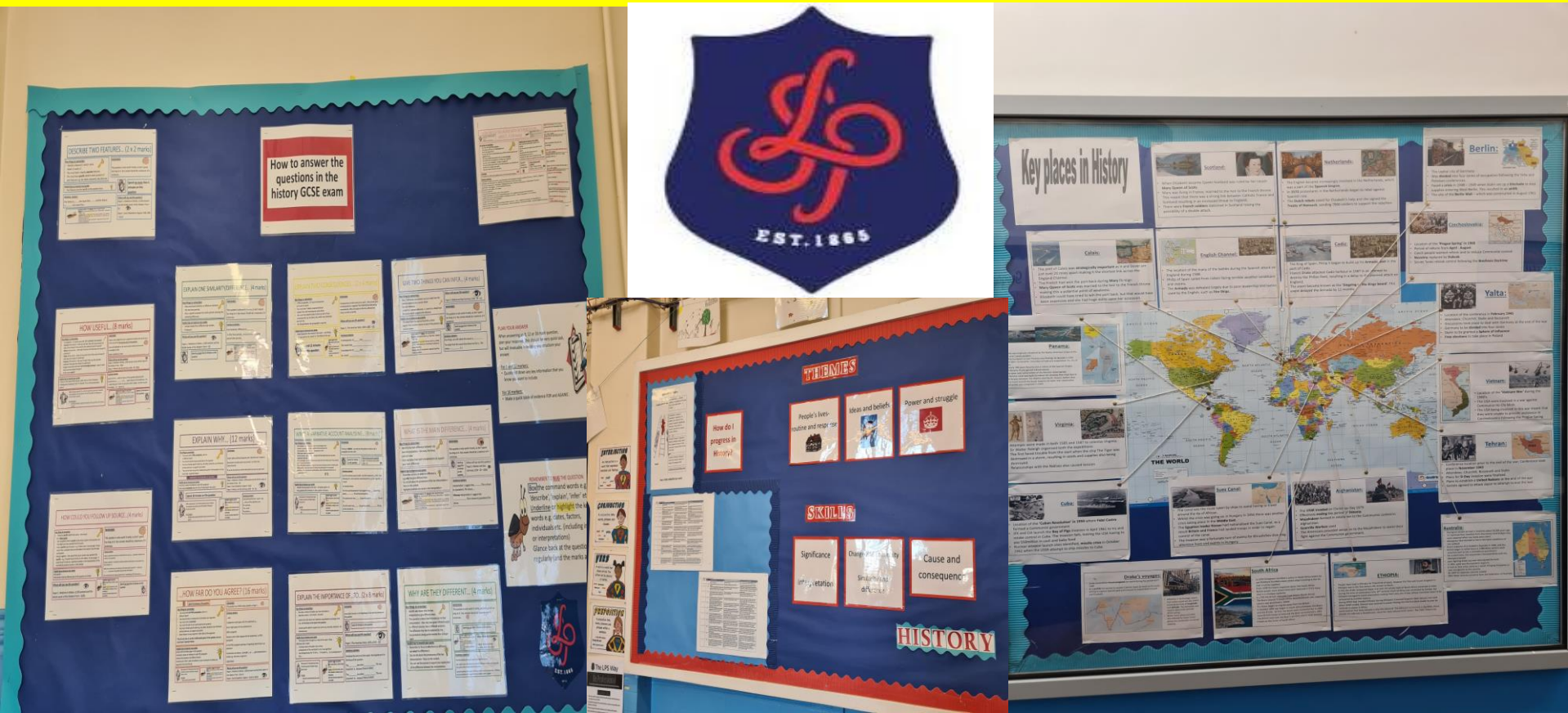


The History you will study at Langdon Park



Langdon Park History Rationale

- History should encourage children and young people to become curious, to develop their own opinions and values based on a respect for evidence, and to build a deeper understanding of the present by engaging with and questioning the past.
- Pupils should be left seeing the big pictures of the past and understand how and why the present is like it is.
- A good history education is best advanced through the development of the main second order concepts namely chronological understanding, cause, consequence, change, continuity, interpretations, significance .
- Pupils learn best when they are engaged, when work is accessible and challenging to all. Also when they are encouraged to communicate their thinking in imaginative and creative ways.
- Pupils should be encouraged to see how history is a meaningful subject that is useful to life in the 21st century.



This Week in History: 2nd December – 8th December

End of the Cold War	Death of Nelson Mandela	Pearl Harbor bombed
On the 2 nd -3 rd December 1989, at the Malta Summit, Soviet President Mikhail Gorbachev and US President George H.W. Bush declared the Cold War over. The Malta Summit took place just a few weeks after the fall of the Berlin Wall. During the summit, both parties declared an end to the Cold War and media houses around the world declared the summit the most important since 1945 when Churchill, Stalin, and FDR met for the Yalta Conference to discuss post-war plans for Europe.	On the 5 th December 2013, Nelson Mandela, South African anti-apartheid activist and President of South Africa (1994-99), died of a lung infection at 95	On the 7 th December 1941, Japanese bombers launched a surprise aerial attack on the U.S. naval base at Pearl Harbor on the island of Oahu, Hawaii, precipitating the entry of the United States into World War II.
		

