



**Year 11 -12 History Transition
Work
2022**

Course Structure

In the Tudor unit you will be answering questions such as:

- How effectively did the Tudors restore and develop the powers of the monarchy?
- In what ways and how effectively was England governed during this period?
- How did relations with foreign powers change and how was the succession secured?
- How did English society and economy change and with what effects?
- How far did intellectual and religious ideas change and develop and with what effects?
- How important was the role of key individuals and groups and how were they affected by developments?

In the Democracy to Nazism unit you study:

A period of German history during which a newly developed democratic form of government gave way to a dictatorial Nazi regime. It explores political concepts such as 'right' and 'left', nationalism and liberalism as well as ideological concepts such as racialism, anti-Semitism and Social Darwinism. It also encourages reflection on how governments work and the problems of democratic states as well as consideration of what creates and sustains a dictatorship.

1C The Tudors		NEA
<p>Henry VII, 1485–1509</p> <ul style="list-style-type: none"> • Henry Tudor’s consolidation of power: character and aims; establishing the Tudor dynasty • Government: councils, parliament, justice, royal finance, domestic policies • Relationships with Scotland and other foreign powers; securing the succession; marriage alliances • Society: churchmen, nobles and commoners; regional division; social discontent and rebellions • Economic development: trade, exploration, prosperity and depression • Religion; humanism; arts and learning 	<p>The Establishment and early years of Weimar, 1918–1924</p> <ul style="list-style-type: none"> • The impact of war and the political crises of October to November 1918; the context for the establishment of the Weimar Constitution; terms, strengths and weaknesses • The Peace Settlement: expectations and reality; terms and problems; attitudes within Germany and abroad • Economic and social issues: post-war legacy and the state of the German economy and society; reparations, inflation and hyperinflation; the invasion of the Ruhr and its economic impact; social welfare and the social impact of hyperinflation • Political instability and extremism; risings on the left and right, including the Kapp Putsch; the political impact of the invasion of 	<p>Coursework on civil rights for African Americans, Native American Indians or women in America 1900 - 2000</p>

Henry VIII, 1509–1547

- Henry VIII: character and aims; addressing Henry VII's legacy
- Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy
- Relationships with Scotland and other foreign powers; securing the succession
- Society: elites and commoners; regional issues and the social impact of religious upheaval; rebellion
- Economic development: trade, exploration, prosperity and depression
- Religion: renaissance ideas; reform of the Church; continuity and change by 1547

Part two: England: turmoil and triumph, 1547–1603 (A-level only)

Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563 (A-level only)

- Edward VI, Somerset and Northumberland; royal authority; problems of succession; relations with foreign powers
- The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought
- Mary I and her ministers; royal authority; problems of succession; relations with foreign powers
- The social impact of religious and economic

the Ruhr; the Munich Putsch; problems of coalition government and the state of the Republic by 1924

The 'Golden Age' of the Weimar Republic, 1924–1928

- Economic developments: Stresemann; the Dawes Plan; industry, agriculture and the extent of recovery; the reparations issue and the Young Plan
- Social developments: social welfare reforms; the development of Weimar culture; art, architecture, music, theatre, literature and film; living standards and lifestyles
- Political developments and the workings of democracy: President Hindenburg; parties; elections and attitudes to the Republic from the elites and other social groups; the position of the extremists, including the Nazis and Communists; the extent of political stability
- Germany's international position; Stresemann's foreign policy aims and achievements including: Locarno; the League of Nations; the Treaty of Berlin; the end of allied occupation and the pursuit of disarmament

The Collapse of Democracy, 1928–1933

- The economic, social and political impact of the Depression: elections; governments and policies
- The appeal of Nazism and Communism; the tactics and fortunes of the extremist parties, including the role of propaganda
- Hindenburg, Papen, Schleicher and the 'backstairs intrigue' leading to Hitler's appointment as chancellor
- Political developments: the Reichstag Fire; parties and elections; the Enabling Act and the end of democracy; the state of Germany by March 1933

changes under Mary I; rebellion; intellectual developments; humanist and religious thought

- Elizabeth I: character and aims; consolidation of power, including the Act of Settlement and relations with foreign powers
- The impact of economic, social and religious developments in the early years of Elizabeth's rule

The triumph of Elizabeth, 1563–1603 (A-level only)

- Elizabethan government: court, ministers and parliament; factional rivalries
- Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain
- Society: continuity and change; problems in the regions; social discontent and rebellions
- Economic development: trade, exploration and colonisation; prosperity and depression
- Religious developments, change and continuity; the English renaissance and 'the Golden Age' of art, literature and music
- The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603

Part two: Nazi Germany, 1933–1945 (A-level only)

The Nazi Dictatorship, 1933–1939 (A-level only)

