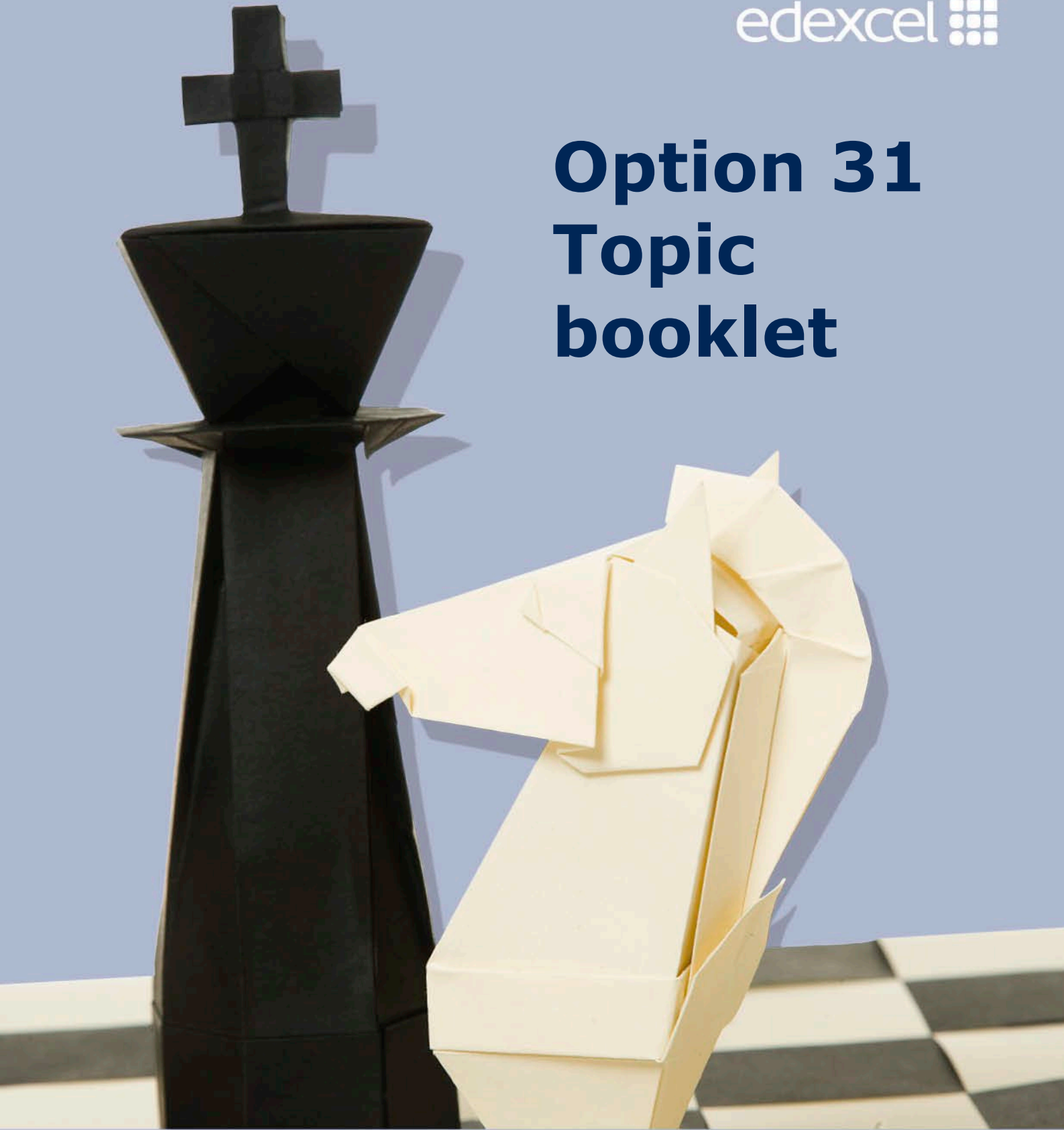


# Option 31

## Topic booklet



**Weimar and Nazi Germany, 1918–39**

**GCSE (9–1) History**

**Pearson Edexcel Level 1/Level 2 GCSE (9–1) in History (1HI0)**

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## Version 4 (March 2025)

This topic booklet has been updated to include changes made to new issues of the specification and sample assessment materials.

- Issue 5: language and assessment changes, for first assessment June 2025.
- Issue 6: content changes, for first teaching September 2024 and first assessment June 2026.

Information on new resources has also been added.

Summary guidance on the changes can be found [here](#).

## 1. Overview

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In contrast to the proud, patriotic and celebratory mood with which Germany entered the First World War in 1914, a shocked and defeated Germany bitterly resented its treatment by the victorious allies with the Treaty of Versailles in 1919. A new, democratic Weimar Germany was burdened with severe political and economic dislocation and, by 1923, faced the humiliating invasion of its industrial centre, the Ruhr, by the French. However, a mixture of Stresemann's work and more favourable international conditions allowed Weimar Germany to undergo a period known as the 'Golden Years', until the Wall Street Crash in 1929 had significant economic and thus political consequences for Weimar Germany.

At the end of the First World War, the newly created Weimar Republic faced challenges from both Left and Right, including the Spartacist Uprising and the Kapp Putsch, creating a period of political instability. The right wing of German politics particularly resented Germany's defeat, the peace treaty and the new democratic style of government. Hitler became leader of the National Socialist Workers' Party in 1921. After failing to achieve power by means of force in Munich in November 1923, Hitler determined to achieve power by democratic means. Once power had been achieved he believed that democratic government could then be abandoned.

The economic and political crisis in Germany during the Great Depression led to Hitler's appointment as Chancellor in 1933. In less than two years the multi-party Weimar Germany had become a Nazi dictatorship led by the Führer. The Nazis imposed their vision of what Germany should be through a mixture of brutal means of repression and extremely effective propaganda. Nazi beliefs and policies had a great impact on the role and status of women, particularly in relation to the changes that had occurred during the Weimar period, and encouraged the young in particular to be enthusiastic, loyal supporters of the regime. For many, the repression and control were acceptable because of benefits brought about by the Nazi dictatorship, for example, the end of mass unemployment and rising living standards. Some were not convinced by these economic gains and a wide range of individuals and organisations bravely opposed the brutal dictatorship.

