

# MARINA INTERNATIONAL HIGH SCHOOL

## Scheme of work for Humanities Department – form 4 History Term 1

WEEK	MAIN TOPIC - 1	TOPIC DETAILS
Week 1	Topic 1.1 How far did the US economy boom in the 1920s?	<ul style="list-style-type: none"><li>✓ Describe the meaning of the US economic boom</li><li>● An economic development and industrial transformation in America in the 1920s popularly known as the <b>Second US Industrial Revolution</b>.</li> <li>✓ Describe the factors/causes why the US economic boomed in the 1920s.</li><li>● <b>Isolation policy</b> to keep off from European affairs and channel all the energy towards developing America. Return to normalcy</li><li>● <b>Effects of WWI</b> the US became the richest and most powerful nation in the world.</li><li>● <b>Population</b> the US had a large population of 106.5 million, which provided a home market for the consumer goods.</li><li>● <b>Industrial strength</b> the USA Second Industrial Revolution occurred. The use of machineries replaced locally hand made goods.</li><li>● <b>Resources</b> the US was blessed with raw materials like coal, iron, oil, gas, timber etc.</li><li>● <b>Automobile industry</b> Henry Ford revolutionized car industry in America. He set up an <b>assembly/ production line</b> where cars (<b>Model T</b>) were made in ten seconds in Detroit.</li></ul>

		<ul style="list-style-type: none"> <li>● <b>Stock market</b> investors were busied buying and selling of shares/stocks in Wall Street in New York in the 1920s.</li> <li>● <b>Mass production</b> items like fridges, radios, televisions, cars and others were mass produced.</li> </ul>
Week 2	<p><b>Continuation:</b>  <b>How far did the US economy boom in the 1920s?</b></p> <p><b>A brief history of the automobile industry in America.</b></p>	<ul style="list-style-type: none"> <li>● <b>Republican policies</b> the republican governments adopted low taxation, import tariff, trusts, and laissez faire from 1920s, and this impacted positively on the economy at the time.</li> <li>● <b>Professional managers</b> industries had more skilled managers &amp; workers to do the right job. These included factories owners, managers, and workers. Etc.</li> </ul> <p>✓ Discuss the origin of automobile industry in America</p> <ul style="list-style-type: none"> <li>● <b>Automobile industry</b> was revolutionized by Henry Ford in 1913 in Detroit, USA. He set up a giant factory/assembly line where cars were made in few seconds.</li> </ul> <p>✓ Evaluate the impact of automobile industry in the US</p> <ul style="list-style-type: none"> <li>● It created specialization in automobile industry</li> <li>● It created jobs for other industries in rubber, petrol, road construction, furniture, glass etc.</li> <li>● It opened up small businesses in suburb and people could live there and work in cities etc.</li> </ul>
Week 3	<p><b>Topic 1.2</b></p> <p><b>Why did some industries prosper while others did not?</b></p>	<p>✓ Discuss the reasons/effects why some industries in the US prospered and others did not</p>

		<ul style="list-style-type: none"> <li>● <b>New industries</b> like aircraft, refrigerators, radios, cars, oil, and chemical took over the market of older industries like leather, textiles, coal and farming.</li> <li>● <b>Cheap labour</b> new industries made use of cheap labor, especially in the southern states &amp; older ones could not compete.</li> <li>● <b>Professional managers</b> new industries had professional bodies and managers while older industries did not have well skilled manpower.</li> <li>● <b>Demands for goods</b> the demands for older industries goods fell as many people wanted new items like vacuum machines etc.</li> </ul>
WEEK	MAIN TOPIC	TOPIC DETAILS
Week 4	<p><b>Topic 1.3</b>  <b>Why did agriculture not share in the prosperity?</b></p>	<ul style="list-style-type: none"> <li>✓ Evaluate the problems faced by the US farmers in the 1920s.</li> <li>● <b>Declining in export of goods</b> farmers in Europe restarted farming again after the war, so not all American crops were now needed in Europe starting from 1922.</li> <li>● <b>Overproduction</b> the US farmers had overproduced during the war, so when the war ended in 1918, they could not sell abroad again. Back at home people had already bought what they needed. Price fell.</li> <li>● <b>Foreign competition</b> the US farmers competed with the Canadian farmers who were more efficient and their crops were cheaper.</li> <li>● <b>Collapse of rural banks</b> by this time thousands of banks in America were bankrupt. They had helped the farmers in the past.</li> </ul>

		<ul style="list-style-type: none"> <li>● <b>Republican policies</b> such as low taxation and trusts allowed businesses to be controlled by capitalists who paid low taxes to government.</li> </ul>
Week 5	<p><b>Topic 1.4</b></p> <p><b>Did all Americans benefit from the boom?</b></p>	<ul style="list-style-type: none"> <li>✓ State and identify the reasons why some Americans did not share in the economic boom in the 1920s</li> <li>● <b>Sharecroppers</b> were poor farmers or tenant farmers who do not own any farmland.</li> <li>● <b>Unequal distribution of wealth</b> income in America was not equally shared. In 1925, about 32% wealth goes to the richest 5%. While 10% wealth goes to the poorest 42%. So the rest of 47% wealth goes to 42%.</li> <li>● <b>Unemployment</b> thousands of people were unemployed by this time and majority were new immigrants, poor white, blacks etc.</li> <li>● <b>Racism</b> different racial laws were passed by the US government such as Jim Crow law and others. This affected many colored people and blacks.</li> </ul>
Week 6	<p><b>Topic 2.1</b></p> <p><b>How far did US society change in the 1920s?</b></p>	<ul style="list-style-type: none"> <li>✓ Describe the “roaring twenties.”</li> <li>● A decade of socio-economic change in lifestyle of people in America which involved loud noise, riotous fun, new lifestyles, new fashion, new dance like the Charleston and prosperity in new entertainment age (jazz and blues) that occurred from the devastation of the WWI.</li> </ul>

		<ul style="list-style-type: none"> <li>✓ State and identify the causes why the US society changed in the 1920s</li> <li>● <b>Urbanization</b> there was a rapid development in American cities, especially in building of skyscrapers that lured many people to abandon rural areas to live in the cities.</li> <li>● <b>Automobile</b> cars gave the US society a new look. Young people could travel on cars to watch films in cinemas.</li> <li>● <b>Morals</b> new attitudes among young people emerged and Hollywood entertained millions on recent films.</li> <li>● <b>Entertainment industry</b> this comprised of sports, cinema, radio, jazz &amp; blues.</li> </ul>
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WEEK	MAIN TOPIC - 2	TOPIC DETAILS
Week 7	<p>Topic 2.2 American women in the 1920s</p>	<ul style="list-style-type: none"> <li>✓ Make a comparative analysis of American women in the 1920s.</li> <li>● <b>Traditional women</b> were expected to marry, obey their husbands, raise kids and respect the core values of their traditions and religions</li> <li>● <b>Modern women</b> were flappers who smoked in public, etc.</li> <li>✓ Describe the factors that changed the roles of women</li> <li>● <b>Car</b> made life easier for many people, especially women</li> </ul>

		<ul style="list-style-type: none"> <li>● <b>Work</b> after the war women took over the jobs men could do because they had acquired the skills during the war time.</li> <li>● <b>Vote</b> women were given the rights to vote and to be voted for</li> <li>● <b>New industries</b> produced mass goods that women needed at home while they work.</li> <li>● <b>Films/novels</b> exposed young people to immoral chats like sex that was considered a taboo in the past.</li> <li>● <b>War</b> thanks to the WWI, women could stand equal with men in many fields.</li> </ul>
Week 8	<p><b>Topic 2. 1</b></p> <p><b>How widespread was intolerance in US society?</b></p>	<ul style="list-style-type: none"> <li>✓ Describe forms of intolerant in America in the 1920s</li> <li>● <b>The Red Scare</b> the fear of Red Revolution/Communism in America.</li> <li>● <b>Ku Klux Klan</b> a racial gang that hated blacks, immigrants, Jews and others</li> <li>● <b>Vanishing Americans</b> the disappearance of the natives (Red Indians) in America</li> <li>● <b>Immigration policies</b> laws were made to restrict people from entering the USA.</li> <li>● <b>Religious and racial intolerant</b> the acceptance of the idea of evolution to be taught at schools.</li> </ul>
Week 9	<p><b>Topic 2.2</b></p> <p><b>Cont.</b></p> <p><b>How widespread was intolerance in US society?</b></p>	<ul style="list-style-type: none"> <li>● <b>Jim Crow law</b> a segregation law passed in the southern states to separate blacks and whites.</li> <li>✓ Evaluate the account of experience of black people in America.</li> </ul>

	Experience of black Americans in the 1920s	
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WEEK	MAIN TOPIC -	TOPIC DETAILS
Week 10	<p><b>Topic 2.3</b>  <b>Why was Prohibition introduced, and then later repealed?</b></p> <p><b>Effects of prohibition</b></p> <ul style="list-style-type: none"> <li>-crimes</li> <li>-armed robbery</li> <li>-prostitution</li> <li>-deaths</li> <li>-diseases</li> <li>-intolerant</li> <li>-poverty</li> <li>-etc.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Describe the meaning of Prohibition.</li> <li>● Prohibition is the legal act of prohibiting the manufacture, transportation, import, export and sale of alcohol and alcoholic beverages and its possessions in America by the US government.</li> <li>✓ State and explain why prohibition was introduced</li> <li>● <b>Race</b> to save the fatherland against liquor pushed the government to pass the law</li> <li>● <b>Politics</b> politicians wanted to win votes so they supported the idea</li> <li>● <b>Religion</b> Christian women were against those that drinking alcohol and wanted to stop the habit.</li> <li>● <b>Patriotism</b> Americans were worried that while their young men were at the front line in Europe fighting, some were at home enjoying themselves.</li> <li>● <b>Communism</b> they feared any break out of revolution</li> <li>● <b>Health</b> drunken mothers smothered their babies on beds due to alcohol</li> </ul>

<p><b>Week 11</b></p>	<p><b>Topic 2. 4</b> <b>Why was Prohibition repealed?</b></p>	<ul style="list-style-type: none"> <li>✓ Describe the reasons why prohibition was repealed</li> <li>● <b>Underpaid</b> prohibition agents were underpaid</li> <li>● <b>Speakeasies</b> illegal bars increased</li> <li>● <b>Bootleggers</b> illegal alcohol doubled</li> <li>● <b>Moonshiner</b> made illegal liquor</li> <li>● <b>disobeyers of law</b> Americans were not ready to obey the law</li> <li>● <b>corruption</b> agents were collecting bribes</li> <li>● <b>Gangsters</b> doubled in America.</li> </ul>
<p><b>Week 12</b></p>	<p><b>Topic 3.1</b> <b>What were the causes and consequences of the Wall Street Crash?</b></p>	<ul style="list-style-type: none"> <li>✓ Describe the meaning of the Wall Street Crash</li> <li>● The Wall Street Crash was the collapse of the US economic boom that struck on 29th October, 1929. It marked the beginning of a long depression in the USA.</li> <li>✓ Examine the following key terms: <ul style="list-style-type: none"> <li>● <b>The US Stock Market:</b> a place where shares/stocks were bought and sold in Wall Street, New York.</li> <li>● <b>Shareholders:</b> these were investors who had invested their money to buy shares (big &amp; small investors).</li> <li>● <b>Dividend:</b> bonus profit</li> <li>● <b>Shares:</b> are units of ownership interest in a corporation or financial asset that provide for an equal distribution in any profits, if any are declared, in the form of dividends.</li> </ul> </li> </ul>

WEEK	MAIN TOPIC -	TOPIC DETAILS
Week 13	Mid –Term Break	
Week 14	Mock exams Entry of ABT Grades	
Week 15	Vetting of reports Open day	

## Form 4 History Term 2

WEEK	MAIN TOPIC - 3	TOPIC DETAILS
Week 1	Topic 3.1 Continuation: What were the causes and consequences of the Wall Street Crash?	<ul style="list-style-type: none"> <li>✓ State and describe the factors that caused the Wall Street Crash</li> <li>● <b>Speculation</b> is a form of gambling, and speculators had bought millions of shares on credit. People lost their money as the value started to fail.</li> <li>● <b>Laissez-faire</b> it was a Republican Party policy that allowed people to control businesses while government would interfere as little as possible.</li> <li>● <b>Overproduction</b> industries and farmers had overproduced what people wanted and nobody was ready to buy any items again.</li> <li>● <b>Loss of confidence</b> experts, financiers, economists and professional bodies were the first people that started selling their shares.</li> </ul>

		<p>Confidence was lost and other people followed them and the market collapsed.</p> <ul style="list-style-type: none"> <li>● <b>Weaknesses in economic</b> industries that had employed millions of people at the start of the boom started to lay off their workers. Over 60% of people were poor and other countries started to put high taxes on goods from America.</li> <li>● <b>Bank failure</b> thousands of rural banks that had supported rural farmers started to fail before 1929.</li> </ul>
<p><b>Week 2</b></p>	<p><b>Topic 3. 2</b></p> <p><b>What were the consequences of the crash?</b></p>	<ul style="list-style-type: none"> <li>✓ Define the following terms: <ul style="list-style-type: none"> <li>● <b>Hooverville</b> is a shanty town of ramshackle huts built on garbage dumps, from scrap metal and cardboard boxes where the migrants lived, while they searched for work that wasn't there for them.</li> <li>● <b>Dustbowl</b> a poor conservative farmland occurred due to drought</li> </ul> </li> <li>✓ Evaluate the social and economic consequences of the crash in America <ul style="list-style-type: none"> <li>● Industries collapsed and unemployment doubled</li> <li>● Banks went bankrupt</li> <li>● Farmers were made poorer</li> <li>● Herbert Hoover lost the 1932 Presidential election to Franklin Delano Roosevelt</li> <li>● The long depression set in</li> <li>● International trades collapsed</li> </ul> </li> </ul>

	<p><b>How did Hoover react to the Wall Street Crash?</b></p>	<ul style="list-style-type: none"> <li>● Fascism spread from Italy to Germany and Adolf Hitler came to power etc.</li> <li>✓ Discuss how Herbert Hoover reacted to the crash</li> <li>● Hoover reassured American people and the nation that prosperity was just around the corner.</li> <li>● He cut taxes by \$130 million to help to stimulate/ make people to buy more goods. Though there was a rise in the economy by mid-1931.</li> <li>● He tried to persuade businessmen (capitalists) not to cut wages</li> <li>● He set up the Reconstruction Finance Commission (RFC) to support banks with financial loans to stop them from going bankrupt with \$1500 million.</li> <li>● He tried to protect US industries by introducing tariffs (Smoot-Hawley tariff, 1930). But this simply strangled international trade and made depression worse.</li> <li>● Hoover and most Republicans were very reluctant to change their basic policies of laissez faire, low taxation, tariffs and trust. Etc.</li> </ul>
<p><b>Week 3</b></p>	<p><b>Topic 3.3</b></p> <p><b>Why did Roosevelt win the election of 1932?</b></p>	<ul style="list-style-type: none"> <li>✓ Evaluate the factors that were responsible why Roosevelt won the election in 1932.</li> <li>● <b>Hoover's weaknesses</b> he did not accept that the US economic was in a bad situation</li> </ul>

