



Aspire Achieve Thrive

Spring Term
Term 2

History

Year 11

Name: _____

Tutor: _____

Year 11 Homework Timetable

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|------------------|-----------------------|-----------------------|-----------------------|
| Monday | Science Task 1 | Ebacc Option A Task 1 | Option C Task 1 |
| Tuesday | Sparx Science | Option B Task 1 | Modern Britain Task 1 |
| Wednesday | English Task 1 | Science Task 2 | Option C Task 2 |
| Thursday | Ebacc Option A Task 2 | Option B Task 2 | Sparx Catch Up |
| Friday | Modern Britain Task 2 | English Task 2 | Sparx Maths |

Sparx Science

- Complete 100% of their assigned homework each week

Sparx Maths

- Complete 100% of their assigned homework each week

| Option A (EBACC) |
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| French |
| Geography |
| History |

| Option B |
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| Art |
| Business Studies |
| Catering |
| Computer Science |
| History |
| Health & Social Care |
| Music |
| Sport |
| IT |

| Option C |
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| Business Studies |
| Childcare |
| Catering |
| Drama |
| Geography |
| Health & Social Care |
| Triple Science |
| Sport |

Year 11 Homework Timetable

| Half Term 3 (5 weeks) - Year 11- Weimar Germany | | |
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| Week / Date | Homework task 1 Cornell Notes | Homework task 2 Exam Question |
| Week 1 8th January 2024 | Cornell Notes on: Threats from the Left | Question: Explain why the Treaty of Versailles was disliked by the people of Germany. (4) |
| Week 2 15th January 2024 | Revision Cards on: Threats from the Right | Question: How useful is this source for an enquiry into the workings of the Weimar Constitution? (4) |
| Week 3 22nd January 2024 | Cornell Notes on: Munich Putsch | Question: Explain why the Weimar Republic faced prosperity between 1924-1929 (4) |
| Week 4 29th January 2024 | Revision Cards on: 1923 - Stresemann | Question: Give two things you can infer from Source A about how the Nazis reacted to the Reichstag Fire. (4) |
| Week 5 5th February 2024 | Cornell Notes on: Wall Street Crash | Question: What is the main difference between these interpretations about the threat from Rohm in 1934? (4) |

| Half Term 4 (6 weeks) - Year 11 - Nazis | | |
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| Week / Date | Homework task 1 Cornell Notes | Homework task 2 Exam Question |
| Week 6 19th February | Cornell Notes on: Living Standards | Question Explain why the Nazis were able to control the legal system in Nazi Germany (4) |
| Week 7 26th February | Revision Cards on: Church | Question: Give one reason why the interpretations have different views on Nazi policies towards the German youth (4) |
| Week 8 4th March | Mock exams | Mock Exams |
| Week 9 11th March | Mock exams | Mock exams |
| Week 10 18th March | Cornell Notes on: Unemployment | Question Give two inferences you can make from Source B about how Hitler's plan to go to war solved Germany's unemployment problem (4) |
| Week 11 25th March | Revision Cards on: Minorities | Question How useful is Source B for an enquiry into Nazi policies towards women? (4) |

Exam Question Structures

1. Explain one reason why... (4)

- a. You need to identify one relevant reason.
- b. You need to explain why this reason led to the change/introduction
- c. You need to use detailed factual evidence (your own knowledge) about the reason to back up your answer.

2. Explain one similarity....(4)

- a. You need to identify a similarity between the time periods.
- b. You need to explain why the time periods were similar
- c. You need to use detailed factual evidence (your own knowledge) about both time periods to back up your answer.

3. Describe two key features...(4)

- a. You need to give two relevant features linked to the topic in the question.
- b. You need to support both features with detailed factual evidence (your own knowledge)

4. What is your opinion on this statement? (8)

1. You need to give your opinion- do you agree/disagree/partly agree?
2. What factual evidence (own knowledge) do you have to back up your opinion?
3. Why does this evidence help prove your argument?

5. Useful Question (4)

1. W = What can you learn from the source??
2. H = How can you learn this from the source?
3. O = What own knowledge do you have to back up what the source is saying?
4. L = Why might the source be limited? (What can't you learn?)
5. E = Using your own knowledge, evaluate whether the limitation is accurate.

6. What is the main difference between the interpretations? (4)

1. Give the main difference between the interpretations.
2. What is the view of interpretation 1?
3. What quote could you use to prove this?
4. What is the view of interpretation 2?
5. What quote could you use to prove this?

7. Why are the interpretations different? (4)

1. Opening sentence- The interpretations may differ because they have based their research on different sources.
2. Which source is interpretation 1 based on?
3. How do you know interpretation 1 is based on this source? (Use a quote/description from the source that backs up the interpretation)
4. Which source is interpretation 2 based on?
5. How do you know interpretation 2 is based on this source? (Use a quote/description from the source that backs up the interpretation)

Year 11 History Half Term 3: Weimar Germany

Germany under the Kaiser

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| <u>Key Words</u> Abdicate - give up the throne Armistice - truce - agreement to stop fighting Kaiser - German Emperor Reichstag - Parliament November Criminals - Nickname given to those who signed the armistice agreement | <u>Key Dates</u> 1888 - Kaiser Wilhelm comes to power 1914 - WW1 breaks out 11th November 1918 - Germany signs armistice agreement 6th April 1917 - America declares war on Germany 9th November 1918 - Kaiser abdicated |
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Key Facts

Kaiser:

1. Most power was in the hands of the Kaiser.
2. He could appoint or dismiss the Chancellor.
3. He could dissolve the Reichstag.
4. The Kaiser did not allow criticism of the government and ensured everyone was obedient towards him.

