

GCSE



# WJEC GCSE

## History

Approved by Qualifications Wales

### Guidance for Teaching: Unit 2 Option 2.5

Teaching from 2026

For award from 2028

Version 2 - February 2025



This Qualifications Wales regulated qualification is not available to centres in England.

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# SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Amended to, awarded for the first time in Summer 2028.	1

## Introduction

The WJEC GCSE History has been approved by Qualifications Wales and is available to all centres in Wales. It will be awarded for the first time in Summer 2028, using grades A\* to G.

## Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of WJEC GCSE History and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for teachers to develop stimulating and exciting courses tailored to the needs and skills of their learners. The guide offers possible classroom activities and links to useful resources (including our own, freely available digital materials and some from external sources) to provide ideas for immersive and engaging lessons.

## Additional ways that WJEC can offer support:

- sample assessment materials and mark schemes
- professional learning events
- examiners' reports on each unit
- direct access to the subject officer
- free online resources
- Exam Results Analysis
- Online Examination Review.

## Qualification Structure

WJEC GCSE History consists of four units. The combination of options selected for Units 1, 2 and 3 must include one medieval, one early modern and one modern unit.

In Unit 4, centres can choose to repeat a time period previously studied in Units 1, 2 or 3. **However, the topics chosen for study in Unit 4 must not replicate or overlap with the content of any of the other selected units.**

The qualification is unitised and does not contain tiering. There is no hierarchy to the order the units should be taught.

	Unit title	Type of Assessment	Weighting
<b>Unit 1</b>	An in-depth study on Welsh history	Written examination	30%
<b>Unit 2</b>	An in-depth study on European and/or World history	Non-examination assessment	20%
<b>Unit 3</b>	A study of a period in World history	Written examination	30%
<b>Unit 4</b>	A changing society	Non-examination assessment	20%

## Assessment

### Summary of Assessment Unit 2

#### Unit 2: An in-depth study on European and/or World history

**On-screen non-examination assessment: 3 hours**

**20% of qualification**

**80 marks**

Learners will study one of the following six historical topics to undertake an in-depth study that will provide them with an understanding of an issue in European and/or world history.

#### Medieval

**2.1** Genghis Khan c.1162–c.1227: a case study in medieval imperialism

**2.2** The Black Death c.1330–c.1360: a case study in medieval society

#### Early Modern

**2.3** The Spanish Conquest of the Aztecs c.1492 – c.1525: a case study in early modern colonialism

**2.4** Süleyman I c.1520–c.1566: a case study in early modern imperialism

#### Modern

**2.5** The Third Reich c.1933 – c.1945: a case study in modern nationalism

**2.6** Afghanistan c.1979–c.2001: a case study in modern international relations

For the non-examination assessment, learners will undertake a historical enquiry, providing a focused response on a specific issue.

Learners will complete the assessment of Unit 2 digitally through WJEC's e-assessment platform.

### Unit 2 Assessment objectives and weightings

AO2	Apply knowledge and understanding to historical concepts such as cause and consequence, continuity and change, similarity and difference, and significance	5%
AO3	Analyse, evaluate, or make judgements on source material, historical interpretations and historical debates, synthesising these strands where appropriate	5%
AO4	Select, use and apply skills and techniques in practice to undertake historical enquiries.	10%

## Overview of Unit 2: Option 2.5

### An in-depth study on European and/or World history

(20% of the qualification)

The purpose of Unit 2 is to provide an understanding of an issue in European and/or world history in depth, via the study of historical sources and interpretations.

Learners will study one of six historical topics to undertake an in-depth study that will provide them with an understanding of an issue in European and/or world history. They will then undertake a historical enquiry based on their selected historical topic.

Learners should be able to demonstrate skills of analysis and evaluation when engaging with sources that relate to the selected historical topic and historical interpretations that encompass contrasting views of events and people.

Learners should also be able to apply their knowledge and understanding of the following historical concepts in the context of their chosen historical topic:

- continuity and change
- similarity and difference
- significance and impact
- cause and consequence.

Learners should be able to select, use and apply skills and techniques used to undertake historical enquiries, including:

- gaining an overview of a specified topic
- gathering evidence to develop an understanding of the history and related debates
- summarising the key points and debates
- reviewing knowledge and forming a hypothesis linked to a specific question
- selecting, analysing, evaluating and using evidence
- planning and compiling a response to a specific question
- developing a critical self-appraisal of their performance in the task.

