

Year 9 Curriculum Overview History 2023-24

	Autumn Term – 14 weeks – 21 lessons		
Unit Title	What contribution did colonial soldiers make in the First World War?	Why did Hitler rise to power?	What does Eric Hobsbawm mean by the ‘age of catastrophe’?
Approximate Number of Lessons	6	7	8
Curriculum Content	The students will study the causes of the First World War and the experiences of colonial soldiers on the Western Front.	The students will study post-WWI Germany and the conditions that led to Hitler being voted into power and how he consolidated his position as dictator.	The students will study the causes and key events / turning points of the Second World War.
Links to prior learning	The British Empire and the British colonies.	The First World War and its conclusion. The concept of democracy which will contrast to their study of a dictatorship.	The First World War and the rise of Hitler.
Cultural Capital Opportunities	Read <i>The World's War: Forgotten Soldiers of Empire</i> by David Olusoga Watch <i>The World's War: Forgotten Soldiers of Empire</i> with David Olusoga on BBC	Watch History KS3 / GCSE: Hitler's rise to power - BBC Teach Read <i>The Book Thief</i> by Markus Zusak	Visit Duxford or Imperial War Museum, London Watch any documentary on the Second World War Watch <i>Blitz Spirit</i> with Lucy Worsley on BBC Read <i>Voices: Now or Never: A Dunkirk Story</i> by Bali Rai Read <i>All the Light we Cannot See</i> by Anthony Doerr
Assessment Focus		An extended piece of writing to answer the enquiry question	An extended factual recall assessment
Name of Knowledge Organiser	<i>01: Colonial soldiers in WWI</i>	<i>02: The Rise of Hitler</i>	<i>03: Second World War</i>

Year 9 Curriculum Overview History 2023-24

	Spring Term – 13 weeks – 19 lessons		
Unit Title	How could the Holocaust have happened?	How ‘hot’ did the Cold War get?	Did Britain really ‘never have it so good’?
Approximate Number of Lessons	7	7	5
Curriculum Content	The students will study the history of anti-Semitism and how this led to the Final Solution under Nazi rule.	The students will study the rising tensions between the USA and the USSR post-WW2 and the threat of nuclear war.	The students will study how life was changing in the 1950s and 1960s in Britain. They will consider the opportunities and inequalities of British people at this time.
Links to prior learning	The rise of Hitler and the nature of a dictatorship, and the Second World War.	The First and Second World War and the nature of dictatorship.	Protest and revolution throughout time. Rise of democracy. First and Second World War and the Cold War.
Cultural Capital Opportunities	<p>Read Anne Frank’s <i>Diary of a Young Girl</i></p> <p>Read <i>When the World Was Ours</i> by Liz Kessler</p> <p>Read <i>When Hitler Stole Pink Rabbit</i> by Judith Kerr</p> <p>Watch <i>The Windermere Children</i> based on the book <i>After the War</i> by Tom Palmer</p>	<p>Watch <i>Cold War Britain</i> with Dominic Sandbrook</p> <p>Read <i>The Spy and the Traitor</i> by Ben Macintyre</p> <p>Read <i>Animal Farm</i> by George Orwell</p>	<p>Read <i>Small Island</i> by Angela Levy</p> <p>Read <i>Black and British</i> by David Olusoga</p> <p>Interview someone who grew up or lived in the 1950s or 1960s and ask them about what they remember</p> <p>Watch <i>Call the Midwife</i> (for a sense of period)</p> <p>Watch <i>The Imitation Game</i></p>
Assessment Focus		Source analysis and evaluation	An extended factual recall assessment
Name of Knowledge Organiser	04: Holocaust	05: Cold War	06: 1950s and 1960s Britain

Year 9 Curriculum Overview History 2023-24

Summer Term – 12 weeks – 18 lessons		
Unit Title	How can we find out about the experiences of black Britons in the 1960s?	How were the lives of American people affected by the 1920s' boom?
Approximate Number of Lessons	8	7
Curriculum Content	The students will study 1960s Britain and use primary sources to develop an understanding of the experiences of black Britons. They will analyse and evaluate sources such as government legislation, news reporting, television broadcasts and images.	The students will study the reasons behind the economic boom in 1920s America, the cultural changes of the 'Roaring 20s' and the inequality of wealth and opportunities.
Links to prior learning	Inequality and protest throughout time. The treatment of natives in the colonies of the British Empire. The experience of colonial soldiers during the First World War.	The First World War. The civil rights movement.
Cultural Capital Opportunities	<p>Read <i>Natives</i> by Akala</p> <p>Read <i>Black and British</i> by David Olusoga</p> <p>Interview someone who grew up or lived in the 1950s or 1960s and ask them about what they remember</p> <p>Read <i>Small Island</i> by Angela Levy</p> <p>Watch BBC iPlayer - Black and British: A Forgotten History - 4. The Homecoming</p> <p>Watch Small Axe - BBC Teach</p> <p>Listen to music from the 1960s: The Beatles, The Rolling Stones, The Who</p>	<p>Read <i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p>Watch <i>The Great Gatsby</i></p> <p>Watch <i>Annie</i></p> <p>Listen to jazz music recorded by Bessie Smith, Louis Armstrong, or Duke Ellington</p>
Assessment Focus	Source analysis / evaluation – curation of archive	End of Year Assessment - with a combination of factual recall questions, source analysis and an extended piece of writing
Name of Knowledge Organiser	<p>06: 1950s and 1960s Britain</p> <p>07: 1960s Britain</p>	08: 1920s America – the Boom

Knowledge organiser: What do the stories of the often 'forgotten armies' reveal about the Western Front?

What caused the First World War to happen?

The British Empire was the largest and strongest global power at the turn of the century.

However, Germany was looking to compete with Britain and this created a rivalry between the two countries.

There were long-term causes of the First World War: these are Militarism, Alliances, Imperialism and Nationalism.

There were two main alliance systems in Europe – the Triple Entente and the Triple Alliance.



The spark that caused the war to break out in July 1914 was the assassination of Archduke Franz Ferdinand, who was the heir to the throne of Austria-Hungary.

This murder was part of the conflict between Serbia and Austria-Hungary.

Austria-Hungary had taken Bosnia as part of their Empire and Serbia were unhappy about this.

This caused a nationalist group called the Black Hand to perform an act of terrorism and assassinate the Archduke in June 1914.

Austria-Hungary declared war on Serbia. Austria-Hungary were supported by Germany and Russia were keen to protect Serbia – this caused the whole of Europe to collapse into war because of the alliance system.



What do the stories of the often 'forgotten armies' reveal about the Western Front?

The Western Front was the main theatre of war from 1914-1918.

It ran from the coast of Belgium, through Northern France and ended at the Swiss border.

Most of the fighting took place in trenches and the fighting was brutal and the cost of life was very high due to the nature of the weapons.

Living conditions in the trenches were horrendous and many soldiers died from disease.

Traditionally, interpretations of the fighting on the Western Front are based on the experiences of white European soldiers.

