



Spring Term
Term 2
History
Year 11

Name: _____

Tutor: _____

*Care to Learn,
Learn to Care*

Year 11 Homework Timetable

Monday	English Task 1	Option A Task 1	Option C Task 1
Tuesday	Sparx Science	Option B Task 1	Sparx Maths
Wednesday	Sparx Maths	Science Task 1	Option C Task 2
Thursday	Option A Task 2	Sparx Catch Up	Option B Task 2
Friday	Science Task 2	English Task 2	

Sparx Science

- Complete 100% of their assigned homework each week

Sparx Maths

- Complete 100% of their assigned homework each week

Option A
Geography
History

Option B
Geography
Health and Social Care

Option C
Childcare
Psychology
Sport

Half Term 3 (6 weeks) - Year 11		
Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 1 5th January 2026	Cornell Notes on: Threats from the Left	Question: Explain why the Treaty of Versailles was disliked by the people of Germany. (4)
Week 2 12th January 2026	Revision Cards on: Threats from the Right	Question: How useful is this source for an enquiry into the workings of the Weimar Constitution? (4)
Week 3 19th January 2026	Cornell Notes on: Munich Putsch	Question: Explain why the Weimar Republic faced prosperity between 1924-1929 (4)
Week 4 26th January 2026	Revision Cards on: 1923 - Stresemann	Question: Give two things you can infer from Source A about how the Nazis reacted to the Reichstag Fire. (4)
Week 5 2nd February 2026	Cornell Notes on: Wall Street Crash	Question: What is the main difference between these interpretations about the threat from Rohm in 1934? (4)
Week 6 9th February 2026	Revision Cards:- Living Standards	Question: Explain why the Nazis were able to control the legal system in Nazi Germany (4)

Half Term 4 (6 weeks) - Year 11		
Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 7 23rd February 2026	Cornell notes on: Church	Question: Give one reason why the interpretations have different views on Nazi policies towards the German youth (4)
Week 8 2nd March 2026	Mock Exams	Mock Exams
Week 9 9th March 2026	Mock Exams	Mock Exams
Week 10 16th March 2026	Cornell Notes on: Police State	Question: Explain why the police state was successful at keeping control in Nazi Germany (4)
Week 11 23rd March 2026	Revision Cards on: Church	Question: What is the main difference between these interpretations about the view of the German people on the events of Kristallnacht? (4)
Week 12 30th March 2026	Cornell Notes on: Unemployment	Question Give two inferences you can make from Source B about how Hitler's plan to go to war solved Germany's unemployment problem (4)

Knowledge Organiser

Year 11 History Half Term 3: Weimar Germany

Germany under the Kaiser

Key Words

Abdicate - give up the throne

Armistice - truce - agreement to stop fighting

Kaiser - German Emperor

Reichstag - Parliament

November Criminals - Nickname given to those who signed the armistice agreement

Key Dates

1888 - Kaiser Wilhelm comes to power

1914 - WW1 breaks out

11th November 1918 - Germany signs armistice agreement

6th April 1917 - America declares war on Germany

9th November 1918 - Kaiser abdicated

Key Facts

Kaiser:

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

Germany before 1914:

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

Stab in the Back theory (Dolchstoß)

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

Threats from Left

Key Words

Republic- A country run by an elected president- not a monarch.

Constitution- The laws of a country/ How it is run.

Nationalisation- The state/government owns businesses.

Freikorps- Ex-German soldiers who had just fought in WWI.

Key Dates

Spartacist Uprising - January 1918

Key Facts

Spartacist Uprising (1918)

1. On the 9th November 1918, Prince Max von Baden, handed over his office to Friedrich Ebert
2. Ebert then carried out a series of actions to keep people from rebelling against the new government but still faced much opposition
3. On the 4th January 1919, Ebert sacked the police chief in Berlin. He was popular with the workers, so thousands of people started to protest.
4. The Spartacists decided to use this as a time to remove the government and start a communist revolution.

5. They encouraged people to revolt and take part in a general strike.
6. On the 6th of January 1919, 100,000 workers took to the streets to riot.
7. Ebert used ex-German soldiers called Freikorps to put down the revolt
8. On the 16th January 1919, Rosa Luxemburg and Karl Liebknecht (the leaders of the Spartacists) were arrested and killed by Freikorps' officers.
9. By the 13th of January, the rebels had been driven off the street
10. The violence caused the government to move out of Berlin and relocate to Weimar.

