war weariness. They will also need to study economic problems caused by the war, food shortages and their social impact, as well as looking at the reasons for the defeat of Germany, although its army remained undefeated on the battlefield. They should be able to show how these factors led to the end of the monarchy, and why you might want to get them to link these factors, or use a 12 mark bullet point exam question, to evaluate which was the more important reason why the Kaiser was forced to abdicate.

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**Weimar democracy**

A good starting point for studying Weimar is the constitution on which this new democratic government was built. Students will need to know about the role of the President, Chancellor and the Reichstag, specific clauses of the constitution and its strengths and weaknesses. Students might need some background on political left and right and will need an overview of the main parties that made up the Reichstag.

They should be able to use this knowledge and understanding of post-war problems to explain the causes and effects of political unrest between 1919 and 1923. There should be three case studies: the Spartacist uprising, the Kapp Putsch and the Munich Putsch. Students should be able to compare these challenges to the government, and perhaps try a question on the importance of the specific uprisings, or incorporate it into a question about the wider challenges that the Weimar government faced. When studying the Munich Putsch, a study of Hitler and the early Nazi Party can provide useful background particularly regarding the long- or short-term consequences of the Putsch.

Students need to assess the role of Stresemann in the recovery from 1924 to 1929, in terms of the economy, foreign relations and Germany’s improved standing in world politics, and the impact this recovery had on encouraging culture to flourish. This will include his new Rentenmark currency, the Dawes and Young plans negotiated with America and the reparations issue, and how these enabled the economy to recover. To understand how Germany rebuilt its international reputation, mention should be made of the Locarno treaties, the Kellogg-Briand Pact and Germany joining the League of Nations. You could get students to plot a graph of key events that enabled Germany to rebuild economically and politically, and analyse the extent to which Germany recovered during this period. Was it really Germany’s ‘Golden Age’? You should also explore the impact that these developments had on the extreme parties. It is useful to ask if Stresemann was the main factor in the German recovery, or whether other causes came into play.
The impact of the Depression
The Great Depression should be looked at in the context of German recovery between 1924 and 1929. There will need to be some background on the Wall Street Crash, but the main focus should be on the economic, social and political impact on the German people and how their lives changed. Students could make a judgement on which was the most important impact on Germany. This period could be compared to the crisis of 1923, and students could try to predict what was going to happen next in Germany due to the Depression.

There will need to be a detailed focus on the political effects, particularly the growth in support for the Nazis and other extremist parties in 1928–32. Other factors that caused Nazi influence to grow should also be analysed, such as party changes between 1924 and 1928, propaganda, the role of the SA and the appeal of Hitler. This would be a good time to do interpretation questions – students could explain why and why conflicting interpretations of the Nazi Party or Great Depression differ.

The failure of Weimar democracy
This focus on extreme parties will be a good starting point for the collapse of Weimar. You could show students graphs depicting German election results from 1928 to 1933, they could analyse this data and explain how Nazi support changed and increased.

There will then need to be a focus on the effects of these election results on politics; students will need to use their knowledge of the Weimar constitution. You could get them to discuss why Hitler wasn’t Chancellor in 1932, although he commanded the majority in the Reichstag, then explain how he eventually became Chancellor. Students will need to assess the role of Papen and Hindenburg in Hitler’s appointment and the role of other failed Chancellors. It is a point for class debate whether the Weimar government was doomed from its inception.

The establishment of Hitler’s dictatorship
Students will need to be able to explain how Hitler consolidated his control of Germany. This is a really key section, with lots of ‘flashpoints’ and drama that students will enjoy. They need to explain how Hitler used his position and opportunities to gain even more power and make political changes, such as using the Reichstag Fire to get emergency powers to eliminate communists from the Reichstag and change the constitution, leading to the Enabling Act. Students should also examine exactly how this controversial Act came to be passed. Students should study how Hitler dealt with certain groups that presented obstacles to his dictatorship, such as other political parties, trade unions and regional governments. This culminates with purging the SA during the Night of the Long Knives. Students should then explain how luck helped Hitler gain total power when Hindenburg died. Overall, students should be able explain how the political situation changed from 1932 to 1934. There is the opportunity for a debate on Hitler’s rise to power: was he a master planner or an opportunist who manipulated the situations which presented themselves?