Time period	Option	
Modern	2.5	The Third Reich, c.1933–c.1945: a case study in modern nationalism
	2.5.1	The consolidation of the Nazi Party c.1933–1934
	2.5.2	Racial and Social policies c.1933–c.1939
	2.5.3	Religious and Economic policies c.1934–c.1939
	2.5.4	The effects of the Second World War on the lives of the German people
	2.5.5	The fall of the Third Reich and de-Nazification



## Scheme of Learning Option 2.5

### Modern: The Third Reich, c.1933–c.1945: a case study in modern nationalism

This scheme of learning is provided as an illustrative example. It is designed to offer structure and inspiration but allows for adaptation to meet the unique needs, preferences, and dynamics of individual classes. Teachers are encouraged to modify elements as needed to align with their students' abilities and learning goals.

**For each section of content in this unit, WJEC is also providing blended learning resources and knowledge organisers. These can be found on: <https://resources.wjec.co.uk/>**

2.5 Background: the origins and rise of the Nazi Party (Each option begins with a background section. These sections are intended to provide learners with necessary context in order to access the historical topic. <b>Learners will not be directly assessed on the content of the background sections</b> ).				
Learners should be aware of:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>the reasons for the establishment of the Weimar Republic and the challenges it faced.</li> </ul>	<p>Consider the legacy of WWI in France, Britain, US and Germany in relation to the Treaty of Versailles.</p> <p>The Weimar Republic's formation after WWI, Treaty of Versailles, hyperinflation, political instability and opposition from both extremes.</p> <p>Role of Gustav Stresemann. Role of the economic and foreign policy reforms under Stresemann.</p>	<p><b>Activities:</b> Map out the viewpoints of Clemenceau, Lloyd-George and Wilson.</p> <p>Create a table to understand motivations, events and outcomes of the opposition from left and right.</p> <p><b>Outcome:</b> Learners can show their understanding of the role of the Treaty of Versailles and its reception by relevant countries. They can analyse the weaknesses of the Weimar Constitution, understanding political challenges. They can engage with the reforms under Stresemann and relate this to how Germany is left following his death in 1929.</p>	<p><b>Video(s):</b> <a href="#">I Was There: The Great War Interviews</a></p> <p><a href="#">Post World War I Recovery: Crash Course History</a></p> <p><b>Website(s):</b> <a href="#">Stab in the back propaganda</a></p>	3 hours

	<p>The economic impact of 1929.</p>	<p><b>Advanced activities:</b>                  Conduct a primary source analysis of post-war propaganda, relating this to sentiments in Germany post-World War One.</p> <p>Analyse the positives and negatives of Stresemann's economic reforms.</p> <p><b>Advanced Outcome:</b>                  Learners can engage with primary source material and understand anti-Weimar attitudes, alongside the Dolchstoss theory.</p>		
<ul style="list-style-type: none"> <li>the reasons for the emergence of, and developing support for, the Nazi Party, and Hitler's rise to the top of the Party.</li> </ul>	<p>The founding of the German Workers' Party (DAP) in 1919, Hitler's early involvement, the Nazi Party's rebranding, the 1920s Lean Years, Munich Putsch and Hitler's use of propaganda.</p>	<p><b>Activities:</b>                  Create a timeline of the structural changes implemented during the Lean Years of 1924-1929 including:</p> <ul style="list-style-type: none"> <li>Rallies</li> <li>Propaganda</li> <li>Nazi Bamberg Conference</li> <li>Gaus</li> <li>Elections</li> </ul> <p>Create a comic-book strip to understand the Munich Putsch.</p> <p><b>Outcome:</b>                  Learners understand the origins of the DAP under Anton Drexler, mapping Hitler's rise in correlation to economic decline, and analysing the impact of the Munich Putsch and the Lean Years.</p>	<p><b>Video(s):</b>  <a href="#">Adolf Hitler: Leader of the Third Reich - Fast Facts   History</a></p> <p><b>Website(s):</b>  <a href="#">NSDAP 25 Point Plan.</a></p>	<p>2 hours</p>

