**Germany 1918-39**

**Hitler’s consolidation of power Jan 1933 – August 1934**

□ I understand that even though Hitler became Chancellor in January 1933 it took

 until August 1934 for him to become a dictator.

□ I can explain the steps in Hitler’s move to dictatorship beginning with the

 Reichstag Fire in February 1933 up to death of Hindenburg and Hitler’s

 appointment as Fuhrer in August 1924.

□ I can explain in some detail the significance of the Reichstag Fire, the Enabling Act,

 the Law Against the Formation of New Parties, and the Night of the Long Knives,

 and compare their importance in Hitler’s consolidation of power.

**Nazi economic policy**

□ I can describe the policies brought in by the Nazis after 1933 to bring about

 economic recovery and to control the lives of workers including the setting up of

 the German Labour Front, Strength through Joy, and various job creation

 schemes.

□ I can compare the economic policies of Hjalmar Schacht (1933-6) and Hermann

 Goring (1936-9), looking at aims, policies, successes and failures.

□ I can describe the ways the lives of workers improved / declined under Nazi rule.

**Women in Nazi Germany**

□ I can explain Nazi attitudes toward women.

□ I can describe a number of ways that the lives of German women were affected

 by Nazi rule and assess to what extent the Nazis succeeded in their aims towards

 women.

□ I can explain the ways that the lives of German women improved / declined

 under Nazi rule.

**Young people in Nazi Germany**

□ I can explain why the Nazis thought it was important to control young people in

 Germany.

□ I can describe the ways the lives of young people were affected by Nazi rule both

 in school and outside school (Hitler Youth).

□ I can explain how and why the experience of boys and girls was different

□ I can give some reasons why some young people supported the Nazis and why

 some didn’t.

□ I can identify some of the youth groups who opposed the Nazis, explain what they

 did to show their opposition.

□ I can assess the extent to which the Nazis succeeded in their aims towards young

 people

**The Churches in Nazi Germany**

□ I can explain why the Nazis thought it was important to control the German

 Churches.

□ I can describe some of the ways the Catholic and Protestant Churches were

 affected by Nazi rule.

□ I can assess the extent to which the Nazis succeeded in their aims towards the

 Churches.

**Control in Nazi Germany**

□ I can describe some of the ways the Nazis used violence and terror to control the

 German people including the Decree for the Protection of People and State, the

 use of concentration camps, the role of the SS and control of the courts.

□ I can describe the ways the Nazis used propaganda to control the German people

 including films, newspapers, radio, mass rallies, books, theatre and music.

**Jews and other minorities in Nazi Germany**

□ I can explain three reasons why the Nazis hated the Jews.

□ I can describe the main stages in Nazi persecution of the Jews from 1933 to 1939.

□ I can write in some detail about the Nuremburg Laws and Kristallnacht (Night of

 Broken Glass).

□ I can identify other groups who were persecuted by the Nazis. I can explain why

 the Nazis hated them and what life was like for these groups in Nazi Germany.

**Nazi policies and actions in Europe 1933-39**

□ I can explain the ways Germany was punished by the Treaty of Versailles at the

 end of the First World War

□ I can identify and explain Hitler’s foreign policy aims

□ I can describe the ways that Hitler began to re-arm Germany in 1935

□ I can explain why Hitler moved the German army into the Rhineland in 1936

□ I can explain what is meant by the Policy of appeasement and why Britain pursued this policy towards Germany in the 1930s

□ I can identify the countries that Hitler made alliances with in 1936

□ I can explain how the Four Year Plan helped Hitler to prepare for war

□ I can explain why Hitler wanted to join with Germany

□ I can explain why an Anschluss with Austria was not possible in 1934 and why it was possible in 1938

□ I can explain in some detail how the Anschluss came about

□ I can explain why Hitler targeted the Sudetenland area of Czechoslovakia

□ I can explain why the British Prime Minister met Hitler in Munich in 1938 and what was agreed at that meeting