Germany before 1914:

1. The Germans had one of the best welfare systems in Europe
2. In the years before WWI, German industry developed rapidly.
3. By 1914 Germany was producing more iron and steel, and as much coal as Britain.

Stab in the Back theory (Dolchstoß)

1. The German army was never defeated militarily during the First World War, although Germany was losing and its people were starving Germany was never invaded.
2. It is for this reason that people in Germany saw this as the army being stabbed in the back by their leaders.

Threats from Left

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| <u>Key Words</u> Republic - A country run by an elected president- not a monarch. Constitution - The laws of a country/ How it is run. Nationalisation - The state/government owns businesses. Freikorps - Ex-German soldiers who had just fought in WWI. | <u>Key Dates</u> Spartacist Uprising - January 1918 |
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Key Facts

Spartacist Uprising (1918)

1. On the 9th November 1918, Prince Max von Baden, handed over his office to Friedrich Ebert
2. Ebert then carried out a series of actions to keep people from rebelling against the new government but still faced much opposition
3. On the 4th January 1919, Ebert sacked the police chief in Berlin. He was popular with the workers, so thousands of people started to protest.
4. The Spartacists decided to use this as a time to remove the government and start a communist revolution.
5. They encouraged people to revolt and take part in a general strike.
6. On the 6th of January 1919, 100,000 workers took to the streets to riot.
7. Ebert used ex-German soldiers called Freikorps to put down the revolt
8. On the 16th January 1919, Rosa Luxemburg and Karl Liebknecht (the leaders of the Spartacists) were arrested and killed by Freikorps' officers.

9. By the 13th of January, the rebels had been driven off the street
10. The violence caused the government to move out of Berlin and relocate to Weimar.

Weimar Constitution

Key Words

Proportional Representation - created small ineffective governments which made it difficult to make decisions

Article 48- Gave the President emergency powers.

Proportional Representation- Percentage of votes equals the percentage of seats in Parliament.

President- Leader of the country.

Chancellor- Head of government.

Key Facts

Proportional Representation problems:

1. Instability
2. Inaction
3. Change
4. Public opinion

Weimar Constitution Disadvantages:

1. The President is able to appoint those who will follow his instruction/do his bidding to high (and important) positions.
2. Article 48

Weimar Constitution Advantages:

1. Men and women (over 20) able to vote = No discrimination based on gender etc
2. Fundamental Laws

Treaty of Versailles

Key Words

Diktat - an order or decree imposed by someone in power without popular consent

Key people:

Woodrow Wilson - President of USA

George Clemenceau - French president

David Lloyd George - British Prime minister

Key Dates

28th June 1919 - Treaty of Versailles

Key Terms of the Treaty:

1. Completely responsible for WW1
2. To pay compensation = reparations
3. Armed forces to be 1000,000 men, 6 battleships, no tanks, subs or planes
4. Rhineland demilitarised
5. Germany not allowed to unite with Austria
6. Lost 13% of her land

Key Facts

1. Germans called the Treaty a 'Diktat'
2. The terms of the treaty can be split into four categories, Land, Army, Money, Blame (LAMB)

Threats from the Right

Key Words

Reichswehr- German army

Freikorps- Ex-Soldiers. (Right-wing)

Nationalist- Someone who has a lot of pride and love for their country.

Key Dates

March 1920 - Kapp Putsch

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| <p>Putsch- A violent attempt to overthrow the Government.</p> <p>Right Wing- authority, hierarchy, order, duty, nationalism etc</p> <p>Left Wing - Freedom, equality, reforms, rights etc.</p> | |
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Key Facts

Freikorps

1. They were made up of thousands of ex-servicemen who had been allowed to keep their weapons and refused to give up their uniforms when the war ended.
2. Many were anti-communist
3. They were employed by the Weimar Republic to use force against their opponents.

Kapp Putsch

3. In March 1920, under pressure from the Allies, Ebert ordered for Freikorps units to be disbanded.
4. This made the Freikorps worried that they were soon to become unemployed and they turned on the government. Five thousand armed Freikorps members marched on Berlin.
5. Soon the rebels controlled the city of Berlin and they put forward a nationalist politician, Wolfgang Kapp, as leader.
6. They declared a new government and invited the Kaiser to return from exile. In fear of their lives, members of the real government fled to Weimar
7. The Weimar government urged people not to co-operate and instead go on strike. Essential services- gas, electricity, water, transport- stopped and Berlin ground to a halt.
8. Wolfgang Kapp realised that he could not govern if the people would not work for him - He fled Berlin, but was caught and put in prison, where he later died.
9. The rebellion collapsed and the Weimar ministers returned to Berlin.

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| 1923 Year of Crisis | |
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| <p><u>Key Words</u></p> <p>Hyperinflation - German government printed large amounts of money to pay its workers, shopkeepers put their prices up as more money was printed so money began to lose its value</p> | <p><u>Key Dates</u></p> <p>11th January 1923 - French and Belgium soldiers invade the Ruhr</p> |
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Key Facts

1. Germany had to pay 132 billion gold marks (£6.6billion) in reparations for their actions in WWI. They had to pay it in equal yearly instalments over 66 years.
2. On 11th January 1923, French and Belgium soldiers marched into the Ruhr, a rich industrial area of German, full of coal mines and factories after Germany announced they could not afford the reparation payments
3. The German government ordered its workers to go on strike, this was called passive resistance - the German government promised to keep paying workers on strike.
4. The German government started printing large amounts of money to be able to pay the workers.-so shopkeepers began to put up their prices up every time more money was produced
5. People had to be paid more than once a day
6. The Weimar government lost lots of support.