Weimar Constitution

Key Words

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

Article 48- Gave the President emergency powers.

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

President- Leader of the country.

Chancellor- Head of government.

Key Facts

Proportional Representation problems:

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

Weimar Constitution Disadvantages:

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

Weimar Constitution Advantages:

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

Treaty Of Versailles

Key Words

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

Key people:

Woodrow Wilson - President of USA

George Clemenceau - French president

David Lloyd George - British Prime minister

Key Dates

28th June 1919 - Treaty of Versailles

Key Terms of the Treaty:

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

Key Facts

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

Threats from the Right

Key Words

Reichswehr- German army

Freikorps- Ex-Soldiers. (Right-wing)

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

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

March 1920 - Kapp Putsch

Key Facts

Freikorps

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

Kapp Putsch

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.
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.

1923 Year of Crisis

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

Key Facts

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

Munich Putsch - November 1923

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

Wall Street Crash

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 - Wall Street Crash

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 own money and queued up outside banks to get it out. There was a general economic collapse in Germany
5. This led to a huge fall in industrial output as many companies were forced to close. Due to this and cuts, there was a sharp increase in unemployment
6. For those still in employment, wages fell but taxes rose. For those that were unemployed, they experienced falling benefits
7. The government was unable to win a majority in the Reichstag, which meant that laws could only be passed using presidential decree
8. Not enough action was being taken to tackle the economic and social consequences of the Depression and Germans increasingly began to look to the political extremes for answers.
9. The Nazis benefitted the most from this, as a combination of policies with widespread appeal, a charismatic leader in Hitler and the violence of the SA helped make them the largest party in the Reichstag by the middle of 1932.

How Hitler became Chancellor and later Fuhrer of Germany

Reichstag Fire

1. A few days after the Reichstag Fire, in the election on 5 March 1933, 44 per cent of the German people voted for the Nazis, who won 288 seats in the Reichstag
2. This was still not the two-thirds majority Hitler needed
3. When the Reichstag met on 23 March 1933 Hitler was able to secure the passing of an important law, the Enabling Act, by using the decree for the Protection of People and State to ban the Communist Party

The Enabling Act

1. On the 23rd of March 1933, the Enabling Act was passed by the Reichstag 441 votes to 94.
2. This Act gave Hitler the right to make laws without the Reichstag's approval for the next four years.
3. It gave Hitler absolute power to make laws, which enabled him to destroy all opposition to his rule.
4. This Act removed the Reichstag as a source of opposition. The Reichstag rarely met for the remainder of Hitler's time in power.

Night of Long Knives

1. Hitler needed to remove his opposition, especially the leader of SA Ernst Rohm
2. The SA, Hitler's original armed force, had grown in size and were more loyal to Rohm than Hitler.
3. Many people in the Nazis party felt Rohm rather than Hitler should be the leader of the Nazis.
4. Hitler needed to remove the threat of Rohm - so he arranged a meeting . When they arrived Rohm and senior members of the SA were arrested, imprisoned and shot.
5. **30th June 1934** - 400 people were murdered altogether- this included 150 senior members of the SA.
6. Hitler also had political opponents murdered. This included Kurt von Schleicher, who was the previous Chancellor of Germany.
7. The murders were carried out by the SS.
8. When Hindenburg died in August 1934, Hitler declared himself jointly president, chancellor and head of the army.
9. Members of the armed forces had to swear a personal oath of allegiance not to Germany, but to Hitler - This formally made Hitler the absolute ruler of Germany.

Nazi Germany

Propaganda

Key Words

Propaganda: A way of controlling people's attitudes by giving them a simple message they can follow and then repeating it several times.

Censorship: Where something is blocked so cannot be read, seen or heard.

Key Dates

1933 - The Reich Press Law was passed.

1933 - Non-Nazi books were burned.

1936 - The Berlin Olympics took place. The Nazis used these as a propaganda opportunity.

Joseph Goebbels was in charge of Nazi Propaganda.

Newspapers

1. 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:-
2. Journalists were told what they could say
3. Regular briefings were held telling the newspaper what to say
4. Anyone not complying were arrested
5. This prevented most Germans from hearing non- Nazi ideas.

