STOKE DAMEREL

Aspire Achieve Thrive

Spring Term
(Half Term 3 and 4)

History

Year 11

Name: _____

Tutor: _____

Aspire | Achieve | Thrive

GREENSHAW LEARNING TRUST

Year 11 Homework Timetable

Monday	Ebacc Option D Task 1	Option C Task 1	Option A Task 1	
Tuesday	English Task 1	Tassomai Daily Goal 1	Option B Task 1	
Wednesday	Sparx	Science Task 1	Option C Task 2	
Thursday	Ebacc Option D Task 2	Tassomai Daily Goal 2	Option B Task 2	
Friday	Sparx	Science Task 2	English Task 2	Option A Task 2

Block A	Block B	Block C	Block D
Art	Business Studies	Art	French
Dance	Child Development	Business Studies	Geography
Drama	Catering	Geography	History
Media Studies	Computer Science	Health & Social Care	
Music	Drama	History	
Photography	Health & Social Care	Catering	
	IT	Photography	
	Media Studies	Sport	
	Sociology	Travel & Tourism	
	Sport		

Tassomai - 2 Daily Goals per week

Sparx - 4 tasks of Sparx per week

Year 11 Homework Timetable

Week/Date	Homework Task	Examination Question
Week 1 4th January (3 days)	**Cornell notes on Germany's defeat in WWI and the Weimar Constitution.**	**Describe two key features of the Weimar Constitution**. (4)
Week 2 9th January 2023	**Revision cards on the rebellions and events of 1923.** a. Spartacist Uprising b. Kapp Putsch c. Invasion of the Ruhr d. Hyperinflation e. Munich Putsch	**Explain why the Treaty of Versailles angered the people of Germany.** (4) (One R.E.A. paragraph only)
Week 3 16th January 2023	**Cornell notes Stresemann and the Golden Years/Lean Years.**	**'Stresemann's policies were the solution to Germany's economic problems.' How far do you agree?** (4) (Conclusion only)
Week 4 23rd January 2023	**Revision Cards on the events of 1929-1934.** a. Wall Street Crash b. Hitler becoming Chancellor c. Reichstag Fire d. Enabling Act e. Night of Long Knives	**Explain why Hitler became Fuhrer by 1934.** (4) (One R.E.A. paragraph only)
Week 5 30th January 2023	**Cornell notes on how the Nazis controlled Germany.** a. Police State b. Propaganda c. Law Courts d. Churches	**Describe two features of how the Nazis controlled the people of Germany.** (4)
Week 6 6th February 2023	**Revision cards on controlling the youth and minority groups.** a. Youth Policies b. Youth Opposition c. Jewish Policies d. Minorities Policies	**Explain why Hitler treated minority groups so harshly.** (4) (One R.E.A. paragraph only)
Week 7 20th February 2023	**Cornell notes on women in Weimar and Nazi Germany.**	**Describe two key features of the role of women in Nazi Germany**. (4)
Week 8 27th February 2023	**Revision cards on Nazi policies towards unemployment, living and working standards.**	**"The Nazis were successful in reducing unemployment during 1933-1939." How far do you agree?** (8) What is your opinion on this statement? Why do you have this opinion?

Week 9 6th March 2023	**Mock Week/Revision**	
Week 10 13th March 2023	**Mock Week/Revision**	
Week 11 20th March 2023	**Cornell notes on 20th Century Prisons and punishments for young offenders.**	**Describe one key feature of the prison system in the 20th Century.** (2) **Describe one key feature of punishments for young offenders.** (2)
Week 12 27th March 2023	**Revision cards on the end of the Death Penalty in Britain.**	**Explain why the death penalty was abolished in Britain.** (4) (One R.E.A. paragraph only)

<u>Exam Question Structures:</u>

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. 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)

3. 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?

Year 11 History Term 2: Weimar and Nazi Germany Revision

Week One: Germany by 1919

Key Words

Abdicate - give up the throne
Armistice - truce - agreement to stop fighting
Kaiser - German Emperor
Reichstag - Parliament

Key Dates

1888 - Kaiser Wilhelm comes to power
1914 - 1918 - World War One
11th November 1918 - Germany signs armistice agreement
6th April 1917 - America declares war on Germany
9th November 1918 - Kaiser abdicated

Key People

Woodrow Wilson - President of USA in WWI
November Criminals - Nickname given to those who signed the armistice agreement

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

End of WWI

Zimmerman Telegram - America intercepted a telegram sent by Germany to Mexico which urged them to invade America and in return they would receive Texas, New Mexico and Arizona.
Blockade of Germany - the Allies blocked Germany and its allies off by sea to restrict goods coming into the country
The German Revolution:

1. Germany's first parliamentary cabinet was formed in October 1918. It included members of the Reichstag - This meant the government had to answer to the Reichstag rather than to the Kaiser
2. At the end of October 1918, the German navy mutinied - This led to unrest spreading across Germany.
3. On the 9th November, realising he had little support, the Kaiser made the decision to abdicate.