However, there were soldiers and armies from across the world that came and fought on the Western Front.

This was because of the large Empires that the European countries had.

Some of the armies that fought alongside the British and French armies were from India, Algeria, China, South Africa and Canada.



What does the story of Ganga Singh reveal about the Western Front?

At the beginning of the war, the German Army moved very quickly through Belgium and the British Army suffered many losses. Indian soldiers of the British Empire were brought in to help fight on the Western Front. They were the largest volunteer army that took part in the war.

Ganga Singh was a Sikh from the Punjab, which was then part of British India.

He was an experienced soldier and we know about his experiences on the Western Front through the letters that he wrote.

Through the story of Ganga Singh, we can learn the following:

- The Indian soldiers did not have the appropriate uniform or weapons to fight on the Western Front.
- They often felt isolated and communication with the British was very difficult because of the language barrier.
- The Indian Army played an important role in the early stages of the war in holding the British lines and defending it against the Germans.



Key terms used in this unit:

Militarism - the belief of a government that a state should have a strong military.

Alliances - an agreement made between two or more countries to offer support and protection to one another, particularly at times of war.

Imperialism - a policy or ideology of extending a nation's rule over foreign nations to expand their Empire.

Nationalism – being willing to fight to prove your superiority over other nations and for the independence of your nation.

Assassination – murder by sudden or secret attack often for political reasons.

The Western Front - the main theatre of war from 1914–1918. It stretched from the coast of Belgium, through Northern France and ended at the Swiss border.

Trenches - long, narrow ditches dug into the ground where soldiers lived.

Knowledge organiser: What do the stories of the often 'forgotten armies' reveal about the Western Front?



Key terms used in this unit:

Stalemate – when neither side can win.

Chlorine gas – a deadly gas used as a weapon on the Western Front.

Offensive – when one side attacks the other side.

Artillery bombardment – when one side fires shells continuously at the enemy trenches for a prolonged period of time.

What does the story of the Algerian soldiers at Ypres reveal about the Western Front?

In Spring 1915, neither the Germany Army or the French and British armies could make any clear and lasting progress.

The trenches were dug as a form of protection and this caused a stalemate.

Ypres in Belgium was an important strategic and symbolic position for the British and it was under constant German attack throughout the war. The French asked their colonial soldiers from Algeria to come and help defend Ypres as they needed more riflemen.

Through the story of the Algerian soldiers, we can learn the following:

- Chlorine gas was used on the Western Front for the first time in the Spring of 1915 and it proved to be a deadly weapon.
- The soldiers did not have gas masks and if they tried to run from the trenches to escape the gas they were mowed down by machine guns.
- There was a language barrier between the French and the Algerians so they could not communicate their distress.

The Germans were able to advance 4 miles as a result of the gas attack. Other Muslim soldiers fought on the Western Front throughout the war; they came from countries like India, Tunisia, Morocco, West Africa, Libya and Somalia.

20% of colonial soldiers who fought for Britain were Muslims and at least 89,000 Muslims died fighting for Britain in the First World War.

What role did the Labour Corps play on the Western Front?

Verdun and the Somme were major battles fought on the Western Front in 1916.

The Somme was a major British offensive which attempted to break the German lines. It started on the 1st July 1916 after a one-week artillery bombardment.

The first day was the worst day in British military history because there were a total of 57,000 casualties and 19,000 British soldiers were killed. The battle continued for another five months, little was achieved in the battle with a huge cost to human lives on both sides.

The Chinese Labour Corps were brought over to the Western Front by the British to provide labour behind the front lines. They were used to build trenches, to carry out artillery and tank maintenance and to maintain railway lines.

Great efforts were made to keep the Chinese segregated and they suffered racial prejudices.

In total, around 140,000 Chinese labourers worked behind the lines in Northern France between 1916-1920. Their contribution behind the lines was important in supplying the soldiers on the frontline and the eventual Allied victory in the war.

There were Labour Corps from other parts of the Empire, for example a South African Native Labour Corps. All of these soldiers played a vital part in the war, but many of their stories have been lost and their contributions forgotten.

What does the story of Mike Mountain Horse reveal about the Western Front?

By Spring 1917 the Battle of Verdun and the Somme had come to an end, but with the Western Front still in a stalemate, both sides suffered millions of deaths.

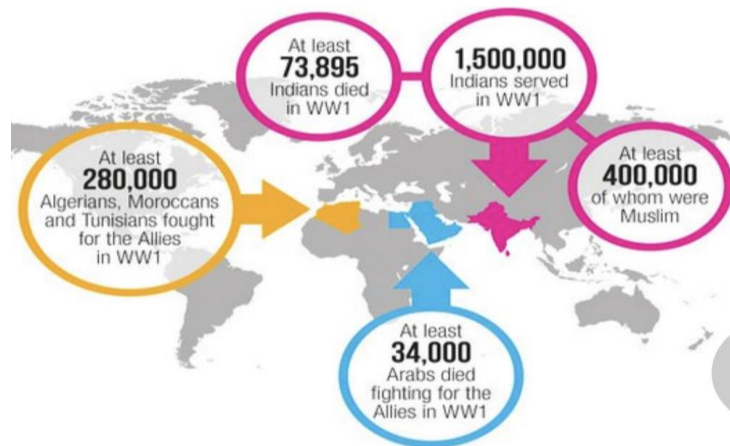
The British were still turning to their colonies for aid and manpower. Colonial soldiers from Canada had been present on the Western Front since the Battle of Ypres. 4000 of these soldiers were indigenous Canadians, or members of First Nation (Native American) tribes.

Mike Mountain Horse was a member of the Kainai (Blood) tribe from Alberta, Canada. He joined the Canadian Expeditionary Force after his brother Albert died from chlorine gas poisoning at Ypres in 1916.

We know about his story through a war robe – Mountain Horse painted pictographs of his experiences on a buffalo hide in the tradition of the Indians of the Great Plains. The robe is considered an indigenous war record that memorialises the events of WW1, particularly the events Mountain Horse was involved in.

Through the story of Mike Mountain Horse we can learn the following:

- Tanks were first used in a mass attack at the Battle of Cambrai in 1917.
- The psychological effects of war were important factors in how soldiers behaved on the Western Front.
- Colonial soldiers practiced indigenous customs whilst on the front line, with many using religion as a support.



Year 9: How was Hitler able to come to power in 1933?



How did the Weimar Republic govern?

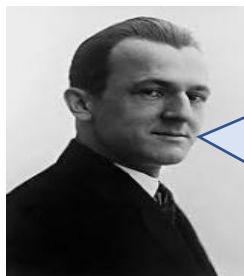
- The Weimar Republic held elections for the President and the Reichstag (Parliament) whilst the judicial (legal) branch was appointed.
- German citizens would vote for a party rather than a candidate.
- There was a President and a Chancellor (Prime Minister). The President would be in charge of the Armed Forces and had the power to dismiss the Reichstag triggering new elections. The President would appoint a Chancellor who would be in charge of the day to day running of government.
- The Weimar Republic introduced new 'basic rights' of government officials and citizens, many of which had not existed under the Kaiser such as freedom of religion and equality before the law. However, individual freedom was not fully protected, some old laws which denied freedoms continued such as laws that discriminated against homosexual men and Roma and Sinti communities.
- Article 48 of the Weimar government gave the President special emergency powers and they could if needed enact laws without the consent of the Reichstag.

