GCSE History: PERSONALISED LEARNING CHECKLIST

	Red	Amber	Green	Revised Tick ☑
Area of Study: Weimar and Nazi Germany 1918-39				
I can explain the impact of the legacy of World War One on Germany including: the abdication of the Kaiser, the armistice and revolution 1918-19.				
I understand how the Weimar Republic was set up and the strengths and weaknesses of the new Constitution.				
I can explain why the Weimar Republic was unpopular linked to the 'stab in the back' theory and the effect of the key terms of the Treaty of Versailles.				
I can explain the aims, events and outcomes of the challenges to the Republic from the Left and Right e.g. Spartacist Uprising and the Kapp Putsch.				
I can explain the challenges of 1923 – the effects and reasons for the French occupation of the Ruhr and hyperinflation.				
I can explain why Weimar went through a period of economic recovery 1924-29.				
I can explain who Stresemann was and his economic strategies e.g. the Rentenmark, the Dawes Plan and the Young Plan.				
I can assess the strengths and weaknesses of Stresemann's economic policies.				
I can assess the impact of Stresemann's international treaties including the Locarno Pact, League of Nations and the Kellogg-Briand Pact.				
I can explain the changes in the standard of living including wages, house and unemployment insurance during the 'Golden Years'.				
I can assess how far the position of women changed during Weimar including work, politics and leisure.				
I can describe the cultural changes in architecture, art, literature and the cinema during the 'Golden Years'.				

I am most confident with the following topic/topics:

I have struggled most with the following topic/topics:

I can explain the causes, events and consequences of the Munich Putsch.				
I can explain the early development and growth of the Nazi Party including the 25 point programme and the role of the SA.				
I can explain the reasons for limited support for the Nazi Party 1924-28.				
I can explain the importance of Mein Kampf.				
I can explain why there was a growth in support of the Nazis 1929-32 including reasons/impact of unemployment and the failure of the Weimar government to deal with problems.				
I can explain the appeal of Hitler and the effects of propaganda and the work of the SA in the increase of Nazi support.				
I can explain political maneuvering and the roles of Hindenburg, Bruning, von Papen and von Schleicher.				
I can explain why Hitler became Chancellor in 1933.				
I can explain the events and causes of the Reichstag Fire.				

I am most confident with the following topic/topics:

I have struggled most with the following topic/topics:

I can explain how Hitler began creating a dictatorship 1933-34 including the Enabling Act, banning of political parties and trade unions.				
I can explain why Hitler saw Rohm and the SA as a threat and the consequences of that e.g. The Night of the Long Knives.				
I can explain how the death of Hindenburg led to Hitler becoming Fuhrer.				
I can explain the Nazi police state including the roles of the Gestapo, the SS, the SD and concentration camps.				

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I can explain how the Nazis controlled the legal system, judges and law courts.				
I can explain Nazi policy towards Catholic and Protestant churches including the Reich Church and the Concordat.				
I can explain who Goebbels and the Ministry of propaganda was and how the Nazis used the media, rallies, sport (Berlin Olympics) to control and influence attitudes.				
I can explain how the Nazis controlled culture and the arts.				
I can assess the extent of support for the Nazi regime.				
I can explain opposition from the church and youth groups.				
I can explain Nazi views of women and the family as well as policies that link to these.				
I can explain Nazi aims and policies towards the youth.				
I can explain and give examples of how the Nazis controlled the young through education and teachers.				
I can explain Nazi policies used to reduce unemployment e.g. labour service, autobahns, rearmament and invisible unemployment.				
I can assess how far the Nazis changed the standard of living for Germans e.g. The Labour Front, Strength Through Joy and Beauty of Labour.				
I can explain the Nazi's racial beliefs and treatment of minorities such as Slavs, gypsies, homosexuals and those with a disability.				
I can explain the persecution of the Jews including boycott of shops and businesses (1933), the Nuremberg Laws and Kristallnacht.				