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.

Week One: Weimar Constitution

Key Words

Republic- A country run by an elected president (not a monarch).
Constitution- The laws of a country/How it is run.
Article 48- Gave the President emergency powers.
Proportional Representation- % of votes = % of seats. (The voting system used).
President- Leader of the country.
Chancellor- Head of government.
Majority- 50% of the vote + 1 seat.
Coalitions- When two or more political parties come together to form a majority.

Key Facts

Proportional Representation/Coalition problems:

- Instability
- Inaction
- Change
- 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 gave the President emergency powers

Weimar Constitution Advantages:

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

Week Two: Treaty of Versailles	Week Two: Rebellions	Week Two: 1923- Year of Crisis
Key Words **Diktat -** An order or decree imposed by someone in power without popular consent. **Key Dates** **28th June 1919** - Treaty of Versailles signed **Key People** **Woodrow Wilson** - President of USA **George Clemceau** - French President **David LLoyd George** - British Prime Minister	**Key Words** **Reichswehr-** German army **Freikorps-** Ex-Soldiers. (Right-wing) **Nationalist-** Someone who has a lot of pride and love for their country. **Putsch-** A violent attempt to overthrow the Government. **Right Wing-** authority, hierarchy, order, duty, nationalism etc **Left Wing** - Freedom, equality, reforms, rights etc. **Key Dates** **January 1919-** The Spartacist Uprising **March 1920-** The Kapp Putsch	**Key Words** **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. **Key Dates** **11th January 1923** - French and Belgium soldiers invade the Ruhr. **8th-9th November 1923-** The Munich Putsch
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) **Key Terms of the Treaty:** 1. Article 231 - Germany had to take the blame for WW1 2. To pay 132 billion gold marks in 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	**Spartacist Uprising** 1. 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. 2. The Spartacists decided to use this as a time to remove the government and start a communist revolution. 3. They encouraged people to revolt and take part in a general strike. On the 6th of January 1919, 100,000 workers took to the streets to riot. 4. Ebert used ex-German soldiers called Freikorps to put down the revolt 5. On the 16th January 1919, Rosa Luxemburg and Karl Liebknecht (the leaders of the Spartacists) were arrested and killed by Freikorps' officers. 6. By the 13th of January, the rebels had been driven off the street. **Kapp Putsch** 1. In March 1920, under pressure from the Allies, Ebert ordered for Freikorps units to be disbanded. 2. 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. 3. Soon the rebels controlled the city of Berlin and they put forward a nationalist politician, Wolfgang Kapp, as leader. 4. 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 5. 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.	**Hyperinflation** 1. 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 2. 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. 3. 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 4. People had to be paid more than once a day. 5. The Weimar government lost lots of support. **Munich Putsch** 1. Hitler's soldiers occupied a beer hall where the local government was having a meeting, he declared a revolution and marched into Munich with the SA 2. The police were waiting for Hitler and the SA, Hitler's men had only 2,000 rifles and were outgunned. Shots were fired between police and Hitler's supporters, the Putsch was quickly put down and Hitler fled and hid at a friends house 3. Hitler was found 3 days later and arrested, the trial was a great propaganda event for Hitler 4. Hitler's was found guilty of treason and sentenced to five years but only served 9 months 5. His prison sentence was short and comfortable: Here he was able to gather his thoughts and write his book and he met

	6. 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. 7. The rebellion collapsed and the Weimar ministers returned to Berlin.	many of the people who would become important to Nazis success. 6. Whilst in prison he also decided that he needed to turn the Nazi party into a political party and gain power through legal means 7. The NSDAP (Nazis) were banned but by 1925 this ban had been lifted.

Week Three: Stresemann and the Golden Years	Week Three: Nazis and the Lean Years
Key Words **Rentenmark -** New currency setup in Germany by Stresemann **Key Dates** **Aug - Nov 1923 -** Stresemann Chancellor of Germany **Nov 1923 - 1929 -** Stresemann Foreign Secretary	**Key Words** **Lean Years-** A period when the Nazis were less successful than they used to be.
Stresemann Facts 1. Stresemann ended the strike in the Ruhr **-** This reduced tension between Germany, France and Belgium and meant the government could stop compensation payments to strikers. **The Dawes Plan (1924)** 1. Agreed more realistic payment dates for the reparations. 2. The USA lent Germany $25 billion between 1924 and 1930. **The Young Plan (1929)** 1. The Allies agreed to reduce the reparations to a quarter of the original amount. (To $2 billion). 2. Germany was given 59 years to pay them. **The Locarno Pact (1925)** 1. Germany, France and Belgium agreed to respect their joint borders. 2. Germany and the Allies agreed that the Rhineland would be permanently demilitarised. 3. Germany was allowed to be a part of the discussions unlike the Treaty of Versailles. **The League of Nations (1926)** 1. To deal with international problems peacefully rather than using conflict. 2. Germany was given a place on the League of Nations Council. **The Kellogg-Briand Pact (1929)** 1. It was signed alongside 62 other countries. 2. They promised not to use violence to settle disputes - It showed that Germany was being treated as an equal power amongst countries of the world.	**Key Facts** 1. The Nazi Party membership increased from 27,000 in 1925 to 130,000 in 1929 - but it struggled to win seats in the Reichstag. **1925:** 1. The ban on the Nazi party was lifted 2. Hitler re-launched the Nazis as a political party who were going to gain power through elections and not through violence. 3. Hitler created party headquarters in Munich which were well organised and run as a small state. 4. Hitler set up the SS as an elite protection squad. 5. The old army leader Hindenburg became President – he hated extremist parties like the Nazis. **1928** 1. Election was bad for the Nazis – they received only 1% of the vote and had lost the support of the working class.