		<ul style="list-style-type: none"> <li>● <b>Roosevelt's strength</b> his campaign promises of the 'New Deal'</li> <li>● <b>The Treatment of bonus marchers</b> Hoover treated the ex-soldiers badly and poorly when they marched in Washington demanding for their war bonuses, but they were tagged as communist agitators and beaten up.</li> </ul>
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WEEK	MAIN TOPIC -	TOPIC DETAILS
Week 4	<p><b>Topic 4.1</b> <b>How successful was the New Deal?</b></p> <p><b>How far did the character of the New Deal change after 1933?</b></p>	<ul style="list-style-type: none"> <li>✓ Describe the New Deal Policy</li> <li>● <b>New Deal Policy</b> focused on relief for the needy, economic recovery and financial reform</li> <li>✓ Evaluate the New Deal alphabetical agencies</li> <li>● <b>Emergency banking act</b> focused on recapitalizing banks</li> <li>● <b>Securities and exchange commission</b> focused on stabilising and regulating stock market</li> <li>● <b>Civilian conservative corps</b> focused on providing jobs for youths between 18 to 25 years.</li> <li>● <b>Social security</b> focused on welfare of age people, sick, disable and workers</li> <li>● <b>Agricultural Adjustment act</b> focused on helping poor farmers etc.</li> </ul>

<p><b>Week 5</b></p>	<p><b>Topic 4. 2</b>  <b>Why did the New Deal encounter opposition?</b></p> <p><b>Why did all the victors not get everything they wanted?</b></p> <p><b>What was the impact of the peace treaty on Germany up to 1923?</b></p> <p><b>Could the treaties be justified at the time?</b></p>	<p>✓ State and identify the opposers of the New Deal</p> <ul style="list-style-type: none"> <li>● <b>Senator Huey Long</b> was a radical opposer of the New Deal.</li> <li>● <b>Dr. Francis Townsend</b> founded the Townsend club which was used to campaign against the New Deal.</li> <li>● <b>Fr. Charlie Coughlin</b> a catholic priest and political leader who preached against the policy of New Deal</li> <li>● <b>The Republican party</b> accused Roosevelt of being a dictator</li> <li>● <b>Big business men</b> were against the New Deal because it favoured small businesses and poor people</li> <li>● <b>Supreme Court</b> opposed the New Deal by standing down most of Roosevelt’s laws.</li> </ul>
<p><b>Week 6</b></p>	<p><b>Topic 4.3</b>  <b>Why did unemployment persist despite the New Deal?</b></p> <p><b>Did the fact that the New Deal did not solve unemployment mean that it was a failure?</b></p>	<p>✓ Identify the reasons why unemployment increased despite the New Deal Policy in 1937.</p> <ul style="list-style-type: none"> <li>● <b>Activities of the opposers affected the New Deal</b></li> <li>● <b>Roosevelt cut down the New Deal budgets</b></li> <li>● <b>Business men also cut down their budgets and sacked many workers etc.</b></li> </ul> <p>✓ Discuss the successes and failures of the New Deal Policy</p> <ul style="list-style-type: none"> <li>● It helped future governments to build on policies set out by Roosevelt to help the poor.</li> </ul>

		<ul style="list-style-type: none"> <li>● It gave equal job opportunities to blacks, whites, natives and other minorities in America. This helped to reduce constant strikes by workers.</li> <li>● It reduced the power and control of the industrial giants in business sectors because they could negotiate with their employees</li> <li>● It undermined the Local Government in its functions to help the people</li> <li>● It led to major strikes in the towns and streets due to low wages. Most times police attacked the strikers and this caused violence</li> <li>● Big businesses remained very powerful, despite that the government challenged them. They employed their own thugs or bribed the police to beat up unions.</li> </ul>
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WEEK	MAIN TOPIC	TOPIC DETAILS
Week 7	<p><b>Topic 1.1</b>  <b>Were the peace treaties of 1919–23 fair?</b></p> <p><b>Who were the 'Big Three' after the war?</b></p>	<ul style="list-style-type: none"> <li>✓ State out the mood in Europe by 1919.</li> <li>● <b>High casualties</b> over 20 million people died in WWI</li> <li>● <b>Collapse of Great empires</b> such as Russian, German, Ottoman Austro-Hungarian.</li> <li>● <b>Communism</b> had taken power in Russia and its force was there to overthrow other nations.</li> <li>● <b>Poverty</b> many people were made poor and industries, farms and buildings had been destroyed by war</li> </ul>

		<ul style="list-style-type: none"> <li>● <b>Revenge</b> many people statesmen in Europe wanted revenge from Germany for causing the destructions.</li> <li>✓ Identify the Big Three or the Victorious Powers or the Allied Powers</li> <li>● <b>Britain</b> (David Lloyd George, Welsh Liberal politician, 1863-1945)</li> <li>● <b>France</b> (Georges Eugene Benjamin Clemenceau, 1841-1929)</li> <li>● <b>The USA</b> (Thomas Woodrow Wilson, a democrat, 1856-1924).</li> </ul>
<p><b>Week 8</b></p>	<p><b>Topic 1. 2</b>  <b>What were the motives and aims of the Big Three at Versailles?</b></p>	<ul style="list-style-type: none"> <li>✓ Describe the main motives/aims of the Big Three in Paris</li> <li>● <b>The USA (Thomas Woodrow Wilson, 1856-1924).</b> He drafted the Fourteen Peace Plan or 14 points such as : <ul style="list-style-type: none"> <li>i) To end all forms of secret treaties</li> <li>ii) To guarantee freedom of the seas to all nations whether in peacetime or wartime</li> <li>iii) All nations should co-operate in trade</li> <li>iv) Nations should work towards disarmament. Etc.</li> </ul> </li> <li>● <b>France (Georges Eugene Benjamin Clemenceau, 1841-1929)</b> <ul style="list-style-type: none"> <li>i) He wanted revenge on Germany</li> <li>ii) He wanted huge reparation from Germany</li> <li>iii) He wanted Germany to be broken into a small collection of states</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>iv) He wanted Germany's colonies, navy, army and trading centers. Etc.</li> <li>● <b>Britain (David Lloyd George, Welsh Liberal politician, 1863-1945)</b></li> <li>i) He wanted to restart trade with Germany</li> <li>ii) He wanted Germany's navy, army, colonies and market.</li> <li>iii) He wanted peace and just treatment of Germany</li> <li>iv) He wanted to help France to gain security in Europe, but still called for a balance of power. Etc.</li> </ul>
Week 9	<p><b>Topic 1.3</b>  <b>Why did all the victors not get everything they wanted</b></p>	<ul style="list-style-type: none"> <li>✓ Analyze the reasons why the Big Three failed to get <b>ALL</b> they wanted in Paris in 1919.</li> <li>● Generosity to Germany</li> <li>● Revengefulness</li> <li>● Peace without victory</li> <li>● End to Colonialism</li> <li>● Disarmament</li> <li>● League of Nations. Etc.</li> </ul>

WEEK	MAIN TOPIC	TOPIC DETAILS
Week 10	<p><b>Topic 1.4</b>  <b>What were the terms of the Treaty of Versailles?</b></p>	<ul style="list-style-type: none"> <li>✓ Identify and describe the terms/conditions of the Treaty of Versailles in 1919.</li> <li>● <b>War Guilt</b> Germany was blamed for starting a war</li> </ul>

		<ul style="list-style-type: none"> <li>● <b>Reparation</b> Germany was told to pay the sum of £6.600 billion Pounds for the destruction it caused the world</li> <li>● <b>Territorial/colonies losses</b> Germany would loss its colonies and few parts of its territories to France, Belgium, Denmark, Poland, Czechoslovakia, etc.</li> <li>● <b>Military reduction</b> Germany's army was reduced to 100,000 men from 2,200,000</li> <li>● <b>League of Nations</b> Germany was not allowed to join in 1920.</li> </ul>
<b>Week11</b>	<b>Mid-Term Break</b>	
<b>Week 12</b>	<b>Mock exams</b>	

<b>WEEK</b>	<b>MAIN TOPIC</b>	<b>TOPIC DETAILS</b>
<b>Week 13</b>	<b>Vetting of Reports</b>	

	<b>Open Day</b>	
<b>Week 14</b>	<b>End Term</b>	
<b>Week 15</b>	<b>End of Term</b>	

### **Form 4 History Term 3**

<b>WEEK</b>	<b>MAIN TOPIC - 1</b>	<b>TOPIC DETAILS</b>
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<p><b>Week 1</b></p>	<p><b>Topic 1.1</b>  <b>What was the impact of the peace treaty on Germany up to 1923?</b></p>	<ul style="list-style-type: none"> <li>✓ Identify and describe the German reactions about the Treaty of Versailles (TOV).</li> <li>• The Germans described the TOV as a “diktat” or “dictated peace</li> <li>• They questioned why Germany only MUST be blamed for the war</li> <li>• They were against high cost of reparation</li> <li>• They promised to break the terms in the future. Etc</li> <li>✓ Discuss the social, political and economic consequences of the TOV on Germany up to 1923.</li> <li>• Political assassinations became the major event in Germany at the time</li> <li>• Hyperinflation crushed the German economy</li> <li>• Poverty, unemployment, diseases</li> <li>• Demonstrations</li> <li>• Attempted revolutions by communists etc.</li> </ul>
<p><b>Week 2</b></p>	<p><b>Topic 1. 2</b>  <b>Could the treaties be justified at the time?</b></p>	<ul style="list-style-type: none"> <li>✓ Evaluate the Treaty of Versailles and make a prior judgement if it was just and fair.</li> <li><b><u>Fair</u></b></li> <li>• Germany started the war against France and Russia</li> <li>• Germany disregarded the Treaty of London of 1839 by invading Belgium</li> <li>• Germany forced Russia to sign a harsh treaty of Brest- Litovsk, 1918</li> <li>• Germany had planned to get reparation from the Britain and France if she had won.</li> </ul>

		<p><b><u>Unfair</u></b></p> <ul style="list-style-type: none"> <li>● <u>Germany</u> was not allowed to join the conference</li> <li>● <u>German colonies and trading centers</u> were shared among the powers</li> <li>● <u>Only Germany</u> was forced to disarm while others kept their arms</li> <li>● <u>Germany</u> was asked to pay high reparation etc.</li> </ul>
Week 3	<p><b>Topic 1.3</b>  <b>Other Peace Settlements from 1919 to 1920</b></p>	<p>✓ Describe other peace settlements signed by the Allied Powers with Germany's allies: Hungary, Austria, Bulgaria and Turkey.</p> <ul style="list-style-type: none"> <li>● Treaty of St Germain, September 10, 1919, (Austria)</li> <li>● Treaty of Neuilly, 27 November 1919 (Bulgaria)</li> </ul>

WEEK	MAIN TOPIC - 1	TOPIC DETAILS
Week 4	<p><b>Topic 1.3</b>  <b>Continuation:</b>  <b>Other Peace Settlements from 1919 to 1920</b></p>	<ul style="list-style-type: none"> <li>● Treaty of Trianon, June 4, 1920 (Hungary)</li> <li>● Treaty of Sevres, August 10, 1920 (Turkey)</li> </ul>
Week 5	<p><b>Topic 2. 1</b>  <b>How successful was the League in the 1920s?</b></p>	<p>✓ Describe the League of Nations</p> <ul style="list-style-type: none"> <li>● League of Nations was International Organisation (Police Force) formed to keep world peace in 1920.</li> </ul>

	<p><b>What were the aims of the League of Nations?</b></p>	<ul style="list-style-type: none"> <li>✓ Identify the League's aims</li> <li>● Encourage trade co-operation</li> <li>● Disarmament</li> <li>● Improve social conditions</li> <li>● Peace in the world</li> </ul>
<p><b>Week 6</b></p>	<p><b>Topic 2.2</b>  <b>Was the US a member of the League?</b></p> <p><b>How did the League's structure weaken it in the 1920s?</b></p>	<ul style="list-style-type: none"> <li>✓ Identify the reasons why the USA was not a member of the League</li> <li>● Hatred for the Versailles Treaty</li> <li>● Interference with the US constitution</li> <li>● Trade sanctions</li> <li>● International police force</li> <li>● Anti-French &amp; British</li> <li>✓ Identify how decisions are to be made, how decisions are to be enforced, how the organisation is to function.</li> <li>● The League's structures such as the Council, the Assembly, the Special Commissions, the Court of International Justice and the Secretariat. For each of these bodies a note of its intended functions, its strengths and its weaknesses would be explained.</li> </ul>

WEEK	MAIN TOPIC - 1	TOPIC DETAILS
Week 7	<b>Topic 2.3</b> <b>How far did weaknesses in the League's organisation make failure inevitable?</b>	<ul style="list-style-type: none"> <li>✓ Describe more factors that hindered the League's successes in 1920s</li> <li>● 'Covenant', 'Structure', 'Membership', 'Idealism' and 'Security' and describe and each would be explained how they led to the League's failure</li> </ul>
Week 8	<b>Topic 2. 3</b> <b>How far did the Depression make the work of the League more difficult?</b>	<ul style="list-style-type: none"> <li>✓ Describe how the Great Depression affected the work of the League of Nations in the 1930s</li> <li>● Effects of the Great Depression</li> <li>● Economic (unemployment)</li> <li>● The rise of extremism (Fascism and Nazism)</li> <li>● The growth of militarism (Germany and Japan).</li> </ul>
Week 9	<b>Topic 2.4</b> <b>How successful was the League in the 1930s?</b>	<ul style="list-style-type: none"> <li>✓ Describe whether the League of Nations was a success or not in the 1930s</li> <li>● The Manchurian 1931-1933</li> <li>● The Abyssinian Crises, 1934-36</li> </ul>

<b>WEEK</b>	<b>MAIN TOPIC -</b>	<b>TOPIC DETAILS</b>
Week 10	Mock exams	
Week 11	Entry of ABT Grades	
Week 12	Vetting of reports	

<b>WEEK</b>	<b>MAIN TOPIC</b>	<b>TOPIC DETAILS</b>
Week 13	Open Day	

<b>Week 14</b>	<b>End of Term</b>	
<b>Week 15</b>	<b>End of Term</b>	

## **Form 5 History Term 1**

<b>WEEK</b>	<b>MAIN TOPIC - 3</b>	<b>TOPIC DETAILS</b>
<b>Week 1</b>	<p><b>Topic 3.1</b>  <b>Why had international peace collapsed by 1939?</b></p> <p><b>What were the long-term consequences of the peace treaties of 1919–1923?</b></p>	<ul style="list-style-type: none"> <li>✓ Evaluate the long-term consequences of the peace treaties, 1919-1923</li> <li>• Long-term impact on Germany, Britain and France, the League of Nations and other major powers shall be discussed.</li> <li>• Comment on issues such as the Stresa Front, the Anglo-German Naval Treaty, the Rome-Berlin Axis and the Anti-Comintern Pact.</li> </ul>