		<p><b>Advanced activity:</b> Engage with the 25-point plan under the Nazi Party (NSDAP) and consider the origins of the Nazi anti-Semitic rhetoric. Consider how the Munich Putsch was beneficial to the Nazis (in relation to the Lean Years and Hitler gaining cult-like status).</p> <p><b>Advanced outcome:</b> Learners recognise Post-War tensions and how this correlates with the genesis of extremist groups in Weimar Germany.</p>		
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2.5.1 The consolidation of the Nazi Party c.1933–1934				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>the events that helped to consolidate the Nazi Party's position, including:                             <ul style="list-style-type: none"> <li>the Reichstag Fire and the Enabling Act</li> <li>the ban on opposition parties.</li> </ul> </li> </ul>	<p>Understand how these events allowed Hitler and the Nazi Party to gain and centralize power. The Reichstag Fire gave them a pretext to suppress communists, and the Enabling Act allowed Hitler to bypass the Reichstag, ruling by decree. The ban on opposition parties completed the transition to a totalitarian state.</p>	<p><b>Activities:</b> Timeline activity: Learners create a timeline of key events, including the Reichstag Fire, the Enabling Act and the banning of opposition parties.</p> <p>Source analysis: Learners analyse primary sources (e.g., speeches and newspaper articles) from the period to assess how these events were framed in Nazi propaganda.</p> <p><b>Outcome:</b> Learners understand how the banning of opposition parties in July 1933 led to a one-party state and the role these events played in the Nazi Party's consolidation of power.</p> <p><b>Advanced activities:</b> Learners could research the international reaction to the Reichstag Fire and the Enabling Act. How did other countries respond to these events? Comparative analysis: Compare Hitler's consolidation of power to other dictators in history (e.g., Mussolini, Stalin). What similarities or differences can be drawn in their methods?</p>	<p><b>Video(s):</b> <a href="#">Rise of the Nazis</a> <a href="#">BBC iPlayer</a> - 07:35 – 18:00.</p> <p><a href="#">The Reichstag Fire</a></p>	1 hour

		<p><b>Advanced outcomes</b> Learners can relate anti-socialist feeling to the revolution of 1917 in Russia and consider how this tension may develop (foreshadowing of Nazi-Soviet Pact).</p>		
<ul style="list-style-type: none"> <li>• how Hitler became Führer in 1934, including:             <ul style="list-style-type: none"> <li>• the significance of the death of Hindenburg</li> <li>• the Night of the Long Knives and the armed forces oath of allegiance to the Nazi Party.</li> </ul> </li> </ul>	<p>Understand the shift from dealing with external threats, to the eradication of internal conflict within the Nazi Party.</p> <p>Understand the key steps that led to Hitler becoming Führer. This includes the significance of President Hindenburg's death and how the Night of the Long Knives eliminated political opponents, securing Hitler's position.</p> <p>Understand the role of the military oath in solidifying Hitler's control.</p>	<p><b>Activities:</b> Source analysis: Learners should analyse primary sources on the Night of the Long Knives to consider the establishment of a police state.</p> <p>Newspaper front page: Learners create a newspaper front page covering the death of Hindenburg and Hitler's assumption of the title Führer.</p> <p><b>Outcome:</b> Learners know the timeline of events, including Hindenburg's death on August 2, 1934, and how it led to the merging of the roles of Chancellor and President into "Führer." They also understand how the Night of the Long Knives (June 30–July 2, 1934) allowed Hitler to remove the SA leadership and other political rivals. The significance of the army's oath of loyalty to Hitler, which ensured the military's support for the Nazi regime.</p> <p><b>Advanced activities:</b> Analyse the long-term consequences of the Night of the Long Knives. How did it reshape the Nazi power structure, and what did it reveal about Hitler's leadership style?</p> <p><b>Advanced outcome:</b></p>	<p><b>Website(s):</b> <a href="#">Night of the Long Knives source</a></p> <p><b>Video(s):</b> <a href="#">Night of the Long Knives</a></p>	<p>1 hour</p>

		Learners can consider how Hitler's rise to Führer was a combination of opportunism and premeditated actions.		
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2.5.2 Racial and Social policies c.1933–c.1939				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>how racial policies developed under the Nazis, including:               <ul style="list-style-type: none"> <li>anti-Semitism, the Aryan race, the Nuremberg Laws policed by the SS and the Gestapo</li> <li>Kristallnacht and emigration.</li> </ul> </li> </ul>	<p>Understand how the Nazi racial policies, especially anti-Semitism, were institutionalised, targeting Jews and other minorities.</p> <p>Know the significance of the Nuremberg Laws, Kristallnacht, and the actions of the SS and Gestapo in enforcing these policies.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>learners create a timeline of escalating anti-Semitic policies and actions from 1933 to 1939</li> <li>analyse Nazi propaganda posters and speeches to understand the justification given for anti-Semitic policies</li> <li>learners consider the roles of different groups (Jews, Aryans, SS officers, and government officials) to explore the impact of these policies.</li> </ul> <p><b>Outcome:</b> Learners should acknowledge that the first concentration camp is established as early as March of 1933, with the creation of Dachau. They understand the Nuremberg Laws (1935) and how they stripped Jews of citizenship and basic rights.</p> <p>They can consider how Kristallnacht (November 9-10, 1938) marked a turning point in Nazi anti-Semitic violence. They know of the roles of the SS and the Gestapo in policing these racial laws, as well as the wider policy of encouraging Jewish emigration before the implementation of the 'Final Solution'.</p>	<p><b>Website(s):</b> <a href="#">Persecution of Jewish People Timeline</a></p> <p><a href="#">The Nuremberg Race Laws</a></p> <p><b>Video(s):</b> <a href="#">Escaping to Britain video</a></p>	2 hours