Golden Years 'Golden Age of Weimar' = Stability, economic security and improved living standards 1. Women were more 'socially free' – they could go out unaccompanied. They could wear makeup and less conservative clothes. 2. German cinema became more technically advanced. 3. Real wages increased each year between 1924 and 1929. 4. Berlin became known as one of the most cultural cities in Europe- it even rivalled Paris. 5. Unemployment fell. **However Germany still experienced problems:** - Unemployment remained high among the middle class. - Germany still didn't agree to her borders in the East. - Germany still had to pay reparations.	

Week Four: The Wall Street Crash	Week Four: Hitler becoming Chancellor	Week Four: Hitler becoming Fuhrer
Key Words **Wall Street -** Used as an umbrella term to describe the financial markets and the companies that trade publicly on exchanges throughout the U.S. **Key Dates** **October 1929** - Share prices began to fall on the Wall Street stock exchange in NY, USA	**Key Dates** January 1933 - Hitler becomes chancellor **Key People** Bruning - resigns as Chancellor 1932 Von Papen - Chancellor 1932 and Hitler's vice Chancellor Von Schumacher - Head of the army and Chancellor December 1932	**Key Dates** **Key People** Marius Van Der Lubbe - Dutch Communist accused of setting fire to Reichstag Ernst Rohm - leader of the SA
Key Facts 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	**Bruning** Increased cost on imported food/Raised food prices/ Reduced government salaries /Increased taxes / Reduced unemployment benefit . This did not solve the problem so he resigned **Von Pap**en Von Papen suggested getting rid of the Constitution and raising taxes. This was rejected and Von Papen was sacked **Von Schleicher** He had already tried to rule through a Cabinet of Barons but this had been rejected. He became Chancellor in December 1932. Von Schleicher had no real support and he asked Hindenburg to make him head of a military dictatorship. Hindenburg refused. Schleicher	**Reichstag Fire** 27th February 1933 at 9pmHuge fire destroyed much of the buildingA Dutch communist Marinus Van Der Lubbe was caught inside with matches and firelighters said he started the fire and was put on trial and found guilty Hitler , whose main opposition were the communists, said that this was part of a communist plot against the government.s a result he was able to ban the communist and remove his main opposition. Enabling Act This signalled the end of the Weimar Constitution and democracy.

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.	resigned Hitler as Chancellor With all other candidates exhausted Hindenburg had no choice but to make Hitler Chancellor. He hoped with Von Papen as his deputy the Nazi leader could be controlled Presidential Election 1932 Hitler stood against Hindenburg and the leader of the Communists Thalmann. Hitler's methods; he rented an aeroplane and flew from town to town giving speeches. The SA paraded in the streets and disrupted communist rallies. Hindenburg won but Hitler got 36% of the vote	The Reich Cabinet (12 ministers now chosen by Hitler) could pass new laws. These laws could overrule the constitution. The laws could be put forward by Hitler. This meant that Hitler could rule without the Reichstag for 4 years.It was passed in the Reichstag by 444 votes to 94. Night of the Long Knives 30th June 1934.Hitler needed to remove his opposition especially the leader of SA Ernst Rohm (a former friend of Hitler's).The SA, Hitler's original armed force, had grown in size and were more loyal to Rohm than Hitler.Many people in the Nazis party felt Rohm rather than Hitler should be the leader of the Nazis.Rohm was also unpopular with other Nazis and the German army.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.

Week Five: Police State vs. Propaganda	Week Five: Controlling Justice and the Church	Week Five: Opposition to the Police State
Key people - Himmler - Head of Police state Goebbels- Minister for Propaganda and Enlightenment **Key Dates** **1925 -** SS created	**Key Dates** **1933- Concordat Catholic Church and Hitler** **1936 - Reich Church** **Key People** Ludwig Muller - Head of Reich Church	**Key People** Niemoller - Head of the Confessing Church

Key Facts

The SS

- The Protection Squad
- Led by Heinrich Himmler
- They wore black uniforms- the 'blackshirts'
- Early 1930s- main role was as the Nazis private police force.
- During the 1930s- SS was expanded to 240,000 men and put in charge of all the other police and security services.
- Himmler did not believe they were to act within the law.
- Himmler was also very particular about recruitment to the SS. They were to be perfect examples of German manhood.