Rallies

1. Nazis used huge public rallies to spread the propaganda message. The largest was held in Nuremberg.

Radios

1. In an attempt to surround people with propaganda - They sold cheap radio sets (called the 'People's Receiver') and controlled all broadcasts.
2. 70% of German households had a radio.
3. Radios were also placed in workplaces, street corners and parks so no-one could avoid the message.
4. All radio stations were under Nazis control. Hitler and other important Nazis made regular broadcasts. This gave the Nazis a voice even in people's own homes.

	Cinema <ol style="list-style-type: none"> 1. Goebbels realised the popularity of cinema- over 100 films were made each year - He made films as interesting as possible for people to watch while still getting the Nazis message across. Das Juden showed the Jews as rats. 2. All films in cinema were accompanied by a 45 minutes 'documentary' film glorifying the Nazis - People would not be allowed to watch the film if they did not watch the 'documentary' beforehand.
--	--

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

Unemployment	
<u>Key Words</u> Rearmament: The process of equipping military forces with a new supply of weapons. Conscription: Compulsory enlistment for the military. Autobahns: German Motorways.	<u>Key Dates</u> 1933 - Unemployment was at roughly 6,000,000. 1935 - Rearmament stated and military conscription was announced. 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 poor living conditions then they may have supported the Communist Party instead.
2. The Nazis had also promised people 'Arbeit und Brot' (Work and Bread) in their propaganda. If the Nazis did not reduce unemployment then they would appear as though they had been lying.
3. The Nazis also believed that the unemployed workers were a waste of resources and a burden on society.
4. Rearmament created jobs in the armaments (weapons) industry. The Nazis pushed the idea of 'guns before butter'.
5. Men also had to join the army when Hitler announced military conscription in 1935.
6. The Reich Labour Service (R.A.D.) was introduced. This was a scheme to provide young men with manual labour jobs. They did public works such as repairing roads, planting trees etc.
7. The R.A.D. was made compulsory for men aged 18-25, in 1935. All men had to complete 6 months.
8. There were also job creation schemes, such as the autobahns. Hitler planned a 7000km network of dual carriageways to improve transport links. By 1938, 3500 km had been finished.
9. Some people believe that the unemployment figures were much higher than the official numbers. They thought the Nazis made some of the unemployed 'invisible' by finding ways to record them as employed instead.
10. Some jobs roles like those in rearmament and the armed forces were temporary. In normal peace-time these jobs would not exist. Women and Jewish people were forced to give up work but did not show up on the unemployment figures. The Nazis put thousands of people in concentration camps (including undesirables) who would otherwise have shown up on unemployment figures.

Key Words

SDA - The Beauty of Labour

KDF - Strength through Joy

DAF - The Labour Front

Key Dates

1937 - Working hours increase

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).
4. 'The People's Car' (Volkswagen) was another scheme run by the KdF. People were encouraged to give 5 marks per week from their wages and they would eventually get a new car. The money set up the factories. (The workers never did get their cars).
5. The Beauty of Labour (SdA) was a division of the KdF. It campaigned to get employers to provide better facilities for workers (better toilets, canteens etc.). The SdA would give employers tax breaks to help with the building and decorating costs.
6. However, the workers would have to work extra hours for no pay to improve the facilities themselves.
7. Although wages increased by 20% by 1939, the higher food prices cancelled these out.
8. Working hours were increased from 43 hours to 47 hours for industrial workers, in 1937.
9. Nazis created cheap flats for unskilled workers to live in.

Controlling the Church

Catholics

When Hitler came to power:

1. One-third of Germany's Christians were Catholics.
2. Catholics owed their allegiance to the Pope (Pius XI), rather than Hitler.
3. Catholics also had their own schools, which taught values different from Nazi state schools.

To start with Hitler tried to control the Christian churches by encouraging them to work with the Nazis.

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

It agreed:

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

However, Hitler did not keep his promise to the Catholic Church. As the 1930s went on:

1. Catholic priests were harassed and arrested – many ended up in concentration camps.
2. Catholic schools were brought in line with state schools or closed.
3. Catholic youth activities, such as the Catholic Youth League, were banned.

Protestant

When Hitler came to power:

1. two-thirds of the country were Protestant. Most of the Protestants lived in the north of the country.
2. Many Protestants supported Hitler because they believed he would save them from the anti-religious communists (Remember that religion and communism don't co-exist).

