

Meden School Curriculum Planning

Subject	History	Year Group	10	Sequence No.	2	Topic	Germany 1890-45
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Retrieval	Core Knowledge	Student Thinking
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and ‘do something about them!’
<p>What do we know about the Unification of Germany from the medicine topic? Prussia became part of Germany (Franco-Prussian war)</p> <p>Which was the strongest state in Germany? When did Germany become a country</p>	<p>The Unification of Germany</p> <ul style="list-style-type: none"> • Prior to 1871, Germany was divided into 39 states. Each with their own leader, rules and customs • The strongest of these states was Prussia. • Prussia was ruled by the Kaiser and the Chancellor – the Chancellor at the time was Otto Von Bismarck; a man who believed heavily in militarism and unifying all of the German states together to create one country. • Many of the German states agreed that unification was a good thing, as it would get rid of the threat of invasion by the surrounding large countries; Russia and France. • Austria disagreed with unification as they worried that it would impact on their empire and result in them losing power in the area. • Prussia were involved in a number of wars for territory, the most famous being the Franco-Prussian War which they fought against France in 1870-1871. • Prussia were successful in defeating France in this war and took land from them (Alsace-Lorraine). France were left embarrassed and were furious at Germany (holding a grudge way past WW1). • After this war, Prussia was successful in their mission to unify Germany and the country of Germany was born. • Germany was now a united country with the Prussian Kaiser at its helm, with Otto Von Bismarck acting as Chancellor. <p>Kaiser Wilhelm II</p> <ul style="list-style-type: none"> • In 1888, the 29-year-old Wilhelm became Kaiser. He was the grandson of Britain’s Queen Victoria and the cousin of Britain’s future king, George V. 	<p>Through the knowledge gained in this topic students will learn about events that occurred in the past and whether they have had a direct impact of society today. They will make links and compare similarities and differences between differing time periods. They will look at British values/laws and get the chance to debate current issues that face British society. They will do this through the following activities:</p> <p>Should a state/ country get to decide its own independence? Ukraine, Scotland, Catalonia</p>

<p>Can you give some examples of the laws set out in the Weimar constitution?</p>	<table border="1"> <thead> <tr> <th data-bbox="667 248 1084 277">Strengths of the Weimar Constitution</th> <th data-bbox="1084 248 1503 277">Weaknesses of the Weimar Constitution</th> </tr> </thead> <tbody> <tr> <td data-bbox="667 277 1084 437"> <ul style="list-style-type: none"> ➤ Very fair, particularly the voting ➤ Allowed lots of people to have their say ➤ State governments would ensure local issues were addressed </td> <td data-bbox="1084 277 1503 437"> <ul style="list-style-type: none"> ➤ Proportional Representation meant that there were loads of different parties in the Reichstag - it was difficult to get them to agree on anything </td> </tr> <tr> <td data-bbox="667 437 1084 632"> <ul style="list-style-type: none"> ➤ Wouldn't allow one person to take over - the Chancellor and President balanced each other ➤ A poor Chancellor or President would only be around for a limited time </td> <td data-bbox="1084 437 1503 632"> <ul style="list-style-type: none"> ➤ Article 48 could be abused so that the President stopped listening to the Reichstag ➤ State governments could pass laws that went against what the Reichstag wanted </td> </tr> </tbody> </table>	Strengths of the Weimar Constitution	Weaknesses of the Weimar Constitution	<ul style="list-style-type: none"> ➤ Very fair, particularly the voting ➤ Allowed lots of people to have their say ➤ State governments would ensure local issues were addressed 	<ul style="list-style-type: none"> ➤ Proportional Representation meant that there were loads of different parties in the Reichstag - it was difficult to get them to agree on anything 	<ul style="list-style-type: none"> ➤ Wouldn't allow one person to take over - the Chancellor and President balanced each other ➤ A poor Chancellor or President would only be around for a limited time 	<ul style="list-style-type: none"> ➤ Article 48 could be abused so that the President stopped listening to the Reichstag ➤ State governments could pass laws that went against what the Reichstag wanted 	<p>What are the strengths/weaknesses of the British political system?</p>
