The intended purpose of this unit of study is to develop pupils’ knowledge and understanding of the following aspects of the Weimar Republic in the years 1918-29:

- The origins of the Republic, 1918-19
- The early challenges to the Weimar Republic, 1919-23
- The recovery of the Weimar Republic, 1924-29.
- Changes in society, 1924-29

Furthermore, pupils will have the opportunity to continue to develop the following historical skills that were embedded at Key Stage Three; inference making, explaining causes and analysing inferences.

**Glossary of topic-specific key terms**

- **Power vacuum**: A situation where a leader has left their position, but has not yet been replaced.
- **Democracy**: A system of government involving elected representatives.
- **Constitution**: A list of principles or rules by which a country is governed.
- **Reichstag**: The German parliament.
- **Proportional representation**: An electoral system in which parties gain seats in proportion to votes cast for them.
- **Diktat**: An order imposed on someone without their consent or approval.
- **Reparations**: An action of making amends for wrongdoing, often in the form of money.
- **Passive resistance**: Non-violent opposition to authority.
- **Hyperinflation**: The rapid devaluing of money, which causes the cost of goods to increase significantly.
- **Economic depression**: A long-term economic downturn in productivity.
- **Censorship**: The suppression of any parts of books, films, art, or news that is considered to be politically unacceptable, or a threat to security.

**Opportunities for deeper learning** can be accessed by scanning or clicking the following QR codes for topic-specific websites:

**Historical Skills**

- Making inferences involves studying historical sources in order to consider what they suggest about an aspect of the past. Details from the sources can be used to support the inferences that are made.
- Explaining causes involves using contextual knowledge in order to demonstrate an understanding of the reasons for an event or significant change in the period being studied. Deeper understanding can be shown by making links between causes and analysing the relative significance of the causes.
- Analysing interpretations involves studying historians’ contrasting views of the past and identifying the main difference between them. Details from the interpretations can be used to clearly show the contrasting views.
### The origins of the Republic, 1918-19