		This will help in a scene-setting context for study of Hitler's foreign policy.
<b>Week 2</b>	<b>Topic 3.2</b> <b>What were the consequences of the failures of the League in the 1930s?</b>	<ul style="list-style-type: none"> <li>✓ Identify the consequences of the failure of the League of Nations in the 1930s</li> </ul> <p>All these shall be considered.</p> <ul style="list-style-type: none"> <li>● the victims of aggression</li> <li>● the aggressors</li> <li>● Britain and France</li> <li>● other major powers</li> <li>● the League of Nations</li> </ul>
<b>Week 3</b>	<b>Topic 3.3</b> <b>How far was Hitler's foreign policy to blame for the outbreak of war in 1939?</b>	<ul style="list-style-type: none"> <li>✓ Examine Adolf Hitler foreign policy up to 1939</li> </ul> <ul style="list-style-type: none"> <li>● A map of Europe could be used to colour and label these aims geographically.</li> <li>● A constructed detail of living timeline of Hitler's foreign policy, and how far each event led Europe closer to war would be discussed.</li> <li>● Explanations can be added about the reasons Hitler gave for his actions and also to indicate the response made by Britain and France to his actions.</li> <li>● The impact and significance of the event on international relations up to 1939 would be explained such as Czechoslovakia, Poland and the USSR.</li> </ul>

WEEK	MAIN TOPIC - 3	TOPIC DETAILS
Week 4	<p><b>Topic 3.4</b>  <b>Was the policy of appeasement justified?</b></p> <p><b>How important was the Nazi-Soviet Pact?</b></p>	<ul style="list-style-type: none"> <li>✓ Describe the meaning of appeasement and then arrive at an agreed definition.</li> <li>• A policy of letting people to get what they want.</li> <li>• A table which shows the arguments for and against the policy of appeasement and prioritize the reasons would be used.</li> <li>• Higher ability learners can write a paragraph justifying their choices</li> <li>✓ Describe the nature of the Nazi-Soviet Pact and list the terms, the aims of Hitler and Stalin, as well as the reaction of Britain to it.</li> <li>• Learners examine a number of historical sources about the Nazi-Soviet Pact. Annotate and analyse the messages these sources give about the intentions of the Nazis and the Soviets</li> </ul>
Week 5	<p><b>Topic 3. 5</b>  <b>Why did Britain and France declare war on Germany in September 1939?</b></p>	<ul style="list-style-type: none"> <li>✓ Identify and describe much considerable factors that were most responsible for the outbreak of war in 1939.</li> <li>✓ A whole class debate can be held and verbal responses by individuals can be assessed by the teacher</li> </ul>
Week 6	<p><b>Topic 4.1</b>  <b>Why did the USA-USSR alliance begin to break down in 1945?</b></p>	<ul style="list-style-type: none"> <li>✓ Describe the differences between capitalism and communism <ul style="list-style-type: none"> <li>o Capitalism- a private ownership/ communism- state control</li> </ul> </li> </ul>

	<p><b>How had the USSR gained control of Eastern Europe by 1948?</b></p>	<ul style="list-style-type: none"> <li>● The implications of the decisions taken at the Yalta and Potsdam Conferences, and the motives of the main politicians in each of these conferences would be thoroughly explained</li> <li>● Character studies can be created and a web diagram can be made to show the feelings, motives and aims of each of the 'Big Three' and how they affect each other.</li>   <li>✓ Describe the meaning of phrase the 'Iron Curtain' <ul style="list-style-type: none"> <li>○ Iron Curtain, a demarcation of west and east blocs</li> </ul> </li>   <li>● Learners annotate a map of Eastern Europe showing those countries annexed by the USSR, those becoming Communist and those remaining independent. This map needs to be labelled, colour coded with a key and titled.</li> </ul>
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<b>WEEK</b>	<b>MAIN TOPIC -</b>	<b>TOPIC DETAILS</b>
<p><b>Week 7</b></p>	<p><b>Topic 4.2</b> <b>How did the USA react to Soviet expansionism?</b></p>	<ul style="list-style-type: none"> <li>✓ Describe the meaning of the following key terms: Containment, Truman Doctrine, Marshall Plan <ul style="list-style-type: none"> <li>○ Containment, a policy to stop the spread of communism</li> <li>○ Truman Doctrine, a policy to liberate people from soviet control/communism</li> <li>○ Marshall plan, an economic policy to rebuild Europe after the war.</li> </ul> </li> </ul>

	<b>What were the consequences of the Berlin Blockade?</b>	<ul style="list-style-type: none"> <li>• Events in both Greece and Czechoslovakia will be discussed and use as examples how American policies in Europe were affected. These can be presented to the whole class for note-making</li> <li>✓ Discuss the background and the reasons for the Berlin Blockade</li> <li>• The consequences of the Berlin blockade will be explained to learners for them to understand on how each of the consequences intensified the Cold War and the breakdown of relations between East and West</li> </ul>
<b>Week 8</b>	<b>Topic 4. 3 Who was the more to blame for starting the Cold War: the USA or the USSR?</b>	<ul style="list-style-type: none"> <li>✓ Discuss the main verdicts below on who to blame for the ideological warfare between the West and East Blocs (Cold War)</li> </ul> <p>The verdicts that can be reached are:</p> <ul style="list-style-type: none"> <li>(i) The USSR was most to blame</li> <li>(ii) The USA was most to blame</li> <li>(iii) The USA and USSR were equally to blame</li> <li>(iv) Blame cannot be attached to either the USA or the USSR – the Cold War was inevitable and a direct result of the creation of nuclear weapons</li> </ul> <ul style="list-style-type: none"> <li>• Learners then hold a whole class debate on the topic. They can be split into groups for this and assessed by the teacher.</li> </ul>
<b>Week 9</b>	<b>Topic 5.1 Why did North Korea invade South Korea in 1950?</b>	<ul style="list-style-type: none"> <li>✓ Analyse the background reasons/causes of the invasion of the South by the North.</li> </ul>

	<p><b>Why did the USA and other nations get involved in the Korean War?</b></p>	<ul style="list-style-type: none"> <li>● Learners have to consider these reasons for the invasion of the north such as: political, economic, military, cultural and social factors. These can then be mind mapped by learners in groups.</li> <li>● Learners investigate the factors that led to US involvement and counter-attack.</li> <li>● These can include Soviet and Chinese involvement as part of the Cold War, the Soviet's test of an atomic bomb in 1949, economic interests, the policy of containment, the role of the UN.</li> <li>● These can be added to a group mind map and colour coded into political, military/strategic, geographical, economic factors.</li> </ul>
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WEEK	MAIN TOPIC	TOPIC DETAILS
<p><b>Week 10</b></p>	<p><b>Topic 5.2</b>  <b>What was the impact of General MacArthur on the Korean War?</b></p> <p><b>How successful was the USA in containing communism in Korea?</b></p>	<ul style="list-style-type: none"> <li>✓ Describe General MacArthur to show the impact he had on the Korean War. <ul style="list-style-type: none"> <li>○ General MacArthur, was a US General that led the US-UN war in Korea</li> <li>● Learners add the different advice he gave on the Korean War including the use of atomic bombs and Chinese invasion. High ability learners can also consider the implications his advice would have on the Cold War.</li> </ul> </li> <li>● Learners know the extent the USA succeeded in their policy of containment in Korea.</li> </ul>

		<ul style="list-style-type: none"> <li>○ Successes/failures of containment to be highlighted here</li> </ul>
<p><b>Week 11</b></p>	<p><b>Topic 5.3</b>  <b>How did the USA react to the Cuban Revolution?</b></p> <p><b>Why did Khrushchev put nuclear missiles on Cuba?</b></p>	<ul style="list-style-type: none"> <li>✓ Discuss the about the rise of Castro in Cuba and consider the reactions to this from the USA.</li> <li>○ Revolution, was a sudden political change either peaceful/violent</li> <li>● Learners have to know the US reactions on Castro due to the actions he had taken against the USA.</li> <li>● Learners are shown a presentation on the Bay of Pigs invasion and then hold a whole class debate on the following: Was it wise for the USA to invade?</li> <li>● Learners can then write a newspaper report to show how the invasion might have been reported in Cuba to show a different interpretation.</li> <li>✓ Analyse the reasons why the Cuban Missile Crisis started.</li> <li>● Learners are given statement cards with different reasons for Khrushchev placing missiles in Cuba: US missiles in Turkey, nuclear parity with the USA, Khrushchev under pressure from Soviet hardliners in the Communist Party, to support the communists in Cuba and to gain a hold over Berlin.</li> <li>● Learners then categorise the statement cards and higher ability learners can make supported judgements about the most significant factors and present to the class who vote for the most convincing argument.</li> </ul>

<p><b>Week 12</b></p>	<p><b>Topic 5.4</b>  <b>Why did Kennedy react as he did?</b></p> <p><b>How close did the world come to nuclear war?</b></p>	<ul style="list-style-type: none"> <li>✓ Examine the different choices available to Kennedy in response to the siting of missiles on Cuba.</li> <li>• Learners discuss as a class both 'for' and 'against' for each and decide in groups what Kennedy should do next and explain why. The feature film Thirteen Days (2000) starring Kevin Costner is particularly useful.</li> </ul>
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WEEK	MAIN TOPIC -	TOPIC DETAILS
<p><b>Week 13</b></p>	<p><b>Mock exams</b></p>	
<p><b>Week 14</b></p>	<p><b>Entry of ABT Grades</b></p>	
<p><b>Week 15</b></p>	<p><b>Vetting and report</b></p> <p><b>Open Day</b></p>	

## Form 5 History Term 2

WEEK	MAIN TOPIC - 5	TOPIC DETAILS
	<p><b>Topic 5.5</b></p> <p><b>Was the USA successful?</b></p>	<ul style="list-style-type: none"> <li>✓ Evaluate how successful was the US policy in Cuba</li> </ul>

<p><b>Week 1</b></p>	<p><b>Why did the USA involvement in Vietnam increase before 1965?</b></p>	<ul style="list-style-type: none"> <li>● Learners draw a giant set of scales with the USA on one side and the USSR on the other. In groups, learners assess the results of the Cuban Missile Crisis and place the results on the scale to show which country was more successful.</li> <li>● High ability learners could then produce speeches to the class arguing who they think was the most successful.</li> <li>● Learners write an extended answer to the question: How far was the USA successful at the end of the Cuban Missile Crisis?</li>   <li>✓ Describe the US interest in Vietnam in south east Asia</li>   <li>● Learners label and illustrate a map of Vietnam and surrounding countries. The map can show the division into North and South, important cities and geographical features and the Ho Chi Minh Trail.</li> <li>● Learners take part in a cluster exercise with statement cards as a whole class to consider the <b>political, economic and military/strategic reasons for US involvement in Vietnam</b>. Learners then transfer these to a whole class or individual spider diagrams and further explain the motives.</li> <li>● Domino Theory, containment, President Johnson’s impact should all be included.</li> <li>● Learners can present a biography measuring the life and impact of Ho Chi Minh. (I)</li> </ul>
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<p><b>Week 2</b></p>	<p><b>Topic 5. 6</b>  <b>What different methods of fighting were used by the USA and the Communists?</b></p> <p><b>Whose tactics were the most successful?</b></p>	<ul style="list-style-type: none"> <li>✓ Examine the different methods of fighting both the US and the Communist used</li> <li>● Learners now examine written and visual source material from the Vietnam war, examining the tactics used by both sides. Opportunities to view videos and newsreels of the events should be taken.</li> <li>● Learners should consider these: Operation Rolling Thunder (the use of napalm), the impact of Agent Orange, airstrikes by the USAF, ground-based search and destroy tactics, alliance with the South Vietnamese should be considered for the USA.</li> <li>● Guerrilla tactics (ambush, tunnels, traps, snipers), the growth of the Viet Cong in the South, the recycling of US weapons, the support of the peasants in the South, Soviet and Chinese support including weaponry should be considered for the North Vietnamese.</li> <li>● Learners can then write up their research into group tables to compare the effectiveness of the different methods used by both sides.</li> <li>✓ Evaluate both the USA and the Communists war tactics</li> <li>● The importance of My Lai, the Tet Offensive and ‘Vietnamisation’ should be considered. Facts and figures relating to deaths, wounded and MIA could be used so groups can present their findings to the rest of the class.</li> </ul>
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		<ul style="list-style-type: none"> <li>● Learners can rate the tactics by voting on the effectiveness of each method as a class. High ability learners can then write a paragraph explaining their opinions.</li> <li>● A documentary on the My Lai massacre will be helpful.</li> </ul>
<p><b>Week 3</b></p>	<p><b>Topic 5.7</b>  <b>Why was there opposition to the war in America?</b></p> <p><b>How successful was America in containing Communism?</b></p>	<ul style="list-style-type: none"> <li>✓ Describe the reasons why the American people were against the Vietnam War back home in America</li> <li>● Using evidence of My Lai (written sources, photographs) produce news broadcast using ICT to inform the people in the US of the events.</li> <li>● High ability learners could consider how different a Communist report would look.</li> <li>● Learners, in groups, on separate pieces of card, list the reasons for American withdrawal from Vietnam. They should consider the reasons for the withdrawal of American troops from the war assessing the relative significance of each one and the consequences for both the USA and Vietnam. These can then be placed on a whole class scale to prioritise them.</li> <li>✓ Analyse the success of the US policy of Containment in Vietnam</li> <li>● Learners examine a number of historical sources that deal with the war and plan and answer questions that focus on the extent to which American involvement in the war was a success/failure.</li> </ul>

WEEK	MAIN TOPIC - 6	TOPIC DETAILS
Week 4	<p><b>Topic 6.1</b>  <b>Why was there opposition to Soviet control in Hungary in 1956 and Czechoslovakia in 1968, and how did the USSR react to this opposition?</b></p> <p><b>How similar were events in Hungary in 1956 and in Czechoslovakia in 1968?</b></p>	<ul style="list-style-type: none"> <li>✓ Identify the reasons behind the sudden uprising in eastern European countries: A case study of Hungary, Poland, and Czechoslovakia.</li> <li>● Learners colour in a map of Eastern Europe to show the expansion of Soviet control after 1945. Dates and illustrations can be added along with colour coding and a key.</li> <li>● Learners consider the causes of the uprising in Hungary in 1956. Discuss which of these causes might be the most threatening to the USSR. This can be put onto a spider diagram for the class to examine.</li> <li>● Learners consider in groups the discussion point ‘Was the Soviet response too aggressive?’ A class debate can be held to hear different opinions.</li> <li>● Consider as a class ‘Why did the Soviet Union feel threatened by events in Czechoslovakia in 1968?’ Learners add sticky notes with reasons to a whole class diagram for discussion.</li> <li>● In small groups, learners choose one of these two events. Using ICT, the groups produce a short script for a radio news bulletin to be broadcast to the west immediately after the Soviet response. For the other event, learners produce a script to be broadcast in the Soviet Union. Where possible details should be based on material</li> </ul>