Munich Putsch - November 1923

1. Hitler's soldiers occupied a beer hall where the local government was having a meeting.
2. He declared a revolution and marched into Munich with the SA
3. Police found out and were waiting for them and a small gun fight broke out and the Nazis lost
4. Hitler was arrested and went to prison.
5. His trial was a great propaganda event
6. Hitler's was found guilty of treason and sentenced to five years but only served 9 months
7. His prison sentence was short and comfortable: Here he was able to gather his thoughts and write his book and he met many of the people who would become important to Nazis success.
8. Whilst in prison he also decided that he needed to turn the Nazi party into a political party and gain power through legal means
9. The NSDAP (Nazis) were banned but by 1925 this ban had been lifted

| Wall Street Crash | |
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| <p><u>Key Words</u></p> <p>Wall Street - used as an umbrella term to describe the financial markets and the companies that trade publicly on exchanges throughout the U.S.</p> | <p><u>Key Dates</u></p> <p>October 1929 - Wall Street Crash</p> |
| <p><u>Key Facts</u></p> <ol style="list-style-type: none"> 1. October 1929 - Share prices began to fall on the Wall Street stock exchange in NY, USA. Worried about losing money, people rushed to sell their shares before they fell even more 2. 24th October 1929 - The panic selling sent prices even lower. Within a week, investors lost \$4,000 million 3. This led to a banking crisis within Germany as many banks were major investors in shares on the US stock exchange and suffered huge losses 4. The loans given to Germany by the US were also recalled. The people of Germany soon feared for their own money and queued up outside banks to get it out. There was a general economic collapse in Germany 5. This led to a huge fall in industrial output as many companies were forced to close. Due to this and cuts, there was a sharp increase in unemployment 6. For those still in employment, wages fell but taxes rose. For those that were unemployed, they experienced falling benefits 7. The government was unable to win a majority in the Reichstag, which meant that laws could only be passed using presidential decree 8. Not enough action was being taken to tackle the economic and social consequences of the Depression and Germans increasingly began to look to the political extremes for answers. 9. The Nazis benefitted the most from this, as a combination of policies with widespread appeal, a charismatic leader in Hitler and the violence of the SA helped make them the largest party in the Reichstag by the middle of 1932. | |

| How Hitler became Chancellor and later Fuhrer of Germany | |
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| <p>Reichstag Fire</p> <ol style="list-style-type: none"> 1. A few days after the Reichstag Fire, in the election on 5 March 1933, 44 per cent of the German people voted for the Nazis, who won 288 seats in the Reichstag 2. This was still not the two-thirds majority Hitler needed 3. When the Reichstag met on 23 March 1933 Hitler was able to secure the passing of an important law, the Enabling Act, by using the decree for the Protection of People and State to ban the Communist Party <p>The Enabling Act</p> <ol style="list-style-type: none"> 1. On the 23rd of March 1933, the Enabling Act was passed by the Reichstag 441 votes to 94. 2. This Act gave Hitler the right to make laws without the Reichstag's approval for the next four years. 3. It gave Hitler absolute power to make laws, which enabled him to destroy all opposition to his rule. 4. This Act removed the Reichstag as a source of opposition. The Reichstag rarely met for the remainder of Hitler's time in power. | <p><u>Night of Long Knives</u></p> <ol style="list-style-type: none"> 1. Hitler needed to remove his opposition, especially the leader of SA Ernst Rohm 2. The SA, Hitler's original armed force, had grown in size and were more loyal to Rohm than Hitler. 3. Many people in the Nazis party felt Rohm rather than Hitler should be the leader of the Nazis. 4. Hitler needed to remove the threat of Rohm - so he arranged a meeting . When they arrived Rohm and senior members of the SA were arrested, imprisoned and shot. 5. 30th June 1934 - 400 people were murdered altogether- this included 150 senior members of the SA. 6. Hitler also had political opponents murdered. This included Kurt von Schleicher, who was the previous Chancellor of Germany. 7. The murders were carried out by the SS. 8. When Hindenburg died in August 1934, Hitler declared himself jointly president, chancellor and head of the army. 9. Members of the armed forces had to swear a personal oath of allegiance not to Germany, but to Hitler - This formally made Hitler the absolute ruler of Germany. |

