

GCSE OVERVIEW:

Paper 3: Option 31 Weimar and Nazi Germany (Mandatory Modern Depth Study) Length of Paper 1 hour and 20 minutes

Key Topic One: Weimar Germany 1918-1929			
Concept	Content	Wider reading	Intent
The origins of the Republic, 1918–19	<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. 	<ul style="list-style-type: none"> • Edexcel GCSE History (9–1) Weimar and Nazi Germany 1918–39 (Pearson, 2016) • Revise Edexcel GCSE (9–1) History: Weimar and Nazi Germany Revision Guide and Workbook (Pearson, 2017) • The Weimar Republic: Germany 1918-1933 (alphahistory.com) • http://spartacus-educational.com/GERweimar.htm • www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany/ 	<ul style="list-style-type: none"> • Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy • Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
The early challenges to the Weimar Republic, 1919–23	<p>Reasons for the early unpopularity of the Republic, including:</p> <ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy • Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
The recovery of the Republic, 1924–29	<ul style="list-style-type: none"> • Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. 		<ul style="list-style-type: none"> • Link to Parts A, B and C of History intent, gathering historical knowledge, variety

	<ul style="list-style-type: none"> The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact. 		<ul style="list-style-type: none"> of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
Changes in society, 1924–29	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
Key Topic Two: Hitler's Rise to power 1919-33			
Early development of the Nazi Party, 1920–22	<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. 	<ul style="list-style-type: none"> Edexcel GCSE History (9–1) Weimar and Nazi Germany 1918–39 (Pearson, 2016) Revise Edexcel GCSE (9–1) History: Weimar and Nazi Germany Revision Guide and Workbook (Pearson, 2017) http://spartacus-educational.com/GERweimar.htm www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany/ http://alphahistory.com/nazigermany/ 	<ul style="list-style-type: none"> Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements

<p>The Munich Putsch and the lean years, 1923–29</p>	<ul style="list-style-type: none"> • The reasons for, events and consequences of the Munich Putsch. • Reasons for limited support for the Nazi Party, 1924–28. • Party reorganisation and <i>Mein Kampf</i>. The Bamberg Conference of 1926. 		<ul style="list-style-type: none"> • Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy • Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
<p>The growth in support for the Nazis, 1929–32</p>	<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy • Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
<p>How Hitler became Chancellor, 1932–33</p>	<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy • Links to Humanities intent with Investigating and forming judgements and

			Question and challenge statements
Key Topic Three: Nazi control and dictatorship, 1933–39			
The creation of a dictatorship, 1933–34	<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. 	<ul style="list-style-type: none"> Edexcel GCSE History (9–1) Weimar and Nazi Germany 1918–39 (Pearson, 2016) Revise Edexcel GCSE (9–1) History: Weimar and Nazi Germany Revision Guide and Workbook (Pearson, 2017) http://spartacus-educational.com/GERweimar.htm www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany/ http://alphahistory.com/nazigermany/ The Nazis – A Warning from History (BBC, 1998) www.bbc.co.uk/history/worldwars/wwtwo/nazi_propaganda_gallery.shtml 	<ul style="list-style-type: none"> Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
The Police State	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
Controlling and influencing attitudes	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy

			<ul style="list-style-type: none"> Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
Opposition, resistance and conformity	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
Key topic 4: Life in Nazi Germany, 1933–39			
Nazi policies towards women	<ul style="list-style-type: none"> Nazi views on women and the family. Nazi policies towards women, including marriage and family, employment and appearance. 	<ul style="list-style-type: none"> Edexcel GCSE History (9–1) Weimar and Nazi Germany 1918–39 (Pearson, 2016) Revise Edexcel GCSE (9–1) History: Weimar and Nazi Germany Revision Guide and Workbook (Pearson, 2017) http://spartacus-educational.com/GERweimar.htm www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany/ http://alphahistory.com/nazigermany/ The Nazis – A Warning from History (BBC, 1998) <p>www.bbc.co.uk/history/worldwars/wwtwo/nazi_propaganda_gallery.shtml</p>	<ul style="list-style-type: none"> Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
Nazi policies towards the young	<ul style="list-style-type: none"> Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens. 		<ul style="list-style-type: none"> Link to Parts A, B and C of History intent, gathering