There were also clearly identified groups that the Nazis believed had no place in their vision of society; those groups included Jews, the mentally and physically disabled, homosexuals, Slavs, Roma and Sinti, and communists. In the years 1933–39, German Jews were persecuted through increasingly harsh methods. This began just two months after Hitler became Chancellor and included laws to separate German Jews from the rest of the population, as well as systematic and violent attacks on homes, businesses and places of worship.

This modern depth study offers students a fascinating analysis of how, between the First and Second World Wars, a democratic Germany became a one-party dictatorship. Students will examine various political, economic, social and cultural aspects of this change from a democratic to a one-party state. The specification content is divided into four key topics which provide a framework for teaching and understanding this option. However, these are not in isolation from one another and there is some chronological overlap between the four key topics, highlighting the complexity of Germany during the years 1918–39.

## 1. Overview

### 1.1 Assessment (from June 2025)

Students answer three questions for the modern depth study: Question 1, either Question 2(a) or Question 2(b), and Question 3 parts (a)–(d). Students are assessed on all four Assessment Objectives. The questions may relate to any content specified in the four key topic areas.

- Question 1: targets AO3, and requires students to make inferences from one source.
- Question 2(a) or (b): students have a choice of two questions. These target AO1/AO2, and focus on explanation of causation.
- Question 3(a): targets AO3 and uses two contemporary sources. One of them may be visual, but at least one will be written. Students assess the usefulness of both sources for a specified enquiry, making use of their knowledge of the historical context.
- Question 3(b): targets AO4 and uses two written interpretations taken from secondary sources. Students explain how the two interpretations differ.
- Question 3(c): targets AO4 and uses the same interpretations as part (b). Students suggest why the two interpretations differ. They may use the contemporary sources provided for Question 3(a) to help them answer this question.
- Question 3(d): this targets AO4 and re-uses the interpretations. It requires students to evaluate one interpretation, making use of the other interpretation and their knowledge of the historical context.

Students should be aware that interpretations are based on evidence from their period of study and they should be aware of a range of evidence that can be used to reach conclusions. They should study examples of such evidence and consider ways in which it could give rise to and support different interpretations. Students should understand a range of reasons why interpretations may differ and should be aware that differences in view, based on conclusions drawn from evidence, are legitimate and can be explained. Students should be able to evaluate given interpretations using their own knowledge of Germany in the years 1918–39.

Detailed information and guidance on assessment can be found in the separate [Getting Started Guide](#).

For more information on sources and interpretations, please refer to the [Guidance on sources and interpretations](#) and [Paper 3 guide](#), which look at question types, common problems, and teaching approaches and ideas.

## 2. Content guidance

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### 2.1 Summary of content

#### **The Weimar Republic, 1918–29**

Key topic 1 starts with the fragile beginnings of the Weimar Republic at the very end of the First World War. Students should be aware of the hardships and unrest in Germany by November 1918 and the abdication of the Kaiser and the signing of the armistice. They should understand the strengths and weaknesses of the new Weimar Constitution. Students should understand the key terms of the Versailles Treaty, for example the War Guilt clause and the financial, economic, territorial and military terms. They should understand opposition to the treaty, including the 'stab in the back' theory, and its contribution to the early unpopularity of the Weimar Republic. The political challenges of 1919–23 from both Left and Right – Spartacists, Freikorps, Kapp Putsch and Munich Putsch – and how these were dealt with, should be covered. Students should also understand the economic challenges in these years as a result of the war and the terms of the Treaty of Versailles. They should be aware of Germany's inability to make reparations payments and the reasons for, and effects of, the occupation of the Ruhr. They should understand what led to hyperinflation and its impact. They should understand how these issues were tackled, allowing the Republic to recover both politically and economically in the years 1924–29 (the 'Golden Years'), and understand how Germans viewed the progress made by Stresemann in international affairs. Candidates should appreciate the significance of Stresemann. They should appreciate that political and economic recovery led to a period of social changes with higher standards of living, changes in the position of women and developments in culture.

#### **Hitler's rise to power, 1919–33**

Key topic 2 looks at Hitler's rise to power. Students should be aware that, in the aftermath of the First World War, Hitler became involved in the German Workers' Party, and understand Hitler's direct role in the formation of the National Socialist Workers' Party 1919–21. They should understand the importance of the Twenty-Five Point Programme and the role of the SA. Students should appreciate that the period 1923–29 saw the failure of the Munich Putsch and limited support for the Nazi Party due to improving economic and political stability, whereas the Weimar Republic's last years were characterised by rapidly rising support for the NSDAP due to high unemployment, weak governments and the party's widespread appeal compared to other political parties. Students are not required to know detailed information about election results or specific elections in the years 1929–31 but an appreciation of growing support may be gained by an awareness of a pattern of growing electoral support. The final section of this key topic, however, explores how elections in 1932, and the roles of Hindenburg and von Papen, led to Hitler becoming Chancellor of Germany in 1933.

#### **Nazi control and dictatorship, 1933–39**

Key topic 3 focuses on the Nazi dictatorship in the years before the outbreak of the Second World War. Students should be aware of the key events which led to Germany moving from a democracy to a single-party state during the period 1933–34. They should understand how the Nazis created a police state to control the German population which included secret police, the use of concentration camps, and control of the legal system. They should understand the relationship of the Nazi regime with the Catholic and Protestant Churches. Students should be aware of the Nazi regime's control and influence of attitudes by using propaganda and censorship, and through control of culture and the creative arts. The final section

## 2. Content guidance

deals with the issue of the extent of support for Nazism. Students should have an appreciation and understanding of the degree of conformity and dissent.

### Life in Nazi Germany, 1933–39

Key topic 4 examines life in Nazi Germany before the Second World War. The first section looks at how Nazi policies towards women changed their roles and positions in German society. This is followed by Nazi policies which influenced the lives of young people, with the establishment of Nazi youth groups as well as government controls over education. Students should be aware of changes to employment and living standards in Nazi Germany. They should be aware of the Nazis' racial beliefs and how this led to policies which discriminated against minority groups as well as the increasingly harsh persecution of German Jews during the years 1933–39.

*Please note that the Weimar and Nazi Germany option ends in 1939. Consequently, events that take place during the war years, including the Holocaust and wartime resistance to the Nazi regime (e.g. the White Rose), fall outside the specification content and therefore cannot be credited in student responses.*

### Key terms

It may be useful at the start of the course to provide students with a list of key terms and concepts that they will need to be familiar with for this option. Students should be familiar with the terminology found in the specification content.