The Treaty of Versailles:

- Britain, France and America emerged from the First World War victorious. A conference was arranged in 1919 called the Paris Peace Conference, where the victorious nations would meet to discuss whether or not there should be any punishment for Germany and if so, what those punishments should be.
- The conference was dominated by the 'Big 3'. President Woodrow Wilson representing the USA, David Lloyd George representing Great Britain and Georges Clemenceau representing France.
- The 'Big 3' decided on the punishments Germany should face and these became the Treaty of Versailles.
- The treaty had economic, military and territorial terms as well as Germany having to accept full responsibility for the war, known as the 'war guilt' clause.
- **Economic terms:** Germany had to pay 132 billion in reparations.
- **Military terms:** Germany was to limit its army to 100,000 men, they were to have only 6 battleships, no submarines and no air force.
- **Territorial terms:** Germany had to surrender all of its colonies, Germany was forbidden to unite with Austria and they had to give Alsace-Lorraine back to France.

The impact of WW1 on Germany:

- 55% of all German troops had become casualties
- 750,000 Germans died because of food shortages
- Workers went on strike in Munch and Stuttgart and refused to carry out their work
- The Kaiser lost control of his army and navy who started to **mutiny**.
- All of these factors made the Kaiser look incompetent and he lost a lot of support. This led to a **revolution** in Germany.
- On the 9th November 1918, the Kaiser abdicated the throne and fled to the Netherlands.
- Many people did not want to be ruled again by a single ruler and instead, wanted to choose who led the country. A new German '**Republic**' was formed under a party called the SPD. On the 11th of November the SPD signed the armistice, ending the First World War.



Artist George Grosz :
 "You could not see who was heating the cauldron; you could merely see it merrily bubbling, and you could feel that heat increasing."



Education: History focused on wars that Germany had won and periods where Germany lost wars were glossed over. Very little was taught about the First World War except that the Treaty of Versailles was deeply unfair and harsh on Germany.



Hyperinflation: Prices continued to rise and the value of currency dropped. Lots of countries faced inflation in Europe following the First World War but none as severe as Germany. Many Germans found themselves bankrupt. Many workers realised that no matter how much their wages rose, they could not keep up with soaring prices. In 1929 a worldwide depression made this worse for Germans. By 1932, 6 million German workers were unemployed.

What was life like under the Weimar Republic?



Women: Women in Germany gained the right to vote in 1919. During the years of the Weimar Republic, a majority of the **electorate (people eligible to vote)** were female, in part because so many men had died in the war. In 1919, the first year women could vote in Germany, they held 10% of the seats in the Reichstag. More than 11 million women were employed in Germany in 1918, accounting for 36% of the workforce



Jewish population: Anti-semitic conspiracy theories were common in post-war Germany, even in the highest levels of government. In 1919, Erich Ludendorff, one of Germany's top military leaders, falsely claimed that Jews were one of several groups responsible for the nation's defeat in the First World War.

How was Hitler able to come to power in 1933?



Who was Adolf Hitler?

- Adolf Hitler was an Austrian citizen who had volunteered to fight for the German army in the First World War.
- He was in a hospital, recovering from a mustard gas attack that had left him partially blinded, when he learned of Germany's defeat and he moved to Munich shortly after.
- Hitler was like hundreds of thousands of other German citizens in 1919, disturbed by their nation's defeat, deeply unsettled by the political revolutions that occurred at roughly the same time.
- He joined a political organization that already existed called the **German Workers' Party** and he rapidly became a dominant figure in the movement because he had a gift for public speaking. In early 1920, the party changed its name to the National Socialist German Workers' Party, or the 'Nazi Party' for short.
- In 1923, Hitler and about 2,000 supporters attempted to stage a **coup** in which they tried to take control of Munich.
- It ended in a confrontation which resulted in the death of 16 Nazis and 4 German policemen. Hitler was arrested and charged with treason two days later. However, he was treated in jail like a bit of a celebrity. In jail, he wrote *Mein Kampf* 'My Struggle', which was his blueprint for what was to come.
- Once released from jail, he spent most of the mid-1920s building up the political organization of the Nazi Party. In 1928, at the German parliamentary elections, he only got 2.6% of the national vote. In 1924, he had gained 6%. He was still only a marginal political figure.

How did Hitler get himself into a position of power?

- In 1920, Hitler proposed his '25 point plan' to the Nationalist Socialist German Workers Party. This plan consisted of a list of demands and promises to the German people, should they support the party. For example, he demanded the removal and end of the terms of the Treaty of Versailles which were unpopular with the German citizens in particular demanding Germany's colonies back and he proposed that only people with 'German blood' may be citizens.
- In 1930, during the Great Depression, the Nazis won 18% of the vote and 107 seats, and by July 1932 they were up to 37% of the vote. Now, people knew what Hitler stood for, but they weren't quite sure what his priorities were.
- In 1932, Hitler ran against the current President, World War I general Paul von Hindenburg. The Nazis won the largest share of seats in the Reichstag, at 37%, but did not get the majority needed for Hitler to become President. In a second round of voting, Hindenburg was able to gain a narrow majority of votes and retain the office. A third of the electorate gravitated toward Hitler. But it was only a third. The President had to pick a Chancellor and his advisors said, 'you've got to pick somebody. Let's pick him.' And he thus became the Chancellor. Hindenburg believed that they could control Hitler this way. He was known as the 'drummer boy'.

The 25 Point Plan of the Nazi Party



1. All Germans to be united in a bigger Germany.
2. Germany to be treated like all other powerful nations.
3. Land and territory from Treaty of Versailles returned.
4. Only a member of the German race can be a German citizen.
5. Non-Germans are only guests in Germany not real citizens.
6. Everyone in government had to be German.
7. The government to provide work and jobs if there are none.
8. Stop immigration.
9. All Germans should have equal rights.
10. Germans should work hard.
11. No one could earn money they hadn't worked properly for.
12. All people who benefited from the war to have money and property taken away.
13. All businesses and industry to be controlled by the government.
14. Money made from industry to go to the German people.
15. More old age welfare.
16. Reduce costs for businesses.
17. No more taxes on land.
18. People who try and challenge Germany to be punished by death.
19. New German laws.
20. A new and better education system.
21. Look after the health of children, introducing more sport and healthy lifestyles.
22. A new bigger national army.
23. No lies or anti-German things to be published in newspapers;
 - a) All journalists to be German.
 - b) Non-German newspapers to have permission of the government to be published.
 - c) Non-Germans could not invest in or influence German newspapers and radio.
24. Freedom of religion (as long as it was not Judaism).
25. A strong government and leader.

