

## **Germany, 1890-1945: Democracy and dictatorship**

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship - the development and collapse of democracy and the rise and fall of Nazism.

Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

### **Part one: Germany and the growth of democracy**

- Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws.
- Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation.
- Weimar democracy: political change and unrest, 1919-1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924-1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.

### **Part two: Germany and the Depression**

- The impact of the Depression: growth in support for the Nazis and other extremist parties (1928-1932), including the role of the SA; Hitler's appeal.
- The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor.
- The establishment of Hitler's dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Fuhrer.

### **Part three: The experiences of Germans under the Nazis**

- Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.
- Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution.
- Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.

## Key Exam Skills:

4 marks - 5 minutes / 8 marks - 10 minutes / 12 marks - 15 minutes

Q1-3 - The 'interpretations' questions. You must compare the views of two different people who are writing about the same event.

Q1 HOW are they different? Identify one/two differences between what they say and explain how they are different. 4 marks

Q2 WHY are they different? Look at the provenance. Why have they got different points of view? Think about who wrote them and why. 4 marks

Q3 WHICH IS MORE CONVINCING? 8 marks Use your knowledge of the event to agree and/or disagree with each source in turn then say which you think is closer to the truth.

Q4 - Describe a short period of German history. 4 marks

Usually you are asked to describe the problems faced by Germans generally or a specific group of Germans at a certain point.

Q5 - Explain how a group of people in German society were affected by something. 8 marks

Ideally write two PEE paragraphs to show two ways in which a group of people (e.g. women) were affected by a change in Germany history. You might also consider how great the change was overall.

Q6 - Compare two causes or consequences in an essay 12 marks

You are given two causes or consequences and should try to write a PEE paragraph about both. You might also consider which was more important in your conclusion.

**Unit and Year: 1 Y9 Germany 1890-1945: Part 1 Germany and the growth of Democracy**

Purpose of Unit

This unit focusses examines Germany under Kaiser Wilhelm II, the political, economic and social chaos caused by the First World War and the years of fragile democratic rule known as the Weimar period.

Students will study the political, economic, social and cultural aspects of the period and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

Key Learning/Knowledge:

- What were the strengths and weaknesses of the Kaiser's position by 1914?
- How did the defeat in WW1 affect the economic and social condition of Germany up to 1923
- How did the Weimar Government survive the political upheaval up to 1923?
- To what extent was there a recovery under Stresemann from 1923 to 1929?

- Hyperinflation - Extreme price rises so that money becomes worthless
- Passive resistance - a non-violent refusal to follow orders
- Treaty of Versailles - the peace treaty after WW1
- Putsch - a violent attempt to overthrow the government (I.e. Kapp and Munich)
- Nazi Party - the right-wing party that Hitler joins in 1919
- SA -the military wing of the Nazi Party, also known as Brownshirts
- Rentenmark - the new Germany currency from 1923
- Dawes/Young plans - deals with the USA to borrow money and reduce reparations payments
- League of Nations - an organisation created after WW1 to avoid future wars
- Golden Age - a time of cultural and artistic freedom and creativity
- Avant-garde - new forms of culture
- Bauhaus - a radical design movement

Culture - the creative expression of a population (e.g. art or literature)

Key Vocabulary and meanings:

- Kaiser - Emperor
- Kaiser Wilhelm - Emperor from 1890 to 1918
- Prussia - the most powerful region of Germany
- Militarism - belief in a strong military
- Chancellor - the most powerful elected politician
- Reichstag - parliament
- SPD - the socialist party
- Socialism - a left-wing political ideology that emphasizes equality
- Trade Union - organisations designed to support workers' rights
- Industrialisation - manufactured goods are produced in large factories using heavy machinery
- Weltpolitik - 'world policy' - a desire to have an empire
- Mutiny - the refusal of an army to follow orders
- Abdicate - to stop being king (or emperor)
- November Criminals - the name given to those politicians who signed the armistice and Treaty of Versailles
- Democratic republic - there is no monarch and people have the vote
- Weimar Republic - the name given to the period of German history from 1918-1933
- Armistice - the Germany surrender in WW1
- Spartacus League - German Communists
- Communism - a political ideology that forbids private property and profit
- Free Corps - Ex-soldiers who kept hold of their weapons after WW1 and wanted to see a return to the old Germany (before democracy)
- Left-wing/Right-wing - opposite political groups
- Constitution - the rights of every citizen
- Proportional Representation - a way of voting where power is shared amongst political parties
- Article 48 - the powers given to the President whereby he can rule without Parliament in an emergency
- Reparations - the money Germany had to pay to France and Belgium after WW1
- Diktat - something that is forced, there is no choice
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Links to prior knowledge/learning:

Y8 - students cover the causes, events and impact of WW1 and WW2. They also study the rise of fascism in Europe.