Year 11 - Half Term 4 - Nazi Germany

| Propaganda | |
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| <p><u>Key Words</u> Propaganda: A way of controlling people's attitudes by giving them a simple message they can follow and then repeating it several times. Censorship: Where something is blocked so cannot be read, seen or heard.</p> | <p><u>Key Dates</u> 1933 - The Reich Press Law was passed. 1933 - Non-Nazi books were burned. 1936 - The Berlin Olympics took place. The Nazis used these as a propaganda opportunity.</p> |
| <p>Joseph Goebbels was in charge of Nazi Propaganda.</p> <p>Newspapers</p> <ol style="list-style-type: none"> 1. Newspapers were common in Germany but many were local. The Nazis shut down any non- Nazi newspapers, more than 1,600. The Reich Press Law passed in 1933 said:- 2. Journalists were told what they could say 3. Regular briefings were held telling the newspaper what to say 4. Anyone not complying were arrested 5. This prevented most Germans from hearing non- Nazi ideas. <p>Rallies</p> <ol style="list-style-type: none"> 1. Nazis used huge public rallies to spread the propaganda message. The largest was held in Nuremberg. | <p>Radios</p> <ol style="list-style-type: none"> 1. In an attempt to surround people with propaganda - They sold cheap radio sets (called the 'People's Receiver') and controlled all broadcasts. 2. 70% of German households had a radio. 3. Radios were also placed in workplaces, street corners and parks so no-one could avoid the message. 4. All radio stations were under Nazis control. Hitler and other important Nazis made regular broadcasts. This gave the Nazis a voice even in people's own homes. <p>Cinema</p> <ol style="list-style-type: none"> 1. Goebbels realised the popularity of cinema- over 100 films were made each year - He made films as interesting as possible for people to watch while still getting the Nazis message across. Das Juden showed the Jews as rats. 2. All films in cinema were accompanied by a 45 minutes 'documentary' film glorifying the Nazis - People would not be allowed to watch the film if they did not watch the 'documentary' beforehand. |

| Police State | |
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| <p><u>Key Words</u> Police State: A state in which the Nazi government used the police to control what people did and what they said. SS: The Protection Squad. They were the Nazis private police force. Gestapo: The Secret Police.</p> | <p><u>Key Dates</u> 1933 - Hitler created a Police State.</p> |
| <p><u>Key Facts</u> Gestapo:</p> <ol style="list-style-type: none"> 1. They were set up in 1933 by Goering, but placed under SS control in 1934 and Heydrich became leader in 1936. 2. They were non-uniformed. 3. Aim was to identify anyone who criticised or opposed the Nazi government. 4. They spied on people, tapped their phones and used networks of informants. 5. Given permission to use torture when questioning suspects or gaining confessions. 6. Their main weapon was fear. People could not tell them apart from others. 7. Often arrived early in the morning to take suspects away and many families were told their relatives had died in custody. 8. Never more than 30,000 Gestapo (in comparison to a population of 80 million). | <p><u>Key Facts</u> The SS</p> <ol style="list-style-type: none"> 1. The Protection Squad 2. Led by Heinrich Himmler 3. They wore black uniforms- the 'Blackshirts' 4. Early 1930s- main role was as the Nazis private police force. 5. During the 1930s- SS was expanded to 240,000 men and put in charge of all the other police and security services. 6. Himmler did not believe they were to act within the law. 7. Himmler was also very particular about recruitment to the SS. They were to be perfect examples of German manhood. |

| Unemployment | |
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| <p>Key Words</p> <p>Rearmament: The process of equipping military forces with a new supply of weapons.</p> <p>Conscription: Compulsory enlistment for the military.</p> <p>Autobahns: German Motorways.</p> | <p>Key Dates</p> <p>1933 - Unemployment was at roughly 6,000,000.</p> <p>1935 - Rearmament stated and military conscription was announced.</p> <p>1935 - The R.A.D. was made compulsory for men aged 18-25. They had to complete six months.</p> <p>1935 - 125,000 men were employed building the Autobahns.</p> <p>1939 - 1.4 million men were in the army.</p> <p>1939 - Unemployment was at 302,000.</p> |
| <p>Key Facts</p> <ol style="list-style-type: none"> 1. Unemployment was politically dangerous to Hitler. If Hitler did not help the unemployed poor living conditions then they may have supported the Communist Party instead. 2. The Nazis had also promised people 'Arbeit und Brot' (Work and Bread) in their propaganda. If the Nazis did not reduce unemployment then they would appear as though they had been lying. 3. The Nazis also believed that the unemployed workers were a waste of resources and a burden on society. 4. Rearmament created jobs in the armaments (weapons) industry. The Nazis pushed the idea of 'guns before butter'. 5. Men also had to join the army when Hitler announced military conscription in 1935. 6. The Reich Labour Service (R.A.D.) was introduced. This was a scheme to provide young men with manual labour jobs. They did public works such as repairing roads, planting trees etc. 7. The R.A.D. was made compulsory for men aged 18-25, in 1935. All men had to complete 6 months. 8. There were also job creation schemes, such as the autobahns. Hitler planned a 7000km network of dual carriageways to improve transport links. By 1938, 3500 km had been finished. 9. Some people believe that the unemployment figures were much higher than the official numbers. They thought the Nazis made some of the unemployed 'invisible' by finding ways to record them as employed instead. 10. Some jobs roles like those in rearmament and the armed forces were temporary. In normal peace-time these jobs would not exist. Women and Jewish people were forced to give up work but did not show up on the unemployment figures. The Nazis put thousands of people in concentration camps (including undesirables) who would otherwise have shown up on unemployment figures. | |
| Living Standards | |
| <p>Key Words</p> <p>SDA - The Beauty of Labour</p> <p>KDF - Strength through Joy</p> <p>DAF - The Labour Front</p> | <p>Key Dates</p> <p>1937 - Working hours increase</p> |
| <p>Key Facts</p> <ol style="list-style-type: none"> 1. The Nazis created several organisations to assist with living and working conditions. These used rewards to keep the people under control in Nazi Germany. 2. The Labour Front (D.A.F.) was set up to replace trade unions and protected the rights of workers. It regulated what employers could do and protected the standard of living of workers. 3. Strength through Joy (KdF) was a division of the DAF. The purpose was to make the benefits of work more enjoyable and the nation stronger. It helped provide leisure activities for employees (e.g. sports events, films, theatre shows, even some foreign travel). 4. 'The People's Car' (Volkswagen) was another scheme run by the KdF. People were encouraged to give 5 marks per week from their wages and they would eventually get a new car. The money set up the factories. (The workers never did get their cars). 5. The Beauty of Labour (SdA) was a division of the KdF. It campaigned to get employers to provide better facilities for workers (better toilets, canteens etc.). The SdA would give employers tax breaks to help with the building and decorating costs. 6. However, the workers would have to work extra hours for no pay to improve the facilities themselves. 7. Although wages increased by 20% by 1939, the higher food prices cancelled these out. 8. Working hours were increased from 43 hours to 47 hours for industrial workers, in 1937. 9. Nazis created cheap flats for unskilled workers to live in. | |