11th November

The end of World War I - 11th November 1918
Armistice signed by the Allies and Germany comes into effect and World War I hostilities end at 11am, "the eleventh hour of the eleventh day of the eleventh month"

We will remember them
Each year, on 11 November, the country falls silent to commemorate our war dead. This ritual, and the ceremonies and symbols that accompany it, have become part of national life.

Remembrance honours those who serve to defend our democratic freedoms and way of life. We unite across faiths, cultures and backgrounds to remember the sacrifice of the Armed Forces community from Britain and the Commonwealth.

Why do people wear poppies?
This year's Poppy Appeal has been launched by the Royal British Legion. In the days leading up to 11 November, you will see people on the TV and in the streets wearing a poppy. This is a symbol to remember those who have lost their lives in conflicts around the world and those who have been killed as a result of terrorism. It also represents the contribution of families and of the emergency services. Millions of poppies will be sold over the coming days by tens of thousands of volunteers.

Why do we wear poppies?
The reason poppies are used to remember those who have given their lives in battle is because they are the flowers which grew on the battlefields after World War One ended. This is described in the famous World War One poem 'In Flanders Fields'. Ever since then, they have come to be a symbol of remembering, not just those who gave their lives in World War One, but all those who have died on behalf of their country. The money raised from these donations is used to help servicemen and women who are still alive, whose lives have been changed by wars that they fought in. The money helps veterans who may need to find new jobs or somewhere to live, or any other support they may need. It is also used to help those who have lost loved ones because of wars.

Read more at: <https://www.bbc.co.uk/newsround/15492228>





VE DAY
75TH ANNIVERSARY
A SHARED MOMENT OF CELEBRATION
8 - 10 MAY 2020

Virtual assembly

When VE Day dawns on 8th May 2020 it will be 75 years since the guns fell silent at the end of the war in Europe.



Humanities competition

Theme: Ancient Civilizations



Black History Month

What is Black History Month?

BLACK HISTORY MONTH

- Celebrated in October
- Remembers and celebrates the achievements and contributions of black people.

Why is 22nd June 2020 'Windrush Day'?

A day celebrating the contribution of the Windrush generation and their descendants is now held annually.

Windrush Day will take place on 22 June, the day when around 500 migrants from the Caribbean arrived at Tilbury Docks in Essex in 1948



Langdon Park Revision Conference



Langdon Park School

History Department

London Dockland Museum: Tuesday 3rd December 2019



Langdon Park School

History Department

London Dockland Museum: Tuesday 3rd December 2019



Langdon Park School

History Department




London Dockland Museum: Tuesday 3rd December 2019



KEY

STAGE 3

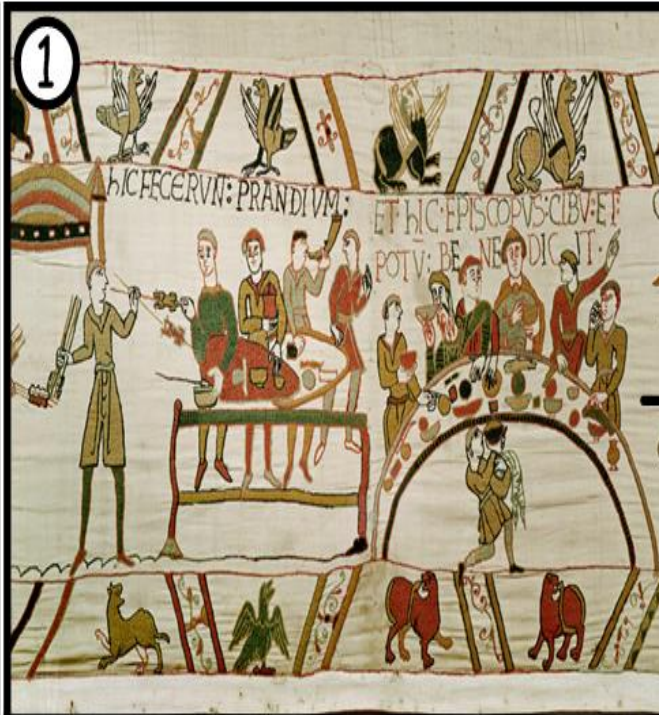
	Term 1	Term2	Term 3	Term 4	Term 5	Term 6
Yr7	<p>What is History?</p> <p>The wind changed; can the course of history change in a single moment?</p> <p>How far do you agree?</p>	<p>How miserable were the Middle Ages?</p>	<p>How revolutionary was the Renaissance?</p> <p>How far did the Reformation change England?</p>	<p>Was Elizabeth's reign a Golden Age?</p>	<p>Did the English Civil War give power to the people?</p>	<p>What mattered to the Mughals?</p>
Yr 8	<p>"There were more benefits than drawbacks to the British Empire." How far do you agree?</p>	<p>How did the Enlightenment change the world?</p>	<p>"Children were lucky to have jobs during the Industrial Revolution." How far do you agree?</p>	<p>What were the causes and the consequences of the Matchstick Girls' Strike?</p>	<p>How did two bullets kill 18 million people?</p>	<p>What made the Great war G.R.E.A.T?</p>
Yr 9	<p>Was World War II inevitable?</p>	<p>"The Blitz spirit was a myth. People did not come together during the war and it was a very hard time for ordinary Londoners." How far do you agree?</p>	<p>What was the Holocaust and how was it resisted?</p>	<p>Why did people fear for their lives'?</p>	<p>Who is "British"?</p>	<p>Mini enquiry:</p> <p>What helped the struggle for equal rights in Britain after 1960?</p> <p>Start GCSE- Medieval medicine</p>