Cross Curricular link/ World Issues

The nature of democracy and the study of extremist ideology

**Unit and Year: Germany 1890-1945: Part 2 The impact of the Depression and the Rise of Hitler**

**Purpose of Unit**

This unit focusses examines Germany from 1929 and explores the impact of the worldwide economic depression on Germany, You will explore how the economic and social problems caused by the depression helped propel the Nazis to power and examine how the Weimar government's underlying weaknesses saw Hitler elected as Chancellor by 1933. Finally you will study the dramatic changes that took place during 1933-4 when Hitler systematically dismantled German democracy and created the authoritarian dictatorship that lasted until its collapse at the end of the Second World War.

**Key Learning/Knowledge:**

- What was the impact of the depression on Germany and how did it lead to a growth in support for extremist parties?
- How did the Weimar governments and the political system fail to stop Hitler from taking power?
- How did Hitler eliminate all opposition after he became Chancellor?

- Depression - very severe economic problems that began in the USA with the Wall Street Crash
- Propaganda - information designed to mislead people or give a very one-sided view
- Coalition - where political parties share power
- Cabinet - the most powerful people in the government
- Dictator - a single leader with total power
- Enabling Law - allowed Hitler to make laws without consulting the German Parliament
- Gestapo - the secret police
- SS - An elite unit of the German army. Started as Hitler's bodyguard then had several roles including running the concentration camps
- Concentration camps - large prison camps used for political prisoners and then other groups including Jews. Responsible for the deaths of millions
- Der Furher - the leader
- Police State - a country in which the law is there to enforce the will of the leader not support the people
- The Night of the Long Knives - when Hitler had anyone he considered a political threat murdered
- President Hindenburg - Germany's most senior general in WW1 and President in the 1920s
- Heinrich Himmler - lead the SS and Gestapo
- Ernst Rohm - head of the SA
- Middle Class - people who earn a good living, often professionals like lawyers, or people who own businesses
- Working class - people who work in manual jobs, usually paid less than Middle Class people

**Links to prior knowledge/learning:**

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**Cross Curricular link/ World Issues**

The nature of democracy and the study of extremist ideologies

**Unit and Year: Germany 1890-1945: Part 3 Life in Nazi Germany**

**Purpose of Unit**

This unit is broken down into three parts:

- Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.
- Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution.
- Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.

**Key Learning/Knowledge:**

- To what extent did people benefit from the economic changes introduced by the Nazis?
- What was the impact of the War on German society?
- How were the lives of women changed after 1933?
- How were the lives of young people changed after 1933?
- To what extent did the Christian church support the Nazi regime?
- How and why did the treatment of Jews change from 1933 to 1945?
- How were propaganda and censorship used to control people?
- How was force and fear used to control people?
- Who resisted the Nazis?

Key words/meanings

- **KDF - Strength Through Joy.** An organisation designed to provide holidays and other incentives for hard work
- **Kinder, Kirche, Kuche - Children, Church and Kitchen.** A phrase used to explain the Nazi attitude towards women
- **Kristallnacht - Night of Broken Glass.** IN 1938 when Jewish homes and businesses were attacked in Germany
- **Nuremburg Laws - laws to discriminate against Jews**
- **Pacifist - someone who opposes war**
- **Passive Resistance - non-violent protest**
- **Police State - a country where the police and courts enforce the will of the government**
- **Propaganda - spreading ideas via the media to influence people's thoughts and actions**
- **Rationing - placing limits on what people can eat or buy**
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Key words/meanings

- **Anti-Semitism - hatred and persecution of the Jews as a group**
- **Aryan- person of German or Scandinavian origin; usually blue-eyed and blond-haired. The Nazis believed they were superior to other races.**
- **Censorship - limiting access to information, ideas and books to prevent freedom of thought**
- **Concentration camp - a place in which people are held in terrible conditions and often worked to death**
- **Confessional church - German Protestant group determined to have nothing to do with the Nazis**
- **Conscription - law forcing all men of a certain age to military service**
- **DAF - German Labour Front.** An organisation which was supposed to improve working conditions.
- **Death Camp - a place where prisoners, mainly Jews, were put to death**
- **Edelweiss Pirates - German Youth group that made fun of the Nazis and got into fights with the Hitler Youth**
- **Einsatzgruppen - SS killing squads responsible for the deaths of many Jews**
- **Eugenics - the 'science' of improving a population by controlling breeding**
- **Euthanasia - the deliberate killing of a person**
- **Final Solution - Nazi name given to the decision to murder all the Jews of Europe**
- **Four Year Plan - attempt to increase production and achieve self-sufficiency in raw materials**
- **German Christians - German Protestant group under Nazi control**
- **Gestapo - the secret police**
- **Ghetto - area where a particular racial group are forced to live**
- **Hitler Youth - the youth wing of the Nazi Party**
- **Holocaust - term used to describe the mass murder of millions of Jews during WW2**
- **Indoctrinate - another word for brainwash or to teach someone to accept a view without question**
- **July bomb Plot - attempt in 1944 to assassinate Hitler**
- **Total War - the idea that all Germans must focus all their energies on the war alone**
- **White Rose Group - an anti-Nazi student group**
- **SS - Started as Hitler's bodyguards but became a key instrument of terror in Germany and ran the concentration camps**

Links to prior knowledge/learning:

Y8 - students cover the causes, events and impact of WW1 and WW2. They also study the rise of fascism in Europe.