Economic changes
Students will need to analyse in detail the argument that Hitler’s Germany underwent an economic miracle. To fully understand this, they need to know about benefits and drawbacks of Hitler’s economic policy, including whether unemployment really was 0 per cent, public works programmes, rearmament, agricultural policies and self-sufficiency in 1933–39. There should be an assessment of the role of key individuals in shaping economic changes, such as Schacht and Goering.

There also needs to be a focus on the impact of changes on ordinary Germans, and whether the Nazis really did raise the standard of living in this period. To do this, there should be an analysis of various organisations committed to improving workers’ lives, such as the DAF and KDF, as well as wages, consumer spending, and the problems with Nazi economic policies such as inflation and unsustainability. This might also be a good time to practise question 4. Students could answer: ‘How did economic changes affect the lives of ordinary Germans in the years 1933–1939?’

Students should then look at how the war changed German economic policy, and the impact of war on the economy and the lives of Germans. There should be a brief study of the hardships they faced during the Second World War including bombing, rationing, labour shortages and displacement.

Social policy and practice
Students may have a basic understanding of some of the changes for women, children and the Churches, and a detailed knowledge of the Holocaust. However, for GCSE, they will need to know the rationale behind Nazi policies and the reasons why they targeted these specific groups before assessing their impact. Firstly, students will need to look at young people, incorporating changes to youth groups and education. They will need to know why young people were so important to the continuation of Nazi rule. You will then need to look at changes to education and why different genders were taught different subjects to prepare them for future roles in Nazi Germany, and how Nazi propaganda was built into the curriculum.

Control
Students will need to understand exactly how Hitler used aspects of government and culture to repress the people by creating a police state, such as propaganda and censorship, education, the justice system and police, concentration camps and Nazi culture. Students will also need to analyse the role of groups and individuals in the development of control, including Goebbels and his use of propaganda, Himmler and the SS and the role of the Gestapo in creating a climate of fear.

However, the key here is for students to analyse aspects of the police state, and be aware that Hitler did not exercise complete control over all Germans. Therefore, students need to study key groups and individuals involved in and the effects of opposition to the Nazi government. These include youth groups such as the White Rose movement, Swing Youth and Edelweiss Pirates as well as attempts to remove Hitler, such as the July 1944 bomb plot. They will also need to know about private, passive resistance, such as ‘grumbling’ or the telling of Flustwitz, jokes that criticised the government. You could get students to compare the aims, methods and treatment of those who opposed the Nazis, and try a question 6 such as: ‘Which of the following posed the most important opposition to the Nazi government in the years 1933–1939?’ and give students two bullet points to discuss.

You might then want to end the topic by briefly explaining how the Nazi government fell and make links and comparisons between Imperial, Weimar and Nazi Germany to revise the topic. Overall, students should be able to analyse the short- and long-term changes over this topic, and make a judgement about which were the significant turning points that shaped Germany during this period.

Links and further reading
A suggested list of books, articles and other resources on the topic of Germany 1895–1945 for your reference. Recommended resources for students can be found in the Enrichment section on the following pages.

Books
The Weimar Republic (Questions and Analysis in History series) by Stephen J Lee (Routledge, 2009). This is a valuable book for an understanding of the historical debate surrounding big questions such as ‘Was there a golden age of Weimar culture?’

Weimar Culture. The Outsider as Insider by Peter Gay (Norton, 2001). This is a readable book that looks at art, music, theatre, literature and how the conditions in Germany at the time bred this artistic explosion.

Short Oxford History of Germany. Weimar Germany by Anthony McElligott (OUP, 2009). This provides a concise, readable but authoritative introduction. There are other titles in this series that might be helpful too, such as Nazi Germany and Imperial Germany.
Holocaust Education Trust (www.het.org.uk). You can also get to Germany to see the Reichstag and visit the site of a Holocaust memorial.

You might want to take a group of students on a residential trip to Germany. Holocausitc sites include the Downfall (Constantin Film, 2004). German language film charting Hitler's last days in the Führerbunker, written using the diaries of secretaries and personnel present. Conspiracy (HBO and BBC, 2001). This is an excellent film for finding out about the shift in Nazi policy towards Jews, focusing on the Wannsee Conference in 1942. You could play the students a clip from YouTube and get them to analyse the Nazis' language when talking about the Jews, and their murder.