<table>
<thead>
<tr>
<th>Topic</th>
<th>Pupils should know that:</th>
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| **The legacy of the First World War** | - Disruption to the agricultural industry, coupled with British blockades resulted in food shortages.  
- 750,000 Germans died from the effects of hunger and disease.  
- The German public and even members of the military directed their anger towards Kaiser Wilhelm’s government and the clamour for regime change began. |
| **The German revolution** | - Growing opposition to Kaiser Wilhelm’s government, combined with growing support for Prince Max of Baden’s protest government, weakened the former’s position in government.  
- Lack of success in the First World War and the Kiel mutiny made Kaiser Wilhelm’s position untenable.  
- The abdication of Kaiser Wilhelm on 9th November 1918 created a power vacuum in Germany, which resulted in the establishment of a new, democratic government in the post-war period. |
| **The establishment of the Weimar Republic and constitution** | - In January 1919, a new, democratic government was introduced in Germany, which was led by an elected president and chancellor and supported by elected MPs in the Reichstag.  
- A new constitution was introduced that allowed greater political freedom and wider suffrage, as all Germans over the age of 20 had the right to vote.  
- Article 48, proportional representation and the likelihood of coalition governments needing to be formed meant that effective democracy was less likely. |
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<th>Topic</th>
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| The Treaty of Versailles                   | • Right-wing political parties including the Nazi Party popularised the ‘Stab in the Back’ myth, which suggested that the German leaders that signed the Armistice on 11th November 1918 betrayed the German army.  
  • The post-war Treaty of Versailles was viewed as a ‘shameful diktat’ because the Germans were not permitted to negotiate its terms and it significantly weakened the country in the post-war era.  
  • The terms of the treaty resulted in; significant territorial losses (13% of German land was taken out of its control, including vital industrial land and West Prussia), military reductions (notably that the army was reduced in size to only 100,000 men and that the Rhineland was to become a DMZ) Germany being forced to accept responsibility for instigating the war (Article 231), resulting in a reparations bill of £6,600m. |
| The Spartacist uprising and the Kapp putsch | • In January 1919, German communists, known as Spartacists, rose up against the Weimar Republic. Their aim was to establish a communist government in Germany, believing that it was the only way of effectively safeguarding the interests of workers. Whilst the rebels temporarily seized control of strategic buildings in Berlin, the uprising was short-lived and was easily crushed by the Freikorps.  
  • In March 1920, Dr. Wolfgang Kapp, along with the Freikorps, attempted to overthrow the Weimar Republic after the terms of the Treaty of Versailles came into effect. Whilst the Weimar politicians were forced to flee to Dresden, the putsch was stopped by a general strike carried out by the Berliners.  
  • Even though these uprisings ended in failure, they showed that Germany was politically divided and reduced people’s confidence in the Weimar Republic. |
| The French and Belgian invasion of the Ruhr | • In January 1923, French and Belgian troops invaded the Ruhr region of Germany, following the latter’s non-payment of reparations in 1922. Their intention was to take ‘payment in kind’.  
  • The Germans were not able to force the French and Belgian troops to leave the Ruhr, so the Weimar government instead encouraged passive resistance and acts of industrial sabotage.  
  • In the short-term, the German people were united against a common enemy and the Weimar government became temporarily more popular because of its decisive actions to deal with the invasion. However, in the longer term, the effects of the invasion – particularly hyperinflation – were disastrous for Germany. |
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<tr>
<th>Topic</th>
<th>Pupils should know that:</th>
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</table>
| **Gustav Stresemann’s achievements abroad** | - The Locarno pact was negotiated with Britain, France, Belgium and Italy in 1925. The signatories agreed to keep existing borders between Germany, France and Belgium, thus making it less likely for countries to be able to take one another’s land. This pact promoted trade and greater co-operation between Germany and Britain and France, as shown by the withdrawal of Allied troops from the Rhineland in 1927, 5 years ahead of schedule. This improved the morale of the German people, as well as Stresemann’s popularity. This made the Weimar government more stable than it had been in the years 1919-23.  
- Germany joined the League of Nations in 1926 and was given a seat on the League’s council, alongside Britain and France. This showed that Germany was recognised as a world power once again and as a result, it was able to have a say in international affairs, unlike when the Treaty of Versailles was being negotiated.  
- The Kellogg-Briand pact was negotiated with 64 other countries, including America, in 1928. The signatories agreed that they would only use their armies in self-defence and would endeavour to solve international disputes peacefully. |
| **Germany’s economic recovery** | - In November 1923, Gustav Stresemann introduced a temporary new currency called the Rentenmark, which was based on property values rather than gold reserves. In 1924, it was converted into the Reichsmark and was backed by gold reserves.  
- In August 1924, Gustav Stresemann negotiated the Dawes plan with Charles Dawes, the US Vice-President. This plan restructured reparations payments and resulted in America providing loans to Germany totalling nearly $3,000m over the next six years. This money could be invested in German businesses and infrastructure. This plan also provisioned for the withdrawal of Allied troops from the Ruhr, which benefited German production, along with the reorganisation of the Reichsbank.  
- The negotiation of the Young plan with American banker Owen Young in 1929 resulted in reparations payments being reduced from £6,600m to £1,850m from. The length of time that Germany had to pay was extended to 59 years.  
- Despite evidence of economic growth, certain industries, such as agriculture, were experiencing a depression, particularly after 1927. Middle class Germans also did not fully recover from hyperinflation, as their savings had been lost. Furthermore, there was an increase in unemployment, with 9% of Germans unemployed by 1926. |
## Changes in society, 1924-29

### Topic
**Pupils should know that:**

| Changes in the standard of living in Germany | • German workers were amongst the best paid in Europe in real terms. However, the middle classes did not share in wages growth because they were hit hard by hyperinflation and unemployment.  
• The Weimar government introduced benefits for the disabled, war dead dependents and single mothers. A national unemployment insurance scheme was also introduced.  
• Increased government spending on housing led to homelessness being cut by 60%. |
| Changes in the position of women in work, politics and leisure | • Men and women were viewed as equal in the Weimar constitution. Notably, both men and women over the age of 20 had the right to vote in local and central government elections.  
• The types of work open to women were widened. However, it was frowned upon if married women worked.  
• More women smoked, drank and wore fashionable clothes. Women were also now more likely to be seen out without a male chaperone. |
| Cultural changes in Germany: developments in architecture, art and cinema | • The Weimar government removed censorship, which gave rise to broader cultural expression in Germany. Berlin overtook Paris as the cultural capital of Europe in the 1920s. This led to opposition from right wing politicians, including the Nazi Party that believed that these changes were untraditional and immoral.  
• A new style of architecture called the *Bauhaus* movement became popular, which focused on the ‘economy of style’ and used basic colours and shapes, unlike more traditional architecture.  
• The ‘new objectivity’ art movement pioneered by the likes of Otto Dix and George Grosz led to new types of art, which portrayed the uglier side of human nature, including the realism of war, depression in cities and disabled people.  
• There was a ‘golden age’ of cinema, which saw German actors such as Marlene Dietrich became world stars. German theatre also displayed more realism and commentary on social and political issues. |
The intended purpose of this unit of study is to develop pupils’ knowledge and understanding of the early development of the Nazi Party in the years 1920-22. Furthermore, pupils will have the opportunity to develop the following GCSE skills in order to ensure that they are GCSE-ready; source inference, source utility, causation, and analysis and evaluation of interpretations.