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<p>What were the strengths and weaknesses of the new constitution?</p>	<p>The Spartacist Revolution January 1919</p> <ul style="list-style-type: none"> • In January 1919, the German communist party (the Spartacists) decided that they wanted to take over Germany from Ebert • They started a revolution attempt on 6th January. It was not successful. In a week, Ebert with the help of his Freikorps (ex-WWI soldiers paid to help the government keep order) had stopped the rebellion and killed many communists. The Spartacist leaders, Rosa Luxemburg and Karl Liebknecht, were murdered. • It was helpful for Ebert that the Spartacists were no longer a threat. However, he had to rely on the Freikorps to keep order – that made him look weak to the public, and it was risky as the Freikorps could turn on him at any point. • The German communists continued to create riots around Germany, even after the Spartacist Revolution failed. Freikorps had to be sent round to fight them and stop them. 	<p>Why do you think Communism is still a feared concept in much of the world in the 21st century?</p>						

<p>What happened in the Spartacist uprising?</p>	<p>Other opposition to the Weimar Government</p> <ul style="list-style-type: none"> • The right wing also hated the Social Democrats. The Freikorps themselves went against Ebert in 1920 when they supported Wolfgang Kapp in his attempt to take over the country (Kapp Putsch). • It was only because of the workers in Berlin going on strike and refusing to help the Freikorps, that the Putsch failed. • Over 200 people connected to the Weimar Government were assassinated between 1919 and 1923. The most famous was Walther Rathenau, the politician who had been involved with the armistice and the Treaty of Versailles. These assassinations showed how much people disliked their new government and also made people feel that they were doing a bad job as they weren't stopping violence on the streets. 	<p>Do we have issues with the right wing in Britain today?</p>
<p>What happened in the Kapp Putsch?</p>	<p>The Treaty of Versailles – June 1919</p> <ul style="list-style-type: none"> • This is the peace Treaty Germany had to sign after World War One. The government had no choice but to sign the treaty; if they didn't sign the war would continue and Germany would lose. • The Main terms can be summed up as BRAT • Blame – Germany had to accept responsibility for starting the war and causing all the damage. This is called the War Guilt clause. • Reparations – Germany had to pay £6.6 billion to pay to repair the damage caused by the war • Armed Forces – the Germany army was reduced to 100,000 men, and they couldn't have any tanks, submarines or planes. The Rhineland (an area of Germany that borders France) was also demilitarised so no German troops could go there. • Territory – Germany lost 13% of their land and 12.5% of their population. They also lost all their colonies so they no longer had an empire. Germany was also forbidden to join with Austria. Some of the land they lost was industrial land with coal mines etc on; this meant they lost a way to produce income for Germany. • The Germans were outraged. They called the Treaty a "diktat" (dictated peace) and accused the Weimar Government of "stabbing them in the back" 	<p>Should losers of war be forced to take all the blame?</p>

<p>Please label the terms of the TOV using LAMB/GARGLE.</p> <p>When was the Nazi party established?</p>	<p>by agreeing to such harsh terms. People began to look to other politicians to rule Germany better than the Social Democrats.</p> <p>The beginnings of the Nazi Party</p> <ul style="list-style-type: none"> • Anton Drexler had a party called the German Workers Party. • Hitler joined this in 1920 as he agreed with what the party was saying about getting rid of the Treaty of Versailles. • Hitler soon became its leader. He re-named it the National Socialist German Workers Party (NSDAP/Nazi Party). • He gave the party a new flag and a new private army to protect it (the SA/Brownshirts). <p>1923 – The Invasion of the Ruhr, Hyperinflation and the Munich Putsch</p> <ul style="list-style-type: none"> • Germany paid her first reparation payment in 1921 but couldn't afford the 1922 payment. • France and Belgium decided to invade Germany in January 1923 and take the payment by force. They invaded the Ruhr, Germany's main industrial area, to take goods, such as coal. • The Germans reacted with passive resistance. They went on strike and refused to make the goods that the French and Belgians wanted. They sabotaged factories and flooded mines. • The French and Belgians reacted with violence: shooting some Germans and expelling some others. • The Weimar Government supported the strikers by printing more money to pay them so that they could afford to keep striking. • Too many notes in the economy meant that prices went out of control. <p>November 1923 was the worst month: bread cost 201,000,000,000 marks.</p> <ul style="list-style-type: none"> • People had to carry their wages home in wheelbarrows. Prices went up so fast that a day's wages would just buy a cup of coffee the next day. The middle classes and the elderly suffered badly as their savings and pensions were wiped out. This was called hyperinflation. 	<p>Should countries lose territory if they lose a war? Ukraine crisis</p> <p>Is right wing extremism an issue in society today?</p> <p>When was the most recent financial crisis? How has the Coronavirus impacted people in this country now the country is 'recovering'?</p>