GESTAPO

- They were set up in 1933 by Goering, but placed under SS control in 1934 and Heydrich became leader in 1936.
- They were non-uniformed.
- Aim was to identify anyone who criticised or opposed the Nazi government.
- They spied on people, tapped their phones and used networks of informants.
- Given permission to use torture when questioning suspects or gaining confessions.
- Their main weapon was fear. People could not tell them apart from others.
- Often arrived early in the morning to take suspects away and many families were told their relatives had died in custody.
- Never more than 30,000 Gestapo (in comparison to a population of 80 million).
- Propaganda

Newspapers

Newspapers were common in Germany but many were local. The Nazis shut down any non- Nazis newspapers, more than 1,600.

The Reich Press Law passed in 1933 said:-

- Journalists were told what they could say
- Regular briefings were held telling the newspaper what to say
- Anyone not complying were arrested

This prevented most Germans from hearing non- nazis ideas

Radios

In an attempt to surround people with propaganda. They sold cheap radio sets and controlled all broadcasts. 70% of German

Catholics

In July 1933, a concordat (agreement) was signed between the Vatican City and the Nazis. It agreed:

- The Nazis would allow freedom of worship for Catholics.
- The Nazis would not interfere with Catholic schools in Germany.
- The Catholic Church had their income increased from the State.
- The Catholic Church agreed that its priests would not interfere in politics.
- German bishops were ordered to swear loyalty to the Nazis.

Protestant Church

In 1936, the Protestant churches which wanted to work with theNazis combined to form a single Protestant church called the Reich Church:

Its leader was Ludwig Muller, a member of the Nazi Party.

Hitler made Muller the Reich Bishop of Germany.

Protestant pastors who supported Hitler's views were allowed to continue providing church services.

Some Protestant pastors allowed the Nazis swastika to be displayed in their churches.

Hitler tried to encourage Churches to have a copy of Mein Kampf in them.

He also only allowed Nazi speakers to preach in the services.

German Faith Movement:

Hitler set up the German Faith Movement in 1934.

This was encouraged by the Nazis in the hope of replacing Christian values and ceremonies with Pagan (non-Christian) ideas.

It was based on the cult of Hitler's personality.

However, only 5% of the population joined it.

Ministry for Church Affairs

It was led by Hanns Kerrl.

It did the following:

- Removed crucifixes from schools.
- Closed some church schools.
- Confiscated church funds.
- 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.

Catholics

By 1937, Pope Pius XI realised that the concordat was worthless and that Hitler wasn't sticking to the agreements that had been made:

As a result, the **Pope** wrote a stinging criticism of the Nazi regime in a statement **'With Burning Anxiety'.**

It criticised Germany for putting **ideological beliefs** before Christian ones, however it never directly named Hitler and the Nazi in its criticisms.

The Pope asked Catholic priests and bishops to read this in their services to **protest against the Nazis**.

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.

About **400 Catholic priests were imprisoned** in the Priests' Block at Dachau Concentration Camp

Protestants

- In 1933, some Protestant pastors set up the **Pastors Emergency League (PEL).**

The PEL was set up to campaign against Nazi actions.

The **'Confessing Church'** was set up by the PEL in 1934.

This meant that there were two Protestant Churches in Germany.One was the Reich Church, which accepted the Nazis interfering in the running of their churches.Around 2,000 pastors remained in the Reich Church.

The Confessing Church opposed Nazi interference.

About 6,000 pastors joined the Confessing Church.

There were big attendances at church services in defiance of the Nazis.

households had a radio. Radios were also placed in workplaces, street corners and parks so no-one could avoid the message. 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. <u>Rallies</u> Nazis used huge public rallies to spread the propaganda message. <u>Cinema</u> 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. All films in cinema were accompanied by a 45 minutes film glorifying the Nazis. <u>The Arts</u> Books - in May 1933 non- Nazi books were burnt and many non Nazi writers sent to prison Music - jazz music was banned because it was written by black musicians Architecture - famous architect Albert Speer was employed to build big impressive buildings to glorify the Nazis with lots of swastikas flying from them		

Week Six: Youth Policies and Opposition	Week Six: Jewish and Minorities Policies
Hitler wanted young people to be: Loyal and Strong Nazis .Trained for their future roles (soldiers and mothers)..Indoctrinated (brainwashed). **So his policies towards women focused on:** Youth Movements and education	**Hitler's aims for race in Germany** a) He wanted to create a master race known as the Aryan Race- Hitler believed this was the strongest race. Hitler believed that only the strongest race would survive. b) He wanted to remove all other minority groups/races from Germany- he called these groups/races the inferior race.

