

## Term 2A) Year 9: The Interwar Years

Learning objective: To understand chronology, sources and factors through the history of the interwar years between 1918 – 1939.

### Assessment Skill focus:

**Account** = A descriptive narrative.

**In what ways** = Examining consequences, such as in what ways did the Treaty of Versailles impact Germany.



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### **What do I need to know about the end of World War I?**

- Why Russia stopped fighting on the Eastern Front.
- Why the United States decided to join the War.
- What factors caused the German defeat at the end of the War.



### **What do I need to know about the Treaty of Versailles?**

- Why the Treaty of Versailles was signed by the 'Big Three.'
- What the Treaty was and what clauses were in it.
- How it impacted the winners and losers of World War I.



### **What do I need to know about life for ordinary people in the 1920s?**

- What life was like in different countries after World War I.
- How women began to gain greater rights during and after the War.
- What life was like in America during the 'Roaring Twenties'.



### KEYWORDS:

Chronology = events put in the order that they happened.  
Sources = evidence from the past.

Interpretations = a person's opinion on a historical event.

### Key events/people:

The United States  
The Treaty of Versailles  
Reparations  
Demilitarisation  
War Guilt  
The Roaring Twenties  
The Suffragettes

1917



America enters World War I

1918



The War comes to an end. Fighting stops on all fronts.

1919



The Treaty of Versailles is signed.

1928



Women gain the vote in the UK.



### What first-order concepts do I need to learn below?

*Hint: remember! A first-order concept is a word historians use to describe facts related to events.*

#### ➤ Facts on the end of World War I:

- World War I seemed to be slowing down by 1918. The Russian Royal Family of Tsars had been assassinated by left-wing Bolsheviks and Russia pulled back from the fight on the Eastern Front.
- The Germans could now focus all of their efforts on France and Britain. It looked like they were going to win.
- That was until German U-Boats began attacking American ships in the Atlantic. When the US joined the fight, they ended it through sheer numbers, the size of their armies and raw economic power.

#### ➤ Facts on the Treaty of Versailles:

- Germany surrendered in 1918, when the Kaiser, their leader, was forced to abdicate (step down).
- The 'Big Three,' the leaders who led the victorious Britain, America and France, forced Germany to sign a Treaty (agreement) at the Versailles Palace in France. In it, they outlined terms that offended Germany – such as high reparation repayments, demilitarisation, and accepting war-guilt.

#### ➤ Facts on the life of ordinary people in the Inter-War Years:

- Different countries were effected in different ways after World War I.
- Britain had lost most of its empire, and it's people were exhausted. Many returned home with lifelong trauma. The women of Britain had spent years fighting for the vote – especially the Suffragettes.
- In America, they experienced growth and prosperity in the 'Roaring Twenties' – particularly the gangsters and bootleggers who profited greatly following the Prohibition of Alcohol.

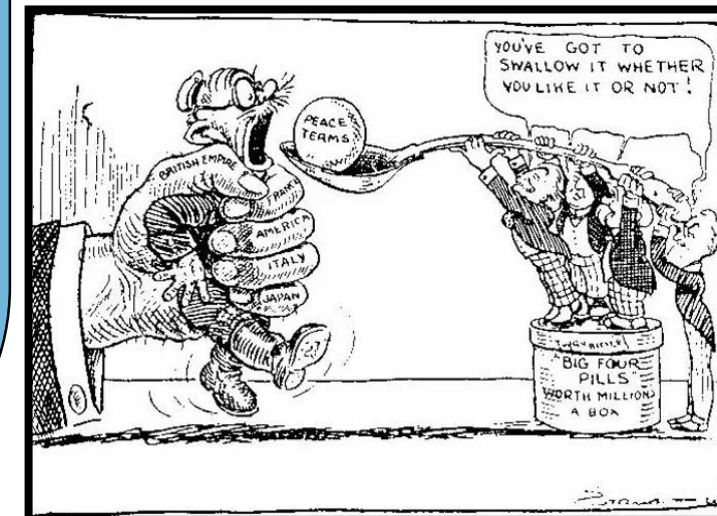
### What second-order concepts do I need to learn below?

*Hint: remember! A 'second-order concept' is a phrase historians use to describe the history skills that are used in history – like putting events in chronological order, or analysing sources!*

- Sources are pieces of evidence historians use to find out about the past. Primary sources, like the cartoon aside, are seen as useful as they give a detailed insight into peoples opinions at the time. Secondary sources are seen as more reliable though, as they are not subject to *as much* bias.