Cross Curricular link/ World Issues

The nature of democracy and the study of extremist ideologies

# Elizabethan England, c1568-1603

## Part one: Elizabeth's court and Parliament

- Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers.
- The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601.

## Part two: Life in Elizabethan times

- A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre.
- The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem.
- English sailors: Hawkins and Drake; circumnavigation 1577-1580, voyages and trade; the role of Raleigh.

## Part three: Troubles at home and abroad

- Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters.
- Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact.
- Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada.

## Key Skills:

### Q1 - Interpretation question

An interpretation here means an historian's view. You will need to show you understand what an interpretation is telling you about an aspect of the Elizabethan era. You should select relevant information from the interpretation and then say whether you agree and/or disagree with its view. Ideally you then make a judgement about the extent to which it is convincing. 8 marks - 10 minutes.

### Q2 - Explain the importance of.....

You will need to explain why something was important in Elizabethan England.

Example - 'Explain the importance of voyages of discovery in Elizabethan England'

You should try to write about TWO areas in detail using PEE. The best answers then show the extent to which this was important - perhaps showing its importance in the long-term or showing the limits of its significance.

8 marks - 10 minutes.

### Q3 Write an account question

You will need to explain/analyse how change occurred because of some event/issue.

For example 'How did voyages of discovery change Elizabethan England?'

You should try to describe the event/issue and explain how it led to change(s). The best answers show more than one change and are able to draw wider conclusions about the nature of change, i.e. how important was it? Did it have a long-lasting effect?

8 marks - 10 minutes.

### Q4 Historical Environment question

This will be an essay on a specific place or location (you will be told what this is in Y11)

You will have to think about the:

location, function, structure, design and people connected with the site, how the site reflects the culture, values and fashions of the time and how the site links to important events and/or developments of the specified period.

16 marks - 20 minutes

## **Unit and Year: 1 Elizabeth's Court and Parliament**

### **Purpose of Unit**

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. The first unit examines where power lay in Elizabethan England and how the Queen managed the competing factions within her court and government. It also looks at the key challenges she faced including the thorny issue of the succession.

### **Key Learning/Knowledge:**

- What problems did Elizabeth inherit?
- How did being a woman make things even harder?
- Who held power in Elizabethan England?
- Why was her relationship with Parliament challenging?
- Why was marriage such an important issue?
- How much of a threat was Essex's rebellion?
- Why did the plots against her fail?

### **Key Vocabulary and meanings:**

- **Royal court** - the large group of nobles and their families that surrounded the monarch
- **Nobility** - the wealthy landowners with inherited titles
- **Gentry** - important members of society who had money usually earned through business
- **Secretary of State** - the most important member of the Privy Council
- **Privy Council** - the most powerful men in the country who advised the Queen and ran the country
- **Patronage** - Elizabeth could grant certain privileges to people she favoured like monopolies
- **Monopoly** - the right to be the only person to trade in something
- **Catholic and Protestant** - Two different ideas about how Christians should worship. The split between the two was one of the most important issues of the 16<sup>th</sup> century
- **William Cecil** - Elizabeth's longest serving SoS
- **Francis Walsingham** - Her chief spy
- **Pope** - the man in charge of the Catholic Church
- **Robert Dudley** - Elizabeth's childhood sweetheart
- **Phillip II** - the King of Spain and her sister's former husband
- **Francis, Duke of Anjou** - the heir to the French throne and possible suitor for Elizabeth
- **Succession** - who should inherit the throne after Elizabeth
- **Duke of Norfolk** - a powerful landowner involved in plots against Elizabeth
- **Ridolfi** - an Italian banker behind one of the plots
- **Earl of Essex** - a favourite of Elizabeth who led a plot against her government
- **Anne Boleyn** - Elizabeth's mother
- **Henry VIII** - Her father
- **Mary I** - Her Catholic sister
- **Edward VI** - Her Protestant brother
- **Treason** - the crime of trying to overthrow the monarch

### **Links to prior knowledge/learning:**

Y8 - Tudors

### **Cross Curricular link/ World Issues**

Women's rights

English Lit - Shakespeare



## Unit and Year: 2 Life in Elizabethan Times

### Purpose of Unit

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. The second unit explores what life was like for people living in Elizabethan England. We consider whether this really was a 'Golden Age' by exploring the living standards of different groups including the growing 'gentry' class as well as the lives of the poorest members of society. We examine the hugely popular theatre scene, consider how fashion was used to indicate social status and evaluate the impact of Elizabethan voyages of discovery on England.