Key words:

Mutiny
Abdication
Weimar Republic
Democracy
Reichstag
Coup
Hyperinflation
Depression
Unemployment
Anti-Semitism
Propaganda



The Nazis used propaganda to send out a message about strong leadership and a better future for Germany.

Knowledge organiser:

Why was there another World War?

- A meeting was held in Versailles in 1919 following the end of the First World War – this was to decide what should happen to Germany following their defeat. The discussions were dominated by the ‘big four’, Britain, USA, Italy and France, although lots of countries were represented. Germany was not invited to the negotiations.
- The Treaty of Versailles was signed in 1919. It stated that Germany had to accept the ‘war guilt’ clauses taking full responsibility for the war, they had to pay 132 billion gold marks in reparations, their military was significantly reduced and Germany could not join the League of Nations.

TREATY SIGNED; WAR OVER

- 1933 - Adolf Hitler became Chancellor of Germany and deeply disliked the terms of the Treaty of Versailles. He used the Enabling Act to seize power in Germany and make himself a dictator.
- This was a time when dictatorships were growing in Europe: Mussolini in Italy, Stalin in Russia, Hitler in Germany and Franco in Spain.
- Hitler broke the terms of the Treaty of Versailles by building up his military (army, air force and navy) and from 1936 he started to invade and capture territory around Germany.
- British Prime Minister Neville Chamberlain pursued a policy of appeasement - he hoped that if leaders showed understanding and gave Hitler everything he asked for there would be no reason for fighting to break out.
- The policy of appeasement failed and Britain and France declared war on Germany in 1939 following Hitler’s invasion of Poland.



What does Eric Hobsbawm mean by ‘the Age of Catastrophe’?

“The decades from the outbreak of the First World War to the aftermath of the Second, were an Age of Catastrophe for this society. For forty years it stumbled from one calamity to another. It was shaken by two world wars, followed by two waves of global rebellion and revolution.”

Did Britain win the war?

- The Second World War broke out in Europe on the 1st September, 1939 following the Nazi invasion of Poland.
- Allied Powers: Britain, France. From 1941 – USSR and USA.
- Central Powers: Nazi Germany, Italy and Japan.
- In May 1940, Nazi armies attacked Holland, then swept through Belgium and into France. Britain sent its Expeditionary Force (BEF) to France to try and resist Hitler’s armies but were unsuccessful. What followed was the evacuation of 345,000 soldiers from the beaches of Dunkirk.
- ‘Operation Sealion’ was Hitler’s planned invasion of Britain after the fall of France in 1940. In preparation for this, he aimed to get control of the skies. The Battle of Britain was a major air campaign that ultimately saw the defeat of the Luftwaffe by the British RAF and the prevention of a Nazi invasion.
- Contributing factors to the eventual Allied victory: the Battle of Britain, Hitler’s decision to invade the Soviet Union creating a war on two fronts, the Japanese attack on Pearl Harbor, the Battle of Stalingrad, D-Day and technological developments e.g. the creation of the Atomic bomb.



Key terms:

Historical significance: The reasons why something has been remembered.

Reparations: Providing payment to countries that have been damaged.

Dictatorship: A form of government where absolute power is held by a single person or small group of people. Those who hold power are not held to account by any form of constitution and usually come to power using force, intimidation or bribery.

Fascism: An extreme and violent far-right dictatorship.

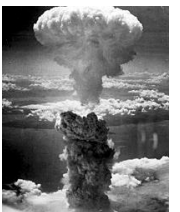
Appeasement: A policy whereby the demands of a leader are met in order to avoid conflict.

Luftwaffe: The German air force in WW2.

Isolationism: A policy of remaining distant from the affairs and problems of other countries.

What was the significance of the attack on Pearl Harbour?

- When the Second World War broke out in Europe, America still followed a policy of ‘isolationism’ and did not get directly involved in the war.
- 8th December 1941 - the Japanese used their planes to make a surprise attack on the US Naval Base at Pearl Harbour, Hawaii.
- The Japanese managed to destroy 20 US naval ships, 8 battleships and 200 planes. They killed 2000 American military personnel.
- On the 9th December 1941 President Franklin Roosevelt gained the approval of Congress and declared war on Japan.
- Three days later Japan and Italy declared war on the US.
- America had officially entered the Second World War.
- On the 2nd of September 1945, the Second World War ended in Europe but continued in the Pacific.
- America took the decision to drop two Atomic Bombs over the Japanese cities of Hiroshima and Nagasaki – this led to Japanese surrender.



Knowledge organiser: How could the Holocaust have happened?

What was the Holocaust?

The Holocaust was the mass killing of six million Jewish people. Other victims include **gypsies, people with physical and mental disabilities, homosexuals, political opponents, Soviet prisoners-of-war** and **Slavs**. The Holocaust Education Trust tries to put the emphasis back on the individual stories of the Holocaust victims, and Frank's story introduces this concept. Frank originally lived in Germany, and migrated to Czechoslovakia with his family following Nazi persecution. He survived living in a ghetto and Auschwitz, but many of his friends and family did not.

What was life in Nazi Germany like?

Once the Nazi Party had been elected, they had to begin acting upon the promises they had made to the German people.

Who benefited from Nazi rule?

They began to end unemployment by hiring workers to work on job schemes – building motorways and hospitals, for example. They also recruited one million unemployed men into the army. To help farmers, they cancelled farmers' debts and increased the price of farm produce, so farmers had more money. They set up the 'Beauty of Labour' organisation to persuade employers to improve working conditions in factories. It all seemed like Hitler was genuinely improving people's lives.

However, in return, the Nazis began to reduce people's freedom. For example, they thought that women should only be housewives and mothers, so they sacked many female doctors and teachers. They stopped paying unemployment benefit to anyone who refused to join a job scheme, and increased working hours whilst keeping wages low. They banned trade unions, so workers could not go on strike or complain about their low pay. They told manufacturers what prices they could charge and decided which companies received the materials needed to make their goods. In addition, the Nazis blamed the Jews for Germany's problems, declaring them 'racially inferior'. They boycotted Jewish shops and closed Jewish businesses.

How did the Nazis control the German population?