| Controlling the Church | |
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| <p>Catholics When Hitler came to power:</p> <ol style="list-style-type: none"> 1. One-third of Germany's Christians were Catholics. 2. Catholics owed their allegiance to the Pope (Pius XI), rather than Hitler. 3. Catholics also had their own schools, which taught values different from Nazi state schools. <p>To start with Hitler tried to control the Christian churches by encouraging them to work with the Nazis. In July 1933, a concordat (agreement) was signed between the Vatican City and the Nazis.</p> <p>It agreed:</p> <ol style="list-style-type: none"> 1. The Nazis would allow freedom of worship for Catholics. 2. The Nazis would not interfere with Catholic schools in Germany. 3. The Catholic Church had their income increased from the State. 4. The Catholic Church agreed that its priests would not interfere in politics. 5. German bishops were ordered to swear loyalty to the Nazis. <p>However, Hitler did not keep his promise to the Catholic Church. As the 1930s went on:</p> <ol style="list-style-type: none"> 1. Catholic priests were harassed and arrested – many ended up in concentration camps. 2. Catholic schools were brought in line with state schools or closed. 3. Catholic youth activities, such as the Catholic Youth League, were banned. | <p>Protestant When Hitler came to power:</p> <ol style="list-style-type: none"> 1. two-thirds of the country were Protestant. Most of the Protestants lived in the north of the country. 2. Many Protestants supported Hitler because they believed he would save them from the anti-religious communists (Remember that religion and communism don't co-exist). <p>In 1936, the Protestant churches which wanted to work with the Nazis combined to form a single Protestant church called the Reich Church:</p> <ol style="list-style-type: none"> 1. Its leader was Ludwig Muller, a member of the Nazi Party. 2. Hitler made Muller the Reich Bishop of Germany. 3. Protestant pastors who supported Hitler's views were allowed to continue providing church services. 4. Some Protestant pastors allowed the Nazis swastika to be displayed in their churches. 5. Hitler tried to encourage Churches to have a copy of Mein Kampf in them. 6. He also only allowed Nazi speakers to preach in the services. |
| <p>The Ministry of Church Affairs: This was set up to weaken the hold that Catholic and Protestant Churches had on the people. It was led by Hanns Kerrl.</p> <p>It did the following:</p> <ol style="list-style-type: none"> 1. Removed crucifixes from schools. 2. Closed some church schools. 3. Confiscated church funds. 4. It also launched smear campaigns against priests, making allegations against them for their actions. For example they spread rumours that some priests were molesting young boys. | <p>German Faith Movement:</p> <ol style="list-style-type: none"> 1. Hitler set up the German Faith Movement in 1934. 2. This was encouraged by the Nazis in the hope of replacing Christian values and ceremonies with Pagan (non-Christian) ideas. 3. It was based on the cult of Hitler's personality. 4. However, only 5% of the population joined it. |

| Opposition from the Church | |
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| <p>Catholic By 1937, Pope Pius XI realised that the concordat was worthless and that Hitler wasn't sticking to the agreements that had been made:</p> <ol style="list-style-type: none"> 1. As a result, the Pope wrote a stinging criticism of the Nazi regime in a statement 'With Burning Anxiety'. 2. It criticised Germany for putting ideological beliefs before Christian ones, however it never directly named Hitler and the Nazi in its criticisms. 3. The Pope asked Catholic priests/ bishops to read this in services to protest against the Nazis. 4. Catholic priests used this as a way to protest against the Nazi regime by reading extracts from this statement in their sermons to the people. 5. About 400 Catholic priests were imprisoned in the Priests' Block at Dachau Concentration Camp. | <p>Protestant Pastor Martin Niemoller was a protestant Pastor and had welcomed Hitler's appointment as Chancellor in 1933.</p> <ol style="list-style-type: none"> 1. He opposed Nazi interference in the running of the Protestant Church in Germany. 2. 1933- He was a founder of the PEL in 1933 3. 1934- He was a founder of the Confessing Church. 4. 1934- Niemoller discovered that, as a critic of the Nazis, his telephone had been bugged by the Gestapo. 5. He began to realise that the Nazi regime was a dictatorship which should be opposed. 6. He started to speak out more and more against the Nazis. 7. As a result he was repeatedly arrested between 1934 and 1937. |

