# socraflix

resource booklet

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# intro

Socraflix's main service is to provide educational videos. However, as a former Head of Department, I know how difficult it is to find time to design high-quality resources. Therefore, I am happy to provide this service. I will design these resources based upon our co-planning meetings and any pre-existing resources, in consultation with your subject experts. As with the videos, I can design them based upon your school's branding.

## Resource 1: Knowledge Organisers

I have designed countless Knowledge Organisers for a diverse range of units across KS3 to KS5. It's very time-consuming and not everyone loves to write as much as I do. I am more than happy to take a topic and either revive an old KO or design a new one for you. In fact, I'll enjoy it because I'll learn something new!

## Resource 2: Flash Cards

Students make their own flashcards, but often not effectively. I have designed flashcards that condense long-winded topics into the bare necessities students need to know for their exam. For every topic on the exam specification, students get one clear and simple fact; then, on the reverse, they get the reason why this fact is important. I can differentiate the flashcards according to ability or target grade.

## Resource 2: Frayer Models

I love Frayer models – they are brilliant for discussion, recall, and to deepen reasoning. You place a key concept in the centre of the page then brainstorm ideas based on four categories. It's a great way of introducing a familiar concept into a new topic or revising an important concept in the run-up to the exams.

## Resource 3: Recall activity

'Connections' is a puzzle: you simply place nine words into three categories. You can then extend it to include deeper questioning. It is a useful starter activity due to the competitive element, and it is an easy way to subtly differentiate your questioning of students on their knowledge and reasoning.

## Resource 4: Group activity

Group activities can be tricky to organise and, sometimes, you need the flexibility to turn the activity back to an independent task. This activity uses the old 'jigsaw' style of group work, where each group discusses part of a source, then answers the questions, before breaking off into different groups and feeding back their answers. It can easily be transformed back into an independent activity by simply giving students the worksheet whole rather than in parts. It is also subtly differentiated because some sections of the source are more difficult to analyse than others.

## Resource 5: Model answer activity

Model answers are an important aspect of exam technique lessons. This example provides four model answers – three of which are deliberately poor, highlighting common pitfalls. Students highlight key aspects of each answer before answering questions; this allows students to evaluate answers and improve their own in a non-judgemental way.

## Resource 5: Scheme of Work

For seven consecutive years, I re-wrote the same scheme of work on a different school proforma. Firstly, when I moved schools, and then due to changes to the Ofsted framework, changes in headship, and changes to SLT. It is time-consuming and I genuinely believe it makes very little impact on teaching and learning. A scheme of work needs to be clear and concise: it's there to help teachers or long-term supply staff to deliver a unit in a way that is consistent with the other teachers in the department and ensures that students have access to the full curriculum. I've written a short sample to illustrate this. I can write or revamp any SoW, on your school proforma, if you wish to take this chore out of the hands of a busy middle leader.

# The Road to Dictatorship

## Mar 1933-Aug 1934

**Jan 1933: Nazis win an election**
Gained more votes than other parties President Hindenburg made Hitler chancellor believing that he could control him. Insisted on a second election in March, so he could gain a majority.

**Feb 1933: The Reichstag Fire**
'Mysterious' fire at the parliament building, but young Communist caught red-handed. Hitler uses this to intimidate Hindenburg into calling state of emergency. Communists banned from March election and thousands jailed without fair trial.

**April to June 1933: Establishes a police state**
Hitler takes full control of local government, including law courts.
He establishes the Gestapo, the secret police, and Germany's first concentration camp in Dachau – the first prisoners were Communists. He also bans trade unions since they gave power to the Communist party. This means ordinary workers no longer had a voice.

**Mar 1933: Second election & The Enabling Act** Nazi Party wins most votes, but still no overall majority, so had to form a coalition with Centre Party. Bullied Hindenburg into passing the Enabling Act, which allowed Hitler (as chancellor) to bypass the Reichstag when passing laws.

**August 1934: Death of Hindenburg**
Hitler managed to dismantle almost all of the Weimar constitution – apart from the role of President! Hindenburg was aged 85-86 and a much-loved war hero. So Hitler bided his time and waited from him to pass away. With his demise, democracy died in Germany.

**July 1933: Ban rival political parties**
Hitler extends the ban on political parties, to not just the Communist Party but all rival parties. The law stated that if anyone tried to form a political party, they'd be imprisoned for three years.

**June 1934: Night of the Long Knives**
By the following summer, Hitler had defeated all external opposition. However, the leader of the SA (Brownshirts), called Ernst Rohm, had become too powerful. In a brutal purge, Hitler ordered the assassination of Rohm and 700 of his followers; he also took the opportunity to arrest a further 1,000 political rivals.