Web links
www.aqa.org.uk: Sample assessment materials for AQA GCSE History, schemes of work, and more.
www.bbc.co.uk/history
www.schoolshistory.org.uk/ASLevel_History: Information on History, schemes of work, and more.
www.johnclaire.net/Weimar1.htm: This website with great sources and activities is written by an experienced History teacher.

YouTube: It is advisable to create a recommended list of worthwhile clips, rather than allow a tawdrily browse. This avoids the oversweat of YouTube or weak, lengthy or inappropriate clips.

Educational visits
You might want to take a group of students on a residential trip to Germany to see the Reichstag and visit the site of a concentration camp, or to Poland to visit Auschwitz. In the UK, you could visit Beth Shalom, the National Holocaust Centre, in Newark, or arrange a visit by a Holocaust survivor through the Holocaust Education Trust (www.het.org.uk). You can also get free teacher CPD through the HET and two student places on a trip to Auschwitz on the ‘Lessons from Auschwitz’ programme.
sections of the topic. They can use information from websites such as BBC History ([www.bbc.co.uk/history]) or Spartacus Educational ([http://spartacus-educational.com]) for gathering information. You might consider setting tasks such as creating fact files on Hitler's Henchman or Kaiser Wilhelm II, a pamphlet on the terror methods, or writing a newspaper article on a specific event like the Munich Putsch.

Enrichment

For homework and extension tasks you might look at the wide range of fiction or non-fiction that has been written on life in Germany and under the Nazis during this period. For example, All’s Quiet on the Western Front by Erich Maria Remarque provides a German perspective of fighting in the First World War. Schindler’s Ark by Thomas Keneally, John Boyne’s The Boy in the Striped Pyjamas or The Diary of Anne Frank provide different experiences of the Holocaust, while The Pianist by Władysław Szpilman is an account of life in Nazi-occupied Poland and the Warsaw Ghetto. For a text that provides a much higher level of difficulty for students, you might consider Albert Speer’s Inside the Third Reich, which offers a view from inside the Nazi Party. This reading could be set as homework and you could encourage students to keep a reading log or write book reviews to share with the class, or write diary entries or a short letter identifying a character’s view of a specific event in Germany’s history.

Educational visits

If you are considering educational trips in the UK many museums have exhibitions on the First World War, Nazi Germany and the Holocaust, including the Imperial War Museums in London and Manchester, which both include permanent displays on the Holocaust. The Jewish Museum in London has two permanent exhibitions, focusing on the Holocaust and Jews living in Britain from 1066 to the present. The Jewish Museum in Manchester houses a collection made up of objects, documents, photographs and oral histories describing experiences of Manchester Jewish life.

Websites

BBC Two Learning Zone ([www.bbc.co.uk/programmes/p01b80d9]) has a range of short films and clips on the First World War, Life in Nazi Germany and the Holocaust, which is often updated. Alongside this, BBC Bitesize ([www.bbc.co.uk/education/subjects/zj2g6n39]) includes short summary videos, clips, revision materials and tests. British Pathe ([www.britishpathe.com]) provides a wealth of clips and newsreels on specific events. Good examples are The Boy in the Striped Pyjamas or The Diary of Anne Frank provide different experiences of the Holocaust, while The Pianist by Władysław Szpilman is an account of life in Nazi-occupied Poland and the Warsaw Ghetto. For a text that provides a much higher level of difficulty for students, you might consider Albert Speer’s Inside the Third Reich, which offers a view from inside the Nazi Party. This reading could be set as homework and you could encourage students to keep a reading log or write book reviews to share with the class, or write diary entries or a short letter identifying a character’s view of a specific event in Germany’s history.

These could be used as starters in class or for independent research by the students on specific events.


Film and television

When teaching certain topics, you may consider using clips from films as starters or to aid student understanding of specific events. Good examples are The Boy in the Striped Pyjamas or The Diary of Anne Frank provide different experiences of the Holocaust, while The Pianist for life inside the Warsaw Ghetto, and Valkyrie, which used Gestapo documents and historians to stay as true to history as possible, the result is an accurate, gripping account of the July 1944 bomb plot. The BBC has produced a range of useful documentaries and programmes that could be used in your teaching, including BB2-documentary Nazis: A Warning from History and a five-part adaptation of The Diary of Anne Frank. The World at War documentary also provides a vast array of interpretations on events during the Second World War.