		<p><b>Advanced activities:</b> Learners research Kristallnacht's impact on international relations and how countries reacted to the event.</p> <p>Learners could debate: How did the Nuremberg Laws pave the way for the Holocaust?</p> <p>Essay practice: 'To what extent were the Nuremberg Laws a turning point in Nazi racial policies?'</p> <p><b>Advanced outcomes:</b> Learners can explore connections between early policies and later genocidal actions.</p>		
<ul style="list-style-type: none"> <li>• how social policies developed under the Nazis, including:             <ul style="list-style-type: none"> <li>• propaganda, censorship, youth movements and education policies</li> <li>• changing lives for asocials, women, youth and workers.</li> </ul> </li> </ul>	<p>Understand how the Nazis used propaganda and censorship to control public opinion, particularly through education and youth movements.</p> <p>Understand how the Nazi regime impacted different social groups like women, youth and workers.</p>	<p><b>Activities</b> Learners examine Nazi posters, speeches and films to identify key themes (e.g., anti-Semitism, nationalism and traditional gender roles).</p> <p>Class debate: 'Did Nazi policies improve the lives of ordinary Germans?' with groups arguing from different social perspectives (e.g., women, youth, workers).</p> <p><b>Outcome:</b> Learners understand the role of Joseph Goebbels and the Ministry of Propaganda in spreading Nazi ideology:</p> <ul style="list-style-type: none"> <li>• how censorship was used to control the press, radio, and the arts</li> <li>• the structure and purpose of youth movements like the Hitler Youth and the League of German Maidens</li> </ul>	<p><b>Website(s):</b> <a href="#">Lives of women in Nazi Germany</a></p> <p><a href="#">The school curriculum</a></p>	<p>3 hours</p>



		<ul style="list-style-type: none"> <li>• the impact of Nazi policies on women’s roles, including their focus on motherhood and family</li> <li>• the role of the German Labour Front and how workers’ lives were controlled through schemes like Strength Through Joy (Kraft durch Freude).</li> </ul> <p><b>Advanced activities:</b> Research project: Investigate the extent of opposition to Nazi social policies, focusing on youth groups like the Edelweiss Pirates and Swing Kids.</p> <p><b>Advanced outcome:</b> Learners can compare Nazi policies for women with those of other totalitarian regimes (e.g., Stalin’s USSR).</p> <p>Learners can evaluate the impact of Nazi education policies on German youth.</p>		
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## 2.5.3 Religious and Economic policies c.1934–c.1939

Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>changing policies towards religion including:               <ul style="list-style-type: none"> <li>the Concordat with the Catholic Church, the reaction within the Protestant Church and the emergence of the Confessional Church</li> <li>the development of the National Reich Church.</li> </ul> </li> </ul>	<p>Understand the reasons behind the Concordat of 1933 with the Catholic Church.</p> <p>Understand the development of the National Reich Church, considering the emergence of the Confessional Church and reactions to this.</p> <p>Understand how the Nazi regime attempted to create a state-controlled Protestant church, known as the Reich Church, to promote Nazi ideology.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>create a timeline showing key events from the signing of the Concordat to the rise of the Confessional Church</li> <li>debate: Why did the Nazi regime seek control over the churches? How did this align with their broader ideological goals?</li> <li>examine speeches or writings of prominent Nazi figures like Ludwig Müller, the Reich Bishop.</li> </ul> <p><b>Outcome:</b> Learners know about the <i>Reichskonkordat</i> (the 1933 Concordat signed between Nazi Germany and the Vatican). Understanding should be promoted of how the Protestant Church was divided, leading to the formation of the pro-Nazi Reich Church and the opposing Confessional Church.</p> <p><b>Advanced activities:</b> Research task: Compare the German Protestant churches' reaction with the Catholic Church's response and evaluate their effectiveness in resisting Nazi policies.</p> <p><b>Advanced outcome:</b> Learners understand the deeper ideological conflict between the Nazi regime's paganistic tendencies and traditional Christian values.</p>	<p><b>Website(s):</b> <a href="#">Extracts from the Concordat Agreement</a></p>	2 hours