Key Terms	Key individuals	Themes in History	Skills in History	Extend your knowledge
<u>Objective</u> Not influenced by personal feelings or opinions in considering and representing facts	 <p>Hallie Rubenhold</p>	<u>People's lives' routine and response</u> This could include everyday life and their reaction to change	Significance	https://www.history.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-(1998)
<u>Subjective</u> Based on or influenced by personal feelings, tastes, or opinions.			Interpretation	
<u>Myth</u> A widely held but false belief or idea	 <p>Miranda Kaufman</p>	<u>Ideas and Beliefs</u> This could include politics and religion	Change and Continuity	https://www.historytoday.com/archive/head-head/what-history
<u>Bias</u> Prejudice for or against one person or group, especially in a way considered to be unfair			Similarities and Differences	
<u>Provenance</u> The place of origin or earliest known history of something	 <p>Margaret Macmillan</p>	<u>Power and Struggle</u> This could include war and protest	Cause and Consequence	https://archive.s.history.ac.uk/history-in-focus/Whatishistory/marwick1.html
<u>Nature</u> The type of source: book, newspaper, coin, etc...				

C/W

L/I: Why did William win the Battle of Hastings?

Instructions: On the right are two images from the Bayeux Tapestry. Examine them and answer the following: What do you see happening in each image? (*3 details)



Normans relaxing before the Battle of Hastings



Normans hard at work preparing for battle the next day

Challenge

What are three difference you can see between image 1 and 2?

Medium Challenge

Would you rather be an English or Norman soldier? Why?

Hard Challenge

How might the events in image 1 be linked to image 2?

L/I: What was the British Empire?

So why did Great Britain want all these colonies?

Instructions:

1. Read through some of the potential reasons why Britain wanted colonies.
2. Decide whether they are true or false.
3. Categorise all your true points either war, trade, or exploration

Why did Britain want colonies?

They decided to emigrate	They wanted to convert everyone to Christianity
They had a strong army	They wanted to trade with other countries
They wanted to visit their relatives abroad	It happened accidentally
They wanted to explore and claim new land for Britain	They won land in wars
It was carefully planned a head of time	They enjoyed sailing around the world
They wanted to find raw material for British industry	They wanted to teach everyone to speak English
They wanted to conquer the world	They wanted to civilize the world
They were expelled from Britain	False: <input type="checkbox"/> True: trade <input type="checkbox"/> war <input type="checkbox"/> Exploration <input type="checkbox"/>

Challenge

Can you think of 1 link between the true reasons why Britain wanted colonies?

Medium Challenge

Can you think of 2 links between the true reasons why Britain wanted colonies?

Hard Challenge

Can you think of 3 links between the true reasons why Britain wanted colonies?

L/I: What were the political systems of Europe before WWII?

Instructions:

Answer the following questions: What do you think Churchill meant by this quote?

"Democracy is the worst form of government except for all those others that have been tried."



Possible sentence starter: I think Churchill is suggesting that democracy is...

Challenge

Do you think that Churchill "hates" the idea of democracy? Why?

Medium Challenge

Are there any reason why Churchill should have a higher opinion of democracy?

Hard Challenge

How you respond to this quote? Use information about political ideas to support your answer.

Theme: Ideas and beliefs



Theme: Power and struggle



Theme: People's lives' routine and response



Skills

Significance

Similarity and
difference

Change and continuity

Cause and consequence

Interpretation

How much change was there in medicine in medieval England?

How much change was there in medicine in the Medical Renaissance in England?

How much change was there in medicine in eighteenth- and nineteenth-century Britain?

How much change was there in medicine from 1900 to the present day?

How did the First World War impact on injuries and treatment in the British sector of the Western Front?

KEY STAGE

Why did the Republic fail?

If you tell a big lie big enough and keep repeating it, people will eventually believe it' Do you agree?

The only thing necessary for the triumph of evil is that good men do nothing.' Do you agree?

Is Europe today more tolerant, understanding and united than it was in 1939?

4

How effectively did Elizabeth I deal with her problems between 1558–69?

How effectively did Elizabeth deal with the challenges to her at home and abroad, 1569–88?