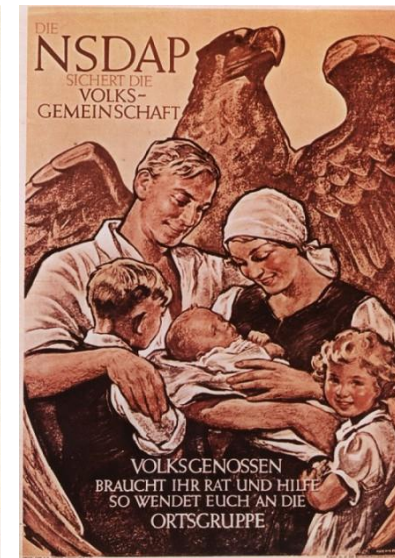
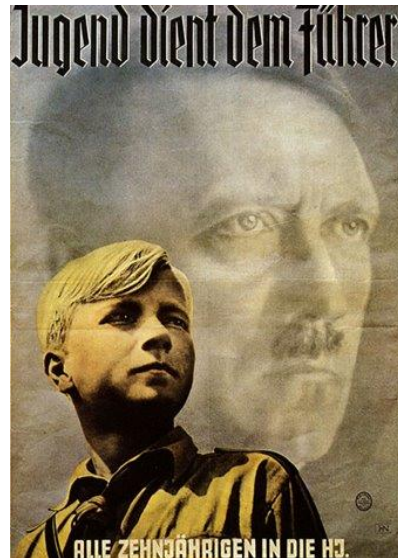
Many Germans supported the Nazis and admired Hitler; however, many other Germans disliked him and were opposed to Nazi ideas. The Nazis did not want any opposition, so they used a combination of terror, propaganda and censorship to control the German people.

Terror:

The **Schutzstaffel**, or **SS**, was the Nazis' main instrument of terror. It beat up opposition, ran the concentration camps and the secret police force, called the **Gestapo**. The Gestapo set up a network of informers to spy on the people of Germany. These spies would report any unacceptable behaviour to the SS.

Propaganda and censorship:

Joseph Goebbels was employed as the Minister of Propaganda. It was his job to persuade the people of Germany that the Nazis were doing good things and hide any Nazi failings from them. To do this he used pro-Nazi propaganda such as posters, newspaper, radio stations, books and films. Images of Hitler were everywhere, and his speeches were heard over loudspeakers in public places. German children were taught about Nazi ideas in school and in the **Hitler Youth** organisation. In comparison, he stopped anyone writing or broadcasting anything anti-Nazi. Some newspapers were shut down, un-German books were burned, and foreign films were banned. The Nazis hoped that this combination of propaganda and censorship would minimise the need to control people through terror as they would become **indoctrinated** in favour of the Nazi ideas.



Key terms used in this unit:

The Holocaust: the mass murder of Jews under the German Nazi regime during the period 1941–5. More than 6 million European Jews, as well as members of other persecuted groups, were murdered at concentration camps such as Auschwitz.

Anti-Semitism: hostility to or prejudice against Jews.

Schutzstaffel (SS): meaning 'protection squadron' were originally Hitler's elite personal bodyguard. It grew into a formidable private army.

Gestapo: secret police force and spy network

Propaganda: information, especially of a biased or misleading nature, used to promote a political cause or point of view.

Censorship: the blocking of information or news

Joseph Goebbels: Minister of Propaganda of Nazi Germany from 1933 to 1945.

Hitler Youth: youth organisation of the Nazi Party in Germany.

Indoctrinate: teach (a person or group) to accept a set of beliefs uncritically

Life for Jewish people before the Holocaust:

Europe's Jewish population was more **diverse** than people assume. Some Jewish people were religious and visited the synagogue, others identified primarily as German or Hungarian and were not religious. Many were reminded of their 'Jewish-ness' by Hitler and forced to declare it on their passports and identity cards. All Jews – just like any other people – had multiple facets to their identity, formed by their families, careers, interests, leisure pursuits, and much else besides. Ultimately, it was only anti-Semites who defined them all purely by their Jewishness.



How did the Nazis attempt to build a master race?

Hitler wanted to make Germany into an **Aryan society**. This meant that certain groups in society were seen as inferior: Jews, the disabled, homosexuals, gypsies, Communists, Slavs and prisoners of war. In order to create a '**master race**', the Nazis started to pass **anti-Semitic legislation** to restrict Jewish people from taking part in German society. These laws became stricter over time, particularly once the Second World War began. Other methods of persecution further isolated non-Aryans, for instance, children were taught anti-Semitic beliefs in schools, anti-Semitic **propaganda** was published, and **scientific 'experiments'** took place on those who were not seen as fitting the Nazi 'master race' model.



Key terms used in this unit:

Social Darwinism: The idea that some races are inferior, and that the strongest and most ruthless would win.

'Stab-in-the-back theory': Jewish people were blamed for losing the war, and were said to have profited off the situation.

Mein Kampf: a book written by Hitler when he was in prison that sets out his ideas about Germany

Aryan race: The belief that German people were descended from a 'master race'. Traditionally seen as strong with blonde hair and blue eyes

Genocide: the deliberate killing of a large group of people, especially of a specific race

Perpetrator: a person who carries out a harmful or immoral act

Bystander: a person who does not contribute to the harmful act, but does nothing to help

Concentration camp: a camp where Jewish people are kept to work

Ghettos: a segregated part of a city where the Jewish people were forced to live

Final Solution: the decision made to kill all the Jews in Europe

How and why were Jewish people persecuted before the 1930s?

Anti-Semitic views have been present throughout history. When Christianity became the official religion of the Roman Empire, Jews were seen as second-class citizens. Over time, religious anti-Semitism has morphed into racial anti-Semitism. Theories such as **Darwin's theory of evolution** supported the idea that there were inferior races. These views became more prominent in Germany following the First World War. Jewish people were blamed for losing the war, and were said to have profited off the situation. This was called the '**stab-in-the-back theory**'. Hitler took these ideas and presented his own version of them in '**Mein Kampf**'; his book that was read by millions of German citizens.

Restrictions against the Jews (1933-38)

1933

- Jews banned from all state jobs as civil servants, teachers, journalists, lawyers, radio announcers.
- Jewish and non-Jewish children forbidden to play with each other.

1935

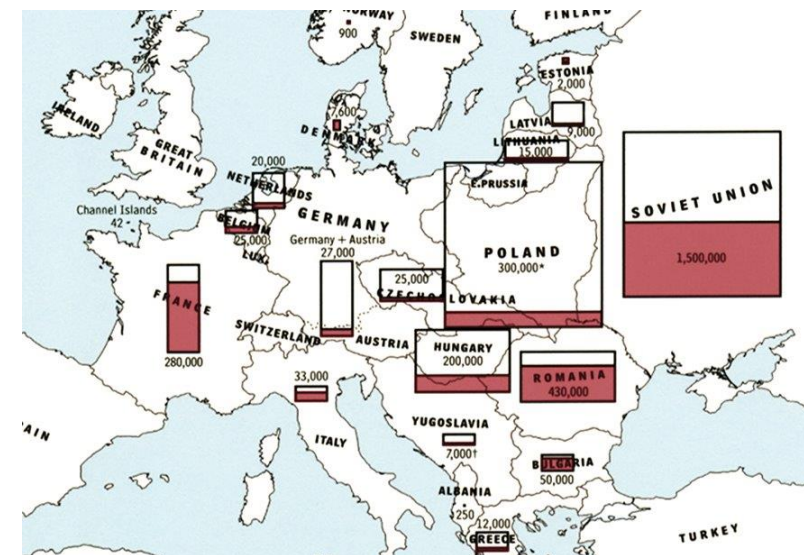
- Jewish writers not to be published.
- **Nuremberg Laws:** Jews could not marry or have sexual relations with a non-Jew. All Jews had their German citizenship removed.