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

1. Its leader was Ludwig Muller, a member of the Nazi Party.
2. Hitler made Muller the Reich Bishop of Germany.
3. Protestant pastors who supported Hitler's views were allowed to continue providing church services.
4. Some Protestant pastors allowed the Nazis swastika to be displayed in their churches.
5. Hitler tried to encourage Churches to have a copy of Mein Kampf in them.
6. He also only allowed Nazi speakers to preach in the services.

The Ministry of Church Affairs:

This was set up to weaken the hold that Catholic and Protestant Churches had on the people.

It was led by Hanns Kerrl.

It did the following:

1. Removed crucifixes from schools.
2. Closed some church schools.
3. Confiscated church funds.
4. It also launched smear campaigns against priests, making allegations against them for their actions. For example they spread rumours that some priests were molesting young boys.

German Faith Movement:

1. Hitler set up the German Faith Movement in 1934.
2. This was encouraged by the Nazis in the hope of replacing Christian values and ceremonies with Pagan (non-Christian) ideas.
3. It was based on the cult of Hitler's personality.
4. However, only 5% of the population joined it.

Opposition from the Church

Catholic

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

1. As a result, the Pope wrote a stinging criticism of the Nazi regime in a statement 'With Burning Anxiety'.
2. It criticised Germany for putting ideological beliefs before Christian ones, however it never directly named Hitler and the Nazi in its criticisms.
3. The Pope asked Catholic priests/ bishops to read this in services to protest against the Nazis.
4. Catholic priests used this as a way to protest against the Nazi regime by reading extracts from this statement in their sermons to the people.
5. About 400 Catholic priests were imprisoned in the Priests' Block at Dachau Concentration Camp.

Protestant

Pastor Martin Niemoller was a protestant Pastor and had welcomed Hitler's appointment as Chancellor in 1933.

1. He opposed Nazi interference in the running of the Protestant Church in Germany.
2. 1933- He was a founder of the PEL in 1933
3. 1934- He was a founder of the Confessing Church.
4. 1934- Niemoller discovered that, as a critic of the Nazis, his telephone had been bugged by the Gestapo.
5. He began to realise that the Nazi regime was a dictatorship which should be opposed.
6. He started to speak out more and more against the Nazis.
7. As a result he was repeatedly arrested between 1934 and 1937.

Controlling the Legal System

Control of the Courts

1. The courts were biased in favour of the Nazis.
2. Hitler set up the National Socialist League for the Maintenance of the Law.
3. He insisted that all judges must be members.
4. If any judges did things that the Nazis didn't like, then they were not allowed to be judges. Hitler ensured that all judges would support Nazi ideas.
5. Judges were told the interests of the Nazi Party were more important than the law. So if someone did something against the Nazis but hadn't broken the law they would still be punished.
6. Hitler also abolished trial by jury. Judges decided who was innocent, guilty and what punishment they would receive.
7. Hitler set up a new People's Court, to hear all cases of treason-offences against the state.

1. Judges were hand picked for this and trials were held in secret.
2. Hitler sometimes imposed sentences himself.

Appealing against the Courts

3. There was no right to appeal against the verdict of the People's Court.
4. Between 1934 and 1939, 534 people were sentenced to death for political offences. Between 1930 and 1932, only eight people had been sentenced to death for the same offence
5. It was Hitler who set up the National Socialist League for the Maintenance of the Law.
6. It was Hitler who abolished trial by jury.
7. Hitler sometimes imposed sentences himself if he didn't like the verdict/punishment given.
8. The People's Court was established , to hear all cases of treason-offences against the Nazis.
9. There was no right to appeal against the verdict of the People's Court.

Youth Policies and Youth Opposition

Youth Policies

1. Hitler needed young people to be loyal and strong Nazis.
2. Indoctrination (brainwashing) was the key to success.
3. The young should also be trained for their future roles. Girls as mothers and boys as soldiers

Hitler Youth

1. Prepared boys to be soldiers
2. Boys practised skills useful to troops like map reading and trained how to shoot guns.
3. Went camping, hiking and ran sport competitions

League of German Maidens

1. Prepared girls to be good wives and mothers
2. Trained to cook, iron, sew and were taught racial hygiene.
3. Taught child care