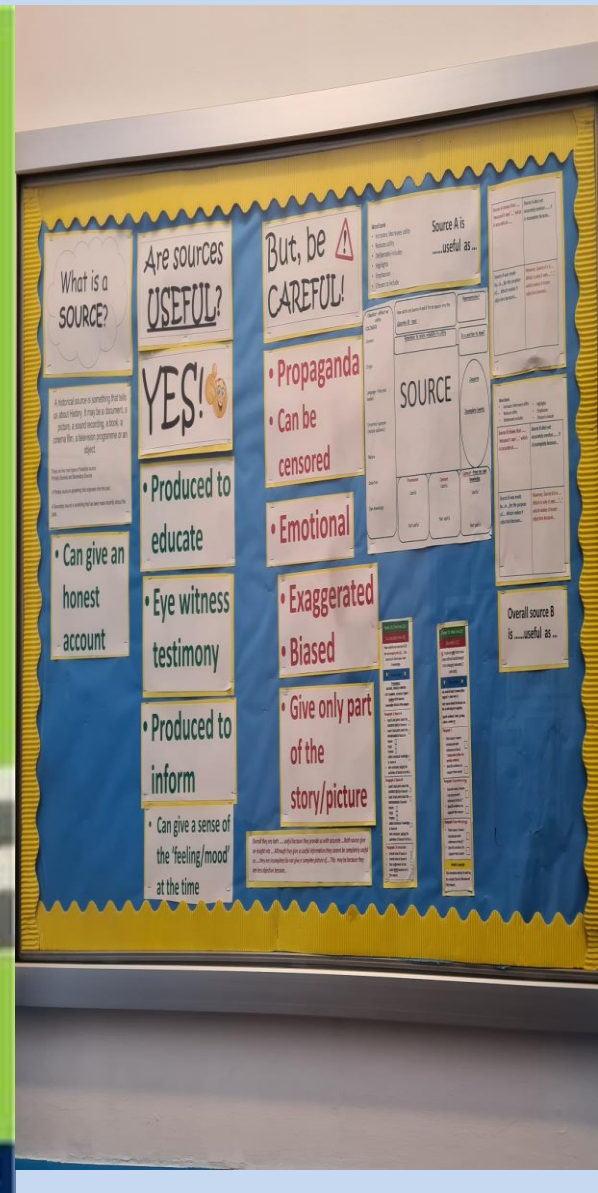
- Life was exciting in Elizabethan society in the Age of Exploration, 1558–88.' How far do you agree?

How much impact did the early settlement of the West, c1835–c1862, have on the lives of Plains Indians?

How much impact did the development of the plains have on the settlers and the Plains Indians?

What were the causes and consequences of conflicts and conquest between c1876–c1895?

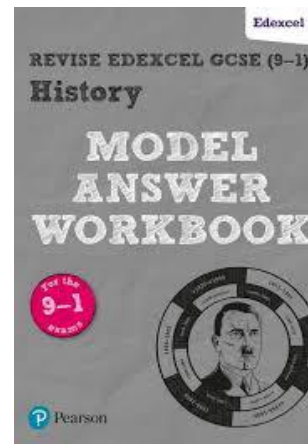
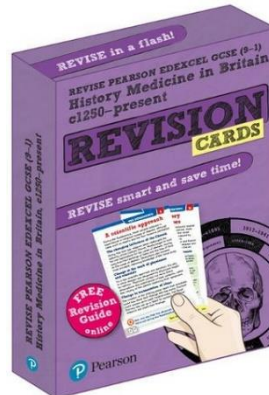
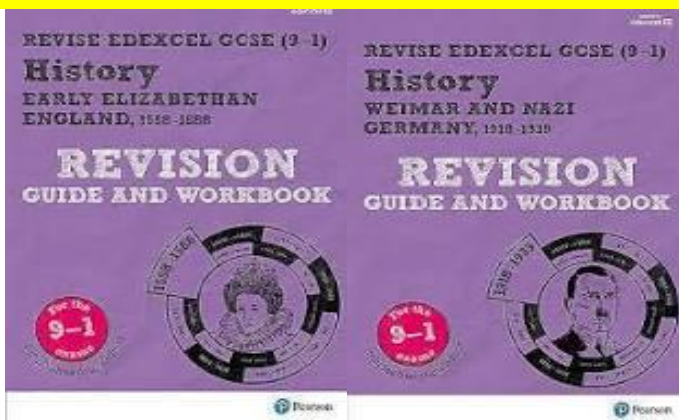
Edexcel GCSE (9-1) History (2016)