### Key Learning/Knowledge:

- Was Elizabethan England a 'Golden Age'?
  - Who were the 'gentry' and why were they important?
  - How did the Elizabethans have fun?
  - Why was there so much poverty in Elizabethan England?
  - How did Elizabethan society view the poor and how did the government respond to the problems of poverty?
  - What was the impact of the voyages of discovery on England?
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- **Almshouse** - charity building set up to provide rest and food to the poor
  - **Astrolabe** - a navigation tool that allowed for much greater accuracy at sea
  - **Circumnavigate** - to travel all the way around something
  - **Colony** - land controlled by another country
  - **Enclosure** - the process of moving people off land they had farmed to be replaced by sheep
  - **House of Correction** - where beggars could be forced to spend the night as punishment
  - **Lateen** - a triangular sail that was invented in the 16<sup>th</sup> century; it allowed ships to move much more quickly
  - **Pauper** - the poorest members of society unable to find work
  - **Privateer** - a ship's captain with royal permission to attack foreign ships
  - **Rack Renting** - demanding excessive rent
  - **Stocks** - a way of punishing criminals
  - **The Poor Law** - the first national law that was supposed to deal with the problem of poverty
  - **Blood sports** - sport involving animal-fighting
  - **Great Chain of Being** - the belief that you were born into a certain position in life and you could move from it

### Links to prior knowledge/learning:

Y8 - Tudors / The Empire/ The 20<sup>th</sup> century welfare state /

### Cross Curricular link/ World Issues

Attitudes towards poverty

English Lit - Shakespeare

## **Unit and Year: 3 Troubles at home and abroad**

### **Purpose of Unit**

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. The third unit explores the major problems faced by Elizabeth during her reign and how she dealt with them. These include the threats she faced from Catholics unhappy with her religious settlement and the extent to which Puritans posed a problem for her. We also study the life of her cousin Mary and consider how she became the focus for the Catholic plotters during her 20 year imprisonment in England. Finally we examine England's conflict with Spain culminating in the attempted invasion by the Spanish Armada in 1588. By the end of this unit you should be able to reach a clear view as to how successful Elizabeth was as a monarch in dealing with the complex problems.

### **Key Learning/Knowledge:**

- What religious difficulties did Elizabeth inherit?
- What was Elizabeth's religious settlement?
- Why was Catholicism a threat and what were the Catholic Plots?
- How great a threat were the Catholic Plots?
- How and why did the treatment of Catholics change over Elizabeth's reign?
- Who were the Puritans and to what extent did they pose a threat to Elizabeth?
- Who was Mary, Queen of Scots?
- Why did Mary pose a threat to Elizabeth?
- How did Elizabeth and her government deal with the threat posed by Mary?
- What caused the conflict between England and Spain?
- What happened during the attempted Spanish invasion?
- Why did the English defeat the Spanish?

Why was the defeat significant?

### **Keywords**

- **Protestants** - those Christians who disagreed with the many of the beliefs and rules of the Catholic Church
- **Martin Luther** - the German monk who first criticised the Catholic Church
- **Catholics** - Christians who believed that the Pope was the head of the Church
- **Reformation** - the split in Christianity between Catholics and Protestants
- **Papal Bull** - an order from the Pope
- **Indulgences** - Catholics believed you could buy forgiveness
- **Transubstantiation** - Catholics believed the bread and wine actually turned into the body and blood of Jesus during communion
- **Excommunicate** - to no longer be allowed to take Communion, to be effectively unable to take part in church services
- **Recusancy fines** - fines for not going to Elizabeth's church
- **Missionary** - a Catholic priest who attempted to convert Protestants back to Catholicism
- **Jesuits** - Catholic monks who tried to convert Protestants
- **Counter-Reformation** - The attempt by the Catholic Church to convert Protestants
- **Seminary** - a Catholic training College
- **Edmund Campion** - a Catholic missionary who was executed for treason
- **Rosary beads** - a symbol of Catholic faith
- **Puritan** - a very strict form of Protestant
- **Prophesying** - Puritan meetings
- **Presbyterians** - another word for Puritan
- **Popish** - an insult used by Puritans to describe Catholics
- **Fireship** - a ship set on fire used in the fight against the Spanish Armada

### **Links to prior knowledge/learning:**

Y8 - Tudors / The Empire

### **Cross Curricular link/ World Issues**

Religious conflict and sectarianism