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	<p>1929-33 – The increased popularity of the Nazis and Hitler becoming Chancellor Why did people vote for the Nazis? 1. The Great Depression</p> <ul style="list-style-type: none"> • The Wall St Crash in America had a big impact on the economy in Germany. • The loans from America as part of the Dawes Plan were withdrawn. • Unemployment in Germany reached 6 million people, this meant 40% of the workforce were without a job. • The Nazis promised ‘Work and Bread’ – this meant they were going to provide jobs for people so they could look after their families. • The Nazis offered a simple promise that appealed to the people. • The Nazis tried to appeal to workers who would otherwise vote for the Communist Party. <p>2. The Nazis use of Propaganda</p> <ul style="list-style-type: none"> • The Nazis put Josef Goebbels in charge of propaganda. • He made sure that their message was clear, simple and easy to understand. • The Nazis owned 120 daily or weekly newspapers which were read by hundreds of thousands of people and constantly put across a positive message about the Nazis. • Hitler also made speeches on the radio and at mass rallies. <p>3. The role of the SA</p> <ul style="list-style-type: none"> • The Weimar Government appeared to be disorganised and were unable to solve the problems in Germany. President Hindenburg had to start running Germany using Article 48 (emergency powers) which was unpopular. • In comparison the Nazis appeared as very organised, particularly the SA as they marched in their smart uniforms through the towns and the cities. • The organisation of the SA and the Nazis encouraged more people to vote for the Nazis. • The SA also had another role; they were a violent group that would beat up opposition to the Nazis such as Communists. 	<p>Why do simple slogans appeal to people?</p> <p>How can governments appeal to people in this country today?</p>
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<p>Who were the key players in the Backstairs intrigue?</p> <p>Explain the backstairs intrigue in chronological order.</p>	<p>Chancellor if Hitler made von Papen vice Chancellor. This is called political scheming.</p> <ul style="list-style-type: none"> • Von Papen convinced Hindenburg that he could control Hitler. • Eventually, Hindenburg had no options left and made Hitler Chancellor on 30th January 1933. <p>Nazi Germany – 1933-45</p> <p>1933-4 – Hitler’s consolidation of his power and his rise to become Führer (supreme leader)</p> <ul style="list-style-type: none"> • Hitler was now the Chancellor of Germany, and was the leader of the largest political Party in Germany. • However Hitler and the Nazi Party did not have a majority in the Reichstag. That meant Hitler still needed the support of other political parties to pass laws; he couldn’t do what he wanted. • Hitler decided to call another election for March 1933. He hoped he would get a majority this time. <p>1. The Reichstag Fire</p> <ul style="list-style-type: none"> • One week before the election on February 27th 1933, the Reichstag building was set on fire. • It is not known for definite who started the fire (people think it was the Nazis), but the Nazis arrested Marinus van der Lubbe, a Dutch Communist. • Hitler and the Nazis then claimed that the Communists were about to stage a takeover of Germany. • Hitler then persuaded Hindenburg to sign the ‘Decree for the Protection of the People and State’. This allowed the Nazis to imprison large numbers of their political opponents, mainly the Communists. The Communist and Socialists newspapers were also banned. • This helped the Nazis as their main rivals found it difficult to campaign in the week before the election and lots of Germans were worried about voting for the Communists. • At the election the Nazis increased their vote to 288 seats (44%); but they still didn’t have a majority in the Reichstag. 	<p>What countries use proportional representation today?</p>
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<p>What happened in the Reichstag fire?</p>	<p>2. The Enabling Law</p> <ul style="list-style-type: none"> • Hitler formed a coalition with the Nationalist Party so that he had a majority in the Reichstag and could start to get things done. • On 23rd March 1933 Hitler passed the Enabling Bill. He had used some underhand tactics to do this; - Communists Party members couldn't vote - Anybody who was absent was counted as present and voting in favour of the Bill - The SA intimidated members as they entered the Reichstag - Hitler made promises to the Catholics (such as no interference with Catholic schools) so that they would vote in his favour • Due to all of these tactics Hitler was able to pass the Enabling Act. This meant he could make laws without consulting the Reichstag for the next 4 years. The Act enabled Hitler to turn Germany into a dictatorship. • With the power of the Enabling Act, Hitler then: - Banned opposing parties and put leaders in concentration camps. - Banned Trade Unions. - Put Nazis in charge of all state governments. - Used fear and intimidation to make sure people didn't challenge the Nazis. 	<p>Why do some people see trade unions as a threat? Why do some people limit the freedom of the press?</p>