Please note here that the SPaG mark scheme which is applied to Question 3(d) refers to the use of specialist terminology. This does not mean that German words need always be used if there is an English equivalent, and it should be recognised that some 'ordinary' words (e.g. autobahn) are used as specialist terms in the context of Weimar and Nazi Germany.

The list of terms below is not intended to be a comprehensive checklist, rather simply a useful starting point for teachers to produce their own list of terms that their students may not fully understand or have difficulty spelling.

Students should also be familiar with broad terms such as economic, political, religious, social and cultural.

- |                      |                     |
|----------------------|---------------------|
| • abdication         | • Kaiser            |
| • antisemitism       | • Left              |
| • armistice          | • <i>Mein Kampf</i> |
| • autobahn           | • monarchy          |
| • communist          | • persecution       |
| • concentration camp | • police state      |
| • conformity         | • propaganda        |
| • constitution       | • putsch            |
| • democracy          | • rearmament        |
| • depression         | • Reichstag         |
| • Freikorps          | • Rentenmark        |
| • Führer             | • reparations       |
| • hyperinflation     | • republic          |
| • indoctrination     | • Right             |
| • intimidation       | • trade union       |

## 2.2 Content exemplification

This section provides additional guidance on the specification content. It should be remembered that the official specification is the only authoritative source of information and should always be referred to for definitive guidance. Any examples provided here do not constitute additional specification content and other relevant material illustrating aspects of the specification can be used.

Key topic 1: The Weimar Republic 1918–29		Exemplification
1 <b>The origins of the Republic, 1918–19</b>	<ul style="list-style-type: none"> <li>The situation in Germany at the end of the War: political unrest, abdication of the Kaiser, armistice and new republic.</li> <li>The strengths and weaknesses of the new Weimar Constitution.</li> </ul>	<ul style="list-style-type: none"> <li>The political turmoil facing Germany at the immediate end of the First World War. The signing of the armistice and the setting up of a democratic government.</li> <li>The establishment of democratic government. The Constitution's key strengths and weaknesses, for example the extent of the franchise, the system of checks and balances, the system of proportional representation used and the provision of Article 48.</li> </ul>
2 <b>The early challenges to the Weimar Republic, 1919–23</b>	<ul style="list-style-type: none"> <li>Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles.</li> <li>Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch.</li> <li>The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.</li> </ul>	<ul style="list-style-type: none"> <li>The reasons for resentment of the Treaty of Versailles, for example opposition particularly from the right wing who felt the Weimar government had betrayed Germany. The impact of key terms of the Treaty including territorial terms meaning loss of land and resources, military terms meaning reductions in armed forces, reparations and economic impact, and War Guilt, on the popularity of the Republic.</li> <li>The range of political opposition to the Republic from both left-wing and right-wing, including the left-wing Spartacists' communist uprising and the right-wing Kapp Putsch and role of the Freikorps. It should be noted that the Munich Putsch, which is named in key topic 2 below, also constituted a challenge to the Republic in 1923.</li> <li>The impact of reparations payments by 1923, leading both to the French occupation of the Ruhr and then to hyperinflation. The consequences of hyperinflation for various groups in society. The reasons for the occupation of the Ruhr and its consequences, for example political reaction in the form of passive resistance and the economic consequence of worsening inflation.</li> </ul>



## 2. Content guidance

Key topic 1: The Weimar Republic 1918–29		Exemplification
3 <b>The 'Golden Years': the recovery of the Republic, 1924–29</b>	<ul style="list-style-type: none"> <li>Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment.</li> <li>Stresemann's achievements in gaining international acceptance abroad through the Locarno Pact and joining the League of Nations.</li> </ul>	<ul style="list-style-type: none"> <li>Stresemann's actions contributing to Germany's economic development during the so-called 'Golden Years', for example introducing the Rentenmark to tackle hyperinflation, and the Dawes Plan to deal with reparations, as well as the availability of US loans.</li> <li>The effects of Stresemann's work on improving Germany's international relations, including the Locarno Pact (1925) agreeing borders and paving the way for Germany to join the League of Nations in 1926. The resulting decrease in political opposition to the Weimar government and reduced support for political extremism.</li> </ul>
4 <b>Changes in society, 1924–29</b>	<ul style="list-style-type: none"> <li>Changes in the standard of living.</li> <li>Changes in the position of women in work, politics and leisure.</li> <li>Cultural changes: developments in architecture, art and the cinema.</li> </ul>	<ul style="list-style-type: none"> <li>The ways in which the standard of living changed, for example, wage increases in real terms for many workers, policies to tackle housing shortages with many new houses built, legislation to provide benefits for the unemployed.</li> <li>The ways in which the position of German women changed in the 1920s with growing participation in employment, politics – including the right to vote – and freedom in leisure activities.</li> <li>Cultural experimentation and innovation in Weimar Germany. Developments in art and architecture, for example Bauhaus, and developments in cinema, for example expressionism. This might include the work of individuals, for example Paul Klee, Otto Dix and Marlene Dietrich.</li> </ul>



Key topic 2: Hitler's rise to power, 1919–33	Exemplification
<p>1 <b>Early development of the Nazi Party, 1920–22</b></p> <ul style="list-style-type: none"> <li>• Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20.</li> <li>• The Twenty-Five Point Programme. The role of the SA.</li> </ul>	<ul style="list-style-type: none"> <li>• Hitler's involvement in German politics in the immediate aftermath of the First World War by joining the small German Workers' Party and his rapid influence on the party's propaganda and ideas.</li> <li>• The German Workers' Party policies announced in the 'Twenty-Five Point Programme', including abolishing the Treaty of Versailles, expanding German borders to provide living space (Lebensraum) and policies against Jews. The renaming of the party as the National Socialist Workers' Party (NSDAP). Hitler's leadership of the party from 1921. The setting up of the SA as a protective organisation for the NSDAP as well as a purposefully disruptive force in German politics.</li> </ul>
<p>2 <b>The Munich Putsch and the Nazi Party, 1923–28</b></p> <ul style="list-style-type: none"> <li>• The reasons for, events and consequences of the Munich Putsch; <i>Mein Kampf</i>.</li> <li>• Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation, including the Bamberg Conference of 1926.</li> </ul>	<ul style="list-style-type: none"> <li>• The immediate context of the crises in Germany 1923 in contributing to Hitler's decision to attempt to overthrow the Weimar government. Key events of the Putsch including, for example, the beer hall meeting and its confused aftermath, the attempted march into Munich and its failure including Hitler's arrest. The varied consequences of the Munich Putsch, including immediate short-term consequences, for example the banning of the NSDAP, and longer-term consequences in providing publicity and allowing Hitler to write <i>Mein Kampf</i> and change his approach for the Party.</li> <li>• The context of economic recovery leading to declining support for the NSDAP and to the party's reorganisation. The importance of <i>Mein Kampf</i> and some of its key ideas, for example Hitler's attitude towards Jews. The significance of the Bamberg Conference in terms of Hitler's position within the NSDAP and formulation of key policies.</li> </ul>