Education

1. Teachers had to swear an oath of loyalty to Hitler and be approved by the Nazis - also to join the Nazi Teachers' League.
2. Have to start and end each lesson with the children saying 'Heil Hitler' and performing the Nazi salute.
3. 15% of the curriculum was PE to make sure children grew up fit and strong
4. School textbooks were changed so they only told History as the Nazis wanted it to be seen

Youth Opposition

Edelweiss Pirates

1. Usually working class
2. The earliest recorded group was 1934 and by 1939 they had a membership of 2,000.
3. They could be recognised by their badges, for example the Edelweiss flower or skull and crossbones.
4. They wore clothes which were considered outlandish by the Nazis- checked shirts, dark short trousers and white socks.
5. They listened to swing music and drew anti-Nazi graffiti on walls.
6. They also created no-go areas for the Hitler Youth in their cities and would attack Hitler Youth members

Swing Youth

1. Teenagers from wealthy families.
2. Named after the music they listened to.
3. They held illegal parties, smoked and drank.
4. There were about 6,000 of them.
5. They listened to Jazz - music and dance created by black people and Jews in the USA.
6. They didn't pose a massive threat to the Nazis.
7. They told anti-Nazi jokes but were more interested in dancing and playing music.

Women

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.
2. The Nazis also believed that the role of a woman was to be a housewife.
3. Hitler and the Nazi's policies towards women can be summed up in the 3Ks: Kinder (children), Kuche (Kitchen) and Kirche (Church).
4. 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.
5. Divorce laws were changed so that men could divorce their wives if they could not have children.
6. Medals called the Motherhood Cross were introduced. They were awarded to women who had 4 (bronze), 6 (silver) and 8 (gold) children.
7. A programme called 'Lebensborn' was introduced to encourage single women to have children with an SS soldier.
8. Women were expected to have a traditional appearance in Nazi Germany. They should not wear make-up or have dyed hair.
9. They should wear modest clothing (no trousers) with their hair tied back or in a 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.

Minorities

Key Words

Euthanasia - In Nazi Germany this was the killing of a patient with a disability

Sterilisation - surgery to make a person unable to have children

Euthanasia

1. Started in 1939.
2. The Nazis started to kill people who were mentally ill
3. 70,273 lives were lost by death in the gas chambers
4. The clergy protested about it in a sermon in August 1941 and the public then protested which led to Hitler ending the programme.
5. The Nazis restarted the programme in secret from August 1942.

Concentration camps

1. Many undesirables were sent to Concentration camps.
2. People who wouldn't work, tramps, beggars, alcoholics, prostitutes, homosexuals and child criminals were being sent to concentration camps.
3. The work they did in these camps was hard and pointless like breaking stones
4. They were underfed and treated with great brutality - Death rates were high.

Gypsies

1. They usually travelled from place to place - There were about 26,000 Gypsies in Germany
2. 1935 - Marriage was banned between Gypsies and Germans.
3. 1938 - Gypsies were no longer classed as German citizens.
4. 1939 - an order was prepared to deport all gypsies

Sterilisation

1. Passed in July 1933.
2. This stopped people having children- the Nazis didn't want any more non-Germans being born
3. People were stopped from having children because they were alcoholics, beggars and tramps and some because they weren't very clever.

Nazi Experts

1. Dr Josef Mengele worked as a doctor in Auschwitz
2. He was given the nickname 'Angel of Death'
3. He liked to experiment on people especially Romani gypsy children - Inject them with drugs. and try to change their eye colour by putting chemicals in their eyes.
4. After the experiments he would take them by the hand to the gas chambers.

STEP 2: CREATE CUES

What: Reduce your notes to just the essentials.

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

How:

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

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

STEP 1: RECORD YOUR NOTES

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

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

How:

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

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

STEP 3: SUMMARISE & REVIEW

What: Summarise the main ideas from the lesson.