<p>How did the enabling act gain Hitler full control?</p>	<p>3. The Night of the Long Knives</p> <ul style="list-style-type: none"> • Hitler had now increased his control over Germany, so he turned his attention to the threats from within his own Party. • The SA, under their leader Röhm, became a threat due to their numbers and military training. Röhm also wanted the SA to join with the army as Hitler had previously promised, but this scared Hitler. • On the 30th June 1934 Hitler had Röhm and 400 leaders of the SA shot by members of the SS (the Blackshirts; Hitler's private bodyguards). This was called the Night of the Long Knives • Hitler also used the opportunity to get rid of other enemies such as von Schleicher. • Hitler told the German people that he had protected them from a takeover 	

<p>What happened in the Night of the Long knives?</p> <p>What happened when Hindenburg became Fuhrer?</p>	<p>4. The Death of President Hindenburg • Hindenburg died in August 1934 (he was old and frail). • Hitler then combined the role of Chancellor and President to make himself Führer, which means Supreme Leader. Nobody could stop him due to the Enabling Law. • Hitler then made the army swear an oath of loyalty to him, rather than the country</p> <p>1933-39 – How the Nazis changed the lives of workers</p> <ul style="list-style-type: none"> • The German economy was still suffering badly from the Depression, but Hitler knew he had to deliver his promise of ‘work and bread’; he needed to create jobs. • Unemployment was tackled by creating massive public works programmes such as the building of the autobahns (motorways). Millions of men were given jobs through this, although they were paid poorly. • Men aged 18-25 were made to join the RAD (Reich Labour Service) for 6 months. They did hard manual labour such as tree felling and ditch digging. They had to wear Nazi uniform and lived in camps. • All workers joined the DAF (German Labour Front) which controlled the workers and settled disputes between them and their employers. It persuaded employers to improve working conditions in factories. • The KDF (Strength through Joy) organisation was set up to organise the leisure time of the workers, providing them with cheap theatre tickets, cruises, skiing holidays and saving up for VW Beetles. This encouraged them to work harder. • From 1935 German men began to be conscripted into the army and more and more factories were set up for arms production. These both created jobs. Germany tried to achieve autarky (self-sufficiency) so that they could keep fighting when other countries stopped trading with them. • Women and Jews were sacked from their jobs which created jobs for the men. This was known as invisible unemployment as they were not counted in the unemployment figures • When Hitler came to power there were 6 million people unemployed, by 1938 that had reduced to 0.5 million. For this reason many people supported Hitler and the Nazis; they made life better. • The government took control of prices, wages, profits and imports which stopped big businesses from running their affairs in their own way. 	<p>Should unemployed people receive benefits or should they be forced to work? Is the benefits system a good thing in this country ?</p> <p>Should conscription still exist?</p>
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<p>How did workers lives change under the Nazis? Can you give examples?</p>	<ul style="list-style-type: none"> • Jewish small businesses were closed down allowing other German small businesses to flourish. • Farmers were given help in paying off loans but were given quotas for production to meet which limited their freedom. <p>1933-39 – How the Nazis changed the lives of women</p> <p>Women lost lots of the freedoms they had gained in the Weimar period.</p> <ul style="list-style-type: none"> • Women were expected to stay at home and be housewives and mothers. Many women were forced to leave their jobs. • The role of women can be summed up in the 3Ks; Kinder, Kuche, Kirche which means children, cooking and church. • The Nazis encouraged women to have large families to increase the birth rate and to ensure the future of the master race. Medals were awarded for women who had large numbers of children. • People were encouraged to get married and have children by being offered marriage loans which were reduced each time a child was born. They were lent 1,000 marks when they were married and allowed to keep 250 for each child. • Women were discouraged from wearing make-up, smoking and dieting. • Lebensborns were also set up where women could ‘donate’ a baby to the Führer by becoming pregnant by racially pure SS men. <p>1933-9 – How the Nazis changed the lives of young people</p> <ul style="list-style-type: none"> • Hitler wanted to indoctrinate (brainwash) young people to become perfect Nazis. He did this in two ways: the Hitler Youth Movements and through Education. • The Hitler Youth Movements: <ul style="list-style-type: none"> o 4 different groups, 2 for girls, 2 for boys. o Boys trained to be soldiers: marching, camping, weapons training, fitness training. o Girls trained to be good mothers: domestic training, fitness training. o Both groups trained in utter loyalty to Hitler: listening to Mein Kampf, saluting the swastika, singing Nazi songs, reporting on “anti-Nazi” activities in their families and neighbourhoods. 	