1936

- Jews were not allowed to own radios, typewriters, bicycles.

1938

- Jews not allowed to practice as doctors or own their own businesses.
- Jews banned from swimming pools, cinemas, theatres, concerts.
- Jews not allowed to buy newspapers.
- Jews not allowed to attend state schools or universities.
- Jewish passports had to be stamped with the letter 'J'



Final Solution:

The 'Final Solution' was conceived at the **Wannsee Conference**. This was a secret meeting of senior Nazi officials which took place on January 20th 1942 in Wannsee, Berlin. The 'Final Solution' to eliminate all Jews from Europe was made in this meeting, and the plans to build gas chambers at Auschwitz and other camps were finalised. The consequences of this meeting were huge as it led to the murder of two-thirds of the Jewish population of Europe. In some places the impact was more: for example, 90% of Jews in Poland were killed.

Auschwitz:

Auschwitz-Birkenau was in Poland and was one of the most notorious extermination camps that the Nazis set up. It was originally a slave-labour camp and was extended after the Final Solution. The guards in the slave-labour section were instructed to 'work them to death'. Above the gate to Auschwitz were the words 'Arbeit mach frei' (work sets you free). Life expectancy was three months, as prisoners died from disease, exhaustion or lack of food. More than 150 German companies used Auschwitz prisoners as slave labour. In the extermination camp all those who were considered unfit to work were sent to gas chambers. About four million people were sent to Auschwitz; only 60,000 survived.

Who was responsible for the Holocaust?

It is difficult to say that one person was responsible for the Holocaust as so many people were involved. Historians consider the role played by the perpetrators, collaborators, and bystanders. Those to consider could be:

- Hitler
- Goebbels (Minister of Propaganda)
- Goering (leader of the Gestapo)
- Himmler (leader of the SS)
- Heydrich (organised the death camps and gas chambers)
- Camp commandants
- SS camp guards
- Civil servants and clerks
- Police
- Train drivers
- Engineers who designed the gas chambers
- German companies who used slave-labour
- German people
- Other governments who ignored what was happening

Some historians argue that the German people willingly did what the Nazis asked them to do (Goldhagen); others argue that the German people were coerced into taking part and had no choice (Browning).

In the Goebbels diaries of 1942:

'The Führer once more expressed his determination to *clean up* the Jews in Europe pitilessly... their destruction will go hand in hand with the destruction of our enemies.'

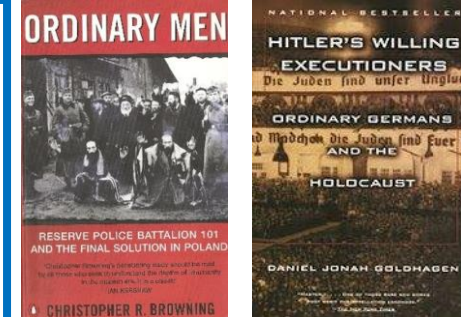
Anka Bergman, Prague:

When we got into our barrack, [my friend] asked the women already there, "*Where are my parents? When will I see them again?*" And they all started screaming with laughter, "*You stupid idiot, they are in the chimney by now!*" We thought they were mad, and they thought we were mad...



Gena Turgel, Kraków :

'At Auschwitz-Birkenau, every last remnant of respect and dignity was squeezed out of us. In our loose, insect-ridden clothing and with our hair cropped or shaved, we felt completely dehumanised.'



"Pale and nervous, with choking voice and tears in his eyes, Trapp visibly fought to control himself as he spoke. The battalion, he said, had to perform a frightfully unpleasant task. This assignment was not to his liking, indeed, it was highly regrettable, but the orders came from the highest authorities. If it would make their task any easier, the men should remember that in Germany the bombs were falling on women and children."

Christopher Browning, *Ordinary Men*

"From the market square the Germans trucked the Jews, one group a time, to woods on the outskirts of Jozefow, whereupon the Jews were ordered by the policemen to jump down from the trucks. Even though this was their first killing operation, it was already 'natural' for the men of Police Battalion 101 to strike Jews."

Daniel Goldhagen, *Hitler's Willing Executioners*



The decades-long use of anti-Semitism as a weapon against socialism and democracy made the Jews targets of oppression and violence, but it was not enough to mark them all for death... Further historical developments robbed them of their humanity in the eyes of their killers and made their murder possible. During the decades leading up to the Holocaust, racism reached its height in the history of Western civilization: inborn differences in value between different ethnic groups were now assumed to be scientific facts. Now it was possible to define the Jewish people as a separate species, genetically hardwired to behave destructively and therefore undeserving of life.

Dan McMillan, *How Could This Happen: Explaining the Holocaust*

Knowledge organiser: How 'hot' did the Cold War get?

What was the Cold War?

- The USSR (Soviet Union) and the USA emerged from the war as superpowers, two of the most powerful nations in the world. Both nations had worked together during the war to defeat Hitler however, very soon their differences led to tension between them.
- The USSR was a Communist country whereas the USA was a Capitalist country. Both tried to increase their influence in Europe and Asia.
- Europe became divided by what Winston Churchill called 'the iron curtain', a metaphorical division between the Capitalist West and Communist East.
- The two engaged in a Cold War, whereby there was never any direct conflict between them but rather a lot of hostility and tension.
- Both nations engaged in an arms race, competing to have superior weapons, including nuclear bombs.

'The splitting of the world into two almost equal rival parts... was the inescapable consequence of two world wars... It was these wars which shattered the rule of Europeans over the entire globe, ended the undisputed sway of capitalism over it, and brought into question the survival of our way of life.'

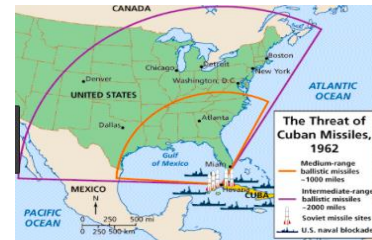
Historian Denna Fleming



Why was the Cuban Missile Crisis so dangerous?

- Kennedy created a naval blockade around Cuba for 13 days.
- Khrushchev, the leader of the Soviet Union, offered to remove the Cuban missiles in exchange for the U.S. promising not to invade Cuba. Kennedy also secretly agreed to remove U.S. missiles from Turkey.

- Both the USA and the USSR developed intercontinental ballistic missiles.
- Both the USA and USSR were reluctant to use these as it would lead to 'mutually assured destruction'.
- Turkey allowed the USA to place some of its missiles along the Turkish-Soviet border.
- Similarly on the 16th October 1962, President Kennedy found that the USSR had started to build nuclear missile sites on Cuba (which was a Communist country).



How did the USA try to contain Communism?