Textbooks



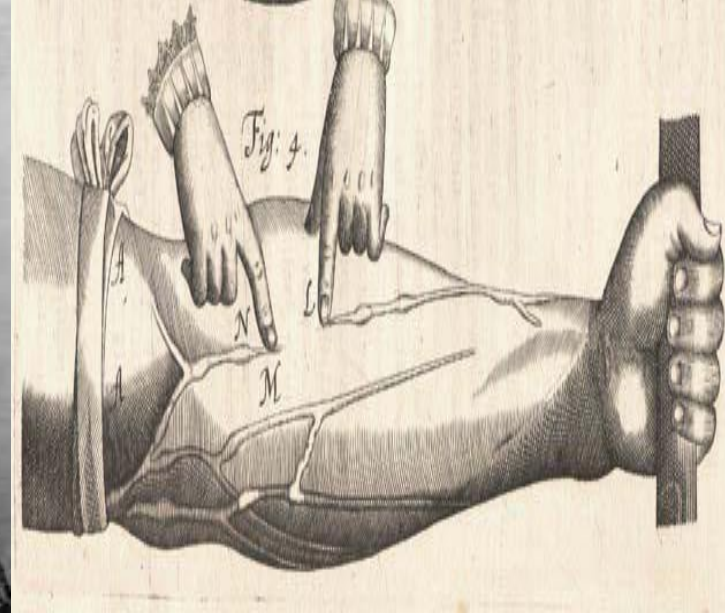
Revision books



Intervention books

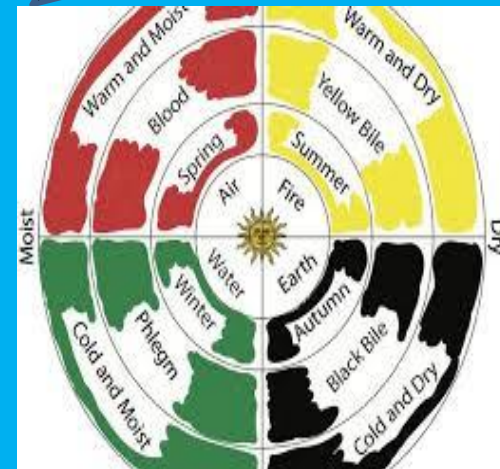
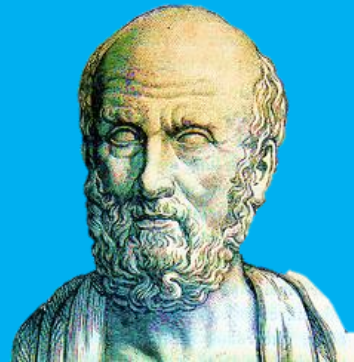


Medicine in Britain, c1250–present.
Historical environment: The British
sector of the Western Front, 1914–
18: surgery and treatment.



Medicine in medieval England	The Medical Renaissance	Medicine in eighteenth- and nineteenth-century Britain	Medicine from 1900 to the present day	The British sector of the Western Front
<p>1. Supernatural and religious explanations of the cause of disease.</p> <p>2. Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence of Hippocrates and Galen.</p> <p>3. Approaches to prevention and treatment and their connection with ideas about disease and illness: religious actions, bloodletting and purging, purifying the air, and the use of remedies.</p> <p>4. New and traditional approaches to hospital care in the thirteenth century. The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500.</p> <p>5. The Black Death, 1348–49.</p>	<p>1. Continuity and change in explanations of the cause of disease and illness. A scientific approach (the work of Thomas Sydenham, the printing press and the Royal Society).</p> <p>2. Continuity in approaches to prevention, treatment and care in the community and in hospitals.</p> <p>3. Change in care and treatment: improvements in medical training and Vesalius.</p> <p>4. William Harvey.</p> <p>5. The Great Plague in London, 1665.</p>	<p>1. Continuity and change in explanations of the cause of disease and illness. Pasteur's Germ Theory and Koch's work on microbes.</p> <p>2. The extent of change in care and treatment: improvements in hospital care and Nightingale. Anaesthetics and antiseptics.</p> <p>3. New approaches to prevention: vaccinations and the Public Health Act 1875.</p> <p>4. Jenner and the development of vaccination.</p> <p>5. Fighting Cholera in London, 1854.</p>	<p>1. Advances in understanding the causes of illness and disease: the Influence of genetic and lifestyle factors on health.</p> <p>2. Improvements in diagnosis: blood tests, scans and monitors.</p> <p>3. The extent of change in care and treatment. The impact of the NHS and science and technology (magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals).</p> <p>4. Mass vaccinations and government lifestyle campaigns. Holiday H/W: Penicillin and the fight against lung cancer in the twenty-first century.</p>	<p>1. The historical context of medicine in the early twentieth century: aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood.</p> <p>2. The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. The trench system. Use of mines at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras. Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure.</p> <p>3. Conditions requiring medical treatment on the Western Front.</p> <p>4. The RAMC and FANY. The system of transport. The underground hospital at Arras.</p> <p>5. The significance of the Western Front for experiments in surgery and medicine (the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai).</p>

Why was Hippocrates important?



Challenge: Which do you think is the most important reason?

- In the short term
- In the long term

Are there any points that weaken the argument for calling him the "Father of Medicine"?

Starter: What World War I illnesses/injuries do these images represent?