I am most confident with the following topic/topics:

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Area of Study: Crime and Punishment in Britain c1000-present and Whitechapel c1870-c1900

Area of Study: Crime and Punishment c1000- c1500 in Medieval England

Crimes against the person, property and authority, including poaching as an example of 'social' crime				
Changing definitions of crime as a result of the Norman conquest including William I's Forest Laws				
The role of the authorities and local law enforcement in Anglo-Saxon, Norman and later medieval England; including tithings, the hue and cry and the parish constable				
The emphasis on deterrence and retribution, the use of fines, corporal and capital punishment. The use and end of the Saxon wergild				
The influence of the church on crime and punishment in the early C13th; the significance of Sanctuary and Benefit of Clergy; the use of trial by ordeal and the reasons for ending it				

I am most confident with the following topic/topics:

I have struggled most with the following topic/topics:

Area of Study: Crime and Punishment c1500-c1700 in Early Modern England

Continuity and change in the nature of crimes against the person, property and authority, including heresy and treason				
New definitions of crime in the C17th: vagabondage and witchcraft				
The role of the authorities and local communities in law enforcement, including town watchmen				
The continued use of corporal and capital punishment; the introduction of transportation and the start of the Bloody code				
The Gunpowder Plotters 1605; their cries and punishment				
Key individual: Matthew Hopkins and the witch hunts of 165-47. The reasons for their intensity; the punishment of those convicted				

I am most confident with the following topic/topics:

I have struggled most with the following topic/topics:

Area of Study: Crime and Punishment c1700-c.1900 in c18th and c19th Britain

Continuity and change in the nature of crimes against the person, property and authority, including highway robbery, poaching and smuggling				
Changing definition of crime exemplified in the ending of witchcraft prosecutions and the treatment of the Tolpuddle Martyrs				
The role of the authorities and local communities in law enforcement, including the work of the Fielding brothers. The development of police forces and the beginning of CID				
Changing views on the purpose of punishment. The use and ending of transportation, public execution and the Bloody Code Prison reform, including the influence of John Howard and Elizabeth Fry				
Pentonville prison in the mid C19th: the reasons for its construction; the strengths and weaknesses of the separate system				
Key individual: Robert Peel – his contribution to penal reform and the development of the Metropolitan Police Force				

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Area of Study: Crime and Punishment c.1900 – present in Modern Britain

Continuity and change in the nature of crimes against the person, property and authority, including new forms of theft and smuggling				
Changing definitions of crime including driving offences, race crimes and drug crimes				
The role of the authorities and local communities in law enforcement, including the development of Neighbourhood watch. Changes within the police force; increasing				

specialization, use of science and technology and the move towards prevention				
The abolition of the death penalty; changes to prisons, including the development of open prisons and specialized treatment of young offenders; the development of noncustodial alternatives to prison				
The treatment of conscientious objectors in WW1 and WW2				
The Derek Bentley case: its significance for the abolition of the death penalty				

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Area of Study: The historical environment: Whitechapel c 1870-c1900: Crime, policing and the inner city

The local context of Whitechapel. The problems of housing and overcrowding. Attempts to improve housing; the Peabody Estate. Provision for the port in the Whitechapel workhouses. The lack of employment opportunities and level of poverty. Links between environment and crime: the significance of Whitechapel as an inner city area of poverty, discontent and crime				
The prevalence of lodging houses and pubs creating a fluctuating population without ties to the community. The tensions arising from the settlement of immigrants from Ireland and Eastern Europe. Pressures caused by the increase in Jewish immigration during the 1880s and the tendency towards segregation. The growth of socialism and anarchism in Whitechapel.				
The organization of policing in Whitechapel. The work of H division and the difficulties of policing the slum area of Whitechapel, the rookeries, alleyways and courts. Problems caused by alcohol, prostitution, protection rackets, gangs, violent demonstrations and attacks on Jews. The Whitechapel Vigilance Committee				
Investigative policing in Whitechapel: developments in techniques of detective investigation, including the use of				

sketches, photographs and interviews; problems caused by the need for cooperation between the Metropolitan Police, the City of London Police and Scotland Yard. Dealing with the crimes of Jack the Ripper and the added problems caused by the media reporting of the 'Ripper' murders				
The national and regional context: the working of the Metropolitan Police, the quality of the police recruits, the role of the 'beat constable'. The development of CID, the role of the Home Secretary and of Sir Charles Warren, public attitudes towards the police.				
Knowledge of local sources relevant to the period of issue, eg housing and employment records, council records and census returns. Charles Booth's survey, workhouse records, local police records, coroner's reports, photographs and London newspapers				
Knowledge of national sources relevant to the period and issue, eg national newspapers, records of crimes and police investigations, Old Bailey records of trials and Punch cartoons				
Recognition of the strengths and weaknesses of different types of source for specific enquiries				
Framing of questions relevant to the pursuit of a specific enquiry				
Selection of appropriate sources for specific investigations				

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