**Pupils should know:**

- **Hitler’s Early career** - Adolf Hitler’s early experiences, growing up in Vienna and fighting in World War One. His decision to join the DAP upon his return from war and development of his political views and skills as an orator. *For further information, scan or click QR code 1.*

- **The early growth of the Nazi Party** - The renaming of the party from DAP to NSDAP, Nazi for short. Hitler’s accession to leader of the party and its adoption of well-known features such as the swastika and raised arm salute. *For further information, scan or click QR code 2.*

- **The Role of the SA** For example, the different aspects of life in a trench; Christmas at the front the home front. *For further information, scan or click QR code 3.*

**Glossary**

- **NSDAP** - National Socialist German Workers' Party
- **Anti-Semitism** - hostility to or prejudice against Jews.
- **25-Point Programme** - Political manifesto of the Nazi Party, produced in 1921.
- **Brownshirts** – Nickname for SA, owing to colour of uniform.

**Historical Skills**

- Analyzing interpretations involves studying historians’ contrasting views of the past and identifying the main difference between them. Details from the interpretations can be used to clearly show the contrasting views.
- Making inferences involves studying historical sources in order to consider what they suggest about an aspect of the past. Details from the sources can be used to support the inferences that are made.
- Explanation of causation involves analysing the reasons for a historical event and evaluating their relative importance to that event.
The intended purpose of this unit of study is to develop pupils’ knowledge and understanding of the Nazi’s failed attempts to take power in Germany – the Munich Putsch. Furthermore, pupils will have the opportunity to develop the following GCSE skills in order to ensure that they are GCSE-ready: source inference, source utility, causation, and analysis and evaluation of interpretations.

**Pupils should know:**

- **The Munich Putsch** - In November 1923, Hitler tried to take advantage of the hyperinflation crisis facing the Weimar government by trying to launch a revolution in Munich. This became known as the Munich Putsch. *For further information, scan or click QR code 1.*

- **Consequences of the Munich Putsch** - In the short term, the putsch represented a failure for the Nazis. However, in the long term the putsch had a number of positive effects for the Nazis and Hitler. *For further information, scan or click QR code 2.*

- **Reorganisation of the Nazi Party** - The Nazis reorganised themselves to reflect their new desire to achieve power legally. *For further information, scan or click QR code 3.*

- **Limited support for the Nazi party between 1924-28** - Despite the development of the party, by 1928 the Nazis were still on the fringes of politics in Weimar Germany. This was due to the period of relative prosperity experienced by Germany at this time.

**Glossary**

- **Putsch** - a violent attempt to overthrow a government.
- **Mein Kampf** - autobiographical manifesto by Adolf Hitler
- **The SS** - black-uniformed “political soldiers” of the Nazi Party.
- **Propaganda** – information used to promote a political cause

**Historical Skills**

- Analysing interpretations involves studying historians’ contrasting views of the past and identifying the main difference between them. Details from the interpretations can be used to clearly show the contrasting views.
- Making inferences involves studying historical sources in order to consider what they suggest about an aspect of the past. Details from the sources can be used to support the inferences that are made.
- Explanation of causation involves analysing the reasons for a historical event and evaluating their relative importance to that event.
The intended purpose of this unit of study is to develop pupils’ knowledge and understanding of how support for the Nazi party began to grow after 1929. Furthermore, pupils will have the opportunity to develop the following GCSE skills in order to ensure that they are GCSE-ready; source inference, source utility, causation, and analysis and evaluation of interpretations.