- In the 1950's Senator McCarthy believed he had intelligence of suspected Communists working in the US Government, he also accused some celebrities of being Communist. This is known as red-baiting.
- This fear and distrust towards Communism began to influence the decisions the American government made during this period. In particular, it influenced their 'foreign policy'.
- The American government believed that if one country in the world was to fall to Communism, it was only a matter of time before others fell too, 'the domino theory'.
- Therefore, the American government decided it was their duty to try to 'contain' Communism to the countries in which it already existed.



Key terms:

Ideology: a belief which influences politics.

USSR: The Union of Soviet Socialist Republics (The Soviet Union). This included countries such as Russia, Estonia, Latvia, Ukraine etc.

Superpowers: a very powerful and influential nation. (USA and the USSR after the Second World War).

Arms race: when two or more countries compete to have the biggest and most powerful weapons.

Containment: To stop something from spreading. In this context, the USA tried to 'contain' the USSR, to stop it spreading its ideas to other countries.

Mutually Assured Destruction (MAD): the idea that the use of Nuclear weapons by two countries would lead to the destruction of both countries.

Red Scare: The fear of Communism within the United States. There was a 'red scare' in the 1920's and the 1950's.

Knowledge organiser: How 'hot' did the Cold War get?

How hot did the Cold War get?

Throughout the Cold War, the USSR and the USA helped to support and fund a series of wars around the world in the hope that those nations, if victorious would adopt their ideologies. These were known as Proxy Wars. The Korean War, the Vietnam War, the Afghanistan War were all examples of Proxy Wars during the Cold War. In 1945, the Potsdam Agreement divided Germany into four zones of occupation: Soviet, American, British and French. Germany's capital, Berlin was also divided into four zones, despite it being situated in the Soviet zone. The Soviet Union responded by creating a blockade of West Berlin. In August 1961, the Soviets began to establish the Berlin Wall, which separated East and West Berlin. This wall was in place for 28 years.

How and why were there protests in the USA?

- A succession of Presidents escalated America's involvement in Vietnam gradually.
- Eisenhower created the Southeast Asia Treaty Organization (SEATO) in an attempt to block communist spread to Southeast Asia. SEATO essentially put Vietnam under its protection.
- Kennedy sent military advisors to help train South Vietnamese Army. The U.S. provided \$65 million in military equipment and \$136 million in economic aid by 1961.
- Johnson ordered the continued bombing of North Vietnam called "Operation Rolling Thunder", which lasted for more than 3 years. He then sent the first combat troops to South Vietnam in March 1965.
- Nixon saw the last U.S. combat troops leave Vietnam on March 29, 1973.



- The Vietnam was deeply unpopular within American society and had become a televised war. Different forms of protests emerged e.g. draft dodging, burning draft cards, protest marches.

Key terms:

Marshall Aid: President Truman gave \$12 billion to some European countries after the Second World War to help them to rebuild.

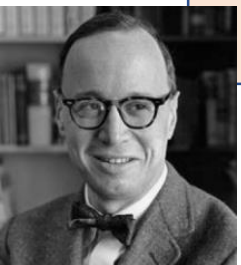
Proxy War: a conflict in which a major power helps to support, but does not themselves directly get involved.

Détente: a policy of easing strained relations between countries.

Escalation: a rapid increase

Blockade: to seal off/surround an area to prevent goods/supplies from entering or leaving.

"The reason that the Cold War never exploded into 'hot war' was by irony, the invention of nuclear weapons. One is inclined to support the suggestion that the Nobel Peace Prize should have gone to the atomic bomb."



Historian Arthur Schlesinger

Who ended the Cold War?

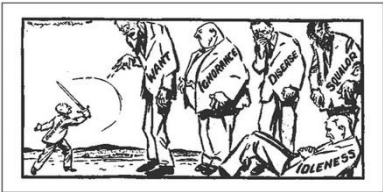
- Following the Vietnam War, the Cold War went into a period of 'détente' – meaning the tensions eased.
- In the 1970s a series of talks took place between the leaders of the USSR and the USA and two agreements [Strategic Arms Limitation Talks - SALT 1 and 2] were signed where both countries committed to spending less on nuclear arms and to 'peacefully co-exist' together.
- US President Ronald Reagan wanted to take a stronger stand against Communism whereas the leader of the USS, Mikhail Gorbachev was open to creating peace with the Capitalist West.



Knowledge organiser: Did Britain really 'never have it so good'?

1940s

- William Beveridge was an economic and social reformer. He was asked by the government to write a report in 1942. It recommended what should be done to improve people's lives when the war was over. This became known as the 'Beveridge report'.
- The Beveridge report stated that there were five giants that needed to be tackled in order to try to improve the lives of British citizens. The five giants were: Want, idleness, squalor, disease and ignorance.



- The Education Act (1944) provided free and compulsory education up until the age of 15.
- The National Insurance Act was passed in 1946 which made it compulsory for all workers to pay part of their wages in National Insurance. In return, workers received benefits if they could no longer earn money due to illness, unemployment or old age.
- The National Health Service (NHS) was set up in 1948 to provide free medical and hospital treatment.

1950s

- The quality of life for many improved. Rationing ended and many had more leisure time and money to spend on goods.
- The sale of cars doubled, by 1955 there were over 3 million cars in Britain. The Mini was launched in 1959- it cost £496.
- The first passenger jet aircraft took holidaymakers abroad in 1952.
- Rock and Roll music became popular, especially artists such as Elvis Presley and Buddy Holly.



- The television was invented, millions watched the coronation of Queen Elizabeth II in 1953.
- In 1957, British Prime Minister Harold Macmillan claimed that people had 'never had it so good'.
- There were around 3 male workers for every female worker, Many women stayed at home as housewives.

1960s

- The 1960's are sometimes referred to as the 'Swinging Sixties' and are associated with the birth of pop music and fashions such as the miniskirt and flared trousers.
- By 1960 there were 5 million cars on British roads, 75% of homes had a television and nearly all homes had consumer goods such as fridges and vacuum cleaners.
- The death penalty was abolished, the voting age was lowered from 21 to 18 and the Abortion Act made the termination of pregnancy legal.



Key terms:

Austerity: when times are hard. A situation whereby a government tries to spend as little money as possible because of poor economic conditions. It means life is harder for many citizens as there are tax increases etc.

Prosperity: (prosperous) the state of being wealthy.

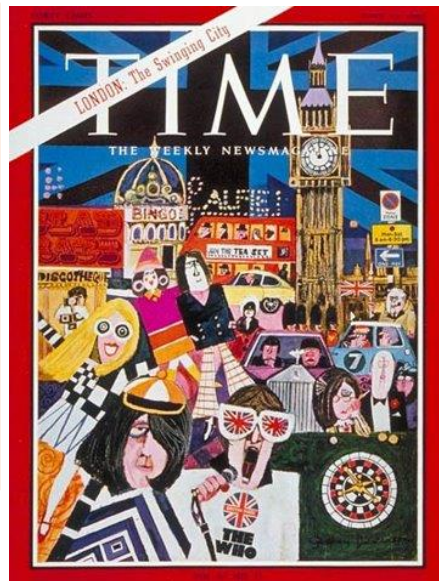
Revolutionary: a complete or dramatic change.