Early Elizabethan England 1558-1588



Key topic 1: Queen, government and religion, 1558–69	Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88	Key topic 3: Elizabethan society in the Age of Exploration, 1558–88.
<ol style="list-style-type: none"> 1. Elizabethan England in 1558: society and government. 2. The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths. 3. Challenges at home and from abroad: the French threat, financial weaknesses. 4. Religious divisions in England in 1558. 5. Elizabeth's religious settlement (1559). 6. The Church of England: its role in society. 7. The Puritan challenge. 8. The Catholic challenge. 9. Mary, Queen of Scots. 10. Relations between Elizabeth and Mary, 1568–69. 	<ol style="list-style-type: none"> 1. The Revolt of the Northern Earls, 1569–70. 2. The Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies. 3. Mary Queen of Scots' execution in 1587. 4. Political and religious rivalry. 5. Commercial rivalry. The New World, privateering and Drake. 6. English direct involvement in the Netherlands, 1585–88. Role of Robert Dudley. 7. Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'. 8. Spanish invasion plans. Reasons why Philip used the Spanish Armada. 9. The reasons for, and consequences of, the English victory. 	<ol style="list-style-type: none"> 1. Education in the home, schools and universities. Holiday H/W: Sport, pastimes and the theatre. 2. The reasons for the increase in poverty and vagabondage. 3. The changing attitudes and policies towards the poor. 4. Factors prompting exploration, (the impact of new technology on ships and sailing and the drive to expand trade). 5. The reasons for, and significance of, Drake's circumnavigation of the globe. 6. The significance of Raleigh and the attempted colonisation of Virginia. 7. Reasons for the failure of Virginia.

Reason 1 for Spanish defeat: DRAKE

As Philip prepared his Armada to attack, Drake attacked them first as they were docked in Cadiz harbour. Drake destroyed 30 ships and Spanish supplies in an event known as the **singeing of the King of Spain's beard**

Drake attacked Spanish New World treasure ships meaning Spain had to stop preparing the Armada to defend itself. Drake had now delayed the Armada's attack by a year giving England more time to prepare

How did England defeat the Spanish Armada? (Pages 61-64)

Challenge:
What was the most important factor why it was defeated ?
Explain your answer.

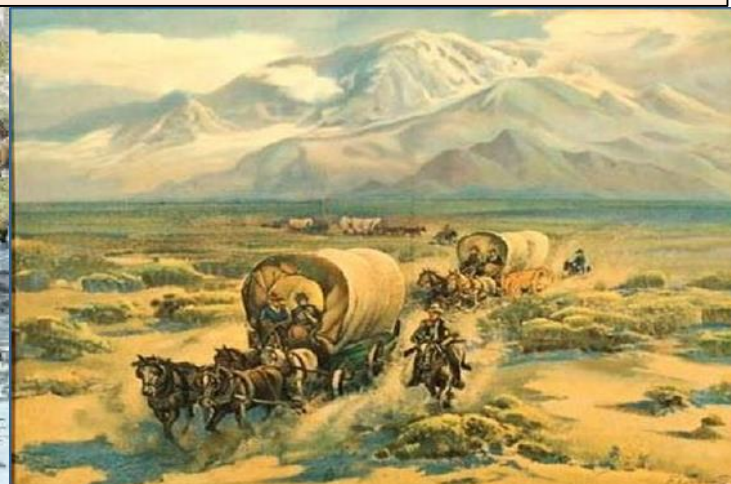
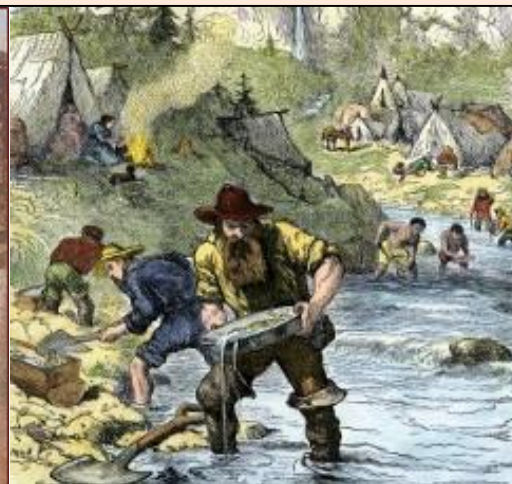
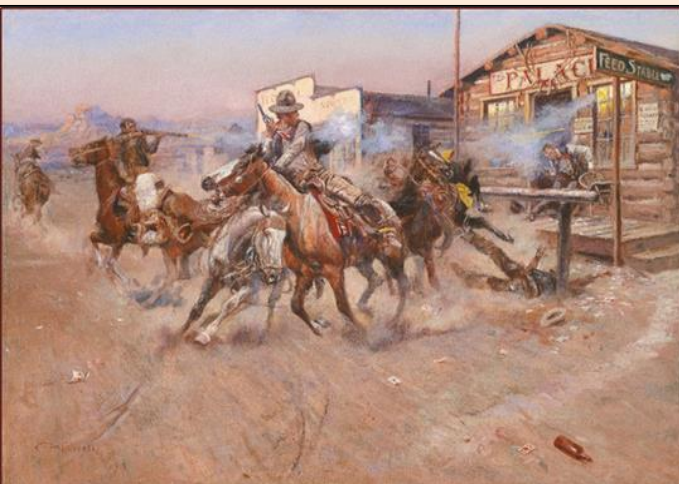