	<ul style="list-style-type: none"> Nazi control of the young through education, including the curriculum and teachers. 		<p>historical knowledge, variety of skills and developing literacy</p> <ul style="list-style-type: none"> Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
<p>Employment and living standards</p>	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
<p>The persecution of minorities</p>	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements

Paper 2: Option P4: Superpower relations and the Cold War, 1941–9

Key Topic One: The Origins of the Cold War			
Concept	Content	Wider reading	Intent
Early tension between East and West	<ul style="list-style-type: none"> The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences. The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill. The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe. 	<ul style="list-style-type: none"> Edexcel GCSE History (9–1) Superpower relations and the Cold War, 1941–91 (Pearson, 2016) Revise Edexcel GCSE (9–1) History: Superpower relations and the Cold War Revision Guide and Workbook (Pearson, 2017) BBC Bitesize: The Cold War www.bbc.co.uk/education/topics/z6t6fg8/resources/1 www.spartacus.schoolnet.co.uk/ColdWar.htm https://gcsehistory.wordpress.com/revision-notes/ 	<ul style="list-style-type: none"> Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
The development of the Cold War	<ul style="list-style-type: none"> The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947. The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949). Berlin: its division into zones. The Berlin Crisis (blockade and airlift) of 1948-49 and its impact. The formation of the Federal Republic of Germany and German Democratic Republic. 		<ul style="list-style-type: none"> Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
The Cold War intensifies	<ul style="list-style-type: none"> The significance of the arms race. The formation of the Warsaw Pact. Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response. The international reaction to the Soviet invasion of Hungary. 		<ul style="list-style-type: none"> Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and

			Question and challenge statements
Key topic 2: Cold War crises, 1958–70			
Increased tension between East and West	<ul style="list-style-type: none"> The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61. Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro's government. The significance of the Bay of Pigs incident. Opposition in Czechoslovakia to Soviet control: the Prague Spring. 	<ul style="list-style-type: none"> Edexcel GCSE History (9–1) Superpower relations and the Cold War, 1941–91 (Pearson, 2016) Revise Edexcel GCSE (9–1) History: Superpower relations and the Cold War Revision Guide and Workbook (Pearson, 2017) BBC Bitesize: The Cold War www.bbc.co.uk/education/topics/z6t6fg8/resources/1 www.spartacus.schoolnet.co.uk/ColdWar.htm https://gcsehistory.wordpress.com/revision-notes/ 	<ul style="list-style-type: none"> Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
Cold War crises	<ul style="list-style-type: none"> The construction of the Berlin Wall, 1961. The events of the Cuban Missile Crisis. The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia. 		<ul style="list-style-type: none"> Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
Reaction to crisis	<ul style="list-style-type: none"> Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to West Berlin in 1963. The consequences of the Cuban Missile Crisis, including the 'hotline'. Attempts at arms control: the Limited Test Ban Treaty (1963); the Outer Space Treaty (1967); and the Nuclear Non-Proliferation Treaty (1968). International reaction to Soviet measures in Czechoslovakia. 		<ul style="list-style-type: none"> Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
Key topic 3: The end of the Cold War, 1970–91			

<p>Attempts to reduce tension between East and West</p>	<ul style="list-style-type: none"> • Détente in the 1970s, SALT 1, Helsinki, and SALT 2. • The significance of Reagan and Gorbachev's changing attitudes. • Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty (1987). 	<ul style="list-style-type: none"> • Edexcel GCSE History (9–1) Superpower relations and the Cold War, 1941–91 (Pearson, 2016) • Revise Edexcel GCSE (9–1) History: Superpower relations and the Cold War Revision Guide and Workbook (Pearson, 2017) • BBC Bitesize: The Cold War www.bbc.co.uk/education/topics/z6t6fg8/resources/1 • www.spartacus.schoolnet.co.uk/ColdWar.htm • https://gcsehistory.wordpress.com/revision-notes/ 	<ul style="list-style-type: none"> • Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy • Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
<p>Flashpoints</p>	<ul style="list-style-type: none"> • The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts. • Reagan and the 'Second Cold War', the Strategic Defence Initiative. 		<ul style="list-style-type: none"> • Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy • Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
<p>The collapse of Soviet control of Eastern Europe</p>	<ul style="list-style-type: none"> • The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe. • The significance of the fall of the Berlin Wall. • The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact 		<ul style="list-style-type: none"> • Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy • Links to Humanities intent with Investigating and forming judgements and Question and challenge statements