- Hitler's consolidation of power, March 1933–1934: governmental and administrative change and the establishment of the one-party state; the Night of the Long Knives and the impact of the death of President Hindenburg
- The 'Terror State': the police, including the SS and Gestapo; the courts; extent, effectiveness and limitations of opposition and non-conformity; propaganda: aims, methods and impact; extent of totalitarianism
- Economic policies and the degree of economic recovery; Schacht; Goering; the industrial elites
- Social policies: young people; women; workers; the churches; the degree of Volksgemeinschaft; benefits and drawbacks of Nazi rule

The Racial State, 1933–1941 (A-level only)

- The radicalisation of the state: Nazi racial ideology; policies towards the mentally ill, asocials, homosexuals, members of religious sects, the Roma and Sinti
- Anti-Semitism: policies and actions towards the Jews, including the boycott of Jewish shops and the Nuremberg Laws
- The development of anti-Semitic policies and actions; the effect of the Anschluss; Reichkristallnacht; emigration; the impact of the war against Poland
- The treatment of Jews in the early years of war: the Einsatzgruppen; ghettos and deportations

The impact of War, 1939–1945 (A-level only)

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| | <ul style="list-style-type: none">• Rationing, indoctrination, propaganda and morale; the changing impact of war on different sections of society including the elites, workers, women and youth• The wartime economy and the work of Speer; the impact of bombing; the mobilisation of the labour force and prisoners of war• Policies towards the Jews and the 'untermenschen' during wartime; the Wannsee Conference and the 'Final Solution'• Opposition and resistance in wartime including students, churchmen, the army and civilian critics; assassination attempts and the July Bomb Plot; overview of the Nazi state by 1945 | |
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Equipment List



Reading lists: On Amazon you will find the books above which are required reading for the course. They contain all of the unit you will need to learn for the exam.

Sites to visit

Imperial War Museum

Transition Work

Over the holidays you will complete the following tasks and bring it with when you start in September.

Watch: [Wilhelm II of Germany - YouTube](#) (47:38 minutes long)

- 1) Makes notes on the video
- 2) **Essay:** Answer the following question: "The main reason for the Kaiser's abdication was the Kiel Mutiny". To what extent do you agree?
- 3) **Source analysis:** How valuable are these sources for explaining why Germany lost the war?

<p>Source 1: The historian J.Wheeler-Bennett, Hindenburg, "The Wooden Titan" 1936, p.238</p>	<p>Ludendorff was complaining that the High Command had always suffered from lack of support from the civilian Government and that the Revolution had betrayed the army...General Malcolm asked him: "Do you mean, General, that you were stabbed in the back?" Ludendorff's eyes lit up and he leapt upon the phrase like a dog on a bone. "Stabbed in the back?" he repeated, "Yes, that's it, exactly. We were stabbed in the back."</p>
<p>Source 2: Hindenburg's evidence in a report to a government commission investigating the defeat, November 1919. On his way to the commission, he was greeted as a hero by vast crowds. He refused to reply to questions but instead read a prepared statement:</p>	<p>Our repeated requests to the government for strict discipline and strict laws were never met. Thus, our operations were bound to fail and the collapse had to come: the revolution was only the last straw. An English general rightly said, "The German army was stabbed in the back." No blame is to be attached to the sound core of the army. Its performance call like that of the officer corps for equal admiration. It is perfectly plain on whom the blame rests.</p>
<p>Source 3: President Ebert's address to the Weimar Constitution Assembly February 1919</p>	<p>"We have lost the war. This fact is not a consequence of the revolution. Ladies and Gentlemen, it was the Imperial Government of Prince Max of Baden which made arrangements for the armistice which disarmed us. After the collapse of our allies and in view of the military and economic situation there was nothing else it could do. The revolution refuse to accept the responsibility for the misery into which the German people were plunged by the mistaken policy of the old regime and the irresponsible over-confidence of the militarists (generals)."</p>
<p>Source 4: Prince Rupprecht of Bavaria, Commander of the Germany army in Flanders in a report to Prince Max of Baden 18th October 1918</p>	<p>"Our troops are exhausted and their numbers have dwindled terribly...Qualities of machine guns...and artillery have been lost...There is also a lack of ammunition...The morale of the troops has suffered seriously...They surrender in hordes whenever the enemy attacks. Whatever happens we must obtain peace, before the enemy breaks through into Germany; if he does, woe on us."</p>

The Tudors:

- 1) Create a fact file for the following monarchs: (Impact and significance – politically, internationally, economically and socially)
 - Henry VII
 - Henry VIII
 - Edward VI
 - Mary I
 - Elizabeth I
- 2) Research the challenges Henry VII's faced from Perkin Warbeck and answer the following question: How successfully did Henry VII deal with the challenges faced by Warbeck?
- 3) Answer the following question: "To what extent did the plots and rebellions faced by the Crown during the reign of Elizabeth pose a real threat to the stability of the Elizabethan state."