## 2. Content guidance

Key topic 2: Hitler's rise to power, 1919–33		Exemplification
3 <b>The growth in support for the Nazis, 1929–32</b>	<ul style="list-style-type: none"> <li>The growth of unemployment – its causes and impact. The growth of support for the Communist Party.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The impact of the Wall Street Crash in Germany, for example the recall of American loans and closing of banks, and subsequent rise in unemployment. Dissatisfaction with the Weimar Republic and its inability to deal successfully with rapidly rising unemployment. Growth of the Communist Party indicating general dissatisfaction and support for left-wing parties, as well as right-wing.</li> <li>Increasing support for the Nazi Party in the context of rapidly rising unemployment, as well as due to Hitler's appeal as a strong leader. The response of the Nazi Party by appealing to specific groups in society with effective propaganda and the influence of the SA.</li> </ul>
4 <b>How Hitler became Chancellor, 1932–33</b>	<ul style="list-style-type: none"> <li>The Presidential and Reichstag elections of 1932; reasons for Hitler becoming Chancellor in 1933, including the roles of Hindenburg and von Papen.</li> </ul>	<ul style="list-style-type: none"> <li>Key political developments. The presidential elections of March–April 1932. The Reichstag elections of July and November 1932. The failure of democratic government and the continued use of Article 48. As well as the politicking and 'backstairs intrigue' in the naming of Chancellor, the electoral success and popularity of Hitler and the Nazi Party (outlined above).</li> <li>Hindenburg and von Papen's decision to make Hitler Chancellor, believing they could control him.</li> </ul>

Key topic 3: Nazi control and dictatorship, 1933–39		Exemplification
1 <b>The creation of a dictatorship, 1933–34</b>	<ul style="list-style-type: none"> <li>The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions.</li> <li>The threat from Röhm and the SA, the Night of the Long Knives. The death of Hindenburg. Hitler becomes Führer, the army oath of allegiance.</li> </ul>	<ul style="list-style-type: none"> <li>The stages by which Hitler undermined democracy: the role of the Reichstag Fire (in the context of the March 1933 elections), leading to accusations of a communist conspiracy, the declaration of a state of emergency and removal of political opposition through the Decree for the Protection of the People and State. Events surrounding the passing of the Enabling Act and subsequent changes to the constitution.</li> <li>Röhm's position as leader of the SA and his opposition to Hitler's policies. Concerns about Röhm's power from the German army and from the SS, and their warning to Hitler, leading to the arrest and murder of Röhm and other SA leaders. The significance of the Night of the Long Knives in securing Hitler's position. Hindenburg's death in August 1934 and Hitler's response, declaring himself Führer, adding to his powers, and requiring an oath of loyalty from all soldiers in the army.</li> </ul>
2 <b>The police state</b>	<ul style="list-style-type: none"> <li>The role of the Gestapo, the SS and concentration camps.</li> <li>Nazi control of the legal system.</li> </ul>	<ul style="list-style-type: none"> <li>The SS, its loyalty to Hitler and growth in the 1930s under Himmler, its role in removing opposition to the Nazis. The Gestapo under Goering then Heydrich, their tactics and powers to imprison without trial. The use of concentration camps for political prisoners and 'undesirables'.</li> <li>The ways in which the Nazi government controlled the legal system, for example enforced membership of the National Socialist League for the Maintenance of the Law for judges and the establishment of the People's Court.</li> </ul>

## 2. Content guidance

Key topic 3: Nazi control and dictatorship, 1933–39		Exemplification
3 <b>Controlling and influencing attitudes</b>	<ul style="list-style-type: none"> <li>Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936).</li> <li>Nazi control of culture and the arts, including art, architecture, literature and film.</li> <li>Nazi attempts to control the Catholic and Protestant Churches: the Concordat and the Reich Church.</li> </ul>	<ul style="list-style-type: none"> <li>The role of Goebbels as Minister for Propaganda and how he used censorship and propaganda to ban ideas that the Nazis were opposed to as well as promoting Nazi ideology. Nazi control of newspapers and radio broadcasts, and the mass production of cheap radios. Image control through rallies and sport, including the organisation of and German successes at the 1936 Olympics. Propaganda posters.</li> <li>The ways in which Nazi control of culture was used to promote Nazi ideology, including, for example, the burning of books that did not fit Nazi ideals; the setting up of the Reich Chamber of Culture controlling what was published or performed; control of film production and showings of newsreels. Suppression of 'degenerate' art, jazz music etc. in favour of traditional German art and music. Nazi architecture including, for example, the work of Albert Speer.</li> <li>The ways in which the Nazi government controlled and undermined the Catholic Church, including the Concordat with the Pope, the closing of churches, moves against Catholic schools and the banning of the Catholic Youth; and the Protestant Church, including the forming of the Reich Church under Nazi leadership.</li> </ul>
4 <b>Opposition, resistance and conformity</b>	<ul style="list-style-type: none"> <li>The extent of support for the Nazi regime.</li> <li>Opposition from the Churches, including the role of Pastor Niemöller.</li> <li>Opposition from the young, including the Swing Youth and the Edelweiss Pirates.</li> </ul>	<ul style="list-style-type: none"> <li>The extent of support for the Nazi regime from different groups and individuals.</li> <li>Church opposition to the Nazi regime including the roles of key individuals, such as Pastor Niemöller and his Confessing Church.</li> <li>Opposition from some young people to the Nazi government by not supporting the Nazi youth movements but forming instead groups including the Swing Youth and the Edelweiss Pirates who rejected Nazi values and whose activities included, for example, listening to banned music. <i>NB The White Rose group's activities took place in 1942–43 and fall outside the specification.</i></li> </ul>