Key Facts

Teachers in schools would: Have to swear an oath of loyalty to Hitler and be approved by the Nazis. They could be sacked if the Nazis disapproved of them.

Have to join the Nazi Teachers' League. The league ran political education courses for teachers, setting out the Nazi ideas which teachers should support.

Have to start and end each lesson with the children saying 'Heil Hitler' and performing the Nazi salute.

I**n schools, Children would be taught:**New subjects such as Race Studies were taught.Double the amount of PE and sport. Agricultural skills and military skills if they were a boy, whereas girls were taught domestic science (Cooking/needlework).

From textbooks that only the Nazis approved of, including Mein Kampf.

Hitler Youth– voluntary until 1936- leisure activities to prepare for life as a soldier and indoctrination. Girls as mothers. Success was varied and many avoided joining. Started for boys aged six and girls aged ten. Wore uniforms and were encouraged to spy on their families. Indoctrination and racial studies were an important part of this.

Membership to Youth Groups:

- In 1936, it was made compulsory for all young Germans to join the Nazi youth groups from the age of 10.
- Only 'unwanted' minority groups, like Jews, were not forced to join Nazi youth groups.

Who were the minority groups:

Gypsies, Slavs people who lived in central and Eastern Europe, Asocials - homosexuals/ tramps/ prostitutes, People with physical disabilities,Political opponents like communists, Catholics, Jews

Marriage restrictions

To make sure the Aryan Race could grow in number the Nazis controlled who people were allowed to marry.

This meant they could control who had children with who.

Hitler banned marriage between members of the Aryan race and Jewish people, as well as marriage between Gypsies and Aryan people. These were known as the Nuremberg Laws and were passed in 1935.

This stopped mixed race babies being born (e.g. you wouldn't have had children with a Jewish mother and an Aryan Father).

2. Sterilisation Law, 1933

In July 1933 the Sterialisation Law said people with physical deformities or mental illness could be prevented from having children by force (this is called sterilisation).

People who were sterilised had illnesses including epilepsy, blindness, deafness, alcoholism, and learning difficulties.

An estimated 400,000 people were sterilised under this law

Week Seven: Women in Germany

Key Dates

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).

Key Facts

1. Hitler wanted women to help **increase the birth rate** in Germany. It had been decreasing from 1900 (2 million births a year) to 1933 (1 million births a year) and Hitler could not allow this to continue.
2. It was important the birth rate increased for the survival of the Nazi dictatorship. Hitler wanted to **ensure future generations of Nazis**.
3. The Nazis also believed that the role of a woman was **to be a housewife**. They were not expected to work and were encouraged to give up their jobs.
4. Hitler and the Nazi's policies towards women can be summed up in the **3Ks: Kinder (children), Kuche (Kitchen) and Kirche (Church)**.
5. 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.
6. **Divorce laws** were changed so that men could divorce their wives if they could not have children.
7. Medals called the **Motherhood Cross** were introduced. They were awarded to women who had 4 (bronze), 6 (silver) and 8 (gold) children.

8. A programme called **'Lebensborn'** was introduced to encourage single women to have children with an SS soldier.
9. Women were expected to have a **traditional appearance** in Nazi Germany. They should not wear make-up or have dyed hair. They should wear modest clothing (no trousers) with their hair tied back or in a bun/plaits. Women should not diet or smoke so that they can be in top health to carry children.
10. 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.
11. 1933 saw 5 million women working but by 1939 7 million women were working.

Week Eight: Unemployment Policies

Key Dates

1933: Unemployment was at 6,014,000.
1935: Rearmament started. Announced military conscription.
1935: The R.A.D. was made compulsory for men aged 18-25. They had to complete six months.
1935: 125,000 men were employed building the Autobahns.
1939: 1.4 million men were in the army.
1939: Unemployment was at 302,000.

Key Facts

1. Unemployment was **politically dangerous** to Hitler. If Hitler did not help the unemployed's 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** (motorways). Hitler planned a 7000km network of dual carriageways to improve transport links. By 1938, 3500km 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.

Week Eight: Living and Working Standards

Key Facts

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).
    a. **'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).
4. **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.
    a. However, the workers would have to work extra hours for no pay to improve the facilities themselves.
5. Although wages increased by 20% by 1939, the higher food prices cancelled these out.
6. Working hours were increased from 43 hours to 47 hours for industrial workers, in 1937.
7. Nazis created cheap flats for unskilled workers to live in.

Week Eleven: 20th Prisons and Alternative Prisons

1896+ Move towards treating prisoners with mental health conditions…

1. Broadmoor hospital was opened to treat mentally ill prisoners separately from other prisoners. 2. It is now used for men aged 18 and above who lived in London and the South of England.
3. It is used to treat prisoners with mental illnesses and personality disorders who represent a high degree of harm to themselves or others.
4. There are three psychiatric hospitals in the UK- Broadmoor (Berkshire), Ashworth (Liverpool) and Rampton (Nottinghamshire).