Pupils should know:

• **The Great Depression and effects on Germany** – In October 1929 the Wall Street Crash brought about a global economic depression, Germany especially affected because American banks called in all of their foreign loans at very short notice. *For further information, scan or click QR code 1.*

• **The Rise of Extremism in Germany** - Extreme political parties offering simple solutions to the problems faced by Germany appeared at both ends of the political spectrum. *For further information, scan or click QR code 2.*

• **Reasons for the growth of Nazi support** – In a Germany shell-shocked by the Great Depression, the Nazi party attracted huge support for a range of reasons. *For further information, scan or click QR code 3.*

**Glossary**

- **Hitler Youth** - a paramilitary organization designed to train boys as future fighters and soldiers for the Nazi cause
- **Extremism** - outside the mainstream attitudes of society
- **Depression** - sustained, long-term downturn in economic activity.
- **Wall Street Crash** – crash of American stock market in 1929.

**Historical Skills**

- Analysing interpretations involves studying historians’ contrasting views of the past and identifying the main difference between them. Details from the interpretations can be used to clearly show the contrasting views.

- Making inferences involves studying historical sources in order to consider what they suggest about an aspect of the past. Details from the sources can be used to support the inferences that are made.

- Explanation of causation involves analysing the reasons for a historical event and evaluating their relative importance to that event.
The intended purpose of this unit of study is to develop pupils’ knowledge and understanding of the chain of events which lead to Adolf Hitler’s appointment as chancellor in 1933. Furthermore, pupils will have the opportunity to develop the following GCSE skills in order to ensure that they are GCSE-ready; source inference, source utility, causation, and analysis and evaluation of interpretations.

**Pupils should know:**

- **Electoral Success of Nazis** – By July 1932, the Nazis became the largest party with 230 seats and 37.3% of the vote. Despite this, President Hindenburg disliked Hitler and refused to make him Chancellor at this time. *For further information, scan or click QR code 1.*

- **Instability of the Weimar Government** - Chancellors in this period were normally weak because proportional representation made it hard for political parties to gain a majority of seats meaning the Chancellor found it difficult to control the Reichstag. *For further information, scan or click QR code 2.*

- **Hitler becomes Chancellor** – The succession of failed chancellors seemed to leave Germany with little alternative to the Nazis. In January 1933, Adolf Hitler was made Chancellor of Germany. *For further information, scan or click QR code 3.*

**Glossary**

- **Political instability** – a government unable to effectively rule.
- **Reichstag** - German word generally meaning parliament. Also the name of the building in which the parliament meets.
- **Chancellor** – leader of the Weimar Government.

**Historical Skills**

- **Analysing interpretations** involves studying historians’ contrasting views of the past and identifying the main difference between them. Details from the interpretations can be used to clearly show the contrasting views.

- **Making inferences** involves studying historical sources in order to consider what they suggest about an aspect of the past. Details from the sources can be used to support the inferences that are made.

- **Explanation of causation** involves analysing the reasons for a historical event and evaluating their relative importance to that event.
The intended purpose of this unit of study is to develop pupils' knowledge and understanding of how Hitler went from Chancellor of Germany in 1933 to a dictator by 1934. Furthermore, pupils will have the opportunity to develop the following historical skills: explaining and analysing reasons, making inferences, comparing and evaluation interpretations and evaluating the utility of sources.

Pupils should know:

- What happened following the Reichstag Fire in 1933 and how these events helped Hitler to remove opposition and secure a more favourable election result in the March 1933 elections.
- What the Enabling Act was and how this enabled Hitler to remove opposition and gain more power.
- What happened on Night of the Long Knives, and how this helped Hitler remove opposition from within the Nazi Party.
- The final steps in Hitler’s consolidation of power including, the death of President Hindenburg and the Oath of Allegiance from the Army.

Opportunities for deeper learning can be accessed by exploring the following topic-specific websites or YouTube clips:

https://www.bbc.co.uk/bitesize/guides/zsvhk7h/revision/1
https://www.historylearningsite.co.uk/nazi-germany/nazi-germany-dictatorship/
https://www.britannica.com/event/Reichstag-fire
https://www.britannica.com/topic/Enabling-Act
https://www.britannica.com/event/Night-of-the-Long-Knives

Historical Skills

- Analysing reasons involved explaining a range of causes of a historical event in order to consider how they link together and which is the most important.
- Making inferences involves studying historical sources in order to consider what they suggest about an aspect of the past. Details from the sources can be used to support the inferences that are made.