Key topic 4: Life in Nazi Germany, 1933–39		Exemplification
1 <b>Nazi policies towards women</b>	<ul style="list-style-type: none"> <li>Nazi views on women and the family.</li> <li>Nazi policies towards women, including marriage and family, employment and appearance.</li> </ul>	<ul style="list-style-type: none"> <li>Nazi views of women's domestic role as wives and mothers, and their importance for the future of the Nazi state.</li> <li>Emphasis on the importance of the family and marriage, for example the introduction of Marriage Loans and awards for numbers of children; Kinder, Küche, Kirche; the discouragement of women from employment. Nazi ideals on women's clothing, hair and use of make-up.</li> </ul>
2 <b>Nazi policies towards the young</b>	<ul style="list-style-type: none"> <li>Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens.</li> <li>Nazi control of the young through education, including the curriculum and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Aims and policies that encouraged loyalty to the regime with the Hitler Youth and League of German Maidens, and the use of these, for example in preparing boys for future military roles and girls for domestic roles.</li> <li>Control of teaching, for example through the Nazi teachers union and removal of non-compliant teachers to ensure adherence to Nazi values; organisation of the curriculum to promote Nazi ideals, for example addition of subjects such as Race Studies, emphasis on physical education, control of textbooks.</li> </ul>
3 <b>Employment and living standards</b>	<ul style="list-style-type: none"> <li>Nazi policies to reduce unemployment: labour service, autobahns, rearmament and invisible unemployment.</li> <li>Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.</li> </ul>	<ul style="list-style-type: none"> <li>The temporary and then compulsory labour service to provide work for the unemployed. The building of autobahns and the demands of rearmament in providing work. The concept of 'invisible unemployment' as women, Jews and others not counted in unemployment figures.</li> <li>The improvement in the standard of living for many German workers. The Labour Front in place of banned trade unions. The benefits for workers of Strength Through Joy, for example leisure activities and holidays. Improvements to working conditions through Beauty of Labour, for example cleanliness, facilities and meals. The extent to which all workers benefited from these.</li> </ul>

## 2. Content guidance

Key topic 4: Life in Nazi Germany, 1933–39		Exemplification
4 <b>The persecution of minorities</b>	<ul style="list-style-type: none"><li>• Nazi racial beliefs and policies and the treatment of minority groups: Slavs, Roma and Sinti, homosexuals, and people with disabilities.</li><li>• The persecution of Jewish people, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and 'Kristallnacht'.</li></ul>	<ul style="list-style-type: none"><li>• The Nazis' aim to create a 'pure' master race and remove 'Untermenschen'. Persecution of minorities and those who did not adhere to Nazi ideals, including Slavs, Roma and Sinti, homosexuals, and people with disabilities.</li><li>• Antisemitism and the increasing escalation of the Nazis' persecution of Jewish people. The boycott of Jewish shops and businesses (1933) and removal of Jews from many jobs, the Nuremberg Laws removing citizenship from Jewish people, and the November pogrom 'Kristallnacht', when Jewish homes, shops and synagogues were destroyed. <i>NB The Holocaust falls outside the specification content.</i></li></ul>

### 3. Student timeline

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The timeline below could be given to students, and could be further edited and added to by them. Inclusion of dates and events in this timeline should not be taken as an indication that these are prescribed: the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance.

1918	Abdication of the Kaiser Armistice The German revolution
1919	Spartacist uprising Weimar Constitution established Treaty of Versailles
1920	Kapp Putsch The German Workers' Party announced the 25-Point Programme – later became the Nazi Party (NSDAP)
1923	January: French occupation of the Ruhr Hyperinflation August: Stresemann became Chancellor and Foreign Minister November: Munich (Beer Hall) Putsch
1924	Dawes Plan
1925	<i>Mein Kampf</i> published Locarno Pact
1926	Bamberg Conference Membership of the League of Nations
1927	Fritz Lang's film <i>Metropolis</i> released
1929	Young Plan October: Wall Street Crash and start of the Depression
1932	March-April: Presidential election July: NSDAP the largest political party in the Reichstag November: decline in NSDAP seats although the party was still the largest in the Reichstag
1933	January: Hitler appointed as Chancellor February: Reichstag Fire March: The first Nazi concentration camp at Dachau March: Nazis failed to gain a majority of seats in the Reichstag elections March: Enabling Law passed April: Shop boycott Gestapo (secret police) set up July: Concordat with Catholic Church Reich Church established



### 3. Student timeline

1934	June: Night of the Long Knives August: Death of Hindenburg and Hitler became Führer
1935	Nuremberg Laws Leni Reifenstahl's propaganda film <i>Triumph of the Will</i> released
1936	Berlin Olympics December: for majority of young people membership of Nazi Youth organisations became compulsory
1938	November: 'Kristallnacht' (Night of the Broken Glass), also known as the November pogrom

## 4. Resources

The sections below list a range of resources that could be used by students and teachers for this topic.

The first section lists information on free support materials available on the Edexcel website. On the [GCSE History \(9–1\) from 2016](#) page:

- select the [Teaching support](#) tab, where resources are separated out by Plan, Teach, and Track and Assess;
- or select the [Course materials](#) tab, and then select the appropriate tab for [Specification and sample assessments](#), [Exam materials](#), or [Teaching and learning materials](#).

The table below provides a selection of the free support materials available on the Edexcel website. Details and links for all the free support available can be found in [this document](#). It is updated regularly, so worth bookmarking.

The second section lists publishers who have been endorsed for GCSE (9–1) History. Endorsement means that a resource has been through our quality assurance process to confirm that it meets the teaching and learning requirements a specification is aimed at. Endorsement of a resource doesn't mean it's the only suitable material available, or that it is required to achieve the qualification.

The remaining sections list both endorsed resources and those that have not been endorsed. While these resources – and others – may be used to support teaching and learning, the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance.

There has been a rapid growth in podcasts in recent years, and we have added below links to a few well-known ones. Some may not be suitable for younger listeners, so please check carefully before sharing with students. Similarly, there are plenty of useful videos for History students on online sharing platforms, and any links below have been checked, but please exercise care before sharing social media links with students.