**Fact: Hitler becomes chancellor, Jan 1933**

Hindenburg makes Hitler the chancellor after Nazis receive the most votes in an election

**Why? Hitler becomes chancellor, Jan 1933**

Hindenburg believed he could control Hitler and hoped he wouldn't last long

**Fact: Reichstag Fire, Feb 1933**

A Dutch Communist sets fire to the Reichstag a month before the next election

**Why? Reichstag Fire, Feb 1933**

The Nazi Party used this as an excuse to ban the Communist Party from the next election

## Definition

A government where the leader – or single political party – holds all the power and <u>dictates</u> the laws without consultation of the populace (i.e. no fair democratic elections)

## Related concepts

Fascism
Police State
Control
Persecution
Censorship
Control of press

Militarism
Nationalism
Absolutism

# Dictatorship

## Examples

Nazi Germany
Fascist Italy
North Korea
Russia – Soviet Union & today

## Non-examples

Weimar Germany
Democratic nations:
 e.g. modern day Britain
Free press
Referendums or plebiscites (e.g. Upper Silesia)

# Task One:

Place the nine boxes below into three categories by looking for connections

| President | Dachau | Ballot |
|-----------|--------|--------|
| Gestapo | Ernst Rohm | Law courts |
| Hindenburg | Constitution | The Communist Party |

| Category 1: | Key terms: |
|-------------|------------|
| Category 2: | Key terms: |
| Category 3: | Key terms: |

# Task Two:

Fill in the boxes for each category. Spend the first five minutes answering the questions without looking at your knowledge organiser or class notes, then with a green pen, fill in the blanks.
*If you finish ahead of time*, create your own nine-part grid for the following categories: Treaty of Versailles, Weimar Culture & Threats to Weimar Government.

| Democracy |
|-----------|
| Definition |
| How did Hitler dismantle democracy? |
| What did he replace it with? |

| Hitler's Threats |
|------------------|
| Why did Hitler need to get rid of the Communist Party? |
| Why did Hitler need to get rid of Ernst Rohm? |
| Why did Hitler choose not to get rid of President Hindenburg? |

| Police State |
|--------------|
| Definition |
| Why did Hitler need to gain control of the law courts? |
| Why was the Gestapo such a powerful tool in Hitler's police state? |

# Source Deconstruction Task:

This is a British political cartoon published immediately after the Night of the Long Knives, July 1934. In groups, you will each examine one small section of the source and discuss the questions. After five minutes, you will break out a new group, where you will need to share your answers to the questions. Therefore, it is important to make notes around the relevant section of your cartoon.



British Cartoon, July 1934
Caption: 'They salute with both hands up now.'
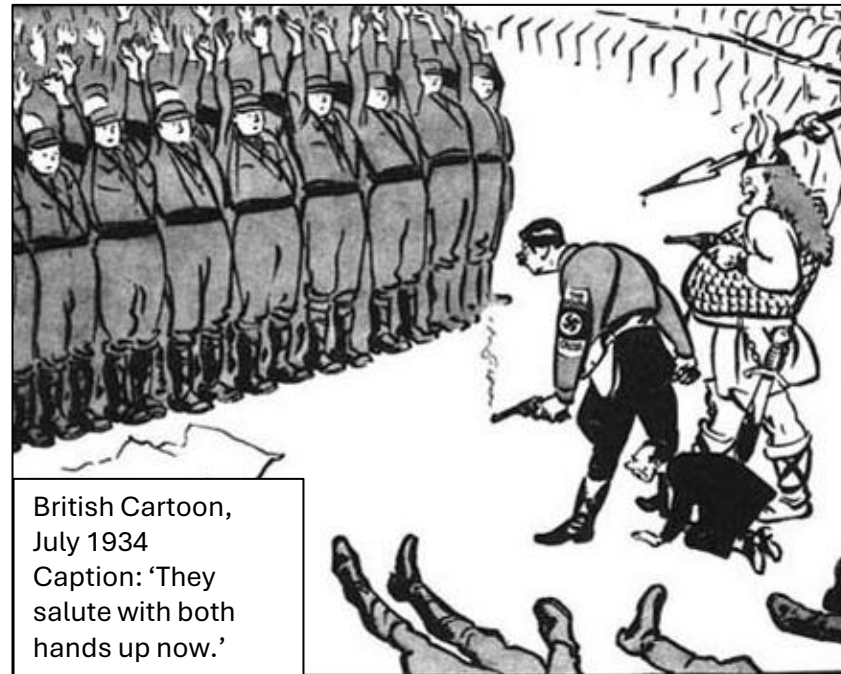
The caption for this cartoon reads, 'They salute with both hands up now.' What do you think this means?
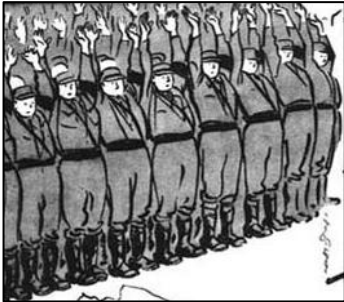


What does the figure behind Hitler represent? What supporting knowledge from the Night of the Long Knives helps you to arrive at this decision?