Glossary

Dictator: A leader/Party who has total power in their hands alone
Reichstag: The German Parliament
The Enabling Act: A law passed by the German Reichstag in 1933 providing Hitler with extensive powers to tighten the Nazis’ control over the central government
Night of the Long Knives: A night in 1934 when Hitler’s SS murdered the leaders of the Nazi SA.
The intended purpose of this unit of study is to develop pupils’ knowledge and understanding of how Hitler and the Nazi Party established a Police State after 1933. Furthermore, pupils will have the opportunity to develop the following historical skills; explaining and analysing reasons, making inferences, comparing and evaluation interpretations and evaluating the utility of sources.

**Pupils should know:**
- The role of the **SS**, **SD** and the Gestapo and how these organisations helped the Nazis to get rid of their opposition and create an atmosphere of fear.
- The role of the **Concentration Camps** and how they helped the Nazis to get rid of their opposition and create an atmosphere of fear.
- Nazis control of **Judges and Law Courts** and how this enabled the Nazis to legally punish those that were seen as opponents of the state.
- Nazi policies towards the **Catholic and Protestant Churches** and the extent to which they gained control and influence over the Churches.

**Opportunities for deeper learning** can be accessed by exploring the following topic-specific websites or YouTube clips:

- [https://www.bbc.co.uk/bitesize/guides/z9yt9qtrevision/1](https://www.bbc.co.uk/bitesize/guides/z9yt9qtrevision/1)
- [https://www.britannica.com/place/Third-Reich/The-totalitarian-police-state](https://www.britannica.com/place/Third-Reich/The-totalitarian-police-state)
- [https://www.historylearningsite.co.uk/nazi-germany/the-nazi-police-state/](https://www.historylearningsite.co.uk/nazi-germany/the-nazi-police-state/)
- [https://www.johndclare.net/Nazi_Germany2.htm](https://www.johndclare.net/Nazi_Germany2.htm)

**Glossary**

**The SS:** The SS were the Nazi bodyguards led by Heinrich Himmler after 1929. They could arrest people and place them on trial without explanation.

**The SD:** The intelligence body of the Nazi Party under the control of Heinrich Himmler. Used informants to assess the mood of the German public by keeping them under continuous supervision.

**The Gestapo:** The Nazi Secret Police. Spied on and tapped the phones of suspected opponents and used a network of informers.

**Historical Skills**

- **Making inferences** involves studying historical sources in order to consider what they suggest about an aspect of the past. Details from the sources can be used to support the inferences that are made.

- **Evaluating the utility of sources** involves studying historical sources in order to consider what is useful about them and what is limited. The nature, origin and purpose of the source can be considered to support this analysis.
Pupils should know:

- The role of Josef Goebbels as Minister for Propaganda.
- How the Nazis used Censorship to remove any alternative ideas or rival beliefs, e.g. Communist ideas.
- How the Nazis used propaganda to influence the German public and ensure that people accepted and conformed to Nazi ways of thinking.
- How censorship and Propaganda effected Art, Literature, Culture, Architecture, Newspapers, Film and Radio.
- How the hosting of the Olympics in Berlin in 1936 provided an ideal Propaganda opportunity for the Nazis.

Glossary:

**Propaganda:** Information, especially of a biased or misleading nature, used to promote a political cause or point of view.

**Censorship:** The suppression or prohibition of any parts of books, films, news, etc. that are considered obscene, politically unacceptable, or a threat to security.

**Indoctrination:** The process of teaching a person or group to accept a set of beliefs uncritically.

Opportunities for deeper learning can be accessed by exploring the following topic-specific websites or YouTube clips:

- [https://www.bbc.co.uk/bitesize/guides/z2p3k2p/revision/4](https://www.bbc.co.uk/bitesize/guides/z2p3k2p/revision/4)
- [https://www.johndclare.net/Nazi_Germany2.htm](https://www.johndclare.net/Nazi_Germany2.htm)
- [https://www.historylearningsite.co.uk/nazi-germany/censorship-in-nazi-germany/](https://www.historylearningsite.co.uk/nazi-germany/censorship-in-nazi-germany/)
- [https://www.historylearningsite.co.uk/nazi-germany/propaganda-in-nazi-germany/](https://www.historylearningsite.co.uk/nazi-germany/propaganda-in-nazi-germany/)

Historical Skills

- **Making inferences** involves studying historical sources in order to consider what they suggest about an aspect of the past. Details from the sources can be used to support the inferences that are made.