		<p>from the time. Following presentations the different approaches should be discussed.</p> <ul style="list-style-type: none"> <li>✓ Make a comparative analysis of the events in Hungary and Czechoslovakia</li> <li>● Learners construct a table that compares the similarities and differences between each country relating to causes, key players, events and Soviet responses.</li> </ul>
<p><b>Week 5</b></p>	<p><b>Topic 6. 2</b>  <b>Why was the Berlin Wall built in 1961?</b></p> <p><b>What was the significance of Solidarity in Poland for the decline of Soviet influence in Eastern Europe?</b></p>	<ul style="list-style-type: none"> <li>✓ Describe the reasons given by the USSR for erecting a wall in Berlin <ul style="list-style-type: none"> <li>○ Berlin Wall, was a concrete wall built in east Berlin to stop movement of people from east to west in 1961</li> <li>● Learners add notices to either the East or West side of a giant whole class Berlin Wall. Here they write up detailed reasons for its construction.</li> <li>● Learners create a storyboard or timeline of the creation of the Berlin Wall.</li> <li>● Extension activity: Learners write an extended answer that asks for explanations of the reasons for the Berlin Wall's construction.</li> </ul> </li> <li>✓ Describe what the solidarity movement stood for in Poland in 1980 <ul style="list-style-type: none"> <li>○ Solidarity movement was a trade union that fought the Polish communist government.</li> <li>● Learners, in groups, create a mind map to examine the reasons for the rise of Solidarity in Poland in 1980 and the reasons for the changing relations with government in 1981. These are then</li> </ul> </li> </ul>

		<p>presented to the other groups. Learners can then update and add to their own mind map any additional information they learn.</p> <ul style="list-style-type: none"> <li>● Using ICT, learners produce a front page of a newspaper or poster showing the achievements of Solidarity as an organisation which was successful in undermining Communism.</li> </ul>
<p><b>Week 6</b></p>	<p><b>Topic 6.3</b>  <b>How far was Gorbachev personally responsible for the collapse of Soviet control over Eastern Europe?</b></p>	<ul style="list-style-type: none"> <li>✓ Analyses the roles Mikhail Sergeyevich Gorbachev played in ending the Cold War</li> <li>● Learners research the main events in the collapse of Soviet control in Eastern Europe in 1989 and the eventual collapse of the USSR by 1991. Learners then create a living timeline of the events rating which ones led more to the collapse of the Soviet Bloc.</li> <li>● In groups, learners research and list the reasons for the collapse of Soviet control including the part played by Gorbachev. Each reason should be recorded on a separate piece of card. The cards should then be ranked in importance and reasons given for choice.</li> <li>● Each group reports back to the rest of the class giving a summary of their findings. A final class decision is made as to the extent to which Gorbachev was more/less important than other reasons for the collapse of Soviet control over Eastern Europe.</li> <li>● Learners use an outline figure of Gorbachev to write around it his personal responsibility for the collapse of the USSR and communism. This should include references to glasnost and perestroika. From a collection of historical sources that deal with the collapse of Soviet control in Eastern Europe learners should consider how far the sources support the idea that Gorbachev was responsible for the collapse of the Soviet Bloc.</li> </ul>

		<ul style="list-style-type: none"> <li>• Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic.</li> </ul>
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<b>WEEK</b>	<b>MAIN TOPIC - 7</b>	<b>TOPIC DETAILS</b>
<b>Week 7</b>	<p><b>Topic 7.1</b> <b>Why was Saddam Hussein able to come to power in Iraq?</b></p> <p><b>What was the nature of Saddam Hussein's rule in Iraq?</b></p>	<ul style="list-style-type: none"> <li>✓ Identify and describe all the reasons that made it possible for Saddam Hussein to rise to power in Iraq</li> <li>• A good start will be to create a timeline for Iraq 1919–2000. Learners can add descriptions of important events and pictures to illustrate.</li> <li>• Learners can use a map of Iraq and its neighbours to add geographical and political detail. Timeline events can then be added around the map and connected to the correct location using arrows/lines.</li> <li>• Learners, in groups, use text book, website or teacher-provided resources to mind map out the reasons for Saddam Hussein's rise to power in Iraq. The mind map can be colour coded for social, political, economic and military factors.</li> <li>• Extension activity: Higher ability learners can add explanations and prioritise reasons.</li> <li>• Each learner picks at least one reason from their mind map and writes a speech to tell their partner why their reason is the most important. Teacher assesses speech.</li> </ul> <p>✓ Examine the nature of Saddam Hussein rule on his people</p>

		<ul style="list-style-type: none"> <li>● Learners can create a news report about Saddam Hussein's rule and its effect on different groups in Iraq. Learners then read their reports back to the rest of the class (teacher could assess).</li> <li>● Learners can use media resources and websites to create group collages of Saddam Hussein's rule of terror. This could be done on a giant, whole class collage.</li> </ul>
<b>Week 8</b>	<b>Topic 7.2</b> <b>Why was there a revolution in Iran in 1979?</b>	<ul style="list-style-type: none"> <li>✓ Identify and discuss the reasons for an Iranian Revolution in 1979</li> <li>● Learners could be all asked to contribute different elements to a whole class fact file on Iran. Contributions could include information, illustrations, news stories, etc. on Iran's history, culture, economy, resources, population and religion and so on.</li> <li>● Learners can organise and categorise information on the causes for the Iranian Revolution of 1979 individually or in groups and add details, explanations and illustrations.</li> <li>● Extension activity: In-depth research could be presented on the role of the Ayatollah Khomeini in the form of hand-outs or PowerPoint presentations.</li> <li>● Learners write a short newspaper report on the reasons for the Revolution of 1979 which is teacher-assessed.</li> </ul>
<b>Week 9</b>	<b>Topic 7.3</b> <b>What were the causes and consequences of the Iran-Iraq War, 1980–1988?</b>	<ul style="list-style-type: none"> <li>✓ Describe the causes and the consequences of the Iran- Iraq War from 1980-88</li> <li>● Cluster exercise using statement cards containing causes and consequences of the Iran-Iraq War. Learners are handed statements</li> </ul>

	<p><b>Why did the First Gulf War take place?</b></p>	<p>at the start of a lesson and asked to read each other's statements and then cluster together if they think it is a cause or consequence. Learners can then construct whole class spider diagrams to show the causes and consequences and justify their choices to the rest of the class verbally.</p> <ul style="list-style-type: none"><li>● Extension activity: Prioritise and explain which causes and consequences are the most significant and have the greatest impact – diagram above can be used for the verbal feedback.</li><li>● Detailed timelines can be created to show the course of the Iran-Iraq War.</li><li>● Map work can be used to highlight and explain the main events of the Iran-Iraq War in a group to report back to the rest of the class.</li><li>● <u>Learners</u> write a story about the causes and consequences of the Iran-Iraq War as if they were present in Iran at the time or role-play as if they were a news reporter in Iran.</li></ul> <p>✓ Evaluate the reasons why the First Gulf War took place</p> <ul style="list-style-type: none"><li>● Whole class brainstorm on the causes of war and its effects. Learners then guess which reasons and effects will apply to the Gulf War, 1990–1.</li><li>● Learners create flow diagrams to show the different causes of the First Gulf War and links between factors. Diagrams can be colour coded to identify political, military, religious and economic causes.</li></ul>
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		<ul style="list-style-type: none"> <li>• Extension activity: Learners have five minutes to justify their opinion on 'Who is to blame for the First Gulf War?'</li> <li>• Extension activity: Learners, in groups, link together causes and consequences cards and then need to justify their choices by explaining to the teacher. This could be assessed by the teacher.</li> </ul>
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<b>WEEK</b>	<b>MAIN TOPIC -</b>	<b>TOPIC DETAILS</b>
Week 10	Mock Exams	
Week11	Entry of ABT Grades	
Week 12	Vetting and repor	

<b>WEEK</b>	<b>MAIN TOPIC</b>	<b>TOPIC DETAILS</b>
Week 13	Open Day	

Week 14	End of Term	
Week 15	End of Term	

## **MARINA INTERNATIONAL HIGH SCHOOL**

### **Scheme of work for Humanities Department – Form 6, AS History Term 1**

<b>WEEK</b>	<b>MAIN TOPIC - 1</b>	<b>TOPIC DETAILS</b>
Week 1	<b>Topic 1.1</b> <b>Why was imperialism a significant force for late nineteenth century Europe?</b>	<p>✓ Describe the economic and political motives for imperial expansion. (imperialism-a political and economic dominance by European powers over weak nations, e.g Africa)</p> <p>Research task            In pairs, learners prepare a brief presentation with the title ‘European nations wanted imperial possessions because...’ followed by one of:</p> <ul style="list-style-type: none"> <li>• they desired commercial gain</li> <li>• of advancements in transport</li> <li>• of strategic reasons</li> <li>• of political reasons</li> <li>• they wanted to enhance their international prestige</li> </ul>

	<p><b>The reasons for the emergence of 'New imperialism'.</b></p>	<p>Learners give their presentations, followed by teacher-led discussion of what has emerged.</p> <p>Class discussion Learners attempt to put the causes in an order of priority/significance and discussion what the main reason for imperial expansion was in this period.</p> <ul style="list-style-type: none"> <li>✓ Identify the quest behind the new imperialism</li> </ul> <p>Research task Learners study the article here and take notes on:</p> <ul style="list-style-type: none"> <li>• the reasons for the growth of new imperialism</li> <li>• the countries that were involved</li> <li>• how this was different from previous forms of imperialism.</li> </ul> <p>Learners find two views on new imperialism written by contemporary observers and compare them for similarities and differences</p>
<p><b>Week 2</b></p>	<p><b>Topic 1. 2</b> <b>What was the nature and purpose of the 'Scramble for Africa'?</b></p>	<ul style="list-style-type: none"> <li>✓ Describe the purpose why the Europeans Balkanized Africa 'the scramble for Africa.' (Partition of Africa, Divide and Rule Policy)</li> </ul> <ul style="list-style-type: none"> <li>• When did it start?</li> <li>• What form did it take?</li> <li>• Who was involved?</li> <li>• Why were they involved?</li> <li>• What was the impact on Europe?</li> <li>• What was the impact on Africa?</li> </ul> <p>Class discussion</p>



		Using the reasons from the exercise above, learners create a mind map to show why there was tension and how it developed.
<b>Week 3</b>	<p><b>Topic 1.3</b>  <b>To understand the reasons for disputes with China over imperial expansion, the Boxer Rebellion.</b></p> <p><b>To understand the reasons for tension between Britain and Germany over South Africa.</b></p> <p><b>To learn about the attempts to resolve tensions between imperial nations, the Berlin Conference (1884–85).</b></p>	<p>✓ Describe the reasons for the Boxer Rebellion</p> <ul style="list-style-type: none"> <li>○ Boxer Rebellion was an anti-imperialist, anti-foreign, and anti-Christian uprising in China between 1899 and 1901 backed by the Chinese government</li> </ul> <p>Research task  Learners use texts and internet resources to create a fact file on the Boxer Rebellion and the results. This should include the use of two further contemporary sources to illustrate its impact.  Using the sources, the class have identified in the task above, learners devise a Paper 1 Part (b) style question with a hypothesis focused on the main cause of the Boxer Rebellion.</p> <p>Group work  Learners read the text of Kaiser Wilhelm’s telegram to Kruger.  Class discussion</p> <ul style="list-style-type: none"> <li>•Why would this telegram have caused so much resentment in Britain?</li> <li>•What were the long-term consequences of this?</li> </ul> <p>Learners prepare a diplomatic British response to the Kaiser.  Learners write a PEEL (Point, Evidence, Explanation, Link) paragraph covering one of the reasons explaining why there was tension between Britain and Germany over South Africa.</p> <p>Extension activity  Learners study this resource and take notes on anything here which adds detail to their idea about why there was tension.</p> <p>✓ Describe the Berlin Conference, 1884-85</p>

		<ul style="list-style-type: none"> <li>o Berlin Conference/West Africa Conference/Congo Conference, a division of Africa among the European Powers, and marked the emergence of Germany as a Major Power.</li> </ul> <p>Learners make independent research on Berlin-Conference on the following:</p> <ul style="list-style-type: none"> <li>• what the background was to the Conference</li> <li>• what the purpose of the Conference was</li> <li>• who was involved</li> <li>• what the Conference decided</li> <li>• what the impact was on</li> </ul> <ul style="list-style-type: none"> <li>o The European Powers</li> <li>o Africa.</li> </ul> <p>Learners find a map to show the impact of the Berlin Conference and a cartoon which makes a comment on the Berlin Conference and share these with the class.</p> <p>Learners write a Part (b) response to a question on any part of this topic they have studied so far.</p>
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<b>WEEK</b>	<b>MAIN TOPIC - 1</b>	<b>TOPIC DETAILS</b>
	<p><b>Topic 1.4</b>  <b>Why did Japan emerge as a world power and what was the impact on international relations?</b></p>	<ul style="list-style-type: none"> <li>✓ Analyses the emergence of Japan as a power in the 19<sup>th</sup>C</li> </ul> <p>Research task</p>

<p><b>Week 4</b></p>	<p><b>To understand the reasons for rapid modernisation and military development.</b></p> <p><b>To explore international recognition of Japan as a world power, wars with China (1894–95) and Russia (1905), treaty with Britain (1902).</b></p>	<p>Individually (or for homework) learners research one of the following:</p> <ul style="list-style-type: none"> <li>• reasons for Japan’s rapid modernisation after 1871</li> <li>• effects of Japan’s rapid modernisation after 1871.</li> </ul> <p>Each learner should list 3 or 4 key points and find an example of appropriate supportive material (including maps, cartoons, diagrams).</p> <p>Group task</p> <p>Working in groups learners share their finding and write a list of reasons why Japan modernized rapidly.</p> <p>Learners write a PEEL paragraph on one of the reasons.</p> <p>Class discussion</p> <p>What was the most important impact of Japan’s rapid modernisation?</p> <ul style="list-style-type: none"> <li>✓ Discuss the significant of the victorious wars Japan emerged from as a super power</li> </ul> <p>Learners are given an outline timeline of these developments and annotate a map of the area to show key developments.</p> <p>Learners make research and take notes on the reasons for war between China and Japan in 1894–95.</p> <p>Learners read article on Anglo-Japanese-treaty-alliance and take notes on</p> <ul style="list-style-type: none"> <li>• reasons why Japan was viewed positively in the west</li> <li>• why Japan agreed to the Anglo-Japanese Alliance in 1902</li> <li>• what Japan gained from the agreement.</li> </ul> <p>Learners research and take notes on what this war shows about the development and power of Japan.</p> <p>Learners create a five-point summary to show how Japan’s status changed through this period.</p>
	<p><b>Topic 1. 5</b></p>	<p>Research task:</p>