Bibliography: books, film and television

All’s Quiet on the Western Front by Erich Maria Remarque (1919; Vintage, 1996)
Schindler’s Ark by Thomas Keneally (Hodder & Stoughton, 1982)
The Boy in the Striped Pyjamas by John Boyne (David Fickling Books, 2005)
The Diary of Anne Frank by Anne Frank (Puffin, 2007)
The Pianist: The Extraordinary Story of One Man’s Survival in Warsaw, 1939–45 by Władysław Szpilman (Gollancz, 1999)
Inside the Third Reich by Albert Speer (Weidenfeld & Nicolson, 1970)
The Boy in the Striped Pyjamas (Miramax, 2011)
The Pianist (BP Productions, 2002)
Valkyrie (MGM, 2008)
Nazis: A Warning from History (A&E and BBC, 1997)
The Diary of Anne Frank (BBC, 2009)
The World at War (Imperial War Museum and Thames Television, 1973)

This topic brings the excitement of studying a period of Russian history that is always of interest to students and is set out in three distinct periods: the rule of Tsar Nicholas II, the communist rule of Lenin and the dictatorship of Stalin. This is clearly a fascinating 50 year span in the history of one of the world’s major powers. Students will study the political, economic, social and cultural influences on a turbulent half century of change alongside the role of the key individuals involved. This study will allow them to relate this period of political, social and economic change with their understanding of communism and capitalism today.

This topic is well suited to providing a range of sources that will not only allow, but require, students to be able to evaluate the sources using a range of interpretation skills. This includes developing the ability to identify the difference between each interpretation by showing a real understanding of the detail within the sources. They also need to go beyond this to investigate source provenance. This may be simply to identify the nature of the different types of source (say, a photograph or diary entry) or to understand the context within which the source(s) were produced. It is also important to be able to test the validity of the interpretation against their contextual knowledge and historical understanding.

Topic overview

This topic focuses on 51 years of Russian history, a period of significant change, from autocracy to communism. Students will understand the growth of the Russian economy before the First World War and with this the changes in living and working conditions that occurred. With poorer living and working conditions came the challenge to Nicholas II’s autocratic rule. Students will understand how the attempts to reform Russia between 1905 and 1914 were unsuccessful and, when linked to military failures in the First World War, the growing unpopularity of the Romanovs and the cult of Rasputin, culminated in the Russian Revolution.

The Tsar’s abdication and the failed provisional government closely link to the growth of the Bolsheviks and ultimately Lenin’s dictatorship and the civil war that followed. Students will study Lenin’s attempts to reform the economy and assess how successful that was. They can then investigate Stalin’s USSR including his dictatorial rule, the attempts made by the communists to modernise the USSR and the impact of the Second World War on political, social and economic life.

The History skills assessed in the examination paper

This topic will be assessed through Paper 1: Understanding the modern world. Students will be expected to understand the unfolding narrative of Russian history between 1914 and 1945 and to answer six questions covering three of the four assessment objectives.

There will be an emphasis on AO4 – the analysis, evaluation and use of written sources to make judgements about historical interpretations including how interpretations can differ. There is also an expectation that they can offer explanations as to why the interpretations provided differ.

The structure of the first three questions is straightforward in the way it takes your students through the process of understanding and the evaluation of contrasting or conflicting interpretations.

The second focus will be on AO1 and AO2 where students will need to demonstrate their historical knowledge through description of key features or characteristics, through their understanding of the second order concept of change and their ability to analyse historical events and come to a reasoned judgement.

Using exemplar papers and stable question stems and generic mark schemes means you will be able to prepare students for this assessment process with confidence.

Part one: The end of Tsardom

This section includes the background to the key events surrounding the end of Tsardom in 1917 with a focus on the period from 1894 to 1914. Students will investigate this pre-war period through the study of the Russian economy and the society it engendered. This includes both the rural and industrial economies and their impact on living and working conditions in the cities and villages.

Students will study the Tsarist rule of Nicholas II to understand Tsarist autocracy and the royal court. They will grow to understand how it contributed to growing revolutionary opposition and the 1905 Revolution through its long-term and short-term causes. Attempts to reform Russia from the agreed October Manifesto of 1905, the Dumas that followed and the policies of Stolypin will be studied too.