| Controlling the Legal System | |
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| Control of the Courts <ol style="list-style-type: none"> 1. The courts were biased in favour of the Nazis. 2. Hitler set up the National Socialist League for the Maintenance of the Law. 3. He insisted that all judges must be members. 4. If any judges did things that the Nazis didn't like, then they were not allowed to be judges. Hitler ensured that all judges would support Nazi ideas. 5. Judges were told the interests of the Nazi Party were more important than the law. So if someone did something against the Nazis but hadn't broken the law they would still be punished. 6. Hitler also abolished trial by jury. Judges decided who was innocent, guilty and what punishment they would receive. 7. Hitler set up a new People's Court, to hear all cases of treason-offences against the state. | <ol style="list-style-type: none"> 1. Judges were hand picked for this and trials were held in secret. 2. Hitler sometimes imposed sentences himself. Appealing against the Courts <ol style="list-style-type: none"> 3. There was no right to appeal against the verdict of the People's Court. 4. Between 1934 and 1939, 534 people were sentenced to death for political offences. Between 1930 and 1932, only eight people had been sentenced to death for the same offence 5. It was Hitler who set up the National Socialist League for the Maintenance of the Law. 6. It was Hitler who abolished trial by jury. 7. Hitler sometimes imposed sentences himself if he didn't like the verdict/punishment given. 8. The People's Court was established , to hear all cases of treason-offences against the Nazis. 9. There was no right to appeal against the verdict of the People's Court. |

| Youth Policies and Youth Opposition | |
|---|---|
| <u>Youth Policies</u> <ol style="list-style-type: none"> 1. Hitler needed young people to be loyal and strong Nazis. 2. Indoctrination (brainwashing) was the key to success. 3. The young should also be trained for their future roles. Girls as mothers and boys as soldiers Hitler Youth <ol style="list-style-type: none"> 1. Prepared boys to be soldiers 2. Boys practised skills useful to troops like map reading and trained how to shoot guns. 3. Went camping, hiking and ran sport competitions League of German Maidens <ol style="list-style-type: none"> 1. Prepared girls to be good wives and mothers 2. Trained to cook, iron, sew and were taught racial hygiene. 3. Taught child care Eudaction <ol style="list-style-type: none"> 8. Teachers had to swear an oath of loyalty to Hitler and be approved by the Nazis - also to join the Nazi Teachers' League. 9. Have to start and end each lesson with the children saying 'Heil Hitler' and performing the Nazi salute. 10. 15% of the curriculum was PE to make sure children grew up fit and strong 11. School textbooks were changed so they only told History as the Nazis wanted it to be seen | <u>Youth Opposition</u> Edelweiss Pirates <ol style="list-style-type: none"> 1. Usually working class 2. The earliest recorded group was 1934 and by 1939 they had a membership of 2,000. 3. They could be recognised by their badges, for example the Edelweiss flower or skull and crossbones. 4. They wore clothes which were considered outlandish by the Nazis- checked shirts, dark short trousers and white socks. 5. They listened to swing music and drew anti-Nazi graffiti on walls. 6. They also created no-go areas for the Hitler Youth in their cities and would attack Hitler Youth members Swing Youth <ol style="list-style-type: none"> 10. Teenagers from wealthy families. 11. Named after the music they listened to. 12. They held illegal parties, smoked and drank. 13. There were about 6,000 of them. 14. They listened to Jazz - music and dance created by black people and Jews in the USA. 15. They didn't pose a massive threat to the Nazis. 16. They told anti-Nazi jokes but were more interested in dancing and playing music. |

| Women | |
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| <u>Key Dates</u> 1933-1936: The Nazis wanted women to stay at home rather than go to work. 1933: The Law for the Encouragement of Marriage 1936: Women doctors, civil servants and teachers were forced to leave their jobs. 1937+: Women were needed to go back into work (whilst men became soldiers in preparation for war). | |
| <u>Key Facts</u> <ol style="list-style-type: none"> 1. Hitler wanted women to help increase the birth rate in Germany. 2. The Nazis also believed that the role of a woman was to be a housewife. | <ol style="list-style-type: none"> 8. Women were expected to have a traditional appearance in Nazi Germany. They should not wear make-up or have dyed hair. 9. They should wear modest clothing (no trousers) with their hair tied back or in a |

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| <ol style="list-style-type: none"> Hitler and the Nazi's policies towards women can be summed up in the 3Ks: Kinder (children), Kuche (Kitchen) and Kirche (Church). The Law for the Encouragement of Marriage gave a 1000 mark loan to couples who married and had children. However, they would only receive the money if the woman gave up work. The couple could also keep 25% of the loan if they had a child. Divorce laws were changed so that men could divorce their wives if they could not have children. Medals called the Motherhood Cross were introduced. They were awarded to women who had 4 (bronze), 6 (silver) and 8 (gold) children. A programme called 'Lebensborn' was introduced to encourage single women to have children with an SS soldier. | <p>bun/plaits. Women should not diet or smoke so that they can be in top health to carry children.</p> <ol style="list-style-type: none"> From 1937, the Nazis had to change their policies on working women due to the expanding German economy and men joining the army. Women had to take part in a compulsory 'duty year' - This was where women had to enter employment for a year. They would help on a farm, or in a family house in return for a bed and board but no pay. 1933 saw 5 million women working but by 1939 7 million women were working. |
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| Minorities | |
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| <p>Key Words Euthanasia - In Nazi Germany this was the killing of a patient with a disability Sterilisation - surgery to make a person unable to have children</p> | |
| <p>Euthanasia</p> <ol style="list-style-type: none"> Started in 1939. The Nazis started to kill people who were mentally ill 70,273 lives were lost by death in the gas chambers The clergy protested about it in a sermon in August 1941 and the public then protested which led to Hitler ending the programme. The Nazis restarted the programme in secret from August 1942. <p>Concentration camps</p> <ol style="list-style-type: none"> Many undesirables were sent to Concentration camps. People who wouldn't work, tramps, beggars, alcoholics, prostitutes, homosexuals and child criminals were being sent to concentration camps. The work they did in these camps was hard and pointless like breaking stones They were underfed and treated with great brutality - Death rates were high. | <p>Gypsies</p> <ol style="list-style-type: none"> They usually travelled from place to place - There were about 26,000 Gypsies in Germany 1935 - Marriage was banned between Gypsies and Germans. 1938 - Gypsies were no longer classed as German citizens. 1939 - an order was prepared to deport all gypsies <p>Sterilisation</p> <ol style="list-style-type: none"> Passed in July 1933. This stopped people having children- the Nazis didn't want any more non-Germans being born People were stopped from having children because they were alcoholics, beggars and tramps and some because they weren't very clever. <p>Nazi Experts</p> <ol style="list-style-type: none"> Dr Josef Mengele worked as a doctor in Auschwitz He was given the nickname 'Angel of Death' He liked to experiment on people especially Romani gypsy children - Inject them with drugs. and try to change their eye colour by putting chemicals in their eyes. After the experiments he would take them by the hand to the gas chambers. |