	<p><b>Economic growth and the need for trade in the late nineteenth century.</b></p>	<p>Learners find evidence which supports the view that In the period from 1871 to 1914, public opinion in the USA largely supported American expansionism.</p> <ul style="list-style-type: none"> <li>✓ Explaining the background of economic growth in the US in the late nineteenth century.</li> </ul> <p>Research task Learners read article about the development of US foreign policy at the turn of the twentieth century They should make a note of which suggests that the policy was driven by economic motives. Feedback to the class with ideas from the article. Learners make a five-point summary card to show how economic developments impacted on US foreign policy in this period.</p>
<p><b>Week 6</b></p>	<p><b>Topic 1.6 Reasons for, and impact of, the Spanish–American War (1898).</b></p>	<ul style="list-style-type: none"> <li>✓ Introduction to the importance of Cuba to the USA and Spain during the nineteenth century. This offers good overview of the causes of the Spanish–American war.</li> </ul> <p>Research task Learners research the causes, events and impact of the Spanish–American War and summarise in a mind map. Learners should ensure they understand the Teller and Platt Amendments.</p> <p>Learners make research and write a summary of the role and significance of the Rough Riders led by Theodore Roosevelt in the conflict. Research task</p>



		<ul style="list-style-type: none"> <li>✓ Discuss the five treaties signed in Paris between the defeated and victorious nations (A peace treaty that ended the WWI )</li> </ul> <p>Useful maps will help out to illustrate the peace treaties at the end of the war and how they changed Europe and the Middle East.</p> <p>Research task</p> <p>Using textbooks and internet resources, learners work individually to research one of the treaties listed.</p> <p>They feedback to the class and all learners complete a chart to show what were the key terms of each of the treaties.</p> <p>Class discussion</p> <p>Which country do learners think was treated most harshly and why?</p> <p>To understand the key terms and implications of the peace treaties (Versailles, Trianon, Neuilly, Saint Germain, Sèvres).</p>
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<b>WEEK</b>	<b>MAIN TOPIC - 2</b>	<b>TOPIC DETAILS</b>
<p><b>Week 7</b></p>	<p><b>Topic 2.1</b>  <b>To learn about the reasons for reparations.</b></p>	<ul style="list-style-type: none"> <li>✓ Define the tem reparation- <ul style="list-style-type: none"> <li>o Reparation is a compensation for injury/amount to be paid for causing destructions</li> </ul> </li> </ul> <p>Class discussion</p> <p>Why did Germany have to pay reparations?</p> <p>Source-base exercise</p> <p>Study a selection of written and visual sources to discover the reasons behind reparation payments and why the payment was controversial.</p> <p>Class discussion</p>

	<p><b>How did victors and defeated powers react to the peace treaty?</b></p>	<p>Was the treaty of Versailles unfair to Germany?</p> <p>Learners plan a Part (a) answer to the question of why Germany was made to pay reparations</p> <ul style="list-style-type: none"> <li>✓ Describe the role play activity</li> </ul> <p>In groups of four, learners each adopt a role:</p> <ul style="list-style-type: none"> <li>• Wilson</li> <li>• Lloyd-George</li> <li>• Clemenceau</li> <li>• Orlando.</li> </ul> <p>Learners research the key aims of each of the leaders.</p> <p>In groups they discuss:</p> <ul style="list-style-type: none"> <li>• What were their aims for the Paris Peace Conference?</li> <li>• Why did they disagree over the settlement?</li> <li>• How satisfied were they at the eventual treaty?</li> </ul> <p>Research task</p> <p>What was the reaction of the defeated powers? Learners find two contemporary sources to illustrate the reactions of one of Germany, Austria, Hungary or Turkey.</p> <p>Learners share their resources with the rest of the class.</p> <p>Class discussion</p> <p>How justified was Germany's reaction to the terms of the treaty?</p> <p>Learners answer a Paper 2, Part (a) question on this topic and peer assess each other's answers using the generic levels for this question.</p>
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	<p><b>To understand the problems in 'successor states' created by the post-war settlements.</b></p>	<ul style="list-style-type: none"> <li>✓ Identify the successor states and the problems faced by them. <ul style="list-style-type: none"> <li>o Successor states: Austria, Hungary, Poland, Czechoslovakia, Yugoslavia, Romania</li> </ul> </li> </ul> <p>Introduction covering who the 'successor states' were and why they were given this title.</p> <p>Research task Each learner researches the problems facing one of the 'successor states'. Learners then go into groups to feedback the issues facing their state. The groups complete a note grid to show the problems encountered by each state.</p> <p>Class discussion What problems did the successor states have in common? Which countries faced the biggest possible problems (prioritise a list).</p> <p>Each learner devises five questions for a class revision quiz on this topic.</p>
<p><b>Week 8</b></p>	<p><b>Topic 2. 2</b> <b>How and why did international tensions remain high in the period between 1920 and 1923?</b></p>	<ul style="list-style-type: none"> <li>✓ Describe the reasons for and results and tensions</li> </ul> <p>Learners will consider these: the Ruhr Crisis; Corfu Incident; German hyperinflation</p> <p>Group work Each group researches one of the topics (Ruhr, Corfu and hyperinflation) using textbooks or internet resources. Each group writes a short presentation on their topic (to include visual and written contemporary sources).</p> <ul style="list-style-type: none"> <li>• What was the nature of the crisis?</li> <li>• Who was involved?</li> <li>• How was the situation resolved?</li> <li>• How far did the situation result from the peace conference?</li> </ul> <p>Each group presents their finding to the class who take notes.</p>

	<p><b>The aims and impacts of international treaties and conferences: Washington Conference (1921–22); Genoa Conference (1922); Rapallo Pact (1922); Treaty of Lausanne (1923).</b></p> <p><b>To understand the changing relations between the major powers: Britain, France, Germany, the USSR and USA.</b></p>	<p>Class discussion</p> <ul style="list-style-type: none"> <li>• Which of the crises do learners think was most serious contribution to international tension?</li> <li>• How complete a resolution was reached in each case?</li> </ul> <p>Extension activity</p> <p>Write the question and mark scheme for a Paper 2, Part (a) on one aspect of this topic</p> <ul style="list-style-type: none"> <li>✓ Identify the conferences and the reasons and the impact of each on had on global affairs.</li> </ul> <p>Provide learners with a grid showing the various treaties and conferences listed in the syllabus.</p> <p>In preparation for class/group discussion, learners should research these attempts, noting:</p> <ul style="list-style-type: none"> <li>• key countries involved</li> <li>• the reason for conference/pact</li> <li>• key agreements made,</li> <li>• whether this was likely to help or hinder friendly international relations.</li> </ul> <p>Class discussion</p> <p>How far did the treaties listed improve the likelihood of peace in Europe? Learners could complete a washing line activity to accompany this discussion with ‘likely to encourage peace’ at one end and ‘unlikely to encourage’ peace at the other.</p> <p>Learners take the quiz here to test themselves on their knowledge of this part of the topic.</p> <ul style="list-style-type: none"> <li>✓ Describe the changing relations between the Major Powers.</li> </ul> <p>Learners work in groups to research and prepare one each of five lists, one each for Britain, the USSR, France, USA and Germany.</p>
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		<p>Each list should contain the following:</p> <ul style="list-style-type: none"> <li>• foreign policy aims</li> <li>• how those aims were put into practice</li> <li>• any changes in attitudes detected and the reasons for them</li> <li>• were foreign relations improving or deteriorating in this period?</li> </ul> <p>Learners give a feedback on each country by making a brief presentation of the key findings for their country.</p> <p>Class discussion Were relations between these countries improving or deteriorating in this period? What were the main reasons for the improvement/deterioration?</p> <p>Learners are given a response to a Paper 2, Part (b) question on this topic. The response should lack precise detail. They take the response and improve it by adding the relevant detail to support the points which have been outlined.</p>
<p><b>Week 9</b></p>	<p><b>Topic 2.3</b> <b>How successful were attempts to improve international relations from 1924–29?</b></p>	<ul style="list-style-type: none"> <li>✓ To understand the reasons for economic recovery and improved relations in Europe in the mid-late 1920s.</li> </ul> <p>Ask learners to review their learning so far in this topic and consider</p> <ul style="list-style-type: none"> <li>• Why were relations improving in this period?</li> <li>• Why was economic recovery taking place?</li> <li>• Find two pieces of evidence to support their points in response to both questions above.</li> </ul> <p>Class discussion How important was economic recovery for improving international relations?</p>



		<ul style="list-style-type: none"> <li>• foreign policy aims</li> <li>• how those aims were put into practice</li> <li>• any changes in attitudes detected and the reasons for them</li> <li>• Were foreign relations improving or deteriorating in this period?</li> </ul> <p>Learners give a feedback on each country by making a brief presentation of the key findings for their country.</p> <p>Class discussion</p> <p>How do finding compare with those from the early 1920s? Are relations better? If so, between which countries and why? Are relations more strained? If so, between which countries and why?</p> <p>Learners write a timed response to a Paper 2, Part (b) question on this topic.</p>
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<b>WEEK</b>	<b>MAIN TOPIC - 2</b>	<b>TOPIC DETAILS</b>
Week 10	<b>Topic 2.4</b> <b>How successful was the League of Nations during the 1920s?</b>	<ul style="list-style-type: none"> <li>✓ To understand the nature of the aims, membership and structure of the League.</li> </ul> <p>What can be learned about support for the League?</p> <p>Research and make notes on the following issues about the League of Nations:</p> <ul style="list-style-type: none"> <li>• aims</li> <li>• structure and organisation</li> <li>• voting mechanisms</li> <li>• membership.</li> </ul> <p>Class discussion</p>

	<p><b>To understand the concept of collective security and the League's involvement in the resolution of disputes, e.g. Aaland Islands, Vilna, Upper Silesia.</b></p>	<p>Based on the research above, what were the key strengths of the League? What were the possible sources of weakness?</p> <p>Extension work Find two sources showing different opinions on the likely success of the League of Nations on its formation.</p> <ul style="list-style-type: none"> <li>✓ Identify the roles of the League of Nations in resolving crises in the 1920s</li> </ul> <p>In pairs or small groups, learners study two cartoons relating to the Corfu incident. (They will have studied this topic already and so this is a useful recap). What is the message of each cartoon and what does it suggest about the League of Nations?</p> <p>Research task Learners research and create a timeline to show the League's involvement in key disputes and add details on each of the incidents below, highlighting the causes of the dispute, the actions taken by the League and the impact of those actions. They can add Corfu from previous notes.</p> <ul style="list-style-type: none"> <li>• Aaland Islands</li> <li>• Upper Silesia</li> <li>• Greece/Bulgaria.</li> </ul> <p>Class discussion How successful was the League in solving disputes in the 1920s?</p>
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	<p><b>To understand the reasons for the weaknesses of the League.</b></p>	<p>Learners prepare a summary, giving three points which show the League was a success in the 1920s and three points which could be argued to show that it was not a success.</p> <p>Learners make a research or use their textbooks and write a list of the reasons why the League of Nations was weak.</p> <p>✓ Starter activity: learners combine their lists of weaknesses and agree a definitive list of factors.</p> <p>Rainbow grouping</p> <ul style="list-style-type: none"> <li>• Learners are given a different factor for the weakness of the League.</li> <li>• They make a group with other with the same factor and discuss and research further their given factor.</li> <li>• The groups split and reform so that each factor is represented in the group.</li> <li>• Each person feeds back on their factor to the group.</li> </ul> <p>Sorting exercise: individuals then sort the factors into order or priority. They discuss their order with others in their group and see whether they have the factors in the same order.</p> <p>Class discussion: What was the main reason for the weakness of the League?</p> <p>Learners complete a Paper 2, part (b) type question on this topic</p>
<p><b>Week 11</b></p>	<p><b>Topic 2. 5</b> <b>To understand the role and impact of the Agencies.</b></p>	<p>✓ Identify the roles played by the League’s agencies</p> <p>Research task</p>

	<p><b>How did the rise of extremism affect international relations?</b></p>	<p>Set up a series of work stations which each contain a resource (or sources) on each of the following.</p> <ul style="list-style-type: none"> <li>• The Commission for Refugees</li> <li>• The Health Organisation</li> <li>• The Mandates Commission</li> <li>• The Disarmament Conference</li> <li>• Financial/work related assistance</li> <li>• Humanitarian assistance.</li> </ul> <p>Learners rotate around each work station and note</p> <ul style="list-style-type: none"> <li>• key work of each organisation</li> <li>• key achievements.</li> </ul> <p>If working as a group, learners should give a feedback on the other organisations.</p> <p>Learners complete a five-point summary of the work of the Agencies.</p> <p>Class discussion</p> <p>Does this aspect of the League challenge the ideas they already have about the strengths/weaknesses of the League?</p> <p>Learners prepare a revision card for one aspect of this topic of the course</p> <ul style="list-style-type: none"> <li>✓ To understand the impact of the Great Depression on political ideologies.</li> </ul> <p>Learners study this resource and take notes on the impact of depression on Germany, highlighting the importance for the development of the Communist and Nazi parties.</p> <p>Learners study this short article and note the impact of the depression on Japan.</p>
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	<p><b>To understand the impact of the rise of dictatorships on relations between powers.</b></p>	<p>Learners write a three-point summary, explaining why the depression had an impact on political ideologies.</p> <p>Research task Learners work in groups to consider the ways different countries responded to the rise of dictatorships, to reach an overall judgement on the impact of foreign relations.</p> <ul style="list-style-type: none"> <li>• Learners use part of this resource to note how the USA responded to the rise of dictatorships.</li> <li>• Learners complete the first three questions in the activity here on how the British reacted to Hitler’s rise to power.</li> <li>• Learners research how France reacted to the rise of dictatorship.</li> </ul> <p>Class discussion The rise of Hitler had little impact on European relations. (NB the rise of dictatorship in Japan will be considered separately.)</p> <p>Extension activity Read this article and summarise the argument given that key British newspapers misjudged Hitler’s rise to power</p>
<p><b>Week 12</b></p>	<p><b>Topic 2.6</b> <b>To understand foreign responses to the Civil War in Spain.</b></p>	<ul style="list-style-type: none"> <li>✓ Identify and describe why the foreign powers were involved in the Spanish Civil War</li> </ul> <p>Learners research and make a list of the different ways in which foreigners were involved in the Spanish Civil War. These countries should be considered:</p> <ul style="list-style-type: none"> <li>• Germany</li> <li>• Italy</li> <li>• Britain</li> <li>• The USSR.</li> </ul> <p>Class discussion</p>

		What was the importance of the involvement of Germany and Italy in the Spanish Civil War?
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WEEK	MAIN TOPIC -3	TOPIC DETAILS
Week 13	Mock Exams	
Week 14	Entry of ABT grades	
Week 15	Vetting of reports  Open Day	