<ul style="list-style-type: none"> <li>the economic changes and policies implemented to establish autarky including:             <ul style="list-style-type: none"> <li>the economy under Schacht</li> <li>the economy under Göring and the Four-Year Plan.</li> </ul> </li> </ul>	<p>Knowledge of the economy under Schacht and how this was received by the German people. This should be contrasted with the economy under Göring, and the Four-Year Plan should be examined.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>create a comparison chart showing Schacht's and Göring's approaches to economic policy</li> <li>analyse excerpts from speeches or economic policies issued under Schacht and Göring.</li> </ul> <p><b>Outcome:</b> Learners know the policies implemented by Schacht to reduce unemployment and how Göring's Four-Year Plan aimed to achieve autarky (self-sufficiency).</p> <p>They also understand the goals of the Four-Year Plan, including military rearmament and preparing the economy for war.</p> <p><b>Advanced activities:</b> Debate: Which approach (Schacht's or Göring's) was more beneficial for Nazi Germany's economy?</p> <p><b>Advanced outcomes:</b> Learners understand how Schacht's New Plan contrasted with Göring's more militaristic Four-Year Plan, and the significance of autarky in Nazi ideological and military goals.</p>	<p><b>Website(s):</b> <a href="#">Improvement of living standards</a></p>	<p>2 hours</p>
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## 2.5.4 The effects of the Second World War on the lives of the German people

Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>• how the war affected German lives between 1939 and 1941, including:               <ul style="list-style-type: none"> <li>• the changing role of women</li> <li>• war propaganda.</li> </ul> </li> </ul>	<p>How the war affected German lives between 1939 and 1941, including:</p> <ul style="list-style-type: none"> <li>• the changing role of women (women taking on new roles in factories, hospitals and military support roles as men went to war)</li> <li>• war propaganda (the role of Nazi propaganda in shaping public perception and the use of media to mobilise support for the war).</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• analyse wartime propaganda posters and films</li> <li>• conduct debates on the changing roles of women during the war</li> <li>• explore firsthand accounts from those affected by the bombing campaigns.</li> </ul> <p><b>Outcome:</b> Learners know key terms such as 'Total war', 'propaganda', 'resistance' and 'opposition'. They understand how propaganda influenced daily life and morale in Nazi Germany.</p> <p>Learners can discuss the impact of bombing campaigns on German civilians.</p> <p><b>Advanced activities:</b> Research the Kindertransport. Examine the migration of children to Britain during wartime.</p> <p><b>Advanced outcome:</b> Learners can consider and engage with issues around identity and nationalism for the children who migrated from Germany.</p>	<p><b>Website(s):</b> <a href="#">6 Stories of the Kindertransport</a></p>	2 hours

<ul style="list-style-type: none"> <li>• how Allied bombing led to ‘total war’ and its effect on German lives, including:             <ul style="list-style-type: none"> <li>• opposition to the Nazis from the young, including the White Rose Group; from religious groups and people, including Martin Niemöller and Dietrich Bonhoeffer; and from sections of the military, including Operation Valkyrie</li> <li>• the Final Solution.</li> </ul> </li> </ul>	<p>How Allied bombing led to ‘total war’ and its effect on German lives, including:</p> <ul style="list-style-type: none"> <li>• opposition to the Nazis from youth groups, such as the White Rose Group, and resistance from religious leaders like Martin Niemöller and Dietrich Bonhoeffer</li> <li>• the impact of the bombing on civilians and cities, including the destruction of infrastructure and homes.</li> </ul>	<p><b>Activity:</b> Write a newspaper article outlining the work of the White Rose Group.</p> <p><b>Outcome:</b> Learners should know the work of the White Rose Group and consider the role of opposition during the early years of the war. They can consider the progression of the religious figures and their dynamic with the Nazi regime.</p> <p><b>Advanced activity:</b> Research the lives and impact of individuals like Dietrich Bonhoeffer and groups such as the White Rose Group.</p> <p><b>Advanced outcome:</b> Learners have an understanding of resistance and the complex perceptions of Germans resisting the Nazi regime.</p>	<p><b>Website(s):</b> <a href="#">The White Rose Resistance Group</a></p>	<p>2 hours</p>
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2.5.5 The fall of the Third Reich and de-Nazification				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>the surrender of Berlin and the fall of the Third Reich, including:               <ul style="list-style-type: none"> <li>the intensification of allied bombings and the Red Army invasion</li> <li>the death of Hitler and the surrender of Germany in 1945.</li> </ul> </li> </ul>	<p>The surrender of Berlin and the fall of the Third Reich, including:</p> <ul style="list-style-type: none"> <li>the intensification of Allied bombings and the Red Army invasion</li> <li>the death of Hitler and the surrender of Germany in 1945.</li> </ul> <p>Operation Barbarossa and the role of the Soviets.</p>	<p><b>Activities:</b> Plot the key events from the Allied invasion to the fall of Berlin.</p> <p><b>Outcome:</b> Learners understand the failings of the German army leading to their failure within the war. They also understand the dynamic on the international stage which play a role also (US and Soviet involvement).</p> <p><b>Advanced activities:</b> Outline the plans for Germany that were discussed within the Tehran, Potsdam and Yalta conferences.</p> <p><b>Advanced outcome:</b> Learners understand the significance of the Tehran, Potsdam and Yalta conferences with regards to signalling the end of the Nazi regime.</p>	<p><b>Video(s):</b> <a href="#">Front Seat at the Nuremberg Trials</a></p>	1 hour