### 4.1 Free support materials

Resource	Details
<a href="#">Specification</a> and <a href="#">sample assessment materials</a>	The starting point for information on content and assessment in GCSE (9–1) History.
<a href="#">Past papers, mark schemes and examiner reports</a>	An <a href="#">Edexcel Online</a> login is required to access files with a silver padlock – check with your exams officer if you can't open them.
<a href="#">Getting Started Guide</a>	An overview of the specification, to help you get to grips with the content and assessment requirements of the specification. Updated for Issues 5 and 6.
<a href="#">Summary guidance on changes for 2025 and 2026</a>	Summary guidance with links on the changes being made for Issue 5 (first assessment 2025) and Issue 6 (2026).
Content changes for 2026: <ul style="list-style-type: none"> <li>• <a href="#">Topic guidance</a></li> <li>• <a href="#">FAQs</a></li> </ul>	Guidance for each option on the changes being made to the content for Issue 6 of the specification (first assessment June 2026), and FAQs.

## 4. Resources

<p>Assessment changes for 2025:</p> <ul style="list-style-type: none"> <li>• <a href="#">Guide</a></li> <li>• <a href="#">FAQs</a></li> </ul>	<p>Guidance on the changes being made to the assessment model for Issue 5 of the specification (first assessment June 2025), and FAQs.</p>
<p>Specification language changes:</p> <ul style="list-style-type: none"> <li>• <a href="#">Track changes on</a></li> <li>• <a href="#">Rationale</a></li> <li>• <a href="#">FAQs</a></li> </ul>	<p>Guidance on the language changes made for Issue 4 of the specification (first teaching September 2023, first assessment June 2025).</p>
<p><a href="#">Guidance on sources and interpretations</a></p>	<p>Guidance on AO3 sources and AO4 interpretations, looking at question types, common problems, and teaching approaches and ideas.</p>
<p><a href="#">Paper 3 Guide</a></p>	<p>Teaching approaches and ideas for the modern depth study, with case studies from practising teachers.</p>
<p><a href="#">Schemes of work</a></p>	<p>Sample outline schemes of work for each topic in the specification, in editable Word files.</p> <p>A digital <a href="#">interactive scheme of work</a> is also available for both KS3 and GCSE.</p>
<p><a href="#">Mapping documents</a></p>	<p>Mapping documents to help support teachers in moving to Edexcel GCSE History.</p>
<p><a href="#">Exemplar student answers</a></p>	<p>Exemplar student answers, including from the summer 2018, 2019 and 2022 series, with examiner commentaries and mark schemes.</p>
<p><a href="#">Weimar and Nazi Germany knowledge booster</a></p>	<p>A set of quizzes to support students with AO1 knowledge and understanding.</p>
<p><a href="#">Paper 3 Germany practice question 3</a></p>	<p>A practice question 3 enquiry package, which can be used in mocks alongside the June 2023 paper questions 1 and 2.</p>
<p><a href="#">Student walkthroughs</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Paper 3 playlist</a></li> </ul>	<p>A series of pre-recorded student walkthroughs, created in collaboration with Harris Federation. <i>Updated for Summer 2025.</i></p>
<p><a href="#">Revision tips</a></p>	<p>Some useful revision tips for students. <i>Updated for Summer 2025.</i></p>
<p><a href="#">Command words</a></p>	<p>A series of student-friendly files exploring each command word in turn, plus a summary document paper-by-paper. <i>Updated for 2025.</i></p>

## 4.2 Endorsed resources\*

**[Pearson](#)** – Designed to help develop confident, articulate and successful historians.

**[Hodder Education](#)** – The Hodder GCSE History for Edexcel students' book helps students achieve their full potential while ensuring pace, enjoyment and motivation.

**[Oxford University Press](#)** – Oxford's Edexcel GCSE History student books help to develop young historians who have the confidence to succeed, with the most up-to-date exam practice and a tried-and-trusted, accessible approach.

**[Zigzag Education](#)** – Photocopiable resources for learning, revision and exam practice.

**[Anglia Tours](#)** – A range of fully-guided History tours which enhance both teaching and learning for the related Pearson qualification.

**[NST Tours](#)** – Guided History tours to support teachers and students with GCSE History.

\* You don't have to purchase any resources, including those from Pearson, to deliver our qualifications.

## 4.3 Resources for students

Resource	Details
<i>Edexcel GCSE History (9–1) Weimar and Nazi Germany 1918–39</i> (Pearson, 2016)	Student book written for this option in the specification.
<i>Edexcel GCSE History (9–1) Foundation Weimar and Nazi Germany 1918–39</i> (Pearson, 2018)	Foundation version of student book written for this option in the specification.
<i>Revise Edexcel GCSE (9–1) History: Weimar and Nazi Germany Revision Guide and Workbook</i> (Pearson, 2017)	A combined revision guide and workbook written for this option in the specification.
<i>Revise Edexcel GCSE (9–1) History: Weimar and Nazi Germany Revision Cards</i> (Pearson, 2019)	Pocket-sized revision cards covering the key facts.
<i>Revise Edexcel GCSE (9–1) History: Weimar and Nazi Germany Practice Papers Plus</i> (Pearson, 2020)	A skills-focused companion to the revision guide.
<i>Target Grade 5 Edexcel GCSE (9–1) History: Weimar and Nazi Germany 1918–39 Workbook</i> (Pearson, 2018)	Workbook focused on key skills and barriers for students targeting grade 5.
<i>Target Grade 9 Edexcel GCSE (9–1) History: Weimar and Nazi Germany 1918–39 Workbook</i> (Pearson, 2018)	Workbook focused on key skills and barriers for students targeting grade 9.
<i>Hodder GCSE History for Edexcel Weimar and Nazi Germany 1918–39</i> (Hodder, 2016)	Student book written for this option in the specification.
<i>Hodder GCSE (9–1) History for Pearson Edexcel Foundation Edition: Weimar and Nazi Germany, 1918–39</i> (Hodder, 2019)	Foundation version of student book written for this option in the specification.
<i>My Revision Notes: Edexcel GCSE (9–1) History Weimar and Nazi Germany, 1918–39</i> (Hodder, 2017)	A revision guide featuring key content coverage, exam-style questions, revision tasks, activities and practical tips.