## Form 6, AS History Term 2

WEEK	MAIN TOPIC - 1	TOPIC DETAILS
Week 1	Topic 3.1 To learn about the aims and impact of Hitler's expansionist policies: Rearmament, militarisation of the Rhineland (1936); Anschluss (1938);	<ul style="list-style-type: none"> <li>✓ Trace and analyse Hitler's aims in power.</li> <li>○ To fight communism</li> <li>○ To make Germany great again (Lebensraum)</li> <li>○ To destroy the Versailles treaty</li> </ul>

	<p><b>Sudetenland (1938); Czechoslovakia (1939) and Poland (1939).</b></p> <p><b>Why did the League of Nations fail to keep the peace in the 1930s?</b></p>	<p>Research Task</p> <ul style="list-style-type: none"> <li>• In group, learners research what were the main aims of Hitler's foreign policy?</li> <li>• Why do historians disagree about Hitler's intentions based on available document?</li> <li>• Do you think Hitler's foreign policy made war inevitable and why?</li> </ul> <p>Learners draw up a list of Hitler's foreign policy objectives.</p> <p>Research task</p> <p>Annotate a timeline/map to show each of the key developments of Hitler's foreign policy.</p> <p>Learners colour code their timeline to show which of Hitler's aims were being fulfilled in each of the examples given in the learning objectives.</p> <p>Class discussion</p> <p>How far could Hitler's actions in the period 1933–38 be justified?</p> <ul style="list-style-type: none"> <li>✓ To understand the reasons for the failure of disarmament.</li> </ul> <p>Learners consider the issues of disarmament raised by the Versailles settlement and the League of Nations.</p> <p>Research task</p> <p>Learners make notes on the following.</p> <ul style="list-style-type: none"> <li>• Why was disarmament a popular idea in the 1920s?</li> <li>• What attempts were made to secure disarmament?</li> <li>• Why did those attempts fail?</li> <li>• Add any details from the 1930s to the timeline.</li> </ul> <p>Learners plan a response to a Paper 2, Part (a) question on this topic.</p> <p>Extension activity</p>
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	<p><b>To understand the reasons for and actions taken in response to, the crises in Manchuria and Abyssinia.</b></p>	<p>Learners consider whether the Disarmament Conference ever had a chance of success and whether there was a pivotal point in its fortunes which meant it could no longer succeed and write a short summary of their views.</p> <ul style="list-style-type: none"> <li>✓ Evaluate the League’s reactions to the Manchurian and Abyssinian crises</li> </ul> <p>Research task Divide the class into two groups.</p> <ul style="list-style-type: none"> <li>• One will focus on Manchuria</li> <li>• One will focus on Abyssinia</li> </ul> <p>Learners watch the appropriate video for their topic and research the following and produce a short presentation covering:</p> <ul style="list-style-type: none"> <li>• what happened</li> <li>• how the League reacted</li> <li>• why the League reacted in this way</li> <li>• What the response of the Great Powers was</li> <li>• a visual source which shows the reaction to the crisis</li> <li>• a written source which shows a reaction to the crisis.</li> </ul> <p>Learners present their finding to the rest of their class and take notes from each other’s presentation. Class discussion What are the similarities and differences between the two case studies? Learners complete a Paper 2, Part (a) question on an aspect of this topic in timed conditions.</p>
	<p><b>Topic 3. 2</b></p>	<ul style="list-style-type: none"> <li>✓ Identify why the Major Powers in the League took a different attitude by this time</li> </ul>



	<p><b>To understand the changing nature of relations with the USSR and impact on foreign policy.</b></p>	<p>appeasement. You should ensure that learners understand the value of hindsight.</p> <p>Learners write an A4 plan, outlining their introduction, each paragraph and conclusion in response to a Paper 2, Part (b) question on this topic.</p> <ul style="list-style-type: none"> <li>✓ Describe why the USSR changed its foreign policy</li> </ul> <ul style="list-style-type: none"> <li>• What was the position of the USSR in the 1930s?</li> <li>• Why was there suspicion of the USSR in Europe?</li> <li>• How involved was the USSR in European relations?</li> </ul> <p>(Alternatively, learners who studied this topic for GCSE could introduce this to the rest of the class)</p> <p>Research task</p> <p>Learners make research on the soviet-foreign-policy and use the notes to complete a timeline to show how relations between Britain, France and the USSR changed during this period.</p> <ul style="list-style-type: none"> <li>• When was there hostility?</li> <li>• Why was there hostility?</li> <li>• When were there periods of improved relations?</li> <li>• Why did relations improve?</li> </ul>
<p><b>Week 3</b></p>	<p><b>Topic 3.3</b>  <b>To understand the actions taken to appease Hitler (e.g. attitude towards rearmament, the Rhineland, Anschluss).</b></p>	<ul style="list-style-type: none"> <li>✓ Identify and explain how the European Powers appeased Hitler</li> </ul> <p>Learners study cartoons about Hitler and the European Powers  What can they learn from these cartoons about attitudes towards Hitler’s actions in the Rhineland and Austria?</p>

	<p><b>Czechoslovakia and the Munich Crisis.</b></p>	<p>Learners are given a timeline showing the key developments in the policy of appeasement (including those from the section below). They use texts and internet resources to add detail to the timeline.</p> <p>Research task Learners take notes on how Britain and France reacted to</p> <ul style="list-style-type: none"><li>• rearmament</li><li>• Rhineland</li><li>• Austria.</li></ul> <p>Class discussion How surprised are learners by Britain’s reaction?</p> <p>Learners are given a response to a Paper 2, Part (b) question on this topic which is very detailed but which contains little analysis and no links to the question. They work on the response to improve it.</p> <p>Research task Learners complete their timeline activity by adding detail on Czechoslovakia and Munich using their research work and teacher support notes.</p> <p>Learners prepare two lists:</p> <ul style="list-style-type: none"><li>• Evidence suggesting that Hitler neither expected nor wanted a major war</li><li>• Evidence suggesting that Hitler did want a major war and actively planned for it.</li></ul>
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		<p>Using the content here, learners list the reasons why Britain began to rearm on the 1930s.</p> <ul style="list-style-type: none"> <li>• Why was Britain slow to rearm?</li> <li>• What were Britain’s key objectives in rearmament?</li> <li>• How did Britain rearm?</li> </ul> <p>Learners write a three-point summary of the main reasons why Britain rearmed.</p> <p>✓ Ask learners to review their notes and draw up a list of the reasons why appeasement failed?</p> <p>Learner research and take notes on the reasons given for Chamberlain not pursuing appeasement over Poland.</p> <p>Class discussion What was the main reason for the failure of appeasement?</p> <p>Learners design a two-part Paper 2 question on this topic and write the mark scheme to accompany it.</p>
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<b>WEEK</b>	<b>MAIN TOPIC -3</b>	<b>TOPIC DETAILS</b>
	<p><b>Topic 3.4</b> <b>To understand the Reasons for the Nazi-Soviet Pact.</b></p>	<ul style="list-style-type: none"> <li>✓ Describe the reasons for the Nazi Soviet Pact of 1939 <ul style="list-style-type: none"> <li>o Nazi-Soviet Pact, was a ten years peace treaty between Germany and the USSR, and to divide Poland into equal parts</li> </ul> </li> </ul>



		<p>✓ To understand the issues facing China, e.g. Yuan Shih-kai and the disintegration of China.</p> <p>Learners make research and take brief notes on China in 1900.</p> <p>Learners are given a small collection of sources about China in the period and make brief notes on what they can learn from them about China in the period covering</p> <ul style="list-style-type: none"> <li>• geography</li> <li>• politics</li> <li>• economy</li> <li>• society.</li> </ul> <p>Research task</p> <p>Learners conduct their own research to discover</p> <ul style="list-style-type: none"> <li>• who Yuan Shih-kai was</li> <li>• what his impact was on China.</li> </ul> <p>Class discussion</p> <p>What factors which made China weak in 1919?</p> <p>Learners to consider why there was an upsurge in Chinese nationalism in 1919?</p> <p>Extension activity</p> <p>Learners read various articles and add to notes from previous discussion about the impact on China of its role in WWI.</p>
<p><b>Week 5</b></p>	<p><b>Topic 4. 1</b>  <b>To understand the reasons for and impact of the May the Fourth Movement.</b></p>	<p>✓ What was the May the Fourth Movement?</p> <ul style="list-style-type: none"> <li>o The May Fourth Movement was an anti-imperialist, cultural, and political movement which grew out of student protests in Beijing on 4 May 1919</li> </ul>

	<p><b>To understand the reasons for the growth of the Kuomintang Party under Sun Yat-sen (including the Three Principles).</b></p> <p><b>The Northern Expedition.</b></p>	<p>Learners are present with one (or more of the posters) of the May the Fourth Movement.  What can they learn from these posters about the Fourth of May movement?</p> <p>Research task  Learners study independently and take notes on</p> <ul style="list-style-type: none"> <li>• background to the movements and China’s involvement in WWI</li> <li>• the impact of the Versailles settlement in China</li> <li>• Shandong</li> <li>• the demonstrations.</li> </ul> <p>Learners prepare a five-point summary of the significance/impact of the Fourth of May Movement.  Flipped learning – the class is divided into two groups and given a short article/text about either or Sun Yat-sen or Chiang Kai-shek in preparation for the next activity.</p> <p style="padding-left: 40px;">✓ Describe the three principles and the Kuomintang Party</p> <p>Learners imagine that they are newspaper reporters given the opportunity to interview Sun Yat-sen in 1924 and Chiang Kai-shek in early 1926. They devise a series of questions which they would ask.</p> <p>Divide class into groups, ideally of three. In turn, each asks his/her questions to the other two who answer as Sun Yat-sen and Chiang Kai-shek respectively.  Learners draw up a table to show the similarities and differences between the political views of Sun Yat-sen and Chiang Ka-shek.  Working in groups, learners prepare a five-minute presentation on the Northern Expedition. They should agree how to divide the work between</p>
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		<p>them and the best way to present their ideas. The presentation should cover:</p> <ul style="list-style-type: none"> <li>• What was the Northern Expedition?</li> <li>• Who was involved?</li> <li>• When was it launched?</li> <li>• Why was it launched?</li> <li>• What were the key events?</li> <li>• What was the impact?</li> </ul> <p>Presentations should also include:</p> <ul style="list-style-type: none"> <li>• a map</li> <li>• some visual sources/film footage</li> <li>• contemporary reflections on the expedition</li> <li>• a historian’s comment on the importance of the expedition.</li> </ul> <p>Learners share their presentations on a Moodle site/display board and give feedback.</p> <p>Assessment activity Learners are given a Paper2, Part (a) question from a previous 9389 paper on complete a detailed plan</p>
<p><b>Week 6</b></p>	<p><b>Topic 4.2</b> <b>How effectively did Chiang Kai-shek deal with the communists in the period 1927–36?</b></p>	<ul style="list-style-type: none"> <li>✓ To understand the reasons for and impact of the Shanghai Massacre and the Extermination Campaigns.</li> </ul> <p>Introduction to the Shanghai Massacre covering:</p> <ul style="list-style-type: none"> <li>• the key events in the massacre</li> <li>• why it took place?</li> <li>• what the impact was for <ul style="list-style-type: none"> <li>o the Nationalists</li> <li>o the Communists.</li> </ul> </li> </ul>

	<p><b>To learn about the Long March 1934–35.</b></p>	<p>Learners make research and take notes on:</p> <ul style="list-style-type: none"> <li>• the reasons for the introduction of the campaigns</li> <li>• the reasons for the failure of the first four campaigns</li> <li>• why the Communists survived the fifth campaign.</li> </ul> <p>Class discussion How far did these events strengthen the Nationalists?</p> <p>Learners write a five-point summary of the importance of these events.</p> <ul style="list-style-type: none"> <li>✓ Define the Long March <ul style="list-style-type: none"> <li>o Long March was a military retreat undertaken by the Red Army of the Communist Party of China, the forerunner of the People's Liberation Army, to evade the pursuit of the Kuomintang army.</li> </ul> </li> </ul> <p>Research task In pairs, learners research the rise of Mao Zedong and the Long March. Learners produce a timeline of events and a map (with dates) of the Long March. Learners investigate in groups the reasons why the Long March came about and what the purpose of the withdrawal was. Learners find out some of the facts and figures of the Long March and devise a quiz to test each other quiz each other, e.g. dates, place names and numbers of soldiers.</p> <p>Learners create two lists:</p> <ul style="list-style-type: none"> <li>• Ways in which the Long March was considered a success.</li> <li>• Ways in which the Long March could be considered a failure.</li> </ul> <p>Learners prepare a response to a Paper 2, Part (b) question on this topic.</p>
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WEEK	MAIN TOPIC - 4	TOPIC DETAILS
<p><b>Week 7</b></p>	<p><b>Topic 4.3</b>  <b>Why did the Chinese Communist Party (CCP) gain support up to 1945?</b></p> <p><b>To understand the importance of the establishment of the Yan'an Soviet, land reform and Mao's Rectification Campaign (1941–44).</b></p>	<p>✓ To understand the results of the Long March and the leadership of Mao Zedong.</p> <p>Starter activity: watch this short interview conducted on the 80th anniversary of the Long March and note the reasons given for the importance of the Long March <a href="http://www.youtube.com/watch?v=ZFemrtgKvco">www.youtube.com/watch?v=ZFemrtgKvco</a></p> <p>Class discussion</p> <p>How did the Long March:</p> <ul style="list-style-type: none"> <li>• help Mao</li> <li>• gain support</li> <li>• strengthen the party?</li> </ul> <p>Research task</p> <p>Learners complete a CV for Mao up to 1945 focusing on his experience and strengths.</p> <p>Extension activity</p> <p>Learners read excerpts from some of Mao's speeches listed here and note what they learn about his leadership from these speeches.</p> <p>✓ What was the Soviet in Yan'an?</p> <p>Research task</p> <p>Learners investigate using available resources (textbooks/internet search)</p> <ul style="list-style-type: none"> <li>• the impact of the Second World War on the Nationalists</li> <li>• how they were losing the support of the Chinese peasant population</li> </ul>

	<p><b>To understand the impact of war with Japan after 1937</b></p>	<ul style="list-style-type: none"> <li>• how did Chiang Kai-shek's method of government contribute to a sense of disunity?</li> </ul> <p>Learners create a mind map to show the changing strength of the Nationalists between 1930 and 1945</p> <p>✓ Research task</p> <p>Learners research the effect that the Japanese occupation of Manchuria in 1931 had on China.</p> <p>Homework task</p> <p>In pairs or individually, learners prepare an annotated mind map diagram of why communism gained support in China.</p>
<p><b>Week 8</b></p>	<p><b>Topic 4. 4</b> <b>Unpopularity of Chiang Kai-shek and the Kuomintang.</b></p>	<p>✓ Make a comparative study of Chiang Kai-shek and the Kuomintang</p> <p>As a 'think, pair, share' activity, learners review what they have studied so far and list reasons that Chiang and the KMT had become unpopular.</p> <p>Learners give a feedback to create a class list. Working in pairs, learners prioritise the reasons for unpopularity.</p> <p>Class discussion</p> <p>Learners give a feedback on their lists and the class tries to agree an order of priority.</p> <p>Learners complete a Paper 2, Part (a) question on this topic in timed conditions and peer assess each other's work.</p>