<ul style="list-style-type: none"> <li>● de-Nazification, including:             <ul style="list-style-type: none"> <li>● the dissolution and prohibition of the National Socialist Party</li> <li>● the Nuremberg Trials, 1945.</li> </ul> </li> </ul>	<p>The dissolution and prohibition of the National Socialist Party.</p> <p>The Nuremberg Trials of 1945, which brought Nazi war criminals to justice.</p>	<p><b>Activity:</b> Ask learners to debate who should be held responsible for the persistence of the Nazi regime.</p> <p><b>Outcome:</b> Learners understand how pivotal the Nuremberg Trials were for the trajectory of human rights as we know it.</p> <p>They also understand the complexity of complicity and responsibility with regards to the Nazi regime.</p> <p><b>Advanced activities:</b> Draft a human rights bill based on the aftermath of Nazi Germany.</p> <p><b>Advanced outcome:</b> Learners can consider the role of Human Rights in the Nuremberg Trials and how this relates to our understanding of Human Rights.</p>		
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## Learning Experiences

Learners should be encouraged to consider the following learning experiences and skills to further develop their understanding, appreciation and awareness of the subject content. Information in the table below provides opportunities for teachers to integrate the learning experiences into delivery.

Learning Experience	Exemplification of Learning Experience
<p>Make appropriate use of digital technology when completing the qualification, for example through accessing historical source material digitally</p>	<p>Learners should have the opportunity to access online archives from around the world. This will enable them to access a range of historical source materials such as letters, diaries or government documents.</p> <p>Learners may also make use of digital technology to research the topic of study and to further their understanding of the historical context.</p> <p>Learners will also have the opportunity to complete their historical enquiry digitally, as part of the assessment of this unit.</p>
<p>Participate in educational visits in person or digitally</p>	<p>Learners can engage with the resources on <a href="#">The Holocaust Memorial Day Trust website</a> and also participate in the <a href="#">live virtual tours of Auschwitz</a> which are guided.</p>
<p>Develop empathy, tolerance, compassion and curiosity through studying different historical contexts</p>	<p>Learners will study the effects of totalitarianism and a fascist state. This allows for learners to experience empathy. The sensitive nature of the learning allows learners to approach the subject with sensitivity. Learning about the experiences of the Holocaust allows learners to develop empathy and compassion.</p>
<p>Engage in collaborative working</p>	<p>Learners will develop their understanding of viewpoints and content through debate and discussion.</p>



## Opportunities for embedding elements of the Curriculum for Wales

Curriculum for Wales Strands	
Cross-cutting Themes	
Local, National & International Contexts	Studying the Third Reich (Nazi Germany from c. 1933-c. 1945) allows learners to explore international contexts by examining how global economic, political and social forces shaped and were affected by the Nazi regime. The Third Reich's rise and actions had profound international repercussions, making it a case study in the dynamics of nationalism and authoritarianism.
Relationships and Sexuality Education	Learners will consider different perspectives and experiences when examining the lives of women and children in Nazi Germany. They will consider the experiences of those persecuted, and engage with the notion of discrimination and prejudice within society.
Human Rights Education and Diversity	Considering the experiences of migrants who had to escape to Britain to avoid persecution (Kristallnacht) and utilising the Holocaust memorial website to consider the legacies of those who were targeted under the Third Reich.
Careers and Work-Related Experiences	Learners critically analyse primary and secondary sources about Nazi Germany, such as propaganda, laws and survivor testimonies. This strengthens their research and analytical skills, which are valuable in careers like law, journalism and public policy.

### Cross-curricular Skills – Literacy

There are many opportunities to include Literacy in GCSE History. These opportunities include the analysis of source material, extended writing opportunities, vocabulary development, debating and discussion. These opportunities are important to learners because they will develop cross-curricular skills which underpin the four purposes of the Curriculum for Wales, as well as communication skills which can be used across subjects and prepare them for future education or employment.

Below are some examples of how Literacy can be embedded into teaching and learning for GCSE History.