<p>What issues do women still face in 21st Britain? How has society changed in terms of views towards women compared to the 1940’s?</p>
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<p>Can you give examples how young people's lives changed?</p>	<p>Education:</p> <ul style="list-style-type: none"> o New curriculum. Maths questions promoted messages of war and getting rid of minorities, History focused on the Nazi Party, Geography focused on the "Greater Germany", Biology focused on recognising the Aryan race. Eugenics was introduced which was race studies. o New resources: History books were rewritten without German defeats, Story books were written warning children of the dangers of the Jews. o Boys were educated to be soldiers, girls educated to be mothers. They had separate timetables. o Lots of PE lessons for everyone to keep everyone fit and healthy for their new roles. o Teachers had to join the Nazi Teachers' Association or lose their jobs. o Jewish pupils were persecuted in lessons, by students and teachers. They had to leave German schools in 1938. <ul style="list-style-type: none"> • Membership of the Hitler Youth became compulsory in 1939. About 7,500,000 children were members; about 1,000,000 refused. • Some young people chose to join anti-Nazi groups like the Swing Movement and the Edelweiss Pirates. <p>Propaganda – Keeping people supporting the Nazis</p> <ul style="list-style-type: none"> • Hitler set up the cult of the Führer, presenting himself as the greatest saviour of Germany. His image was used very carefully – he was only ever shown serving Germany. • Goebbels (Hitler's Propaganda Minister) made sure that people were bombarded with information to keep them loyal to the Nazis. <ul style="list-style-type: none"> • Posters, pictures, art exhibitions and films were all made to show how great the Nazis were. • Hitler's speeches were regularly broadcast on the radio to remind people of how much the Nazis were improving their lives. Cheap radios were sold to people and connected up to loudspeakers so that everyone could hear. <ul style="list-style-type: none"> • The newspapers were banned from printing anything that hadn't been checked by the Nazis first (censorship). • Great rallies were held, such as those at Nuremberg, to show people how organised and powerful the Party was. 	<p>What do you think are the most important aspects of education. How could the curriculums be more beneficial to students in the 21st century?</p> <p>How effective is propaganda in society today?</p>
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<p>Who was the head of Propaganda?</p>	<ul style="list-style-type: none"> • In 1936, Hitler used the Olympic Games to showcase to the world how efficient, modern and advanced the German nation was. <p>Terror / Intimidation – Keeping people supporting the Nazis</p> <ul style="list-style-type: none"> • The concentration camps were used to imprison anyone who went against the Nazi state. These were run by the SS. In the camps, people were expected to work to benefit Germany. They were often worked to death with very long hours and insufficient rations. • The Gestapo (secret police) would go round checking that people were being loyal to the Nazis. People who weren't would often be taken off in the middle of the night for torture or to be taken to a camp. • The legal system also helped to control Nazi Germany. All judges had to become members of the Nationalist Socialist League for the Maintenance of Law; this meant they had to be members of the Nazi Party who would uphold Nazi views in the law courts. Judges knew that the Minister of Justice would check if they had been lenient and sometimes Hitler would alter sentences if he thought they were too soft. • Germany was subdivided into tiny blocks of about 30-40 houses. Each block would have a Nazi living there who would keep an eye on all the families and report to the police and the Gestapo if they noticed anti-Nazi behaviour. • Children in the Hitler Youth were expected to spy on their parents and neighbours. • People were too scared to go against the Nazis. 	<p>Where have you seen/heard of the use of terror to maintain control in the 21st century?</p>