<b>Week 10</b>	<b>Mock Exams</b>	
<b>Week 11</b>	<b>Entry of ABT grades</b>	
<b>Week 12</b>	<b>Vetting of reports</b>	

<b>WEEK</b>	<b>MAIN TOPIC -</b>	<b>TOPIC DETAILS</b>
<b>Week 13</b>	<b>Open Day</b>	
<b>Week</b>	<b>End of Term</b>	
<b>Week</b>	<b>End of Term</b>	

# MARINA INTERNATIONAL HIGH SCHOOL

## Scheme of work for Humanities Department – Form 7, AL History Term 1

WEEK	MAIN TOPIC - 3	TOPIC DETAILS
Week 1	<p><b>Topic 3.1</b>  <b>The background of European and German anti-Semitism and racist theories.</b></p> <p><b>Nazi anti-Semitism and persecution of the Jews, 1933–41.</b></p>	<ul style="list-style-type: none"> <li>✓ Describe the term, anti-Semitism and explain the racist theories.               <ul style="list-style-type: none"> <li>o Anti-Semitism was a hatred of the Jews</li> </ul> </li> </ul> <p>Learners will have to consider understanding the development of anti-Semitism in Europe and Germany. (origin of the holocaust)</p> <p>Learners watch any holocaust film from relevant website and make notes on the background of the development of anti-Semitism.</p> <ul style="list-style-type: none"> <li>✓ Identifying typical Nazi ideology and practice from 1933- 1941</li> </ul> <p>Learners make a research on the Nazi policy towards the Jews and how it developed and radicalised in this period.</p> <p>Learners work in pairs/small groups researching the following topics:</p> <ul style="list-style-type: none"> <li>• Hitler’s anti-Semitism</li> <li>• Mein Kampf and lebensraum</li> <li>• Nazi policies towards the Jews and other minorities after 1933</li> <li>• Nuremberg Laws</li> <li>• Kristallnacht.</li> </ul> <p>Learners should prepare a presentation for the class on their allocated topic.</p>

	<p><b>The impact of war on Nazi policy towards the Jews</b></p>	<p>Learners deliver presentations and the class takes notes.</p> <p>Class discussion Was it clear all along that Hitler intended to exterminate the Jews? Learners draw up a balance sheet of evidence for both sides of the argument and write a 300-word response to the question.</p> <ul style="list-style-type: none"> <li>✓ Evaluate how the nature of the war helped to shape and determined the Nazi policy towards the Jews</li> </ul> <p>Research task Learners will watch films on Nazism Germany to complete a timeline of events focusing on Nazi racial policy and invasion and conquest of Eastern Europe.</p> <p>Teacher-led discussion on the following topics:</p> <ul style="list-style-type: none"> <li>• radicalisation of Nazi racial policy</li> <li>• invasion and conquest of Eastern Europe and impact on local populations: violence, upheaval, slave labour.</li> </ul> <p>Learners identify these topics on their timelines, possibly colour coding factors, such as violence/upheaval, etc. Then they should consider when key changes of policy came into effect and why.</p> <p>Class discussion How and why did the invasion and conquest of Poland make Nazi racial policies more extreme?</p>
<p><b>Week 2</b></p>	<p><b>Topic 3. 2 Ghettoisation and Jewish responses to the Holocaust</b></p>	<ul style="list-style-type: none"> <li>✓ Understanding what life was like for the Jews in the ghettos and the nature and extent of resistance.</li> </ul>

	<p><b>The development of Nazi extermination policies towards Jews and other minorities.</b></p>	<p>Suitable films on the holocaust will be watched by the learners here to show clear representations of life in the ghetto</p> <p>Teacher-led introductions on the following topics:</p> <ul style="list-style-type: none"> <li>• creation of ghettos</li> <li>• conditions within the ghettos</li> <li>• extent of Jewish resistance and nature of resistance.</li> </ul> <p>Learners should work on researching each topic above. This could be done by creating three different work stations, each work station containing information on one of the topics. You will need to create a pack of information resources and sources for learners to work through, giving learners a set amount of time at each work station.</p> <p>Class discussion Why was there relatively little violent resistance to the Holocaust by the Jews?</p> <p>Group task 'The only meaningful form of resistance to the Holocaust was to fight back'. Learners are divided into two groups (Yes/No) to prepare and present arguments.</p> <ul style="list-style-type: none"> <li>✓ Understanding how developments in wartime impacted on Nazi policies towards the Jews and other minorities.</li> </ul> <p>Teacher-led introductions on the following topics:</p> <ul style="list-style-type: none"> <li>• impact of Operation Barbarossa</li> <li>• moves towards genocide</li> <li>• first experiments in mass murder using gas</li> </ul>
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	<p><b>Contemporary reactions to the Holocaust</b></p>	<ul style="list-style-type: none"> <li>• development of extermination camps</li> <li>• impact on other minorities.</li> </ul> <p>Learner research using textbooks and internet.</p> <p>Classroom debate          ‘Those who carried out the killing during the Holocaust were uniquely evil people’. Learners are divided into two groups (Yes/No) to prepare and present arguments.</p> <ul style="list-style-type: none"> <li>✓ Identifying and describing the reactions of scholars, leaders and others.</li> </ul> <p>Learners research on many reasons why the holocaust occurred, and how and why the Allies reacted as they did.</p> <p>Teacher-led introduction on the following question:          Were the Allies right to have reacted to the Holocaust as they did?</p> <p>Learners to research the following topics:</p> <ul style="list-style-type: none"> <li>• Extent to which others knew of the Holocaust at the time.</li> <li>• How did they react and what explains their reactions?</li> </ul> <p>Learners then use their research to prepare a presentation to the class, in pairs, in answer to the above question.</p> <p>Pairs to prepare and present arguments</p>
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<p><b>Week 3</b></p>	<p><b>Topic 3.3</b>  <b>Introduction to interpretations on the Holocaust</b></p>	<p>✓ Understanding the nature of the assessment in this component and to learn about the reasons why historians have developed different interpretations of the same events.</p> <p>Learners are given two extracts from historians' writings about the same aspect of the Holocaust, e.g.</p> <ul style="list-style-type: none"> <li>• Hitler's role</li> <li>• actions of perpetrators</li> <li>• reactions of victims.</li> </ul> <p>It is vital that these two extracts should give sharply contrasting interpretations of the events.</p> <p>Homework task</p> <p>Learners are asked to identify the differences between the extracts. In class, these differences can be collated and classified:</p> <ul style="list-style-type: none"> <li>• Which are points of detail?</li> <li>• Which are points of argument (i.e. interpretative points, but not sufficient in themselves to identify the historian's overall interpretation)?</li> <li>• Which are the essential differences in the interpretation as a whole?</li> </ul> <p>The ability to distinguish the qualitative differences between these points is fundamental to the assessment of this component and should be underlined at every opportunity. In groups, learners can consider the question 'What reasons might there be for the differences in these</p>
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	<p><b>How far was the Holocaust a consequence of racist ideas which existed before the Nazis?</b></p>	<p>two interpretations of the same aspect of the Holocaust?’ and prepare five-minute presentations of their conclusions.</p> <p>You will want to ensure that discussion of these presentations covers the following issues (as appropriate to the extracts chosen):</p> <ul style="list-style-type: none"><li>• the fragmentary nature of historical evidence</li><li>• the selection and interpretation of evidence</li><li>• the ways that the passage of time can change the focus of historians’ views, with the emergence of new evidence or new interpretations of other historians</li><li>• the ways that historians are influenced by the time and place in which they work</li><li>• how different historians ask different questions about their field of study</li><li>• how historians’ approaches are influenced by their own ideology and beliefs (e.g. by focusing on issues of class, gender, the role of structures)</li><li>• the inter-relationship between historians’ interpretations and approaches.</li></ul> <p>This approach to helping learners analyse contrasting interpretations can be repeated as required throughout the course as more aspects of the historiography of the Holocaust are covered.</p> <p>✓ Consider interpretations which suggest pre-existing racism resulted in the Holocaust.</p>
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	<p><b>The Intentionalist approach and the role of Hitler: was the Holocaust planned in advance by Hitler?</b></p>	<p>Teacher-led introduction          What are the main features of interpretations focusing on the significance of the existence of racist ideas in Germany before the Nazis?</p> <p>Learners are given an extract which encompasses an interpretation focusing on the significance of German history before the Nazis. As a class, read through the extract and discuss each section.</p> <p>Class discussion          How you can identify the interpretation and approach of the historian?          Make a list of guidance points to help learners when they look at the next interpretation.</p> <p>How far does German history before Hitler help to explain the Holocaust? Was there anything unique about German anti-Semitism?</p> <ul style="list-style-type: none"> <li>✓ Understanding the key features of Intentionalist approaches and be able to identify an Intentionalist interpretation</li> </ul> <p>Teacher-led introduction          What are the main features of intentionalist interpretations?</p> <p>In pairs, learners are given an extract which encompasses the Intentionalist interpretation, and they are asked to prepare a draft answer for class discussion on how the interpretation and approach of the historian can be identified, using the guidance devised by the class in the previous lesson.</p>
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		<p>Feedback from pairs and discussion of similarities and differences in answers, to help learners understand how to identify the interpretation and approach of the historian.</p> <p>Extension activity Learners read the extract from Lucy Dawidowicz here and write a summary of the main points made.</p>
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WEEK	MAIN TOPIC - 3	TOPIC DETAILS
Week 4	<p><b>Topic 3.4</b> <b>The Structuralist approach: how far did the nature of the Nazi state and the impact of war determine how the Holocaust developed?</b></p>	<p>✓ Understand the key features of structuralist approaches and be able to identify a Structuralist interpretation.</p> <p>Teacher-led introduction What are the main features of Structuralist interpretations?</p> <p>Learners are given an extract which encompasses a Structuralist interpretation and are asked to prepare a draft answer for class</p>



		<p>interpretation identified in each extract, and the approach of the historian. Whole class to provide feedback on findings.</p> <p>Re-visit the original question: what are the main features of Synthesis interpretations?</p>
<p><b>Week 5</b></p>	<p><b>Topic 3. 5</b>  <b>Perpetrators: who carried out the Holocaust, and why? Was murderous behaviour the exception or were many involved? Why did non-Germans participate in the killings?</b></p>	<p>✓ Understand that the debate about the Holocaust is wider than causation and includes views on the perpetrators, victims and bystanders.</p> <p>Teacher-led introduction  What are the main features of interpretations about the perpetrators/victims/bystanders?</p> <p>Group task  Learners are divided into three groups, each group with a responsibility to plan and prepare a presentation for the whole class on their allocated key content/approach. The three pieces to be allocated are:</p> <ul style="list-style-type: none"> <li>• Perpetrators: who carried out the Holocaust and why? Was murderous behaviour the exception or were many involved? Why did non-Germans participate in the killings?</li> <li>• Victims: how far did Jews resist the Holocaust, and how can resistance be defined? Did men and women experience the Holocaust in different ways? Should definitions of the Holocaust include victims other than Jews?</li> <li>• Bystanders: how did the USA and Britain respond to the Holocaust at the time?</li> </ul>

	<p><b>Victims: how far did Jews resist the Holocaust, and how can resistance be defined? Did men and women experience the Holocaust in different ways? Should definitions of the Holocaust include victims other than Jews?</b></p> <p><b>Bystanders: how did the USA and Britain respond to the Holocaust at the time? KC5</b></p>	<p>Learners are given materials from the suggested learning resources and should ensure their presentations include several extracts and clearly show the approach and interpretation of each historian.</p> <p>Depending on time, each group could prepare a work sheet or notes for the rest of the class to use in conjunction with their presentation. You will need to guide and advise groups in their research and presentations. It is up to you to decide on how long learners may spend on this research, depending on allocated teaching time, syllabus yet to cover, etc.</p> <ul style="list-style-type: none"> <li>✓ Understand that the debate about the Holocaust is wider than causation and includes views on the perpetrators, victims and bystanders.</li> </ul> <p>Learners will continue with their research work in groups.</p> <ul style="list-style-type: none"> <li>✓ Understand that the debate about the Holocaust is wider than causation and includes views on the perpetrators, victims and bystanders.</li> </ul> <p>Group presentations (from group work above). It is vital here that you ensure the key points of each interpretation are clearly presented, so there is good whole class understanding, but prior teacher guidance should ensure this.</p> <p>Research task/class discussion</p>
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		<p>How far do the experiments of social psychologists like Stanley Milgram (e.g. Yale experiment on obedience to authority figures) cast light on debates about the perpetrators?</p> <p>Class discussion Should the victims of the Holocaust have resisted more violently?</p> <p>How far are bystanders to blame?</p>
<p><b>Week 6</b></p>	<p><b>Topic 4.1</b> <b>Why did Mussolini gain power in 1922?</b></p>	<p>✓ To understand the problems facing Italy after the First World War: dissatisfaction with the peace settlement; social and economic.</p> <p>Teacher-led introduction Introduction to the topic. An overview of Italian history since unification with a focus on factors which led to the political instability which existed in the early 1920s.</p> <p>Research task Learners identify factors which led to instability in Italy after the First World War. Learners could use their own texts or make a research and study available source or resource such as this post-war_societies_Italy</p> <ul style="list-style-type: none"> <li>• political causes</li> <li>• social causes</li> <li>• economic causes</li> <li>• religious factors</li> <li>• foreign policy factors.</li> </ul> <p>Class discussion What was the main cause of instability in Italy in 1922? Ask learners to compare a Paper 2 and Paper 4 question paper and mark scheme.</p>



		<ul style="list-style-type: none"> <li>• Mussolini’s early political ideas and career, to 1918</li> <li>• Identification of the core beliefs of Mussolini 1918–22</li> <li>• Identification of principal ‘opposition’ ideologies: Communism, Socialism and the nature and extent of their appeal</li> <li>• Identification of reasons for the appeal of Fascism</li> <li>• Identification of groups/individuals who supported Fascism and why.</li> </ul> <p>Learners create a mind map to illustrate appeal of Fascism to different groups within Italy.</p> <p>Extension activity Learners will be asked to read the definition of fascism by Mussolini from available textbooks and make note on his main ideas.</p>
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<b>WEEK</b>	<b>MAIN TOPIC - 4</b>	<b>TOPIC DETAILS</b>
Week 7	<p><b>Topic 4.2</b> To assess the reasons for Mussolini’s appointment as prime minister.</p>	<ul style="list-style-type: none"> <li>✓ Evaluate the reasons to justify the appointment of Mussolini as Prime Minister in 1922</li> </ul> <p>Research task Learners study the material here and identify</p> <ul style="list-style-type: none"> <li>• the key stages in Mussolini’s rise to power</li> <li>• the reasons why Mussolini was able to seize power.</li> </ul> <p>This resource text here, the-rise-of-fascism will support the learners</p> <p>Group task</p>