□ I can explain why Hitler signed a pact with the leader of the USSR, Stalin, and why this made war much more likely

 **Changing relationships: Britain, Northern Ireland and Ireland 1965-85**

**Background**

□ I understand the terms Unionist and Nationalist

□ I know when the state of Northern Ireland came into being, and understand some of the reasons why Unionists and Nationalists reacted differently to the new state

**The government of Captain Terence O’Neill**

□ I can explain the aims of Captain Terence O’Neill’s economic policies in the 1960s

□ I can describe some of O’Neill’s policies

□ I can identify some of the successes and failures of O’Neill’s economic

□ I can explain the aims of O’Neill’s political policies

□ I can describe O’Neill’s policies and can explain Unionist and nationalist reactions to his policies

**Civil Rights**

□ I can list the aims of the Northern Ireland Civil Rights Association (NICRA)

□ I can describe the tactics used by NICRA to achieve its aims

□ I understand why the actions of NICRA were viewed with suspicion by some Unionists

□ I can explain the Northern Ireland government’s reaction to NICRA

□ I can list the points in O’Neill’s Five Point Programme and explain why some

 Unionists were opposed to the Programme

□ I can explain the aims of People’s Democracy

□ I can describe what happened at Burntollet Bridge in January 1969

□ I can explain the reasons for and outcome of the ‘Crossroads Election’ in February

 1969

□ I can explain why O’Neill was replaced as leader of the Ulster Unionist party by

 Major James Chichester Clark

**Escalation of political and civil unrest**

□ I can explain why the summer of 1969 was marred by violence, and give examples,

 such as the ‘Battle of the Bogside’

□ I can explain the decision of the British Government to send the British Army to

 Northern Ireland in August 1969

□ I can explain what was agreed in the Downing Street Declaration of August 1969

 and describe Unionist and Nationalist reactions to the declaration

□ I understand why the IRA split in 1969 & can explain the aims of the Provisional

 IRA

□ I can explain the emergence of Protestant paramilitaries at this time

□ I can explain why Chichester Clark was replaced by Brian Faulkner in March 1971

□ I can distinguish between the different political parties that emerged at this time –

 the DUP, the Alliance Party and the SDLP. I know what the aims of each party

 were and who their leaders were

□ I can give reasons for why the British Government introduced internment into

 Northern Ireland in August 1971, and explain Unionist and Nationalist reactions to

 internment

**Bloody Sunday 1972**

□ I can describe what happened on Bloody Sunday 1972 and some of the results

□ I understand what is meant by ‘Direct Rule’

□ I can explain why the British Government introduced Direct Rule in Northern

 Ireland in March 1972 and explain Unionist and Nationalist reactions to this

 decision

□ I can explain why the year 1972 has been described as the worst year of the

 Troubles

**The Sunningdale Agreement 1973**

□ I understand the background to the Sunningdale Agreement

□ I can explain what was agreed at Sunningdale

□ I can explain the response of unionists and nationalists to the Sunningdale

 Agreement

□ I can explain why Ulster Workers’ Council Strike took place in May 1974

□ I can explain the aims and tactics of the Peace People in the 1970s

**The Hunger Strikes 1980 and 1981**

□ I can explain the background to the 1980 and 1981 Hunger Strikes

□ I can explain the impact of the 1981 Hunger Strike

□ I can explain how the British Government responded to the Hunger Strikes

□ I can explain how the Government of the Irish Republic responded to the Hunger

 Strikes

□ I can explain how people in Northern Ireland responded to the Hunger Strikes

**The Anglo-Irish Agreement 1985**

□ I can explain the background to the Anglo-Irish Agreement 1985

□ I can explain why the Anglo-Irish Agreement was signed

□ I can describe the key terms contained in the Anglo-Irish Agreement

□ I can explain the different reactions in Ireland to the Anglo-Irish Agreement