Who has been killed? Why did Hitler perceive them as a threat?



Who is the person peeping through Hitler's legs? What role did he have in the Night of the Long Knives?

# Exam question:
## How useful is this source to understanding the events of the Night of the Long Knives?



Provenance: A British political cartoon published immediately after the Night of the Long Knives, July 1934.

**Task One:** Highlight the following features of each answer (note: not all answers feature all four)
1. Accurate knowledge
2. Link back to the question
3. Reference to the source
4. Evaluation (judgement about 'how useful')

**Task Two:** Answer the questions in your exercise book

**Response 1:**
*This source shows a group of soldiers with their hands up and Hitler holding a gun. This represents the Night of the Long Knives when Hitler killed many of his own soldiers. There is a very scary looking man who is trying to murder Hitler as revenge for the dead soldiers.*
**What mistakes has this student made? Why do you think they have made these mistakes?**

**Response 2:**
*This source is not useful because Hitler did not shoot the soldiers. He got other people to do it for him. He also didn't line them up and make them put their hands up. It also does not show Ernst Rohm, who was the main person he killed.*
**Which common pitfall has this student fallen into? What advice would you give so they can improve their answer?**

**Response 3:**
*The source shows how Hitler completed a purge of the brownshirts by killing over 300 people. He did this because the leader of the brownshirts, called Ernst Rohm, had become too powerful and too popular, so Hitler felt threatened by him. Therefore, Hitler murdered Rohm and various other people he saw as a threat, including the former chancellor called von Schleicher and apparently an old school teacher that he didn't like. It really shows how paranoid Hitler was by this point.*
**Even though this answer shows a good depth of knowledge, it would not receive many marks. Why do you think this is? What advice would you give to the student to improve their answer?**

**Response 4:**
*This source is useful because it shows Hitler's control of the Brownshirts following the Night of the Long Knives. This is shown through the line of soldiers who are 'saluting' with their hands up. The Viking warrior behind Hitler shows how he is now using intimidation rather than persuasion to control the young soldiers. This reflects the road to dictatorship – before 1933, Hitler had to use persuasion to get young people to join the Brownshirts and to vote for him. Now, he must establish a police state to maintain control, so has used terror tactics. He also uses Goebbels (represented as a sinister figure, crouching between Hitler's legs) to control the press and manipulate the German population into believing the Night of the Long Knives was necessary. Therefore, this source is very useful to understanding how the Night of the Long Knives represents a further step toward the creation of a police state.*
**Why is this a strong answer? How could the candidate improve their answer by discussing the source's provenance?**

# Scheme of Work exemplar...

As a former Head of Department, I understand the drudge of rewriting schemes of work for every curriculum change. Often, they get pushed to the bottom of the priority list or completed late at night with a Netflix show in the background. I am happy to populate your school's proforma based upon our co-planning session, or take an old scheme of work and uplift it. This means that your teaching staff do not need to dread additions to their workload following our co-planning session. See below a very simple exemplar, based upon the resources in this PDF.

| Topic | Lessons | Key vocabulary | Disciplinary skills | Wider Connections |
|---|---|---|---|---|
| Rise of the Nazi Party, 1930-1933 | 2-3 | Democracy, elections, coalitions... | Cause and effect: linking long to short term causes... | Propaganda and 'fake news' to win an election... |
| Road to dictatorship, 1933-34 | 1-2 | Police state, terror, censorship, persecution, dictatorship, concentration camps, Communists, assassination, purge, intimidation | Source evaluation (political cartoon on the Night of the Long Knives); chronological understanding of events; evaluate why Hitler was able to create a dictatorship (strength of the Nazi Party vs Weaknesses of Weimar) | The importance of a fair and just legal system: why the German people accepted the abolition of the law courts, and how it resulted in the 'purge' of the Night of the Long Knives and the arrest and incarceration of Communists |
| The Nazi Police State, 1933-45 | 1-2 | Gestapo, the SS, the SA, use of censorship... | Evaluation skills: which mechanism of the police state was most effective... | Freedom of the press: why it is important for citizens to have access to unbiased media... |