Reason 6 for Spanish defeat: The Weather

Reason 7 for Spanish defeat: Philip II



American West c1835-c1895



Key topic 1: The early settlement of the West, c1835–c1862	Key topic 2: Development of the plains, c1862–c1876	Key topic 3: Conflicts and conquest, c1876–c1895
<ol style="list-style-type: none"> 1. Social and tribal structures, ways of life and means of survival on the Plains. 2. Beliefs about land and nature and attitudes to war and property. 3. US government policy: support for US westward expansion and the significance of the Permanent Indian Frontier. The Indian Appropriations Act 1851. 4. The factors encouraging migration (economic conditions, the Oregon Trail from 1836, Manifest Destiny, and the Gold Rush of 1849). 5. The process and problems of migration (the Donner Party and the Mormon migration, 1846–47). 6. White settlement farming. 7. Reasons for tension between settlers and Plains Indians. The Fort Laramie Treaty 1851. 8. Lawlessness in early towns and settlements. Attempts by government and local communities to tackle lawlessness. 	<ol style="list-style-type: none"> 1. The significance of the Civil War and post war reconstruction (the Homestead Act 1862, the Pacific Railroad Act 1862, and the completion of the First Transcontinental Railroad, 1869). 2. Attempts at solutions to problems faced by homesteaders: new methods and new technology; the impact of the Timber Culture Act 1873 and the spread of the railroad network. 3. Continued problems of law and order in settlements, and attempted solutions. 4. The cattle industry and factors in its growth (the roles of Iliff, McCoy and Goodnight, the significance of Abilene and of the increasing use of the railroad network). 5. The impact of changes in ranching on the work of the cowboy. 6. Rivalry between ranchers and homesteaders. 7. The impact of railroads, the cattle industry and gold prospecting on the Plains Indians. 8. The impact of US government policy towards the Plains Indians including the continued use of reservations. President Grant's 'Peace Policy', 1868. 9. Conflict with the Plains Indians: Little Crow's War (1862) and the Sand Creek Massacre (1864), the significance of Red Cloud's War (1866–68) and the Fort Laramie Treaty (1868). 	<ol style="list-style-type: none"> 1. Changes in farming: the impact of new technology and new farming methods. 2. Changes in the cattle industry: the impact of the winter of 1886–87. The significance of changes in the nature of ranching: the end of the open range. 3. Continued growth of settlement: the Exoduster movement and Kansas (1879), the Oklahoma Land Rush of 1893. 4. Extent of solutions to problems of law and order: sheriffs and marshals. The significance of Billy the Kid, OK Corral (1881), Wyatt Earp. 5. The range wars, including the Johnson County War of 1892. 6. Conflict with the Plains Indians: the Battle of the Little Big Horn, 1876 and its impact; the Wounded Knee Massacre, 1890. 7. The hunting and extermination of the buffalo. 8. The Plains Indians' life on the reservations. 9. The significance of changing government attitudes to the Plains Indians, including the Dawes Act 1887 and the closure of the Indian Frontier.



American West

1. When was the California Gold Rush ?

2. Why were the Mormons successful in their journey to the West?

3. Why did the Open Range come to an end?

Elizabeth

4. When was the Revolt of the Northern Earls ?

5. What did it state in the Treaty of Edinburgh, 1560?

6. What were the main features of Elizabeth's Religious Settlement?

Medicine

7. When was the Germ Theory published ?

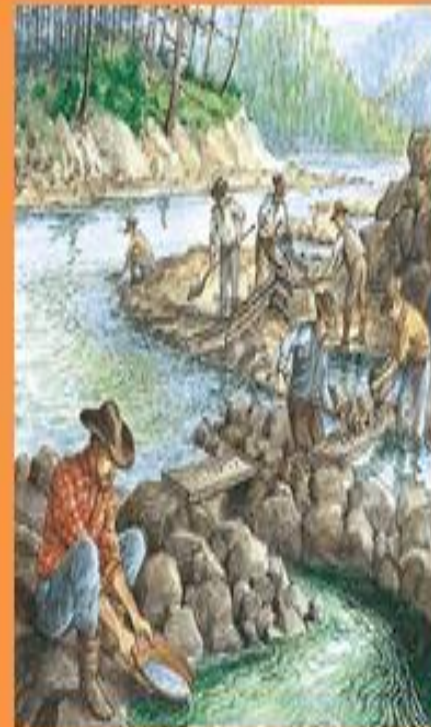
8. Why did the new ideas in the Renaissance have such a limited impact ?

9. Why was the National Health Service introduced?

Billy the Kid



The Gold Rush of 1849. Gold was discovered in the Sierra Nevada, California in 1848. 100,000 people left the East to travel to California in April 1849.