1902+ Move away from using hard labour in prisons…

Treadwheel- Prisoners walked up the wheel for 10 minutes at a time with a 5 minute break before they continued for another 10 minutes. 2. This went on for 8 hours a day.
3. Prisoners climbed the equivalent of 2.5km in one shift. 4. There were separate booths to ensure no communication. 5. Power generated by the treadwheel was sometimes used for pumping water in the prison.

Crank- Prisoners were expected to turn the crank handle up to twenty times a minute, 10,000 times a day, for over 8 hours.

1907+ Looking at what alternatives could be used to punish people instead of using prisons…

1914- Fines were used more. **1967**- Parole introduced. (Didn't serve the whole sentence if good behaviour is shown) **1967**- Suspended sentences introduced. (Didn't get sent to prison if no more reoffending occurred)
1972- Community service introduced. **1990s**- Restorative Justice introduced. **1990s**- Electronic Tagging first used. **1998-** ASBO first introduced. Drug and alcohol treatment programmes were also introduced.

1922-Move towards focusing on prisoner welfare…

1. The Separate System was ended. a. Solitary confinement was ended. b. More visitors were allowed to visit prisoners. c. New initiatives were introduced to improve conditions; Diets were improved. Heating was improved across the prisons. Cell conditions were improved.
2. Educational Opportunities- Teachers were employed to teach prisoners.

1933- Move towards preparing prisoners for life after serving their sentence

Release on temporary licence (ROTL)- Release on temporary licence, or ROTL, is a scheme which allows risk-assessed prisoners, towards the end of their sentence, to work or volunteer while on day release from prison. Ex-offenders who get a job after prison are up to 9 percentage points less likely to reoffend.

Week Eleven: Young Offenders

<u>Types of Young Offender Prisons</u>	
Borstal- A type of prison for offenders under 18 years old. They were run like strict boarding schools, with house competitions and lots of character building sports.	**1902**- The first borstal was opened **1982**- Borstals were abolished.
Approved Schools- For offenders under the age of 15 years. They offered training teaching skills mainly for manual jobs.	**1932** -The first Approved Schools were set **1959**- Approved Schools started to be closed down.
Attendance Centre- They were used for rehabilitation and young offenders would only attend at weekends.	
Youth Detention Centres- Military drills and discipline were intended to provide a short sharp shock.	**1948**- Criminal Justice Act passed.
Non-Custodial Methods- Tagging (an electronic device, worn on the ankle, that tracks location and can be used to ensure curfews are stuck to), Curfews (a set time to be back in their house)	**1948**- Attendance Centres introduced
Secure Children's Home- Used by 10-17 year old vulnerable children who are kept in the home for their safety or because they are too vulnerable to be sent to a YOI.	**1963-** Young Persons Act passed. **1969-** Young Persons Act passed.

Secure Training Centre- Used by younger boys, girls 12-17 or older vulnerable boys who have offended.
YOI (Youth Offenders Institution)- Modern day prison for young offenders operating mostly the same rules as adult prisons.

Key Acts linked to young offenders.
Criminal Justice Act, 1948- It reduced the use of prisons for juveniles and led to improvements in the probation service for young people.
Young Persons Act, 1963- Age of criminal responsibility was raised to 10 years old.
Young Persons Act, 1969- Care orders replaced prison sentences where possible.

1982- Youth Detention Centres were set up.
1988- Youth Offender Institutions were set up.

Why did punishments for young offenders change throughout the 20th century?

1. Move to rehabilitate and reform young offenders.
Borstals- They had structured days (which started at 6am with a two-mile run) which instilled discipline. They took part in education programmes and work programmes that helped them to learn practical skills. The emphasis was on education rather than punishment.
Approved Schools- They offered training teaching skills mainly for manual jobs.
Attendance Centres- Young offenders would attend sessions that covered basic numeracy and literacy; life skills such as filling in job applications; money management and cooking.
Modern Society- Courts can impose certain activities on youngsters, such as counselling.

2. Treated like a child and not like an adult
Borstal- School based environment
Approved School- Focus on receiving an education
Criminal Justice Act, 1948- Reduced the use of prisons as a form of punishment for young people. .
Attendance Centre- Focus on receiving an education and gaining life skills for the future.
1933- Criminal age raised to 8 **1963**- Criminal age raised to 10

3. Emphasis on parental responsibility
1933- Criminal age raised to 8 **1963**- Criminal age raised to 10 Focus on parents being responsible for a child's behaviour up to this point.
1969- Care orders replaced prison sentences where possible- Social Services take joint responsibility for a child alongside the parent, meaning they can make decisions for the child.
Modern society- parents may face fines/having children removed from them if their children become young offenders.

