**GCSE History Checklist**

Student Name: Tutor Group: History Teacher:

The aim of this checklist is for you to identify what you don’t know (red), what you know a little of (amber) and what you definitely know already (green).

During your double lesson, you will then be provided with revision materials to move the reds to amber, and the ambers to green.

|  |  |  |  |
| --- | --- | --- | --- |
| **Paper 3: Weimar and Nazi Germany, 1918–39**  Key topic 1: The Weimar Republic 1918 – 29 | | | |
| **Unit content: RAG the following throughout, or at the end of the unit.** | **R** | **A** | **G** |
| **The origins of the Republic, 1918-19** | | | |
| Define the armistice, coalition government, constitution, proportional representation, Weimar Republic |  |  |  |
| The Revolution of October/November 1919 |  |  |  |
| Strengths and weaknesses of the new constitution |  |  |  |
| **The early challenges to the Weimar Republic, 1919-23** | | | |
| Define the term; ‘stab in the back’ or Dolchstoss theory, Freikorps, hyperinflation, Putsch, reparations |  |  |  |
| Key features of the Treaty of Versailles |  |  |  |
| Why was the Treaty of Versailles so unpopular |  |  |  |
| Opposition from the left – the Spartacists |  |  |  |
| Opposition from the right – the Kapp Putsch |  |  |  |
| The Occupation of the Ruhr |  |  |  |
| Economic challenges; hyperinflation of 1923 |  |  |  |
| **The recovery of the Republic, 1924 - 29** | | | |
| The role of Gustav Stresemann |  |  |  |
| The introduction of the Rentenmark and economic recovery |  |  |  |
| The impact of the Dawes Plan on Germany’s economic recovery |  |  |  |
| The impact of the Young Plan on Germany’s economic recovery |  |  |  |
| How the Locarno Pact improved Germany’s relations with other countries |  |  |  |
| Improving foreign relations: Kellogg-Briand and the League of Nations |  |  |  |
| **Paper 3: Weimar and Nazi Germany, 1918–39**  Key topic 1 : The Weimar Republic 1918 – 29 / Key topic 2: Hitler’s rise to power, 1919-33\* | | | |
| **Unit content: RAG the following throughout, or at the end of the unit.** | **R** | **A** | **G** |
| **Changes in society, 1924-29** | | | |
| Define: Bauhaus, unemployment welfare |  |  |  |
| Changes in the standard of living: wages, housing, architecture, unemployment insurance |  |  |  |
| Changes in the position of women: politics, leisure and employment |  |  |  |
| Cultural changes: art and cinema |  |  |  |
| **\*Early development of the Nazi Party, 1920-22** | | | |
| Define: anti-Semitism, DAP, nationalise, SA, 25 Point Programme |  |  |  |
| Hitler’s early career |  |  |  |
| The early growth and features of the Nazi Party inc. SA |  |  |  |
| The key features of the 25-Point Programme |  |  |  |
| **\*The Munich Putsch and the lean years, 1923-29** | | | |
| Background to the Putsch |  |  |  |
| Events of the Putsch |  |  |  |
| Consequences of the Putsch |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Paper 3: Weimar and Nazi Germany, 1918–39**  Key topic 2: Hitler’s rise to power, 1919-33 | | | |
| **Unit content: RAG the following throughout, or at the end of the unit.** | **R** | **A** | **G** |
| **The growth of unemployment – causes and impact** | | | |
| Impact of the Wall St Crash |  |  |  |
| Government response to the Wall Street Crash |  |  |  |
| **Reasons for growth in support for the Nazi Party** | | | |
| The role of Hitler |  |  |  |
| Election results 1930-1932 |  |  |  |
| The SA |  |  |  |
| Goebbels and propaganda |  |  |  |
| **How Hitler became Chancellor, 1932-33** | | | |
| Political developments |  |  |  |
| The role of von Papen |  |  |  |
| The role of Hindenburg |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Paper 3: Weimar and Nazi Germany, 1918–39**  Key topic 3: Nazi control and dictatorship, 1933-34 | | | |
| **Unit content: RAG the following throughout, or at the end of the unit.** | **R** | **A** | **G** |
| **Setting up the dictatorship, 1933-34** | | | |
| The Reichstag Fire, February 1933 |  |  |  |
| The Enabling Act, March 1933 |  |  |  |
| **The Night of the Long Knives, 30 June 1934** | | | |
| Reasons for the purge of the party |  |  |  |
| Key events of the night |  |  |  |
| Results and consequences of the Night of the Long Knives |  |  |  |
| **Hitler becomes Fuhrer** | | | |
| Hindenburg’s death |  |  |  |
| **The Police State** | | | |
| Key features of the SS |  |  |  |
| Key features of the Gestapo |  |  |  |
| Key features of the SD |  |  |  |
| Concentration camps |  |  |  |
| Control of the legal system |  |  |  |
| Nazi policies towards the Catholic Church |  |  |  |
| Nazi policies towards the Protestant Church |  |  |  |
| **Controlling and influencing attitudes** | | | |
| The role of Goebbels |  |  |  |
| The Press |  |  |  |
| The Radio |  |  |  |
| The use of Nazi Rallies |  |  |  |
| The Berlin Olympics of 1936 |  |  |  |
| The Arts |  |  |  |
| Architecture |  |  |  |
| Music |  |  |  |
| Literature |  |  |  |
| Film |  |  |  |
| **Opposition, resistance and conformity** | | | |
| The Pastors’ Emergency League (PEL) |  |  |  |
| The limits of Church opposition |  |  |  |
| The role of Pastor Martin Niemoller |  |  |  |
| The actions of the Edelweiss Pirates |  |  |  |
| The role of the Swing Youth |  |  |  |
| The Arts |  |  |  |
| Architecture |  |  |  |
| Music |  |  |  |
| Literature |  |  |  |
| Film |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Paper 3: Weimar and Nazi Germany, 1918–39**  Key topic 4: Life in Nazi Germany, 1933-39 | | | |
| **Unit content: RAG the following throughout, or at the end of the unit.** | **R** | **A** | **G** |
| **Nazi policies towards Women** | | | |
| Nazi views on appearance, employment, marriage and family |  |  |  |
| The Law for the Encouragement of Marriage, 1933 |  |  |  |
| Divorce Laws |  |  |  |
| The Mothers’ Cross |  |  |  |
| Lebensborn |  |  |  |
| Consequences on women and employment |  |  |  |
| **Nazi policies towards the Young** | | | |
| The Nazi Youth Movement |  |  |  |
| The Hitler Youth |  |  |  |
| The League of German Maidens |  |  |  |
| Nazi control of teachers |  |  |  |
| Nazi control of the curriculum |  |  |  |
| **Employment and Living Standards** | | | |
| Labour Service (RAD) |  |  |  |
| The building of Autobahns |  |  |  |
| Rearmament |  |  |  |
| Invisible unemployment |  |  |  |
| Working conditions and pay |  |  |  |
| The Labour Front (DAF) |  |  |  |
| Strength Through Joy (KdF) |  |  |  |
| The Beauty of Labour (SdA) |  |  |  |
| Volkswagon |  |  |  |
| **Persecution of Minorities** | | | |
| Slavs |  |  |  |
| Gypsies |  |  |  |
| Homosexuals |  |  |  |
| The Disabled |  |  |  |
| Eugenics |  |  |  |
| The Nuremburg Laws |  |  |  |
| Kristallnacht |  |  |  |
| The Arts |  |  |  |
| Architecture |  |  |  |
| Music |  |  |  |
| Literature |  |  |  |
| Film |  |  |  |