Listening	<p>Learners will have the opportunity to assess the accuracy and reliability of source material and share views through discussion and verbal questioning techniques when being taught the specification content.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>● Learners are encouraged to debate and respond to the views of others.</li> <li>● Learners will have opportunities to listen to podcasts and recordings in order to develop their vocabulary and listening skills.</li> <li>● Use of oral history and interviews develop listening skills and the ability to respond to others appropriately.</li> <li>● Learners have the opportunity to share and respond to peer presentations.</li> </ul>
Reading	<p>Learners will have the opportunity to read contemporary source material as well as a variety of historical interpretations, before critically evaluating the sources, analysing their content, and comparing and contrasting sources focusing on the interpretation they give on events.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>● Learners can use a range of reading techniques such as skimming and scanning or reading for a purpose.</li> <li>● Reading extracts from a wide range of sources such as speeches, articles, diary extracts, historians and newspapers.</li> <li>● Comparing and contrasting the content of historical sources.</li> <li>● Assessing the reliability and accuracy of the text to develop the skill of critical reading.</li> </ul>
Speaking	<p>Learners will have the opportunity to develop their understanding of viewpoints and content through debate, discussion, presentations and group work.</p> <p><b>Examples</b></p>

	<ul style="list-style-type: none"> <li>• Debating the most important reason why an event happened</li> <li>• Asking questions for clarification and development of understanding.</li> <li>• Learners can develop speaking skills through group and pair work.</li> </ul>
<p>Writing</p>	<p>Learners will have the opportunity to use a range of subject-specific vocabulary, idiomatic language and be able to present their work digitally. They will also have opportunities to reflect on the structure and content of their writing.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Role modelling of answers through teacher, peer and self-assessment activities.</li> <li>• Learners have the opportunity to use a wide range of writing styles such as formal, informal and first person.</li> </ul>

### Cross-curricular Skills – Numeracy

There are many opportunities to include Numeracy in GCSE History, for example analysing population change, interpreting statistics in primary and secondary sources, analysing graphs and timelines and engaging with concepts such as chronological awareness. These opportunities are important to learners because it allows them to contextualise events and quantify change. Learners can draw evidence-based conclusions based on statistics and numerical data.

Below are some examples of how Numeracy can be embedded into teaching and learning for GCSE History.

<p>Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world</p>	<p>Learners will have opportunities to analyse maps in order to understand the growth and development of empires or the geographical representation of wars.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Learners can analyse maps, structures and artifacts.</li> <li>• Learners can then analyse land division and urban planning.</li> <li>• There are opportunities to analyse military strategies and fortifications.</li> </ul>
<p>Learning that statistics represent data and that probability models chance help us make informed inferences and decisions</p>	<p>Learners will have the opportunities to examine or interpret data and graphs through source analysis.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Learners can analyse data to draw conclusions on statistics such as population growth, costs and land expansion.</li> <li>• Secondary material such as graphs and charts can be interpreted.</li> <li>• There are opportunities for learners to create their own numerical representations of data gathered.</li> </ul>

### Cross-curricular Skills – Digital Competence

There are many opportunities to include Digital Competence in GCSE History. Learners can make use of digital technology to access a broad range of historical sources and to undertake research of a historical topic. Learners will also have the opportunity to develop their digital skills in preparing and completing their non-examination assessments. These opportunities will allow learners to develop cross-curricular skills which underpin the four purposes of the curriculum, as well as allowing further access to historical information while fostering current and future critical thinking and ethical awareness.

Below are some examples of how Digital Competence can be embedded into teaching and learning for GCSE History.

<p>Citizenship</p>	<p>Learners will develop an understanding of the importance of attributions, including the use of resources in digital formats such as e-books and online articles. Learners will be required to address attributions when analysing items for their historical enquiry and to think critically about the authors of digital evidence.</p> <p><b>Example</b></p> <p>Learners should be made aware of copyright and plagiarism when looking at historical evidence and when developing and presenting their own arguments in relation to a topic.</p>
<p>Interacting and Collaborating</p>	<p>Learners can work collaboratively (digitally) on tasks in preparation for the exam. These could include peer assessment, responding to teacher feedback or work creation.</p> <p><b>Example</b></p> <p>In groups, learners could research and present a topic to introduce an area of study.</p>
<p>Producing</p>	<p>Learners will have opportunities to research a variety of sources digitally and will develop digital skills when producing non-examinations assessments in a digital format.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>● Use of national and international archives to find source materials that link to the area of study.</li> <li>● Complete the assessment using digital technology.</li> </ul>

