





## Mock countdown



### History Revision Schedule: Germany in Transition

What should I be revising each week?

**Exam:**

Week beginning	Topic	Revised?
<b>Week 1</b> <b>17/11/25</b>	<b>Problems for the Weimar Republic and Germany 1919-1923</b> <ul style="list-style-type: none"><li>• Impact of the Treaty of Versailles (what was it, main terms, effects and how Germans felt about it)</li><li>• Weaknesses of the Weimar Republic including the different uprising including the Spartacist, Kapp Putsch and Munich Putsch (this was known as political instability)</li><li>• Hyperinflation</li><li>• Events in the Ruhr in 1923</li><li>• Early Nazi party</li></ul>	
<b>Week 2</b> <b>17/11/25</b>	<b>Recovery of the Weimar Republic and the 'golden age' 1924-1929</b> <ul style="list-style-type: none"><li>• Who was Gustav Stresemann and why was he important?</li><li>• Recovery from hyperinflation</li><li>• Dawes plan</li><li>• Young plan</li><li>• Locarno Pact</li><li>• League of Nations</li><li>• Effect of US investment</li><li>• Social and political developments (housing, unemployment relief and wages and how politics changed at the time)</li><li>• Changes in culture</li><li>• Changes for women</li></ul> <p> <b>Activities:</b></p> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Sort the terms of the Treaty of Versailles into LAMB (Land, Army, Money and Blame)</li><li><input checked="" type="checkbox"/> Make a mind map showing the main strengths of the Weimar Government from 1924-1929</li><li><input checked="" type="checkbox"/> Answer a Q1 style question from the Germany example questions booklet on KQ 1 or 2</li><li><input checked="" type="checkbox"/> Complete the Teams quiz on the KQ/chapter(s)</li></ul> <p> <b>Longer Exam Question Practice:</b></p> <p>"During the early 1920s hyperinflation damaged the Weimar Republic more than any other problem" - D Banham and C Culpin, Germany 1918-1945, a school GCSE textbook published in 2004. <b>To what extent do you agree with this interpretation?</b> (16 marks &amp; 3SPaG)</p>	

<p>Week 2 24/11/25</p>	<p><b>End of the Weimar Republic 1929-1933</b></p> <ul style="list-style-type: none"> <li>• Impact of the Great Depression on the German people and the Weimar Republic</li> <li>• Why people voted for Hitler (his electoral appeal)</li> <li>• Role of the SA during elections</li> <li>• Role of Propaganda during elections</li> <li>• Fear of communism</li> <li>• The German Communist Party</li> <li>• Reasons Hitler became Chancellor including political scheming between Von Papen, Von Schleicher, Hindenburg and Hitler</li> </ul>	
<p>Week 2 24/11/25</p>	<p><b>How Hitler and the Nazis consolidated their power 1933-1934</b></p> <ul style="list-style-type: none"> <li>• When Hitler became Chancellor</li> <li>• The Reichstag Fire</li> <li>• March Election 1933</li> <li>• Enabling Act and consequences of the act e.g. banning of trade unions and opposition</li> <li>• Night of the Long Knives</li> <li>• Hitler becoming Fuhrer (referendum)</li> </ul>	
<p>Week 4 1/12/25</p>	<p><b>Life in Nazi Germany</b></p> <ul style="list-style-type: none"> <li>• Nazis reduced unemployment:</li> <li>• RAD</li> <li>• DAF</li> <li>• KDF</li> <li>• Rearmament</li> <li>• Autarky – what it was and why it was important?</li> <li>• Invisible unemployment</li> <li>• Women in Nazi Germany (ideal woman, policies for women and successes – make sure you learn 3 Ks)</li> <li>• Young people in Nazi – school, education and youth movement</li> <li>• Nazi racial belief – master race</li> <li>• Nazi treatment of Jews 1933-1939</li> <li>• Kristallnacht</li> </ul> <p> <b>Activities:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Complete the worksheet which uses the knowledge organiser for KQ5</li> <li><input checked="" type="checkbox"/> Make flashcards of the leading Nazis and their roles</li> <li><input checked="" type="checkbox"/> Answer a Q1 style question from the Germany example questions booklet on KQ 3,4 or 5</li> <li><input checked="" type="checkbox"/> Complete the Teams quiz on the KQ/chapter(s)</li> </ul> <p> <b>Longer Exam Question Practice:</b></p> <p>“Under the Nazis there was much ‘invisible’ unemployment. The number of unemployed was great but they were not counted as being unemployed.... none of these people were included in the statistics the Nazis used to prove their successes. Unemployment didn’t go down. It was just ignored” – A specialist historian writing in the 1950s for an academic magazine. <b>To what extent do you agree with this interpretation?</b> (16 marks &amp; 3SPaG)</p>	

<p><b>Week 5</b> <b>8/12/25</b></p>	<p><b>How the Nazis controlled German people?</b></p> <ul style="list-style-type: none"> <li>• Use of SS</li> <li>• Use of Gestapo</li> <li>• The Nazis controlled the legal system</li> <li>• Concentration camps</li> <li>• Propaganda; rallies, radios, cinema, censorship, newspapers and the arts</li> <li>• The role of Goebbels</li> <li>• Terror vs persuasion</li> </ul>	
<p><b>Week 5</b> <b>8/12/25</b></p>	<p><b>Hitler's foreign policy (how the Nazis dealt with other countries and his aims)</b></p> <ul style="list-style-type: none"> <li>• Hitler's foreign policy aims</li> <li>• Hitler rearmament and conscription</li> <li>• The Rhineland 1936</li> <li>• Relationship with Italy and Mussolini</li> <li>• Anschluss 1938</li> <li>• Sudetenland 1938</li> <li>• Nazi-Soviet pact 1939</li> </ul> <p> <b>Activities:</b></p> <p><input checked="" type="checkbox"/> Make a worksheet for someone to complete to revise the way Nazis controlled people e.g. a statement sort where they identify which organisation relates to which statement or images of different types of propaganda they need to label.</p> <p><input checked="" type="checkbox"/> Make flashcards set of all the main foreign policy events which led up to the Second World War (make sure you include dates) and get someone to test you.</p> <p><input checked="" type="checkbox"/> Answer a Q1 style question from the Germany example questions booklet on KQ 6 or 7</p> <p><input checked="" type="checkbox"/> Complete the Teams quiz on the KQ/chapter(s)</p> <p> <b>Longer Exam Question Practice:</b></p> <p>Question 4 – worth 11 marks.</p> <p>7. Which source is more useful to an historian studying Kristallnacht?</p> <div data-bbox="311 1646 742 1998" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Source C – An account of Kristallnacht published in the Daily Telegraph, a British newspaper, on 12th November 1938</p> <p>Mob law ruled in Berlin throughout the afternoon and evening as hordes of hooligans took part in an orgy of destruction. I have never seen an anti-Jewish outbreak as sickening as this. I saw fashionably dressed women clapping their hands and screaming with glee while respectable mothers held up their babies to see the 'fun'. No attempt was made by the Police to stop the rioters.</p> </div> <div data-bbox="782 1646 1212 1998" style="border: 1px solid black; padding: 5px;"> <p>Source D – An account of Kristallnacht published in Der Stürmer, an anti-Semitic German Newspaper, on 10th November 1938</p> <p>The death of a loyal party member by the Jewish murderer has aroused spontaneous anti-Jewish demonstrations through the Reich. In many places Jewish shops have been smashed. The synagogues, from which teachings hostile to the state and people are spread, have been set on fire. Well done to those Germans who have ensured revenge for the murder of an innocent German!</p> </div>	