<p>How did the Nazis terrorise people?</p>	<p>Nazi Racial Policy – 1933-1945</p> <ul style="list-style-type: none"> • The Nazis believed that the Aryans were the master race. • Hitler wanted to keep the master race pure. This meant Aryans and non-Aryans should not have children. • Hitler wanted a pure Aryan state. He was going to achieve this by; o Selective breeding o Destroying the Jews • Hitler and the Nazis believed that Jews were inferior, who could be blamed for all of Germany's problems such as the Treaty of Versailles, hyperinflation and the Great Depression. They were being used as scapegoats. 	<p>Why is it important that the government and the judiciary are kept separate?</p>

<p>How did the Nazis deal with the church?</p>	<ul style="list-style-type: none"> • In 1933, Hitler signed the Concordat with the Pope. The Nazis and the Catholic Church agreed to keep out of each others' affairs. • In 1933 the Protestant Church was reorganised into the National Reich Church and given new Nazi bishops. The motto of the Reich Church was 'the swastika on our chests and the cross on our hearts'. The church was Nazified – the Bible was replaced with Mein Kampf and the cross with the swastika. • In 1935 the Ministry of Churches was set up. Church schools were abolished and the Nazis aimed to influence young people by promoting the Hitler Youth rather than the Church youth clubs. • There were some Protestants who opposed the Nazis. In December 1933 Pastor Martin Niemoller set up the Pastor's Emergency League, and the following year they set up the Confessional Church, although the Nazis later banned this. • Hitler broke his promise with the Catholic Church and began to close down catholic schools and youth groups. In 1937 the Pope made his famous statement 'with Burning Anxiety' in which he attacked the Nazi system for their abuse of human rights. As a result 400 Catholic Priests were arrested and sent to concentration camps. • Hitler tried to control the church but was not able to get them rid of them completely. <p>Germany During the War – 1939-1945</p> <p>Life in Nazi Germany during the early war years (1939-41)</p> <ul style="list-style-type: none"> • At first the war had very little impact on people living in Nazi Germany. The Blitzkrieg method brought lots of victories and there were no shortages for civilians (people living in Germany). In fact supplies increased; as the Nazis took over other countries supplies of raw materials and luxuries were sent back to Germany. • Rationing was introduced in 1939 to control supplies, and this meant 2 out of 5 Germans followed a healthier diet than they had before the war. • Although the Nazis believed that a women's place was in the home, women were needed in industry. By 1939 6.2 million women were working, but the Nazis found many women were reluctant to join the workforce. In January 1943 the Nazis had to conscript women into the workforce. 	<p>What influence does the Catholic church have worldwide today?</p>
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<p>What was life like in the war for Germans during the years 1939-41?</p>	<ul style="list-style-type: none"> • Goebbels made effective use of propaganda during the war. <p>Life in Nazi Germany during the latter war years (1942-45)</p> <ul style="list-style-type: none"> • Germany was defeated at Stalingrad in the Soviet Union and forced to retreat; this was a turning point in the war for Germany. • From 1942, Germans began to experience bombing raids on their major cities, such as Dresden, from British and American bombers. Hundreds of thousands of civilians were killed. By the end of the war 3.5 million civilians had been killed. As a result there were food shortages and rationing increased. • In 1943 Albert Speer became Reich Minister for Armaments and Production. He took direct control of the war economy; civilian goods stopped being produced and all factories began to produce items needed for the war effort. As a result production increased e.g. munitions output increased by 60% between 1939 and 1944. • In 1944, all workers had to go into armaments production. Women went back to work; their children were in day care. People had to work longer and longer hours. • In 1944 the Volkssturm (the People's Home Guard) was set up. This was a people's army, made up of Hitler Youth and men who were not fit enough for the national army, which would defend German cities if they were attacked by the allies. They lacked experience, were poorly trained with few weapons and were never a serious fighting force. <p>How were Jewish people treated during the war years?</p> <ol style="list-style-type: none"> 1. Ghettos <ul style="list-style-type: none"> • The Jews were rounded up and put into ghettos, sections of cities with walls built around them. • They were designed as holding camps so that the Jews could easily be transported to their next destination. • Once inside the ghettos, Jews were not allowed to leave and anybody who tried to leave was shot. • The conditions in the ghettos were terrible; there were serious food shortages as they had to survive on starvation rations, as well as fuel shortages and overcrowding. Thousands died from cold, hunger and disease. • Around 55,000 Jews died in the Warsaw ghetto alone. 	