<b>Integral Skills</b>	
<b>Creativity and Innovation</b>	<p>There are many opportunities to include Creativity and Innovation in GCSE History. These opportunities are important to learners to become more engaged in lessons and enjoy learning through stimulating tasks. Deeper understanding is developed through the encouragement for learners to take an active role in their learning.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Learners will demonstrate creativity when developing responses, expressing their opinions about relevant historical issues and critically evaluating sources and evidence within assessments.</li> <li>• Learners have opportunities to be creative and innovative when presenting information and findings.</li> </ul>
<b>Critical Thinking and Problem Solving</b>	<p>There are many opportunities to include Critical Thinking and Problem Solving in GCSE History. These opportunities are important to learners because they develop the ability to think analytically, and to collect, reflect and critically evaluate evidence in order to make informed judgements on a range of topics. This skill can be applied to real-life scenarios.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Learners will have opportunities to ask meaningful questions of source material and historical interpretations, as well as to evaluate them as part of their process of developing relevant critical arguments.</li> <li>• Learners will develop their ability to see issues from multiple viewpoints.</li> <li>• Studying continuity and change over time allows learners to develop their problem-solving skills that can be applied in their future lives.</li> <li>• Learners will evaluate sources and historical interpretations in terms of reliability, bias and purpose.</li> <li>• Critical thinking and problem solving encourages independent learning and promotes the ability to come to reasoned and informed decisions in other aspects of life such as further education or work.</li> </ul>
<b>Planning and Organisation</b>	<p>There are many opportunities to include Planning and Organisation in GCSE History. These opportunities are important to Learners because these integral skills allow Learners to engage with the past, analyse information and communicate their findings which allow Learners to enhance their academic understanding and prepare them to apply historical knowledge in modern contexts.</p> <p>Below are some examples of how Planning and Organisation can be embedded into teaching and learning of GCSE History.</p>

	<p><b>Example</b></p> <ul style="list-style-type: none"> <li>Learners will have opportunities to plan and then complete their response to an enquiry question.</li> </ul>
<p>Personal Effectiveness</p>	<p>There are many opportunities to include Personal Effectiveness in GCSE History. These opportunities are important to learners because it develops resilience and the ability to work effectively. This helps to develop learners' time management skills and the ability to prioritise tasks, enhancing learners' ability to become adaptable individuals.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>Learning about potentially sensitive topics will allow learners to develop their emotional intelligence and historical awareness.</li> <li>Opportunities for peer, self and teacher assessment encourage learners to develop effective strategies to improve their work.</li> <li>Collaborating on a research task or presentation.</li> <li>Developing resilience through the revision and remodelling of answers.</li> <li>There are opportunities for learners to express their opinions about relevant historical issues, contemporary source materials and historical interpretations.</li> </ul>

## Glossary for Option 2.5

### Modern: The Third Reich, c.1933 – c.1945

Term	Definition
Third Reich	Refers to Nazi Germany, the regime led by Adolf Hitler from 1933 to 1945, which was intended as the successor to the Holy Roman Empire (First Reich) and the German Empire (Second Reich).
Adolf Hitler	The leader (Führer) of the Nazi Party and dictator of Nazi Germany from 1933 until his death in 1945. He played a central role in the outbreak of World War II and the Holocaust.
Aryan Race	A key concept in Nazi ideology, referring to a so-called 'master race' of pure, non-Jewish Germans, often characterised by blonde hair and blue eyes. This belief was used to justify racism and anti-Semitism.
Enabling Act	A 1933 law that gave Hitler the power to pass laws without the Reichstag (parliament), effectively allowing him to establish a dictatorship and consolidate his control over Germany.
Gestapo	The official secret police of Nazi Germany, responsible for rooting out opposition to the regime and enforcing Nazi policies through fear and intimidation.
Kristallnacht	Also known as the 'Night of Broken Glass' (9-10 November 1938), when Jewish homes, businesses, and synagogues were attacked across Germany and Austria, marking a significant escalation in Nazi persecution of Jews.
Lebensraum	Literally meaning 'living space', this was a core Nazi policy aimed at expanding German territory, particularly into Eastern Europe, to secure resources and space for the Aryan population.
Nazi Party (NSDAP)	The National Socialist German Workers' Party, a far-right political party led by Adolf Hitler, which promoted nationalism, anti-Semitism and totalitarianism.
Nuremberg Laws	A set of discriminatory laws passed in 1935 that stripped Jews of their German citizenship, prohibited marriage between Jews and non-Jews, and laid the groundwork for further persecution.



Propaganda	A tool used extensively by the Nazi regime, particularly under Joseph Goebbels, to control public opinion through media, rallies and posters promoting Nazi ideology.
The Holocaust	The systematic, state-sponsored genocide of six million Jews and millions of others including Roma, disabled individuals and political opponents, by Nazi Germany during World War II.
The SS (Schutzstaffel)	Initially Hitler's personal bodyguard unit, the SS grew into a powerful paramilitary organisation under Heinrich Himmler, responsible for many of the atrocities committed during the Holocaust.
Weimar Republic	The democratic government of Germany between 1919 and 1933, which faced political and economic instability. Its collapse led to the rise of the Nazi regime.