



# H5 Weimar and Nazi Germany, 1918–39

## Personal learning checklist | 1 of 4

Edexcel GCSE History 1HI0 | Paper 3 · Option 31

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Tick one box for each statement. Red: need help. Amber: partly confident.  
Green: can do independently.

Support your confidence with precise evidence and a written explanation. Quick checks do not assess a complete source enquiry or historical argument.

| I can                                                                                 | Red                      | Amber                    | Green                    |
|---------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| <b>Revolution and the Weimar Constitution, 1918–19</b>                                |                          |                          |                          |
| Explain defeat, unrest, abdication and the establishment of the republic.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Evaluate strengths and weaknesses of the Weimar Constitution.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Early challenges, 1919–23</b>                                                      |                          |                          |                          |
| Explain resentment of Versailles and the false stab-in-the-back claim.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Compare challenges from Spartacists, Freikorps and the Kapp Putsch.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain the Ruhr occupation, passive resistance and hyperinflation.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Compare the effects of hyperinflation on different social groups.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Recovery and society, 1924–29</b>                                                  |                          |                          |                          |
| Explain currency stabilisation, the Dawes and Young Plans and dependence on US loans. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain Stresemann's contribution to international acceptance.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Evaluate how far recovery improved living standards across German society.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain changes and continuing limits in women's work, politics and leisure.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain developments in Weimar art, architecture and cinema and reactions to them.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

My next revision priority \_\_\_\_\_



# H5 Weimar and Nazi Germany, 1918–39

## Personal learning checklist | 2 of 4

Edexcel GCSE History 1HI0 | Paper 3 · Option 31

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Tick one box for each statement. Red: need help. Amber: partly confident.  
Green: can do independently.

Support your confidence with precise evidence and a written explanation. Quick checks do not assess a complete source enquiry or historical argument.

| I can                                                                                        | Red                      | Amber                    | Green                    |
|----------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| <b>Early Nazis and the Munich Putsch</b>                                                     |                          |                          |                          |
| Explain Nazi origins, the Twenty-Five Point Programme and the SA.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain causes, events and consequences of the Munich Putsch.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain party reorganisation, Bamberg and limited support before the Depression.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Depression and appointment, 1929–33</b>                                                   |                          |                          |                          |
| Explain how the Depression affected unemployment and confidence in democracy.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain Nazi electoral growth through promises, propaganda, violence and fear of communism.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain the 1932 elections and elite decisions leading to Hitler's appointment.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Dictatorship and the police state, 1933–34</b>                                            |                          |                          |                          |
| Explain how the Fire, Enabling Act and suppression of alternatives established dictatorship. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain Röhm's threat and the Night of the Long Knives.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain Hindenburg's death, the Führer role and the personal army oath.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain terror through the SS, Gestapo, camps and Nazi control of law.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

My next revision priority \_\_\_\_\_



# H5 Weimar and Nazi Germany, 1918–39

## Personal learning checklist | 3 of 4

Edexcel GCSE History 1HI0 | Paper 3 · Option 31

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Tick one box for each statement. Red: need help. Amber: partly confident.  
Green: can do independently.

Support your confidence with precise evidence and a written explanation. Quick checks do not assess a complete source enquiry or historical argument.

| I can                                                                                 | Red                      | Amber                    | Green                    |
|---------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| <b>Propaganda, religion and opposition</b>                                            |                          |                          |                          |
| Explain Goebbels' use of censorship, media, rallies and sport.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain Nazi control of culture and attempts to control churches.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain opposition from Niemöller, other Christians and youth groups.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Evaluate evidence of support, conformity and resistance.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Women, youth and work, 1933–39</b>                                                 |                          |                          |                          |
| Explain Nazi policies towards women's families, employment and appearance.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain youth organisations and indoctrination through education.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain job-creation policies and the limits of unemployment statistics.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Evaluate workers' living standards using wages, hours, freedom and leisure provision. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Racist persecution, 1933–39</b>                                                    |                          |                          |                          |
| Explain false Nazi racial beliefs and persecution of different minority groups.       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain the escalation of Jewish persecution from 1933 to 1939.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

My next revision priority \_\_\_\_\_



# H5 Weimar and Nazi Germany, 1918–39

## Personal learning checklist | 4 of 4

Edexcel GCSE History 1HI0 | Paper 3 · Option 31

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Tick one box for each statement. Red: need help. Amber: partly confident.  
Green: can do independently.

Support your confidence with precise evidence and a written explanation. Quick checks do not assess a complete source enquiry or historical argument.

| I can                                                                                                | Red                      | Amber                    | Green                    |
|------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| <b>Sources, interpretations and judgement</b>                                                        |                          |                          |                          |
| Make an inference supported by a precise source detail.                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Evaluate source usefulness for an enquiry using content, provenance and context.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identify differences between interpretations and explain how focus or evidence may account for them. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Evaluate an interpretation with contextual knowledge, comparison and a supported judgement.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

My next revision priority \_\_\_\_\_