4. Reoffending rates
Borstals- About 60% of young people sent to Borstals reoffended.
Approved Schools-This was after rioting and large numbers of children absconding (escaping/leaving)
Youth Detention Centres- Military drills and discipline were intended to provide a short sharp shock but actually led to an increase in the number of young people re-offending.
Youth Offenders Institution- Reoffending rates are higher amongst young offenders than adults.

5. Attitudes towards youth crime
From the late 1700s- there was a move towards treating young offenders differently to adult offenders.
There was an increase in youth crime in the 1980s- This led to public opinion moving towards harsher punishments for young people- this led to the abolishment of Borstals and the introduction of youth detention centres.

Week Twelve: Changes to the Death Penalty in the 20th century

Key People

Robert Peel- Home Secretary

1. In 1823, Sir Robert Peel abolished the death penalty for over 180 crimes.

Labour MP Sydney Silverman.

1. In **1948** he managed to persuade the House of Commons to agree to a five year suspension of executions. However, this clause in the Criminal Justice Bill was defeated in the House of Lords.
2. As a result Silverman founded the **Campaign for the Abolition of the Death Penalty.**
3. In **1953** he published his book, *Hanged and Innocent?*

Timothy Evans- a 25-year-old van driver

1. Was hanged for murdering his wife, Beryl, and their baby daughter, Geraldine.
2. It remained a relatively low-profile case until 1953, when the remains of seven women were found at 10 Rillington Place, a multi-occupancy house in Notting Hill.
3. The home had been shared, alongside Evans and his family, with a man named John Christie, whom Evans had insisted throughout his trial had been responsible for the murder of Beryl and Geraldine.
4. Following Christie's conviction and execution in 1953, it seemed unquestionable that Evans had been innocent.

Derek Bentley- 19 years old.

1. Was hanged in January 1953 for the murder of a police officer, Sidney Miles.
2. In fact it was his friend Christopher Craig who had shot Miles during the pair's bungled break-in while Bentley was detained by another officer.
3. However, Craig was only 16 years old at the time of the crime and was therefore ineligible for the death penalty.
4. Doubts about the justice of Bentley's execution were intensified by his reported low intelligence and his tender age of 19 years.
5. Bentley was posthumously pardoned in 1998.

Ruth Ellis

1. Was hanged in 1955 for the murder of her boyfriend, David Blakely, whom she shot outside a pub in Hampstead, London.
2. Blakely had been violent and abusive towards Ellis and there was much public sympathy for the emotional strain that she had been under at the time.

Peter Allen and Gwynne Evans

1. Were the last people to be hanged in Britain.
2. They had murdered a taxi driver and doing so "in the furtherance of theft" made it a capital crime.

Key Dates

1820-1830- Bloody Code was abolished. Death penalty just for murder and treason. **1823**- Sir Robert Peel abolished the death penalty for over 180 crimes.

1868- Public hanging was ended

1927-The **Labour Party** published its abolitionist 'Manifesto on Capital Punishment'.

1931- Death penalty for pregnant women was abolished.

1933- Death penalty for under 18s was abolished. No-one under 18 has been executed since 1887 in Britain.

1945- End of the Second World War- Capital punishment became an increasingly prominent political and social issue.

1948- The United Nations issued its Declaration of Human Rights which Britain signed up to.

1950- **Timothy Evans** was hanged for murdering his wife, Beryl, and their baby daughter, Geraldine.

1953- 19-year-old **Derek Bentley**, who was hanged in January 1953 for the murder of a police officer, Sidney Miles.

1955- **Ruth Ellis** was hanged in 1955 for the murder of her boyfriend, David Blakely.

1957- The **Homicide Act** restricted the death penalty's application to certain types of murder, such as the murder of a police officer.

1964- Peter Allen and Gwynne Evans became the last people to be hanged in Britain.

1965- The **Murder (Abolition of the Death Penalty) Act** suspended the death penalty for an initial five-year period and was made permanent in 1969.

1998- Capital punishment was abolished for treason and piracy with violence, making Britain fully abolitionist, both in practice and in law

Date **4 / 1 / 23** **Topic: WW1 and Weimar Constitution**

WEEK 1

Questions	Notes

Summary:

WEEK 1

Date: 4th January

Describe two key features of the Weimar Constitution. (4)

Answer:-

Date 9 / 1 / 23 **Topic: Weimar 1919**

WEEK 2

Questions	Notes

Summary:

WEEK 2

Date: 9th January

Explain why the Treaty of Versailles angered the people of Germany. (4)
(One R.E.A. paragraph only)

Answer:-

Date **16 / 1 / 23** **Topic: Streseman and the Golden Years**

WEEK 3

Questions	Notes

Summary:

WEEK 3

Date: 16th January

'Stresemann's policies were the solution to Germany's economic problems.' How far do you agree? (4)
(Conclusion only)

Answer:-

Date 23 / 1 / 23 **Topic:** Lean Years

WEEK 4

Questions	Notes

Summary:

WEEK 4

Date: 23rd January

Explain why Hitler became Fuhrer by 1934. (4)
(One R.E.A. paragraph only)

Answer:-

Date **30 / 1 / 23** **Topic: Nazis take control**

WEEK 5

Questions	Notes

Summary:

WEEK 5

Date: 30th January

Describe two features of how the Nazis controlled the people of Germany. (4)

Answer:-

Date **06 / 2 / 23** **Topic: Propaganda and Terror**

WEEK 6

Questions	Notes

Summary:

WEEK 6

Date: 6th February

Explain why Hitler treated minority groups so harshly. (4)
(One R.E.A. paragraph only)

Answer:-

Date **20 / 2 / 23** **Topic: Women**

WEEK 7

Questions	Notes

Summary:

WEEK 7

Date: 20th February

Describe two key features of the role of women in Nazi Germany. (4)

Answer:-

Date 27 / 2 / 23 **Topic: Living Standards**

WEEK 8

Questions	Notes

Summary:

WEEK 8

Date: 27th February

"The Nazis were successful in reducing unemployment during 1933-1939." How far do you agree? (8)

What is your opinion on this statement?

Why do you have this opinion?

Answer:-

Date 20 / 3 / 23 **Topic: 20th Century Prisons**

WEEK 11

Questions	Notes

Summary:

WEEK 11

Date: 20th March

Describe one key feature of the prison system in the 20th Century. (2)

Describe one key feature of punishments for young offenders. (2)

Answer:-

Date 27 / 3 / 23 **Topic: Death Penalty**

WEEK 12

Questions	Notes

Summary:

WEEK 12

Date: 27th March

Explain why the death penalty was abolished in Britain. (4)

(One R.E.A. paragraph only)

Answer:-

Revision Page

Revision Page

Revision Page

Revision Page

Revision Card on Rebellions and 1923.	Answers
1. When was the Spartacist Uprising? 2. What was the aim of the Spartacist Uprising? 3. Who put down the Spartacist Uprising? 4. When was the Kapp Putsch? 5. Who staged the Kapp Putsch? 6. Why did the Kapp Putsch fail? 7. Who invaded the Ruhr in 1923? 8. Why did they invade the Ruhr in 1923? 9. What did the government do that caused hyperinflation? 10. When was the Munich Putsch? 11. Who staged the Munich Putsch? 12. What were the aims of the Munich Putsch?	

Revision Card on Events of 1929-1934.	Answers
1. What event took place in America in October 1929? 2. What did Bruning do that infuriated members of the Reichstag? 3. How did Von Schleicher get Hitler and the Nazis to support the 'Cabinet of the Barons' coalition? 4. Who was Chancellor for the Cabinet of Barons? 5. What problem did Von Schleicher face as Chancellor? 6. When was Hitler made Chancellor? 7. Which building was set on fire in February 1933? 8. Which political party did the Nazis blame for the fire? 9. When was the Enabling Act passed? 10. What did Hitler ban using the Enabling Act? 11. When was the Night of Long Knives? 12. Who did Hitler use the SS to destroy? 13. Who died on the 2nd August 1934 for Hitler to become Fuhrer?	

Revision Card on controlling the youth and minority groups.	Answers
1. What did teachers have to join to continue in their profession? 2. What book written by Hitler was used as a textbook in schools? 3. How much of the school curriculum was dedicated to PE and sports? 4. What was the name of the main youth group for boys in Nazi Germany? 5. What was the name of the main youth group for girls in Nazi Germany? 6. What was the main purpose of the Nazi youth groups? 7. When were the Nazi youth groups made compulsory? 8. What were the names of the two youth opposition groups created as a response? 9. What was the name of Hitler's 'master race'? 10. What two methods did Hitler use to try and create a larger and stronger 'master race'?	

Revision Card on Nazi Policies towards Unemployment and Living/Working Standards.	Answers
1. What three reasons are there for why Hitler needed low unemployment in Nazi Germany? 2. What slogan had the Nazis used to gain support from the working class citizens? 3. What was the Reich Labour Service (R.A.D.)? 4. What happened to the R.A.D. from 1935? 5. How did rearmament help reduce unemployment? 6. How many people were in the army by 1939? 7. What was the autobahn job creation scheme? 8. How many people were hired to work on building the autobahns? 9. What is meant by 'invisible' unemployment? 10. What are three examples of invisible unemployment in Nazi Germany?	

Revision Card on the End of the Death Penalty in Britain.	Answers
1. When was the Bloody Code abolished? 2. What ended in 1868 (regarding the death penalty)? 3. After which major event did people begin to change their attitudes towards the death penalty? 4. Who were the three examples of 'miscarriages of justice' (those people believe were wrongly executed)? 5. What happened to the death penalty in 1965? 6. When was the death penalty finally abolished in Britain? 7. What was the only crime that could receive the death penalty until 1998 (when it was fully abolished)? 8. Who were the last people to be executed in Britain?	

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