#### 4. Resources

Resource	Details
<i>Edexcel GCSE (9–1) History Workbook: Weimar and Nazi Germany, 1918–39</i> (Hodder, 2018)	Workbook designed for students to practise and perfect the knowledge and skills needed for the course.
<i>Ben Walsh History: Pearson Edexcel GCSE (9–1): Superpower relations and the Cold War, The American West and Weimar and Nazi Germany</i> (Hodder, 2021)	Student book written for three of the options in the specification.
<i>Weimar and Nazi Germany, 1918–39</i> (Oxford University Press, 2022)	Student book and Kerboodle digital resources written for this Edexcel GCSE option.
PG Online, <i>Clear Revise: Edexcel GCSE History 1H10 Weimar and Nazi Germany, 1918–39</i> (PG Online, 2023)	Illustrated revision guide matched to the specification with exam-style practice questions and practical tips.
J. Child, <i>Germany 1918–39</i> (Pearson, 2009/2013)	Student book, with a good overview of Germany from 1918 to 1939 covering much of the specification content. Written for the Edexcel 2009/2013 Modern World course.
S. Waugh and J. Wright, <i>Germany 1918–39</i> (Hodder, 2009)	Student book, with a good overview of Germany from 1918 to 1939 covering much of the specification content. Written for the Edexcel 2009 Modern World course. Now out of print.
S. Waugh, <i>Germany 1918–1945</i> (Pearson, 2009/2013)	Student book, written for the Edexcel 2009/2013 SHP course, so covers the years to 1945.
Weimar and Nazi Germany <a href="http://www.schoolhistory.co.uk/revision/germany.shtml">www.schoolhistory.co.uk/revision/germany.shtml</a>	Website with revision activities and resources.
BBC Bitesize <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany/">www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany/</a>	Website with revision activities and resources.
ActiveHistory <a href="http://www.activehistory.co.uk/Miscellaneous/menus/GCSE/Nazi_Germany.htm">www.activehistory.co.uk/Miscellaneous/menus/GCSE/Nazi_Germany.htm</a>	Subscription website, with activities, games, worksheets etc.
Spartacus Educational <a href="http://spartacus-educational.com/GERweimar.htm">http://spartacus-educational.com/GERweimar.htm</a>	Website aimed at students, with articles and primary sources.
<a href="http://www.historylearningsite.co.uk/Nazi%20Germany.htm">www.historylearningsite.co.uk/Nazi%20Germany.htm</a>	Website aimed at students.
Nazi propaganda <a href="http://www.bbc.co.uk/history/worldwars/wwtw/nazi_propaganda_gallery.shtml">www.bbc.co.uk/history/worldwars/wwtw/nazi_propaganda_gallery.shtml</a>	Gallery of propaganda images.

Resource	Details
Alpha history Weimar Germany: <a href="http://alphahistory.com/weimarrepublic/">http://alphahistory.com/weimarrepublic/</a> Nazi Germany: <a href="http://alphahistory.com/nazigermany/">http://alphahistory.com/nazigermany/</a>	Website aimed more at A level students, but useful for higher ability. Includes documents, timelines, glossaries and activities.
<i>The Nazis – A Warning from History</i> (BBC, 1998)	Documentary, available on DVD. Clips can also be found online. The companion book by Laurence Rees may be useful for higher attainers.
The Weimar Republic and Nazi Germany <a href="https://www.youtube.com/watch?v=vO-HXO7HY">https://www.youtube.com/watch?v=vO-HXO7HY</a>	'Ten Minute History' Short, animated documentary looking at the Weimar Republic and Nazi Germany. Fast talking and aimed at A level students but still interesting and useful for some GCSE students.

#### 4.4 Resources for teachers

Resource	Details
Martin Collier and Philip Pedley, <i>Germany 1919–45</i> (Heinemann Advanced History, Heinemann, 2000)	A level textbooks that provide an overview of the period.
Chris Hinton and John Hite, <i>Weimar and Nazi Germany</i> (SHP Advanced History, Hodder, 2000)	
Geoff Layton, <i>Access to History: Democracy and Nazism: Germany 1918–45</i> (Hodder Education, third edition, 2019).	
Alan White, <i>From Second Reich to Third Reich: Germany 1918–45</i> (Pearson, 2010)	
Stephen J. Lee, <i>The Weimar Republic</i> (Questions and Analysis in History, Routledge, 2009)	Essays and documents.
Stephen J. Lee, <i>Hitler and Nazi Germany</i> (Questions and Analysis in History, Routledge, 2009)	Essays and documents.
John Hiden, <i>The Weimar Republic</i> (Seminar Studies in History, Routledge, 1996)	Academic with documents.
Frank McDonough, <i>Hitler and the Rise of the Nazi Party</i> (Seminar Studies in History, Routledge, 2012)	Academic with documents.

#### 4. Resources

Resource	Details
Laurence Rees, <i>The Nazis: A Warning from History</i> (Penguin, revised and updated 2021) and <i>The Dark Charisma of Adolf Hitler</i> (Penguin, 2022)	Accessible accounts, that could also be used as extension material for higher attainers.
David Williamson, <i>The Third Reich</i> , (Seminar Studies in History, Routledge, 2011)	Academic with documents.
R. J. Evans, <i>The Coming of the Third Reich</i> and <i>The Third Reich in Power</i> (Penguin, 2004 and 2006)	First two books in Evans's trilogy on the rise and fall of Nazi Germany. (The third book, <i>The Third Reich at War</i> , is outside the specification.)
I. Kershaw, <i>The Nazi Dictatorship: Problems and Perspectives of Interpretation</i> (Bloomsbury, 2000)	Exploration of interpretations of the Third Reich.
Gerhard L. Weinberg, <i>World War II: A Very Short Introduction</i> (OUP, 2014) Jane Caplan, <i>Nazi Germany: A Very Short Introduction</i> (OUP, 2008)	Oxford University Press, A Very Short Introduction Series An interesting and well-written series covering a wide variety of topics that serve as an excellent overview.
Harald Jähner, <i>Vertigo: The Rise and Fall of Weimar Germany</i> (WH Allen, 2024)	An engaging account of life under Germany's first democratic government, and the divisions that arise during a time of rapid change.
Julia Boyd, <i>Travellers in the Third Reich: The Rise of Fascism through the Lives of Everyday People</i> (Elliott & Thompson, 2017) <i>A Village in the Third Reich: How Ordinary Lives were Transformed by the Rise of Fascism</i> (Elliott & Thompson, 2022)	An account of the rise of the Nazis through first-hand accounts of 'accidental eyewitnesses to history'. The follow-up book by the same author explores the impact of the Nazi regime on the lives of people in the village of Obertsdorf in the Bavarian Alps.
Weimar Studies Network <a href="https://weimarstudies.wordpress.com/resources/">https://weimarstudies.wordpress.com/resources/</a>	Information and links on the Weimar Republic.
German History in Documents and Images Weimar: <a href="http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=12">http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=12</a> Nazi: <a href="http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=13">http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=13</a>	Primary sources.
Adolf Hitler's rise to power <a href="https://www.bbc.co.uk/teach/class-clips-video/andrew-marr-history-hitler-rise-power/zn3r8xs">https://www.bbc.co.uk/teach/class-clips-video/andrew-marr-history-hitler-rise-power/zn3r8xs</a>	Short documentary from BBC teach presented by Andrew Marr.



