


















<p>UNIT 1: THE WEIMAR REPUBLIC 1918–29</p> <p>By the end of this unit of learning all students will understand:</p> <ul style="list-style-type: none"> • The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19. • The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution. • Reasons for the early unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles. • Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch. • The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr. • Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. • The impact on domestic policies of Stresemann’s achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact. • Changes in the standard of living, including wages, housing, unemployment insurance. • Changes in the position of women in work, politics and leisure. • Cultural changes: developments in architecture, art and the cinema. 		<p>List the Keywords that all students will be able to define by the end of this unit:</p> <table border="0"> <tr> <td>Armistice</td> <td>Ruhr Crisis</td> </tr> <tr> <td>Revolution</td> <td>Hyperinflation</td> </tr> <tr> <td>Weimar Republic</td> <td>Stresemann</td> </tr> <tr> <td>Constitution</td> <td>Dawes Plan</td> </tr> <tr> <td>Stab in the Back</td> <td>Young Plan</td> </tr> <tr> <td>Versailles</td> <td>Rentenmark</td> </tr> <tr> <td>LAMB</td> <td>Locarno Pact</td> </tr> <tr> <td>Freikorps</td> <td>League of Nations</td> </tr> <tr> <td>Spartacist</td> <td>Kellogg-Briand</td> </tr> <tr> <td></td> <td>Golden Age</td> </tr> </table>	Armistice	Ruhr Crisis	Revolution	Hyperinflation	Weimar Republic	Stresemann	Constitution	Dawes Plan	Stab in the Back	Young Plan	Versailles	Rentenmark	LAMB	Locarno Pact	Freikorps	League of Nations	Spartacist	Kellogg-Briand		Golden Age
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<p>UNIT 2: HITLER’S RISE TO POWER, 1919–33</p> <p>By the end of this unit of learning all students will understand:</p> <ul style="list-style-type: none"> • Hitler’s early career: joining the German Workers’ Party and setting up the Nazi Party, 1919–20. • The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA. • The reasons for, events and consequences of the Munich Putsch. • Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926. • The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party. • Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA. • Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. • The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933. 		<p>List the Keywords that all students will be able to define by the end of this unit:</p> <table border="0"> <tr> <td>Nazi</td> <td>Hitler</td> </tr> <tr> <td>Twenty-Five Point</td> <td>Propaganda</td> </tr> <tr> <td>SA</td> <td>Hindenburg</td> </tr> <tr> <td>Munich Putsch</td> <td>Chancellor</td> </tr> <tr> <td>Mein Kampf</td> <td>President</td> </tr> <tr> <td>Bamberg</td> <td>Article 48</td> </tr> <tr> <td>Unemployment</td> <td></td> </tr> <tr> <td>Wall Street Crash</td> <td></td> </tr> <tr> <td>Communist</td> <td></td> </tr> </table>	Nazi	Hitler	Twenty-Five Point	Propaganda	SA	Hindenburg	Munich Putsch	Chancellor	Mein Kampf	President	Bamberg	Article 48	Unemployment		Wall Street Crash		Communist			
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<p>UNIT 3: NAZI CONTROL AND DICTATORSHIP, 1933–39</p> <p>By the end of this unit of learning all students will understand:</p> <ul style="list-style-type: none"> • The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. • The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance. • The role of the Gestapo, the SS, the SD and concentration camps. • Nazi control of the legal system, judges and law courts. • Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat. • Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936). • Nazi control of culture and the arts, including art, architecture, literature and film. • The extent of support for the Nazi regime. • Opposition from the Churches, including the role of Pastor Niemöller. • Opposition from the young, including the Swing Youth and the Edelweiss Pirates. 		<p>List the Keywords that all students will be able to define by the end of this unit:</p> <table border="0"> <tr> <td>Reichstag Fire</td> <td>SS</td> </tr> <tr> <td>Enabling Act</td> <td>SD</td> </tr> <tr> <td>Trade Unions</td> <td>Concentration Camp</td> </tr> <tr> <td>Rohm</td> <td>Reich Church</td> </tr> <tr> <td>Long Knives</td> <td>Concordat</td> </tr> <tr> <td>Gestapo</td> <td>Berlin Olympics</td> </tr> <tr> <td>Goebbels</td> <td>Confessing Church</td> </tr> <tr> <td>Censorship</td> <td>Edelweiss Pirates</td> </tr> <tr> <td>Swing Youth</td> <td></td> </tr> </table>	Reichstag Fire	SS	Enabling Act	SD	Trade Unions	Concentration Camp	Rohm	Reich Church	Long Knives	Concordat	Gestapo	Berlin Olympics	Goebbels	Confessing Church	Censorship	Edelweiss Pirates	Swing Youth	
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<p>UNIT 4: LIFE IN NAZI GERMANY, 1933–39</p> <p>By the end of this unit of learning all students will understand:</p> <ul style="list-style-type: none"> • Nazi views on women and the family. • Nazi policies towards women, including marriage and family, employment and appearance. • Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens. • Nazi control of the young through education, including the curriculum and teachers. • Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. • Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour. • Nazi racial beliefs and policies and the treatment of minorities: Slavs, ‘gypsies’, homosexuals and those with disabilities. • The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht. 		<p>List the Keywords that all students will be able to define by the end of this unit:</p> <table border="0"> <tr> <td>Gender Roles</td> <td>Autobahns</td> </tr> <tr> <td>Three K’s</td> <td>Rearmament</td> </tr> <tr> <td>Thousand Year Reich</td> <td>Strength through Joy</td> </tr> <tr> <td>Sterilisation</td> <td>Beauty of Labour</td> </tr> <tr> <td>Hitler Youth</td> <td>Persecution</td> </tr> <tr> <td>League of German Maidens</td> <td>Nuremberg Laws</td> </tr> <tr> <td></td> <td>Kristallnacht</td> </tr> </table>	Gender Roles	Autobahns	Three K’s	Rearmament	Thousand Year Reich	Strength through Joy	Sterilisation	Beauty of Labour	Hitler Youth	Persecution	League of German Maidens	Nuremberg Laws		Kristallnacht				