- **Analysing interpretations** involves studying historians views and considering how and why they are different.
The intended purpose of this unit of study is to develop pupils’ knowledge and understanding of how some German people resisted the Nazis after 1933 and to what extent they succeeded in undermining Nazi control. Furthermore, pupils will have the opportunity to develop the following historical skills; explaining and analysing reasons, making inferences, comparing and evaluation interpretations and evaluating the utility of sources.

Pupils should know:

- The **extent of opposition** in Nazi Germany and the variety of forms it could take e.g. private/public
  - How **Protestants and Catholics** groups and individuals opposed the Nazis and to what extent it was successful in undermining Nazi control.
  - Who the **Edelweiss Pirates** were and how they opposed the Nazis and to what extent it was successful in undermining Nazi control.
  - Who the **Swing Youth** were and how they opposed the Nazis and to what extent it was successful in undermining Nazi control.

Opportunities for deeper learning can be accessed by exploring the following topic-specific websites or YouTube clips:

- [https://www.historylearningsite.co.uk/nazi-germany/opposition-in-nazi-germany/](https://www.historylearningsite.co.uk/nazi-germany/opposition-in-nazi-germany/)
- [https://www.bbc.co.uk/bitesize/guides/z2p3k2p/revisi](https://www.bbc.co.uk/bitesize/guides/z2p3k2p/revisi)
- [on/1](https://www.bbc.co.uk/bitesize/guides/z2p3k2p/revisi)

**Glossary**

**Opposition**: Resistance or dissent, expressed in action or argument.

**Edelweiss Pirates**: A loosely organized group of youth in Nazi Germany who actively opposed the Nazis.

**Swing Youth**: A group of jazz and **swing** lovers in Germany in the 1930s, composed of 14 to 21-year-old boys and girls most of them middle class.

**Historical Skills**

- **Evaluating Interpretations** involves studying historians views and reaching a judgment on how far you agree with the view points
- **Evaluating the utility of sources** involves studying historical sources in order to consider what is useful about them and what is limited. The nature, origin and purpose of the source can be considered to support this analysis.
The intended purpose of this unit of study is to develop pupils’ knowledge and understanding of life in Nazi Germany 1933-1939, in particular the Nazi policies towards women, the key events and the consequences. Furthermore, pupils will have the opportunity to develop the following historical skills; explaining and analysing reasons, making inferences, comparing and evaluation interpretations and evaluating the utility of sources.

Pupils should know:

- The key features of the Nazi’s view of women, including policies on the importance of women’s roles in marriage and the family. Nazi’s felt that a woman’s job was to produce a big family and that they should devote their lives to the 3 Ks: Kinder, Kirche, Kuche (children, church and cooking). Women were also sacked from government jobs e.g. teachers, doctors, civil servants. For further information, click link 1

- Nazi policies to encourage the birth-rate in Germany, such as, the Law for the Encouragement of Marriage which gave newly-weds a loan of 1000marks if women left their jobs. Marriage loans were reduced by 250marks for every child born, and medals were given for those who had 4+ children. Also, the Lebensborn Programme was set up for unmarried women to have a baby with any Aryan member of the SS. For further information, click link 2.

- Nazi’s believed appearance was important and girls learned to keep fit and healthy ready for childbirth in the BMD (Girl’s Hitler Youth) but not to be slim as it was thought that thin women would have trouble giving birth. For further information click link 3.

- How successful the policies towards women were: The birth rate did initially increase and the number of marriages increased (516000 in 1932-740000 in 1934), however, women were forced to return to work in 1938 for the war effort, the number of women in work increased 1933-39, few women had more than 2 children. For further information click link 4.

Glossary

- Aryan Race: Nazi ‘Master Race’ with blonde hair and blue eyes.

Opportunities for deeper learning can be accessed by scanning or clicking the following links for topic-specific websites or YouTube clips:

1. [https://www.bbc.co.uk/ bitesize/guides/zgrfj6f/revision/1](https://www.bbc.co.uk/bitesize/guides/zgrfj6f/revision/1)
2. [https://www.youtube.com/watch?v=cDFFis0j4JM](https://www.youtube.com/watch?v=cDFFis0j4JM)
4. [https://support.partacus-educational.com/GERwomen1939-45.htm](https://support.partacus-educational.com/GERwomen1939-45.htm)

Historical Skills

- Making inferences involves studying historical sources in order to consider what they suggest about an aspect of the past. Details from the sources can be used to support the inferences that are made.