Weimar and Nazi Germany, 1918–39



Key topic 1: The Weimar Republic 1918–29	Key topic 2: Hitler's rise to power, 1919–33	Key topic 3: Nazi control and dictatorship, 1933–39	Key topic 4: Life in Nazi Germany, 1933–39
<p>1. The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19.</p> <p>2. The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.</p> <p>3. Reasons for the early unpopularity of the Republic, (the 'stab in the back' theory and the key terms of the Treaty of Versailles).</p> <p>4. Challenges to the Republic from Left and Right.</p> <p>5. The challenges of 1923 (hyperinflation and the French occupation of the Ruhr).</p> <p>6. Reasons for economic recovery (Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment). The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.</p> <p>Holiday H/W: Changes in the standard of living, including wages, housing, and unemployment insurance. Changes in the position of women in work, politics and leisure and cultural changes: developments in architecture, art and the cinema.</p>	<p>1. Hitler's early career.</p> <p>2. The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.</p> <p>3. The Munich Putsch.</p> <p>4. Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926.</p> <p>5. The growth of unemployment - causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party.</p> <p>6. Reasons for the growth in support for the Nazi Party.</p> <p>7. Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher.</p> <p>8. The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.</p>	<p>1. The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions.</p> <p>2. The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.</p> <p>3. The role of the Gestapo, the SS, the SD and concentration camps.</p> <p>4. Nazi control of the legal system, judges and law courts.</p> <p>5. Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.</p> <p>6. Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936.</p> <p>7. Nazi control of culture and the arts, including art, architecture, literature and film.</p> <p>8. The extent of support for the Nazi regime.</p> <p>9. Opposition from the Churches, including the role of Pastor Niemöller.</p> <p>10. Opposition from the young (the Swing Youth and the Edelweiss Pirates).</p>	<p>1. Nazi views on women and the family.</p> <p>2. Nazi policies towards women (marriage and family, employment and appearance).</p> <p>3. Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens.</p> <p>4. Nazi control of the young through education.</p> <p>5. Nazi policies to reduce unemployment.</p> <p>6. Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.</p> <p>7. Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities.</p> <p>8. The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.</p>

Why did the Republic fail? 1919-29

Was the Weimar Republic doomed from the start?

We have been assessing how successful the Weimar Republic was. It was beset by problems in the early years, but the stability and prosperity enjoyed by Germany during the period 1924-1929, suggests that it was successful to a degree.

However, throughout this time, Hitler and the Nazi party came to prominence and eventually gained control in 1933.

It is arguable that the problems which beset the Weimar Republic from the start finally 'got it in the end'.

- The vilification of the government as the November Criminals continued even into the 1930s, when Hitler referred to the government as the November Criminals in his election speeches.
- The weakness of the Reichstag governments because of proportional representation continued right to the very end.

Yet:


- The Republic was very successful during the period 1923-1929. When the pro-democracy parties organised themselves properly, the Republic could be very strong.

<p><u>Was Weimar doomed from the start?</u></p> <p>Decide if these statements agree or disagree with the question</p>	<p>Constitution contained A Bill of Rights .This guaranteed every German citizen freedom of speech and religion, and equality under the law.</p>	<p>After recovering from the economic prosperity of the Golden Ages people voted for mainstream democratic parties. As a result, extremists like the Nazis lost support</p>	<p>The Weimar republic faced challenges right from the beginning from the powerful elite. Army leaders wanted to Kaiser to return because their status would be maintained under him.</p> <p>Many judges and top civil servants did not want the Weimar Republic because they disagreed with its liberal political views</p>
<p>The multiple revolutions displayed how unpopular the Republic was.</p>	<p>Article 48- could bypass democracy</p>	<p>The Weimar republic was therefore always linked to surrender and harsh peace treaty terms</p>	<p>To the right wing nationalists, the payment of reparations was an admission that Germany caused the war. They called the Dawes plan a second Versailles. The Young plan had similar opposition. Nearly 6 million Germans voted against the Young plan</p>
<p>Conservatives hated Weimar culture</p>	<p>The Republic lasted 13 years</p>	<p>Germans had suffered from hyperinflation. The middle class (which would normally be the bedrock of the Republic) had suffered the most .</p>	<p>Several parties elected in the Reichstag such as the nationalist and the communist were opposed to democracy</p>
<p>Democracy was new to Germany . Many distrusted parliamentary democracy- especially when things went wrong</p>	<p>The Golden 20s ended with the Wall Street Crash in 1929. This led to a depression and the rise of extremism</p>	<p>French occupy the Ruhr. This was unpopular and made Germans think the government was weak.</p>	<p>Coalitions led to weak government</p>
<p>Economy was dependent on US loans (Dawes plan 1924 and Young plan 1929)</p>	<p>Weimar politicians blamed for ‘stab in the back’</p>	<p>Key :</p> <p>Agree :</p> <p>Disagree :</p>	<p>Challenge:</p> <p>Do any points carry more weight than others?</p>

C/W



Bell task

This unit	Last unit : American west	Previous unit: Early Elizabethan England
Who is this ? 	What did Brigham Young believe the Mormons needed to do?	Describe one feature of the Act of Supremacy.
Define the Bauhaus movement	What was the Pacific Railroad Act of 1862?	Explain one reason why the Northern Earls rebelled
How did a woman get the Mother's Cross in Nazi Germany?	Explain three new inventions that improved the lives of Homesteaders?	Explain the pastimes of the lower classes.