Resource	Details
The National Archives <a href="https://www.nationalarchives.gov.uk/education/resources/adolf-hitler/">https://www.nationalarchives.gov.uk/education/resources/adolf-hitler/</a>	Sources looking at different views of Hitler.
<a href="https://drive.google.com/drive/folders/1rB3boh7dJHuLZUzhbDOb0KrJt7ohOs5c">https://drive.google.com/drive/folders/1rB3boh7dJHuLZUzhbDOb0KrJt7ohOs5c</a>	A variety of teaching resources to support this option, kindly shared by Alex Fairlamb <a href="#">@lamb_heart_tea</a>
Schoolhistory website <a href="http://www.schoolhistory.co.uk">http://www.schoolhistory.co.uk</a>	A very comprehensive website with resources for teaching history. GCSE resources are arranged by exam board and cover most modules. Some resources are free but to get the full range available there is a subscription payment.
<a href="https://www.tes.com/teaching-resources/hub/secondary">https://www.tes.com/teaching-resources/hub/secondary</a>	A comprehensive bank of resources for teachers, some free, some paid-for.
Teachithistory website <a href="https://www.teachithistory.co.uk/depth-studies/germany/tags/3756">https://www.teachithistory.co.uk/depth-studies/germany/tags/3756</a>	A collection of resources for teaching Weimar and Nazi Germany
UCL Centre for Holocaust Education <a href="https://www.holocausteducation.org.uk/teacher-resources/materials/?ctg=0#resources-listing">https://www.holocausteducation.org.uk/teacher-resources/materials/?ctg=0#resources-listing</a> <a href="https://www.holocausteducation.org.uk/news/2020/postit/">https://www.holocausteducation.org.uk/news/2020/postit/</a>	Classroom materials, resources and lesson plans. 'German Jews and the Holocaust' may be of use for GCSE History. See also the materials adapted into student self-study lessons, along with teacher guidance. The series of six lessons 'The Nazi concentration camps' may be of use to support teachers in the delivery of your Edexcel GCSE History. <i>NB The Holocaust falls outside the specification content.</i>
Podcast series <a href="#">Historical Association</a> , free to members <a href="#">The Rest Is History</a> <a href="#">Dan Snow's History Hit</a> <a href="#">History Extra</a> <a href="#">You're Dead to Me</a>	There are lots of History podcast series available these days through various platforms. We have listed here a few well-known ones, and you can search for relevant episodes. There are also revision podcasts available. Please check they are suitable before sharing with students.

### Educational Recording Agency

#### Transform History Teaching with Multimedia Resources from the Educational Recording Agency (ERA)

[The ERA Licence](#) provides seamless access to television and radio recordings, offering a single point of clearance for the rights needed to create and use authentic media resources in your classroom. With [ERA's free video streaming platform](#), licensed institutions can explore a rich library of curriculum-mapped TV and radio clips tailored to GCSE, AS, and A-level teaching.

Engage your learners with curated clips, full-length documentaries, and programmes that bring historical contexts to life. The platform also includes exclusive access to the **BBC Shakespeare** and **Literary Archives**, offering unique cross-curricular opportunities to enrich your lessons with impactful media—perfect for both homework and classroom activities.

To access this free resource [registration is required](#) - but is quick and simple. State schools in England are licensed under a central agreement with the DfE and the vast majority of independent schools also hold a current ERA Licence.

Some of the recordings available for Weimar and Nazi Germany include:

*The Weimar Republic, 1918–29*

[Make Germany Pay | Twentieth Century History, BBC One](#)

[Freikorps | The Dark Charisma of Adolf Hitler, BBC Two](#)

[A New Germany | The World at War, ITV](#)

[Making Peace: The First World War Part 2 | History File, BBC Two](#)

[Making Germany Pay: The First World War Part 2 | History File, BBC Two](#)

*Hitler's rise to power, 1919–33*

[Helped Into Power | Nazis: A Warning From History, BBC Two](#)

[Politics | Rise of the Nazis, BBC Two](#)

[Episode 1 | Hitler's Rise: The Colour Films, Channel Four](#)

[The Rise of Hitler: Nazi Germany Part 1 | History File, BBC Two](#)

[Episode 1 | The Dark Charisma of Adolf Hitler, BBC Two](#)

*Nazi control and dictatorship, 1933–39*

[Chaos and Consent | Nazis: A Warning from History, BBC Two](#)

[Opposition to Hitler: Nazi Germany Part 2 | History File, BBC Two](#)

[The First Six Months in Power | Rise of the Nazis, BBC Two](#)

[Football and Fascism, BBC Four](#)

*Life in Nazi Germany, 1933–39*

[Lost Home Movies of Nazi Germany, BBC Four](#)

[Life in Hitler's Germany: Nazi Germany Part 1 | History File, BBC Two](#)

[Youth in Hitler's Germany: Nazi Germany Part 2 | History File, BBC Two](#)

[Hitler's Germany, 1933–36 | Twentieth Century History, BBC One](#)

## Our Migration Story

*Our Migration Story* (<https://www.ourmigrationstory.org.uk/>) has been designed with teachers in mind to support opportunities for teaching students to understand and appreciate the range of peoples, from all places, who have journeyed to and helped to shape the British Isles. It is a free, online resource, created and curated by academics to share source evidence of real individuals and their experiences of migration.

This range of stories and supporting sources will be of most value to teachers delivering our new *Migrants in Britain* thematic study; in addition we have identified *Our Migration Story* resources that could be used whilst teaching other topics on the GCSE (9–1) History specification, some of direct value, some more tangential. They are an interesting way to open up discussion, or to offer different perspectives on the history that you are teaching. More information on the resources and how to deliver them can be found at: <https://www.ourmigrationstory.org.uk/information-for-teachers/>.

For this topic, you might wish to consider:

- Jewish Refuge and the Nazi Regime  
<https://www.ourmigrationstory.org.uk/oms/jewish-refuge-and-the-nazi-regime>.

This resource addresses the German Jews who fled to other countries, including Britain, and the British response to this migration which includes *Kindertransport*.