- Evaluating the utility of sources involves studying historical sources in order to consider what is useful about them and what is limited. The nature, origin and purpose of the source can be considered to support this analysis.
The intended purpose of this unit of study is to develop pupils' knowledge and understanding of life in Nazi Germany 1933-1939, the key policies towards the young both inside and outside of school. Furthermore, pupils will have the opportunity to develop the following historical skills; explaining and analysing reasons, making inferences, comparing and evaluation interpretations and evaluating the utility of sources.

Pupils should know:

- The key features of Nazi aims and policies towards the young. Groups were set up and aimed to indoctrinate children outside of school in Nazi ideology (made compulsory from 1936). Girls had groups such as the Jung Madel (Young Girls aged 10-14), Bund Deutscher Madel (League of German girls aged 14-18) and Glaube and Schönheit (Faith and Beauty aged 18-21) which promoted being and housewife and mother by activities such as needlework, housework and cookery. Boys had groups such as Pimpfen (Cubs aged 6-10), Deutsches Jungvolk (Young German Boys aged 10-14) and Hitler Jungend (Hitler Youth aged 14-18) which promoted boys to be good soldiers by hiking, camping, marches, etc. For further information, click link 1.

- How the Nazi's controlled the young through education, by using the curriculum and teachers. Education was an important way to control the young to create future loyal Nazis. Girls and boys went to separate schools with different curriculum: Boys were taught to be prepared for military service, e.g. Maths would have calculations for successful battles and extra PE would keep them fit, girls were educated in motherhood with domestic skills such as cooking, sewing and childcare. Both were taught about the Master Race in Eugenic and Race Studies. All teachers had to belong to the Nazi party and join the Nazi Teacher’s Association and were watched by the Gestapo. For further information, click link 2.

- The support and opposition to the policies towards the young. Many supported the policies towards the youth. People enjoyed the activities and trips camping with new friends, they felt important by doing their bit for their country and wearing the uniform, however, many youths did not like the strict discipline, some found it boring, parents did not like that their children may inform on them, youths listened to Jazz music, smoked, wore make-up and drank alcohol in rebellion as these were banned by the Hitler Youth. The Edelweiss Pirates were one group who defied the Hitler Youth and set up their own banned group. For further information click link 3.

Glossary

Race Studies: Lessons taught in school about Nazi anti-Semitic views and about Aryans
Eugenics: The study of genetics and how to look for good genes in a future Aryan partner
Aryan Race: Nazi ‘Master Race’ with blonde hair and blue eyes.

Opportunities for deeper learning can be accessed by scanning or clicking the following links for topic-specific websites or YouTube clips:

2. [https://www.bbc.co.uk/bitesize/guides/zqrfj6f/revision/2](https://www.bbc.co.uk/bitesize/guides/zqrfj6f/revision/2)
3. [https://www.youtube.com/watch?v=WVUA1PMsZ60](https://www.youtube.com/watch?v=WVUA1PMsZ60)

Historical Skill

- Making inferences involves studying historical sources in order to consider what they suggest about an aspect of the past. Details from the sources can be used to support the inferences that are made.

- Evaluating the utility of sources involves studying historical sources in order to consider what is useful about them and what is limited. The nature, origin and purpose of the source can be considered to support this analysis.
The intended purpose of this unit of study is to develop pupils’ knowledge and understanding of life in Nazi Germany 1933-1939, in particular employment and living standards. The key events and their impact. Furthermore, pupils will have the opportunity to develop the following historical skills: explaining and analysing reasons, making inferences, comparing and evaluating interpretations and evaluating the utility of sources.

Glossary

Invisible unemployment: People who were unemployed but were left out of the statistics
Conscription: Forced to complete military service.
Trade Unions: Organisations set up to look after the rights of workers

Pupils should know:

• The key features of Nazi policies to reduce unemployment. The Nazi’s introduced work creation projects in order to improve employment, such as building autobahns, rearment and conscription. Rearment began in 1935 to get Germany ready for war. Official statistics made it look like there was almost no unemployment in Germany, however invisible unemployment remained: Women were forced to give up their jobs for men, Jews were forced out of jobs, unmarried men under 25 were forced to do National Labour Service (very unpopular because the work was hard, the hours long and the pay was poor) and opponents of the regime were sent to concentration camps. For further information, click link 1.