### Look to the past:

Below is a primary source: a political newspaper cartoon showing Germany being force fed the terms of the Treaty of Versailles. Which parts of the source support this theory?



## Term 2A) Year 9: The Rise of the Nazis

Learning objective: To understand chronology, sources and factors through the history of Weimar Germany and the rise of Hitler.

### Assessment Skill focus:

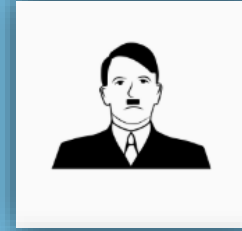
**Account** = A descriptive narrative.  
**In what ways** = Examining consequences, such as in what ways did the Treaty of Versailles impact Germany.



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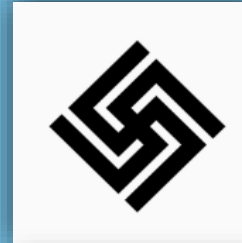
### **What do I need to know about the early life of Adolf Hitler?**

- What significant events occurred in Adolf Hitler's childhood.
- How Hitler reacted to the Weimar Republic's rule of Germany.
- How Hitler managed to enter politics after his time in World War I.



### **What do I need to know about the Nazis first attempts to take power?**

- Who the SA Brownshirts were and what Nazi ideas were.
- What happened during the Munich Putsch.
- How the Putsch changed Hitler's plan to seize power.



### **What do I need to know about how the Nazis formally seized power?**

- Why people voted for the Nazis after the Wall Street Crash.
- How the Reichstag Fire helped Hitler seize control of the Reichstag.
- How Hitler consolidated his position through propaganda and force.



### KEYWORDS:

Chronology = events put in the order that they happened.  
Sources = evidence from the past.

Interpretations = a person's opinion on a historical event.

### Key events/people:

Adolf Hitler  
Democracy and Dictatorships  
Weimar Republic  
Nazi Ideology  
The SA Brownshirts and the SS  
The Munich Putsch  
The Reichstag Fire

1889



Adolf Hitler is born in Austria

1923



After gaining support, Hitler attempts, and fails, his Munich Putsch

1933



After the Reichstag Fire, Hitler manages to become Chancellor after gaining the popular vote from the German people.



### What first-order concepts do I need to learn below?

*Hint: remember! A first-order concept is a word historians use to describe facts related to events.*

#### ➤ Facts on the early life of Adolf Hitler:

- Adolf Hitler was born in Austria to an abusive father and a protective mother. He resented the fact that there was rumoured Jewish ancestry in his family tree, and this anti-Semitism was compounded further throughout his early years – particularly his time in Vienna as a failed artist, and in WWI.

#### ➤ Facts on the Nazis first attempt to seize power in Germany:

- By 1919, Hitler had entered politics and commandeered a group called the German Workers Party.
- He quickly honed his abilities as a charismatic public speaker and rebranded the party into the NSDAP.
- He attracted many ex-soldiers and created a paramilitary group called the SA Brownshirts.
- He used this group in 1923 to attempt his own revolution (or Putsch) and seize power in Munich.

#### ➤ Facts on how the Nazis formally seized power:

- Whilst Hitler failed to take power in the Munich Putsch, when he was arrested and imprisoned he quickly realised he needed to change tactics.
- From the 1920s-30s, he attempted to gain power legally by winning German's hearts and minds.
- After the Communists Party were found guilty of setting the Reichstag Building on fire, and after many Germans were forced into poverty following the Wall Street Crash, people were scared and desperate.
- Votes for the Nazis sky rocketed in 1933, resulting in a landslide Nazi victory and Hitler becoming Chancellor. He quickly set about eroding democracy and consolidating his position as dictator.

### What second-order concepts do I need to learn below?

*Hint: remember! A 'second-order concept' is a phrase historians use to describe the history skills that are used in history – like putting events in chronological order, or analysing sources!*

- Significance is a word historians use to assess the importance of events. For example, many historians believe that the Wall Street Crash was the most significant event that led to Hitler's rise to power.

### Look to the past:

Below is a primary source: a photograph of the Nazi leadership preparing for the Munich Putsch. Next to Hitler is Herman Goering, an ace World War I pilot. Why would Hitler want a veteran with a good reputation by his side?