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<p>UNIT 5: ANGLO-SAXON ENGLAND AND THE NORMAN CONQUEST, 1060–66</p> <p>By the end of this unit of learning all students will understand:</p> <ul style="list-style-type: none"> • Monarchy and government. The power of the English monarchy. Earldoms, local government and the legal system. • The economy and social system. Towns and villages. The influence of the Church. • The house of Godwin. Harold Godwinson’s succession as Earl of Wessex. The power of the Godwins. • Harold Godwinson’s embassy to Normandy. The rising against Tostig and his exile. The death of Edward the Confessor. • The motives and claims of William of Normandy, Harald Hardrada and Edgar. • The Witan and the coronation and reign of Harold Godwinson. • Reasons for, and significance of, the outcome of the battles of Gate Fulford and Stamford Bridge. • The Battle of Hastings. • Reasons for William’s victory, including the leadership skills of Harold and William, Norman and English troops and tactics. 		<p>List the Keywords that all students will be able to define by the end of this unit:</p> <table border="0"> <tr> <td>Monarch</td> <td>Knights</td> </tr> <tr> <td>Earl</td> <td>Feigned Flight</td> </tr> <tr> <td>Housecarl</td> <td>Hardrada</td> </tr> <tr> <td>Witan</td> <td>Edgar</td> </tr> <tr> <td>Burh</td> <td>Normandy</td> </tr> <tr> <td>Harold</td> <td>Fyrd</td> </tr> <tr> <td>Tostig</td> <td>Silver Pennies</td> </tr> <tr> <td>Succession</td> <td></td> </tr> <tr> <td>Oath</td> <td></td> </tr> </table>	Monarch	Knights	Earl	Feigned Flight	Housecarl	Hardrada	Witan	Edgar	Burh	Normandy	Harold	Fyrd	Tostig	Silver Pennies	Succession		Oath	
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<p>UNIT 6: WILLIAM I IN POWER: SECURING THE KINGDOM, 1066–87</p> <p>By the end of this unit of learning all students will understand:</p> <ul style="list-style-type: none"> • The submission of the earls, 1066. • Rewarding followers and establishing control on the borderlands through the use of earls. The Marcher earldoms. • Reasons for the building of castles; their key features and importance. • The revolt of Earls Edwin and Morcar in 1068. • Edgar the Aethling and the rebellions in the North (1069). • Hereward the Wake and rebellion at Ely (1070–71). • The reasons for and features of Harrying of the North (1069–70). Its immediate and long-term impact, 1069–87. • Changes in landownership from Anglo-Saxon to Norman, 1066–87. • How William I maintained royal power. • Reasons for and features of the revolt. • The defeat of the revolt and its effects. 		<p>List the Keywords that all students will be able to define by the end of this unit:</p> <table border="0"> <tr> <td>Submission</td> <td>Sweyn</td> </tr> <tr> <td>Loyalty</td> <td>Rebellion</td> </tr> <tr> <td>Marcher Earldom</td> <td></td> </tr> <tr> <td>Motte & Bailey</td> <td></td> </tr> <tr> <td>Harrying of the North</td> <td></td> </tr> <tr> <td>Land Holding</td> <td></td> </tr> </table>	Submission	Sweyn	Loyalty	Rebellion	Marcher Earldom		Motte & Bailey		Harrying of the North		Land Holding							
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<p>UNIT 7: NORMAN ENGLAND, 1066–88</p> <p>By the end of this unit of learning all students will understand:</p> <ul style="list-style-type: none"> • The feudal hierarchy. The role and importance of tenants-in-chief and knights. The nature of feudalism (landholding, homage, knight service, labour service); forfeiture. • The Church in England: its role in society and relationship to government, including the roles of Stigand and Lanfranc. The Normanisation and reform of the Church in the reign of William I. • The extent of change to Anglo-Saxon society and economy. • Changes to government after the Conquest. Centralised power and the limited use of earls under William I. The role of regents. • The office of sheriff and the demesne. Introduction and significance of the 'forest'. • Domesday Book and its significance for Norman government and finance. • The culture and language of the Norman aristocracy. • The career and significance of Bishop Odo. • Character and personality of William I and his relations with Robert. Robert and revolt in Normandy (1077–80). • William's death and the disputed succession. William Rufus and the defeat of Robert and Odo. 		<p>List the Keywords that all students will be able to define by the end of this unit:</p> <table border="0"> <tr> <td>Feudal</td> <td>Regents</td> </tr> <tr> <td>Labour Service</td> <td>Sheriff</td> </tr> <tr> <td>Knight Service</td> <td>Demesne</td> </tr> <tr> <td>Homage</td> <td>Forest</td> </tr> <tr> <td>Forfeiture</td> <td>Domesday</td> </tr> <tr> <td>Lanfranc</td> <td>Succession</td> </tr> <tr> <td>Normanisation</td> <td></td> </tr> </table>	Feudal	Regents	Labour Service	Sheriff	Knight Service	Demesne	Homage	Forest	Forfeiture	Domesday	Lanfranc	Succession	Normanisation	
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