• The changes in the standard of living, especially of German workers. Living standards improved because more jobs were created, average weekly wages increased from 86 marks in 1932 to 109 marks in 1939, The Beauty of Labour meant better working conditions: hot meals and sports facilities, Strength Through Joy rewarded the best workers with leisure activities such as cinema trips, camping holidays and even cruises, some workers were even encouraged to put money into a savings programme to eventually buy a VW car. For further information, click link 2.

• The limitations of the policies to improve living standards and employment such as, Trade Unions were banned, cost of living rose which cancelled out the rise in wages, the average working hours increased from 43 hours in 1933 to 47 in 1939, few workers benefitted from the Strength Through Joy and no cars were ever made for the public, all vehicles went to the military. For further information click link 3.

Opportunities for deeper learning can be accessed by scanning or clicking the following links for topic-specific websites or YouTube clips:

1. https://www.youtube.com/watch?v=IQUW4n5gBwc
3. https://www.bbc.co.uk/bitesize/guides/zqrfj6f/revision/3

Historical Skills

• Making inferences involves studying historical sources in order to consider what they suggest about an aspect of the past. Details from the sources can be used to support the inferences that are made.

• Analysing interpretations involves studying historians views and considering how and why they are different.
HISTORY Year 9 Unit 4 Life in Nazi Germany:
The persecution of the minorities

The intended purpose of this unit of study is to develop pupils’ knowledge and understanding of life in Nazi Germany 1933-1939, in particular the persecution of the minorities; the key events and the consequences. Furthermore, pupils will have the opportunity to develop the following historical skills; explaining and analysing reasons, making inferences, comparing and evaluation interpretations and evaluating the utility of sources.

Pupils should know:

• Nazi racial beliefs such as they believed that only Germans could be citizens and that some races were untermenschen (sub-human). The Nazi’s liked Aryan (blonde hair and blue eyes) characteristics because they believed that Scandinavian people were naturally strong, athletic and attractive. The Nazi’s only wanted people who could contribute to German society, anyone who had a disability or weakness was a burden and some even felt that they should be removed from the bloodline. Nazi’s saw Jews as a threat as many were rich and successful and the Nazi’s were jealous and suspicious of their religion and also felt that Jews were to blame for the loss of WW1. For further information, click link 1.

• Nazi policies towards minority groups, such as Slavs, ‘gypsies’, homosexuals and those with disabilities. They killed 85% of Germany’s gypsies because their refusal to work was seen as lazy and a drain on the economy, they sterilized black people because they believed they were inferior, they killed mentally ill patients because they cost money to care for them and they were not able to contribute to the economy, they sterilised physically disabled people and people with hereditary diseases, and sent homosexuals, prostitutes, Jehovah’s Witnesses, alcoholics, pacifists, beggars, hooligans, criminals into concentration camps. For further information, click link 2.

• The key features of the persecution of the Jews, e.g. the boycott of Jewish shops and businesses (1933), Anti-Semitic signs appeared, the Nuremberg Laws (1935); Jews could not be citizens, not allowed to vote, join the army or marry a German, and Kristallnacht (9th Nov 1938) involved violent attacks on Jewish homes, businesses and synagogues. For further information click link 3.

Glossary

• Holocaust: The systematically extermination of 6 million Jews, Gypsies, homosexuals and other people by Nazi Germany.
• Sterilised: removing the ability of a person to have children.
• Euthanized: to kill a person painlessly.
• Aryan Race: Nazi ‘Master Race’ with blonde hair and blue eyes.

Opportunities for deeper learning can be accessed by scanning or clicking the following links for topic-specific websites or YouTube clips:

1. https://www.youtube.com/watch?v=8Os9tQCztaA
2. https://www.bbc.co.uk/guides/zqrfj6f/revisi
tory/final-solution/general-2/the-

Historical Skills

• Evaluating Interpretations involves studying historians views and reaching a judgment on how far you agree with the view points

• Evaluating the utility of sources involves studying historical sources in order to consider what is useful about them and what is limited. The nature, origin and purpose of the source can be considered to support this analysis.