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<p>What was a Ghetto?</p> <p>Who were the Einsatzgruppen?</p>	<p>2. Einsatzgruppen</p> <ul style="list-style-type: none"> • As the German army invaded Russia, the 'Jewish problem' got worse as the Nazis now had more Jews under their control. • The Nazis organised special murder squads known as the Einsatzgruppen. These squads followed the advancing German armies and rounded up all the Jews. • The Jews were taken to the outskirts of villages where they were forced to dig their own graves before being shot. • It is estimated that by 1943, 2 million Russians, mainly Jews, had been murdered in this way. <p>3. The Final Solution</p> <ul style="list-style-type: none"> • In the summer of 1941 a decision was taken by senior Nazis to seek a final solution to the Jewish problem. • They were concerned as each new victory brought more and more Jews under their control and they didn't know what to do with them. They wanted a permanent solution. • The Nazis also needed an efficient solution, shooting all the Jews was no longer an option, as there were too many Jews and it would waste bullets in the war, and take too much time. • In January 1942 the leading Nazis met at Wannsee in Berlin and worked out the details of the 'Final Solution'. Death camps were to be built in Poland, far away from Germany. • 6 death camps were built. • When the Jews arrived they were split into 2 groups; those who could work and those who were to be killed immediately. The second group went straight to the gas chambers which were disguised as showers. • By the time the camps were liberated at the end of the war, 6 million Jews had been worked to death, gassed or shot. <p>Opposition to the Nazis</p>	<p>Has the world learnt from the holocaust ?</p> <p>Are the punishments in the UK strong enough when it comes to the worse crimes?</p> <p>Can murder ever be justified?</p>
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<p>What happened in the final solution?</p>	<ul style="list-style-type: none"> • Young people opposed the Nazis: <ul style="list-style-type: none"> o The Edelweiss Pirates. Working class movement who beat up the Hitler Youth. They refused to join the Hitler Youth and instead met up in mixed groups to mock the Hitler Youth. During the war they distributed leaflets dropped by the allies. The Gestapo caught a group of pirates and they were publicly hanged. o The Swing Youth. Middle class movement who listened to jazz music and went clubbing. The Nazis were threatened by their activities so closed down the bars they were known to attend. o The White Rose movement. This was started by students Hans and Sophie Scholl and Professor Kurt Huber at Munich University. They spread anti-Nazi leaflets and urged Germans not to support WW2. Their activities were reported to the Gestapo by a janitor at the university and they were hanged. 	<p>Can young people truly make a difference in society today?</p>
<p>What youth groups opposed the Nazi regime? What happened to them?</p>	<ul style="list-style-type: none"> • The churches opposed the Nazis: <ul style="list-style-type: none"> o Protestants set up the Confessional Church which was anti-Nazi. o Protestant pastors such as Dietrich Bonhoeffer and Martin Niemoller spoke out against the Nazis. Bonhoeffer was also involved in sabotage work. o Niemoller was arrested and sent to a concentration camp but survived. o Bonhoeffer was arrested in 1942 for plotting against Hitler. He died in a concentration camp in 1945. o Von Galen also spoke out against the Nazis; he gave a number of sermons attacking Nazi policies. He was arrested in 1944 and died in 1946. <p>The army opposed the Nazis (July Bomb Plot):</p> <ul style="list-style-type: none"> o Army officers became more and more critical of Hitler in 1943 as the war went very badly. o Two assassination attempts had been organised in 1943, but both had failed. o On 20th July 1944, Count von Stauffenberg attempted to assassinate Hitler with a bomb in a suitcase. It was called 'Operation Valkyrie'. o However the plot failed as somebody at the meeting moved the briefcase so it was further away from Hitler. o The bomb exploded killing 4 people, but Hitler survived with minor injuries. o Stauffenberg was arrested and his accomplice, Beck, committed suicide. o Hitler took revenge on all those involved in the plot, and 5,746 people were executed. 	

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