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

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

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

WEEK 1: Cornell Notes (Homework task 1)

Topic: Threats from the Left	Revision guide page:
------------------------------	----------------------

Links Questions	Notes

Summary

WEEK 1: Exam Question (Homework task 2)

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

Answer:

WEEK 1: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 2: Exam Question (Homework task 2)

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

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

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

Answer:

WEEK 2: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 3: Cornell Notes (Homework task 1)

Topic: Munich Putsch	Revision guide page:
-----------------------------	----------------------

[illegible]

Summary

WEEK 3: Exam Question (Homework task 2)

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

Answer:

WEEK 3: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 4: Exam Question (Homework task 2)

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

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

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

Answer:

WEEK 4: Exam Question review and improvement (Classwork)

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

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

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

Answer:

WEEK 5: Cornell Notes (Homework task 1)

Topic: Wall Street Crash	Revision guide page:
---------------------------------	----------------------

[illegible]

Summary

WEEK 5: Exam Question (Homework task 2)

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

<p>Interpretation 1 From Life in Germany 1919-45 - Waugh</p> <p>“The greatest threat came from within the Nazi party...Rohm, as leader of the SA, was a genuine threat to Hitler’s own position as leader. Rohm was the commander of a very large organisation of men whose members were increasingly violent and out of control. Moreover Rohm favoured a ‘second revolution’ which would lead to more socialist policies. The purge was also the result of a power struggle between Rohm and the other leading Nazis like Himmler.”</p>	<p>Interpretation 2 From Germany 1918-45 by Lacey 1971</p> <p>“The smoothness with which the murders of 30th June were carried out is powerful proof that no Rohm plot was imminent. There was no resistance encountered anywhere. Many victims unsuspectingly surrendered voluntarily believing it was a big mistake. The only shots fired were those of the executioners.”</p>
---	--

Answer:

WEEK 5: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 6: Exam Question (Homework task 2)

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

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

Answer:

WEEK 6: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 7: Cornell Notes (Homework task 1)

Topic: Church	Revision guide page:
----------------------	----------------------

[illegible]

Summary

WEEK 7: Exam Question (Homework task 2)

Question: Give one reason why the interpretations have different views on Nazi policies towards the German youth (4)

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

Answer:

WEEK 7: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 8: Assessment Week Revision (Homework task 1)

Topic:

[illegible]

WEEK 8: Assessment Week Revision (Homework task 2)

Topic:

[illegible]

WEEK 9: Assessment Week Revision (Homework task 1)

Topic:

[illegible]

WEEK 9: Assessment Week Revision (Homework task 1)

Topic:

[illegible]

WEEK 10: Cornell Notes (Homework task 1)

Topic: Police State	Revision guide page:
---------------------	----------------------

Links	Notes
Questions	

Summary

WEEK 10: Exam Question (Homework task 2)

Question: Explain why the police state was successful at keeping control in Nazi Germany (4)

- The Gestapo
- Concentration Camps

Answer:

WEEK 10: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 11: Exam Question (Homework task 2)

Question: What is the main difference between these interpretations about the view of the German people on the events of Kristallnacht? (4)

<p>Interpretation 1 From the Third Reich in Power, by Richard J.Evans published in 2006</p> <p>The violence (During Kristallnacht) was familiar from the behaviour of the brownshirts in 1933. But this time it went much further. It was clearly more widespread and destructive. It demonstrated the hatred of the Jews now gripped not only the stormtroopers and Nazi party activists but was spreading to other parts of the population- above all to the young, upon whom five years of Nazism in schools and the Hitler Youth clearly had an effect.</p>	<p>Interpretation 2 From Life in Germany, by Steve Waugh, published in 2009.</p> <p>This led to Kristallnacht, so called because of the thousands of Jewish shop windows which were smashed...Many Germans watched the events with alarm and concern. However, the Nazi-controlled press presented it as a reaction of ordinary Germans against Jews. Most Germans did not believe this, but hardly anyone protested for fear of arrest and death.</p>
---	--

Answer:

WEEK 11: Exam Question review and improvement (Classwork)

Question: What is the main difference between these interpretations about the view of the German people on the events of Kristallnacht? (4)

Answer:

WEEK 12: Cornell Notes (Homework task 1)

Topic: Unemployment	Revision guide page:
---------------------	----------------------

Links	Notes
Questions	

Summary

WEEK 12: Exam Question (Homework task 2)

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

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

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

Answer:

WEEK 12: Exam Question review and improvement (Classwork)

Question:

Answer:

Week 2

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



Week 4

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



Week 6

Revision Card on Living standards	Answers
<ol style="list-style-type: none">1. What was the level of unemployment in 1933?2. Who were the invisible unemployed ?3. What was RAD?4. How long did you work in RAD?5. What was an autobahn?6. What eventually reduced unemployment in Germany?	

Week 11

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