Paper 2: Option B1: Anglo-Saxon and Norman England, c1060–88

Key topic 1: Anglo-Saxon England and the Norman Conquest, 1060–66			
Concept	Content	Wider reading	Intent
Anglo-Saxon society	<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. 	<ul style="list-style-type: none"> Edexcel GCSE History (9–1) Anglo-Saxon and Norman England, c1060–88 (Pearson, 2016) Revise Edexcel GCSE (9–1) History: Anglo-Saxon and Norman England Revision Guide and Workbook (Pearson, 2017) Steward Binns, Crusade (Penguin Books, 2012) https://www.bbc.co.uk/bitesize/topics/zgdk4j6 www.bayeuxtapestry.org.uk/ Dan and Peter Snow, Battlefield Britain (BBC DVD, 2006) 	<ul style="list-style-type: none"> Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
The last years of Edward the Confessor and the succession crisis	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
The rival claimants for the throne	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
The Norman invasion	<ul style="list-style-type: none"> The Battle of Hastings. Reasons for William’s victory, including the leadership skills of Harold and William, Norman and English troops and tactics. 		<ul style="list-style-type: none"> Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
Key topic 2: William I in power: securing the kingdom, 1066–87			
Establishing control	<ul style="list-style-type: none"> The submission of the earls, 1066. 	<ul style="list-style-type: none"> Edexcel GCSE History (9–1) Anglo-Saxon and Norman England, c1060–88 (Pearson, 2016) 	<ul style="list-style-type: none"> Link to Parts A, B and C of History intent, gathering

	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Revise Edexcel GCSE (9–1) History: Anglo-Saxon and Norman England Revision Guide and Workbook (Pearson, 2017) Steward Binns, Crusade (Penguin Books, 2012) https://www.bbc.co.uk/bitesize/topics/zgdk4j6 Revolt of the Earls 1075 https://www.youtube.com/watch?v=BqCiAo034qc 	<p>historical knowledge, variety of skills and developing literacy</p> <ul style="list-style-type: none"> Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
The causes and outcomes of Anglo-Saxon resistance, 1068–71	<ul style="list-style-type: none"> 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). 		<ul style="list-style-type: none"> Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
The legacy of resistance to 1087	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
Revolt of the Earls, 1075	<ul style="list-style-type: none"> Reasons for and features of the revolt. The defeat of the revolt and its effects. 		<ul style="list-style-type: none"> Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
Key topic 3: Norman England, 1066–88			
The feudal system and the Church	<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 	<ul style="list-style-type: none"> Edexcel GCSE History (9–1) Anglo-Saxon and Norman England, c1060–88 (Pearson, 2016) Revise Edexcel GCSE (9–1) History: Anglo-Saxon and Norman England Revision Guide and Workbook (Pearson, 2017) Steward Binns, Crusade (Penguin Books, 2012) https://www.bbc.co.uk/bitesize/topics/zgdk4j6 	<ul style="list-style-type: none"> Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy Links to Humanities intent with Investigating and forming judgements and Question and challenge statements

	<p>roles of Stigand and Lanfranc. The Normanisation and reform of the Church in the reign of William I.</p> <ul style="list-style-type: none"> • The extent of change to Anglo-Saxon society and economy. 	<ul style="list-style-type: none"> • https://www.nationalarchives.gov.uk/help-with-your-research/researchguides/domesday-book/ 	
Norman government	<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy • Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
The Norman aristocracy	<ul style="list-style-type: none"> • The culture and language of the Norman aristocracy. • The career and significance of Bishop Odo. 		<ul style="list-style-type: none"> • Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy • Links to Humanities intent with Investigating and forming judgements and Question and challenge statements
William I and his sons	<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • Link to Parts A, B and C of History intent, gathering historical knowledge, variety of skills and developing literacy • Links to Humanities intent with Investigating and forming judgements and Question and challenge statements