Squalor: the state of being dirty and unpleasant, usually a result of living in poverty.

Idleness: laziness

Why were the 1960s seen as 'swinging'?

- The 1960s are traditionally seen as a time of great development and change. This can be seen in fashion, music, technology and society.
- In 1966, *Time* magazine described London as 'swinging'. The front cover depicted an interpretation of this.
- David Bailey was a photographer who captured the celebrity culture of the time.
- Despite this, many people did not experience the 1960s in this way.



How can we find out about the experiences of black Britons in the 1960s?

Television news reports

- In the 1960s, 75% of homes in the UK had a television.
 - In 1964, BBC 2 was set up, and was the first channel to have colour in 1967.
 - In 1957 only 24% of homes said that TV was their main news outlet.
 - By 1962, 52% said that TV was their main news outlet.
1. Burning Cross race attack
 2. Vox pops on black police officers
 3. A report on housing

Key words

'Swinging 60s'

The Beatles

The Rolling Stones

Legislation

Citizenship

Nationality

Colonies

Immigration

Deportation

Discrimination

Segregating

Ku Klux Klan

Windrush generation

Government Legislation

1948 British Nationality Act – gave all 800 million Commonwealth citizens the chance to move to the 'mother country' and gain British citizenship.

1962 Commonwealth Immigrants Act – controlled the immigration of all Commonwealth passport holders. They now needed to apply for a work voucher before coming to Britain. Only certain skills were accepted.

1965 Race Relations Act – prevented racial discrimination in housing and employment. Seen as a failure by the Race Relations Board bringing no criminal convictions.

1968 Commonwealth Immigrants Act – put even tighter controls on immigration by extending restrictions to those who were part of the Commonwealth but held British passports. If these people did not have a parent or grandparent who was born in, or a citizen of the UK, they could not move there.

Oral histories

- You are going to watch and listen to a range of audio-visual sources to try to find out whether experiences in Britain mirrored the hopes that the 1948 immigrants had.
- Those who arrived from the Caribbean from 1948 onwards were part of the 'Windrush Generation', even if they did not travel on the *Empire Windrush*.
- It is important to note that not all black Britons were part of the 'Windrush Generation'. There was a considerable black presence in Britain before this.
- You should hear a range of experiences.

How to evaluate a primary source

Content – what is the message of the source? What does it say/show?

Provenance - Who? What? When? Where Why? Audience?

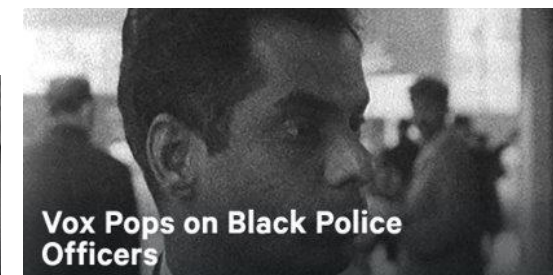
If you consider these together, you can determine what the source is useful for. Remember, all sources are useful for revealing *something*!



Burning Cross Race Attack



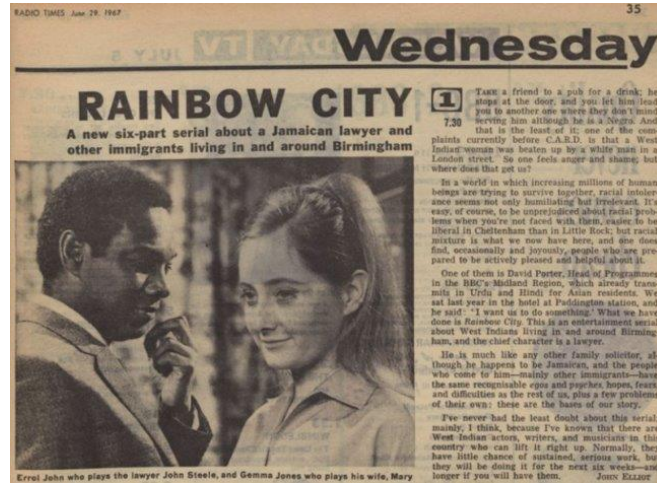
Suffolk RDC turn down housing for migrants



Vox Pops on Black Police Officers

BBC drama – *Rainbow City*

- *Rainbow City* is a British television series made by the BBC and shown in 1967.
- The series was the first British TV series to feature a black actor, Errol John in the lead character. John starred as John Steele, a black solicitor married to a white woman. The series dealt with his personal and professional problems living and working in the multi-ethnic community of Birmingham. John Elliot had been approached by the head of programmes for BBC Birmingham to develop a series about the Caribbean community in Great Britain.



How can we find out about the experiences of black Britons in the 1960s?



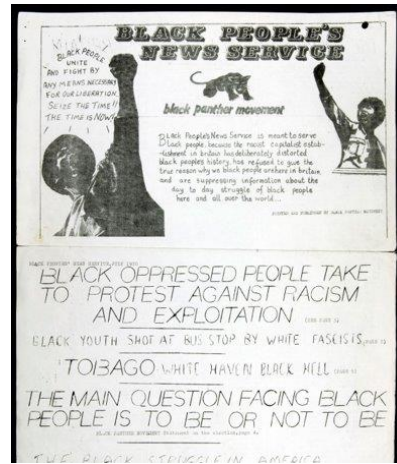
Key words

- Broadcasting
- Campaign Against Racial Discrimination
- Black Power
- Mangrove 9
- British Black Panther Party
- National Archives

BATTLE FOR FREEDOM AT OLD BAILEY



BROTHERS & SISTERS ON TRIAL FOR DEFENDING THE RIGHTS OF BLACK PEOPLE



National Archives and the Mangrove 9

On 9 August 1970, a group of Black Power activists led 150 people on a march against police harassment of the black community in Notting Hill, London. They called for the 'end of the persecution of the Mangrove Restaurant'. Between January 1969 and July 1970, the police had raided the Mangrove Restaurant twelve times. No evidence of illegal activity was found during these raids.

Local Police Constable Frank Pulley remained convinced that the restaurant was 'a den of iniquity' frequented by 'pimps, prostitutes and criminals'.¹ At the 1970 march in defence of the Mangrove, violence broke out between the police and protestors.

The following year nine men and women were put on trial at the Old Bailey for causing a riot at the march. Their names were Darcus Howe, Frank Crichlow, Rhodan Gordan, Althea Jones-Lacointe, Barbara Beese, Godfrey Miller, Rupert Glasgow Boyce, Anthony Carlisle Innis and Rothwell Kentish. These men and women became known nationally as the 'Mangrove Nine.' When all nine defendants were acquitted of the most serious charges after a long 55-day trial, it was widely recognised as a moment of victory for black protest.