STEP 2: CREATE CUES

What: Reduce your notes to just the essentials.

What: Immediately after class, discussion, or reading session.

How:

- Jot down key ideas, important words and phrases
- Create questions that might appear on an exam
- Reducing your notes to the most important ideas and concepts improves recall. Creating questions that may appear on an exam gets you thinking about how the information might be applied and improves your performance on the exam.

Why: Spend at least ten minutes every week reviewing all of your previous notes. Reflect on the material and ask yourself questions based on what you've recorded in the Cue area. Cover the note-taking area with a piece of paper. Can you answer them?

STEP 1: RECORD YOUR NOTES

What: Record all keywords, ideas, important dates, people, places, diagrams and formulas from the lesson. Create a new page for each topic discussed.

When: During class lecture, discussion, or reading session.

How:

- Use bullet points, abbreviated phrases, and pictures
- Avoid full sentences and paragraphs
- Leave space between points to add more information later

Why: Important ideas must be recorded in a way that is meaningful to you.

STEP 3: SUMMARISE & REVIEW

What: Summarise the main ideas from the lesson.

What: At the end of the class lecture, discussion, or reading session.

How: In complete sentences, write down the conclusions that can be made from the information in your notes.

Why: Summarising the information after it's learned improves long-term retention.

WEEK 1 : Cornell Notes

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| Date: 8 / 1 / 24 | Topic: Threats from the Left | Revision Guide Page |
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Summary

WEEK 1: Exam Question (Homework task 2)

Date: 8th January

Question: Explain why the Treaty of Versailles was disliked by the people of Germany. (4) (*One paragraph*)

- Reparations
- Demilitarisation of the Rhineland

Answer:

WEEK 1: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 2: Exam Question (Homework task 2)

Date: 15th January

Question: How useful is this source for an enquiry into the workings of the Weimar Constitution? (4)

From the book 'Rise and Fall of the Third Reich' by William L. Shirer (1990)

“The constitution, which emerged from the Assembly after six months debate... was, on paper, the most liberal and democratic document of its kind that the 20th century had seen... full of ingenious and admirable devices which seemed to guarantee the working of an almost flawless democracy... no man in the world would be more free than a German, no government more democratic and liberal than this. On paper, at least.”

[illegible]

WEEK 2: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 3: Cornell Notes (Homework task 1)

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| Date: 22 / 1 / 24 | Topic: Munich Putsch | Revision guide page |
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Summary

WEEK 3: Exam Question (Homework task 2)

Date: 22nd January

Question: Explain why the Weimar Republic faced prosperity between 1924-1929 (4)

- Economic policy
- Foreign policy

[illegible]

WEEK 3: Exam Question review and improvement (Classwork)

Question:

[illegible]

WEEK 4: Exam Question (Homework task 2)

Date: 29th January

Question: Give two things you can infer from Source A about how the Nazis reacted to the Reichstag Fire. (4)

Source A: From a description of the Reichstag Fire written by Rudolf Diels. At the time of the Reichstag Fire, Diels was a senior policeman in Berlin.

The Reichstag was still burning when I arrived. Hitler stood on a balcony staring into the flames. He shouted uncontrollably: 'There will be no mercy. Every Communist official must be shot wherever he is found.' I ordered a radio message to be sent out, putting the police on a state of alert. The police already had lists of people to arrest, which had been prepared for such an emergency. When I returned to police headquarters later that night it was buzzing with activity. Some suspects were already being brought in under arrest.

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WEEK 4: Exam Question review and improvement (Classwork)

Question:

Answer:

[illegible]

WEEK 5: Cornell Notes (Homework task 1)

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| Date: 5 / 2 / 24 | Topic: Wall Street Crash | Revision guide page |
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Summary

Question: What is the main difference between these interpretations about the threat from Rohm in 1934? (4)

[illegible]

WEEK 5: Exam Question review and improvement (Classwork)

Question:

Answer:

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Half Term 4 -WEEK 6: Cornell Notes (Homework task 1)

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| Date: 19 / 2 / 24 | Topic: Living Standards | Revision guide page |
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Summary

WEEK 6: Exam Question (Homework task 2)

Date: 19th February

Question: Explain why the Nazis were able to control the legal system in Nazi Germany (4)

- National Socialist League for the Maintenance of the Law
- People's Court

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WEEK 6: Exam Question review and improvement (Classwork)

Question:

Answer:

[illegible]

Date: 26th February

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| <p>Interpretation 1: From Germany 1918–45 by J Cloake, published in 1997.</p> <p>Many young people were attracted by the exciting and interesting activities of the youth movements. There were many outdoor events such as camping and hiking as well as sports. Some enjoyed the military aspects of the youth movements, the uniforms, the marching and the discipline. Other young people liked the music that was a frequent part of cultural activities or the military parades. There was great comradeship among the Hitler Youth.</p> | <p>Interpretation 2: From Germany 1858–1990: Hope, Terror and Revival by A Kitson, published in 2001.</p> <p>The movement became less popular towards the late 1930s as the activities became increasingly focused on preparations for war and the discipline became more strict when membership became compulsory. There was a growing resentment at the way Hitler Youth leaders acted as if they were better than members who were barely younger than they were. Some youngsters began to kick against the restrictions of the Hitler Youth.</p> |
| <p>Source B: From a book about the Hitler Youth, published in 1954.</p> <p>A Hitler Youth leader is remembering what the Hitler Youth was like in the mid-1930s. What I liked about the Hitler Youth was the comradeship. I was full of enthusiasm when I joined the Jungvolk* at the age of ten. I can still remember how deeply moved I was when I heard the club mottoes: 'Jungvolk are hard. They can keep a secret. They are loyal. They are comrades.' And then there were the trips, especially camping! Is anything nicer than enjoying the beauty of the homeland in the company of one's comrades?</p> | <p>Source C: From a private letter, written by a Hitler Youth member to a friend in Germany in 1936.</p> <p>What is life like in this camp, which is supposed to be the best example of all the Hitler Youth camps? There is little enthusiasm. We don't have a minute of the day to ourselves. This isn't camp life, no sir! It's army life. Drill starts right after a very small breakfast. We would like to have athletics but there isn't any. Instead we have military exercises, down in the mud, till our tongues hang out of our mouths. We have only one wish: sleep, sleep and more sleep.</p> |

[illegible]

This image shows a single sheet of white paper with ten evenly spaced horizontal ruling lines. The lines are thin and black, extending across the width of the page. There is no text or other markings on the paper.

WEEK 7: Exam Question review and improvement (Classwork)

Question:

Answer: _____

[illegible]

WEEK 8: Assessment Week Revision (Homework task 1)

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Summary

WEEK 8: Assessment Week Revision (Homework task 2)

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Summary

WEEK 9: Assessment Week Revision (Homework task 1)

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Summary

WEEK 9: Assessment Week Revision (Homework task 2)

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Summary

WEEK 10: (Homework task 1)

Date: 18 / 3 / 24

Topic: Unemployment

| Questions | Notes |
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WEEK 10: Exam Question (Homework task 2)

Date: 18th March

Question: Give two inferences you can make from Source B about how Hitler's plan to go to war solved Germany's unemployment problem (4)

Source B- From a speech by Hitler to his ministers in February 1933

The next five years in Germany must be devoted to the rearmament of Germany. Every job creation scheme must be judged by whether it helps rearmament...Germany's position in the world will depend on the position of Germany's armed forces. Upon this, the position of Germany's economy also depends.

Answer: _____

WEEK 10: Exam Question review and improvement (Classwork)

Question:

Answer: _____

WEEK 11: Exam Question (Homework task 2)

Date: 25th March

Question: How useful is Source B for an enquiry into Nazi policies towards women? (4)

Source B - From a speech made by Joseph Goebbels in March 1933

German women! German men! The birth rate in Germany is rapidly declining so a major change is needed. We believe that German women must use their strength and abilities in different areas from men. Let me say this clearly: the first, best, and most suitable place for the woman is in the family. It is her most glorious duty to give children to her people and nation. The woman is the teacher of youth, and therefore the builder of the foundation of the future. If the family is the nation's source of strength, the woman is at its centre. The best place for the woman to serve her people is in her marriage, in the family, in motherhood.

Answer: _____

[illegible]

Answer: _____

[illegible]

Revision Cards

Week 2

Date: 15 / 1 / 24

| Threats from the Right | Answers |
|---|---------|
| <ol style="list-style-type: none">1. When was the Kapp Putsch?2. Which group orchestrated the Kapp Putsch?3. Why did they start the Kapp Putsch?4. What was the aim of the Putsch?5. How was the Putsch put down? | |

Week 4

Date: 29 / 1 / 24

| Stresemann | Answers |
|--|---------|
| <ol style="list-style-type: none">1. What new currency did Stresemann introduce?2. What was the Dawes Plan?3. What was the Young Plan?4. What role did Stresemann take on after becoming Chancellor?5. What was the Locarno Pact?6. What was the Kellogg-Briand pact? | |

Revision Cards

Week 7

Date: 26 / 2 / 24

| Church | Answers |
|--|---------|
| <ol style="list-style-type: none">1. What was signed between the Vatican and the Nazis?2. Give one thing it agreed to3. What was the Reich Church?4. What was the German Faith Movement?5. How did Catholics oppose the Nazis?6. Which Protestant Pastor opposed the Nazis? | |

Week 11

Date: 25 / 3 / 24

| Minority Policies | Answers |
|--|---------|
| <ol style="list-style-type: none">1. What was the Euthanasia program?2. Who protested against Euthanasia?3. Which Nazi doctor experimented on gypsy children?4. What was sterilisation?5. What types of people were sent to concentration camps? | |

Aspire (ACHIEVE) Thrive

Develop your character



Aspire | Achieve | Thrive