	<p><b>How was Italy governed under Mussolini?</b></p>	<p>Learners are given one of the following factors to research in more detail.</p> <ul style="list-style-type: none"><li>• the role of key individuals (e.g. the King, Facta, Giolitti)</li><li>• the role of the army</li><li>• the role of the squadristi</li><li>• support of the Pope and key intellectuals</li><li>• popularity of Fascism (including press support)</li><li>• The March on Rome.</li></ul> <p>Learners work first with their group to research their factor and then the groups reform so there is one of each factor in each group. Learners each feedback on their factor. The group then discusses what the most important factor was.</p> <p>Class discussion Why did Mussolini come to power?</p> <p>Give learners a paragraph from an essay on this topic. The paragraph should be very detailed, with little analysis and no clear link to the question.</p> <p>Ask learners to</p> <ul style="list-style-type: none"><li>• say what they think the question is and give feedback on the strengths/ weakness of the paragraph</li><li>• to rewrite the paragraph putting in analysis and links to the question, when they know the question.</li></ul> <p>Extension activity</p>
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	<p><b>How did Mussolini establish his dictatorship style, and repression of opposition?</b></p>	<p>Learners will be asked to read extract on how-italian-fascists-succeeded-in-taking-over-italy and write a summary of the key points of the argument.</p> <p>✓ To evaluate Mussolini’s aims in government and his leadership.</p> <p>Based on what they learned in the previous topic, ask learners what they would expect Mussolini’s aims to be in a ‘think, pair, share’ activity. Based on this exercise devise a class list.</p> <p>Learners study a collection of sources/texts and identify Mussolini’s aims in each of these areas (note this is an outline at this stage)</p> <ul style="list-style-type: none"> <li>• economy</li> <li>• society</li> <li>• foreign policy</li> <li>• politics.</li> </ul> <p>Learners will watch the video on (Mussolini-and-fascism-in-Italy) and note key points about the style of Mussolini’s leadership.</p> <p>✓ To understand the establishment of a dictatorship, repression of opposition.</p> <p>Teacher-led introduction Introduction to the topic to set out its parameters and give an overview of the steps Mussolini took to establish a dictatorship (including the Giacomo Matteotti murder, June 10, 1924, Rome, Italy).</p>
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		<p>Research task</p> <p>In pairs or small groups, learners identify the principal methods used by Mussolini to limit opposition.</p> <ul style="list-style-type: none"> <li>• Acerbo Law</li> <li>• Censorship</li> <li>• Use of tribunals</li> <li>• Role of militia and squads.</li> </ul> <p>Class seminar style discussion: individuals being required to speak/present on:</p> <ul style="list-style-type: none"> <li>• the method</li> <li>• its effectiveness.</li> </ul> <p>Learners make a research and read the article on the murder of Matteotti and summarise the key points of the argument.</p>
<p><b>Week 8</b></p>	<p><b>Topic 4.3</b></p> <p><b>How did Mussolini make good use of propaganda?</b></p>	<ul style="list-style-type: none"> <li>✓ Defining the term, propaganda.</li> </ul> <p>Study a range of visual sources depicting Mussolini and note the intended impact of the sources on the audience.</p> <p>Research task</p> <p>Learners create a short presentation on Mussolini's use of propaganda. The presentations should cover:</p> <ul style="list-style-type: none"> <li>• the key methods used by Mussolini <ul style="list-style-type: none"> <li>o films</li> <li>o mass activities</li> <li>o newspapers</li> <li>o radio</li> </ul> </li> <li>• the Mussolini myth (Cult of the Duce)</li> </ul>

	<p><b>What were the aims and impact of Mussolini's foreign policy?</b></p>	<ul style="list-style-type: none"> <li>• three visual sources which depict Mussolini, with learners writing a caption for each image which could have been used to promote the official view of Mussolini.</li> </ul> <p>Learners plan a response to a Paper 4 question on this topic.</p> <p>Extension activity Learners watch video of Mussolini and note five-key points about Mussolini's impact on architecture in Italy.</p> <ul style="list-style-type: none"> <li>✓ Identifying and understanding the aims and impact of Mussolini's foreign policy.</li> </ul> <p>Research task Using textbooks and internet resources, learners</p> <ul style="list-style-type: none"> <li>• draw a timeline which gives an overview of Mussolini's foreign policy</li> <li>• What his main objectives were</li> <li>• How Italy's recent past shaped Mussolini's foreign policy</li> <li>• What Mussolini's attitude was to the League of Nations</li> <li>• How far Mussolini's foreign policy was driven by <ul style="list-style-type: none"> <li>o economic issues</li> <li>o the desire for prestige</li> </ul> </li> <li>• How popular Mussolini's foreign policy was.</li> </ul> <p>Learners watch the video of Mussolini's aims and foreign policy and note 'In what ways (and for what reasons) have historians disagreed about Mussolini's foreign policy?'</p>
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	<p><b>How far were Mussolini's economic policies a success?</b></p>	<p>Give learners an essay on this topic (or extract from an essay) which has an analytical framework but either lacks supporting knowledge, or the knowledge is inaccurate/irrelevant.</p> <p>Ask learners to:</p> <ul style="list-style-type: none"> <li>• use the Generic Levels of Response for Paper 4 to say which Level they think the response would achieve</li> <li>• rewrite one paragraph of the essay to raise the Level by selecting appropriate, accurate material to support the points made.</li> </ul> <p>✓ Evaluate the extent the nature of Mussolini's economic aims were successful.</p> <p>Teacher-led introduction Introduction to the economic situation that Mussolini inherited in 1922 and background to Mussolini's.</p> <p>Research tasks</p> <ul style="list-style-type: none"> <li>• Italians expectation of Mussolini when it came to managing the economy</li> <li>• The nature and extent of the task which faced him</li> <li>• What might be expected from a fascist</li> <li>• Any evidence in his early career of any knowledge or understanding of economics.</li> </ul> <p>Class discussion Did Mussolini have clear economic aims?</p> <p>Learners make a research on Mussolini's aims in power and add to their notes on Mussolini's ideas for running the economy.</p>
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	<p><b>The effectiveness of Mussolini's economic policies (industrial and agricultural, the Battle for Grain).</b></p>	<p>Learners create their own diagram or mind map to answer the question 'How effectively did Italy cope with the Great Depression?'. They could research using this text, how-did-the-great-depression-affect-Italy as a model or create their own.</p> <ul style="list-style-type: none"> <li>✓ Identify the successes and failures of his economic policies (industrial and agricultural, the Battle for Grain).</li> </ul> <p>Learners watch on this and note the key successes/failures of the Italian economy.</p> <p>Research task Using available resource or textbooks, learners take notes on the following:</p> <ul style="list-style-type: none"> <li>• What was the Battle for Grain?</li> <li>• What were its aims</li> <li>• How effective was this Battle?</li> </ul> <p>Ask learners to read a PERT for this section of the course and note the key points.</p> <p>Class discussion</p> <ul style="list-style-type: none"> <li>• What key points are raised?</li> <li>• How can learners address these in their own responses?</li> </ul>
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<b>WEEK</b>	<b>MAIN TOPIC - 4</b>	<b>TOPIC DETAILS</b>
Week 10	<p><b>Topic 4.5</b> <b>How far did society change because of Mussolini's regime?</b></p>	<ul style="list-style-type: none"> <li>✓ To understand the nature and impact of Mussolini's dealings with the Church.</li> </ul>

	<p><b>To what extent Mussolini's key social policies including education were achieved.</b></p>	<p>Teacher-led introduction Introduction to the topic explaining the unique history of the Papacy as a temporal power as well as a spiritual one and its relationships with the Italian state since 1850.</p> <p>Research task In pairs, learners complete the following using a search engine to know the relationship between the Roman Catholic and the government in Italy-Fascist</p> <ul style="list-style-type: none"> <li>• Timeline of events since 1850 illustrating the relationship between the Papacy and the Italian state.</li> <li>• Identify the importance of the Papacy/Church in Italian political life.</li> <li>• Identify the role of the Pope/Church in Mussolini's acquisition of power.</li> <li>• Identify the reasons why Mussolini was anxious to ensure a good relationship with the Church.</li> <li>• Explain the terms of the Lateran Treaty and explain its significance for both the Church and for Mussolini.</li> </ul> <p>Class discussion Why was the support of the Church so important to Mussolini?</p> <p>Extension activity Learners read this review and write a summary of Kertzer's argument and how it challenges previously held views about the relationship between Mussolini and the Papacy.</p> <p>✓ To assess key social policies including education.</p> <p>Learners work in small groups to create a presentation on an aspect of Mussolini's social policy. For instance, these areas could be covered:</p>
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	<p><b>The impact of Mussolini's policies on different social groups including women and young people.</b></p>	<ul style="list-style-type: none"> <li>• education policy</li> <li>• youth movements</li> <li>• women</li> <li>• welfare and the Opera Nazionale Dopolavoro (OND).</li> </ul> <p>In each presentation, learners should include:</p> <ul style="list-style-type: none"> <li>• how and why this area was important to the regime</li> <li>• what the regime's aims were in this area</li> <li>• what changes/policies were introduced</li> <li>• What was the impact of these changes was, including <ul style="list-style-type: none"> <li>o two contemporary views</li> <li>o two different historians views.</li> </ul> </li> </ul> <p>Learners feed back to the class on the first three of these points. The class completes a chart which covers the aspects listed.</p> <ul style="list-style-type: none"> <li>✓ To assess the impact of policies on different social groups including women and young people.</li> <li>✓ Ask learners to consider ways to assess the impact of the policies covered in the last section.</li> </ul> <ul style="list-style-type: none"> <li>• Did Mussolini win over Italian youth?</li> <li>• Did the birth rate go up?</li> </ul> <p>Learners could consider whether the policies had different impacts on different groups of people.</p> <p>Using the material they gathered for their last bullet point in the presentations, learners discuss whether the policies were effective. This could be completed as a washing line activity where the end posts are 'not</p>
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		<p>effective' and 'effective'. Each group contributes the views they have gathered on their area.</p> <p>Class discussion Considering the evidence from the activity outlined above:</p> <ul style="list-style-type: none"> <li>• Did Mussolini achieve what he wanted through these policies?</li> <li>• Did the lives of the Italian people improve as a result of these policies?</li> </ul> <p>Give learners a response to a Paper 4 question on this topic. The essay should contain good ideas and information but lack balance or be very poorly organised.</p> <p>Ask learners to:</p> <ul style="list-style-type: none"> <li>• mark the response using the generic mark bands for Paper 4.</li> <li>• feedback their marks and suggest ways the essay could be altered to achieve a higher mark</li> <li>• write a one-side essay plan to show how it could be improved.</li> </ul>
<p><b>Week 11</b></p>	<p><b>Topic 4.6</b> <b>To know the extent the level of support for Mussolini's regime.</b></p>	<ul style="list-style-type: none"> <li>✓ To evaluate the level of support for Mussolini's regime.</li> </ul> <p>Learners read the available sources. What can they learn from this source about the popularity of Mussolini's regime?</p> <p>Individuals identify the measures which Mussolini took to win support for his Fascist regime. This should include:</p> <ul style="list-style-type: none"> <li>• economic policy</li> <li>• social policy</li> <li>• foreign policy</li> <li>• religious policy.</li> </ul>

	<p><b>Why did Stalin gain power from 1924?</b></p>	<p>Class discussion</p> <ul style="list-style-type: none"> <li>• How much support was there for Mussolini?</li> <li>• Why was there so little opposition?</li> <li>• Which groups of people supported him the most?</li> <li>• Which aspects of policy were most popular?</li> </ul> <p>Learners write a response to a Paper 4 question on this theme in timed conditions to be teacher marked. (F)</p> <p>Extension activity</p> <p>Learners research different historian's view on whether Mussolini was a popular leader of Italy.</p> <ul style="list-style-type: none"> <li>✓ Describe Lenin's legacy and problems of leadership.</li> </ul> <p>Teacher-led introduction</p> <p>Introduction to the period 1920–1929. If learners have studied Russia as part of their AS course they could be asked to present their ideas about the condition of Russia in 1924.</p> <ul style="list-style-type: none"> <li>• The government of Russia by 1924.</li> <li>• Key problems/issues.</li> </ul> <p>This pamphlet written in 1924 by someone sympathetic to the revolution, gives some interesting ideas and learners could be asked to read some of it to gain an insight into the problems facing Russia and 1924.</p> <p>Learners read articles on Lenin, communist party and take notes on:</p> <ul style="list-style-type: none"> <li>• differences in the party key aspects of policy</li> <li>• the problems caused by Lenin's failing health</li> <li>• Lenin's views of Stalin</li> </ul>
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	<p><b>What was Stalin's position in the party?</b></p>	<ul style="list-style-type: none"> <li>• the suppression on Lenin's testament.</li> </ul> <p>Class discussion How far was Lenin responsible for Stalin's rise to power?</p> <p>Ask learners to compare a Paper 2 and Paper 4 question paper and mark scheme.</p> <p>Group task</p> <ul style="list-style-type: none"> <li>• What are the key differences between the two papers?</li> <li>• What are the different demands of Paper 4?</li> </ul> <p>Extension activity Learners read the article a teacher will direct them to, and summarise the main points.</p> <ul style="list-style-type: none"> <li>✓ To assess Stalin's position in the party</li> </ul> <p>Learners watch a Stalin's video to guide them to consider the reasons for Stalin's rise to power.</p> <p>Research task Identify the role of the Bolshevik Party in the period 1914–1924 and the part it played in those years.</p> <ul style="list-style-type: none"> <li>• Explain the structure of the Party and identify the centre/s of power in it.</li> <li>• Identify Stalin's role in the party to 1924.</li> <li>• Identify the way in which Stalin utilised his role in the Party to acquire power.</li> <li>• What Stalin's strengths were as a candidate for the leadership?</li> </ul> <p>Class discussion How important was Stalin's position in the party in his rise to power?</p>
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	<p><b>How was the USSR governed under Stalin?</b></p>	<p>Research task Learners research the ways in which Stalin built up his power base within the Party.</p> <p>Class discussion Learners are asked to consider how each of the following led to Stalin's rise to power:</p> <ul style="list-style-type: none"> <li>• control of the party</li> <li>• policies</li> <li>• character and political skills</li> <li>• weakness of opponents</li> <li>• good fortune.</li> </ul> <p>Learners debate which of these aspects was the most responsible for Stalin's rise to power. Give learners a paragraph from an essay on one of the topics covered so far. The paragraph should be very detailed, with little analysis and no clear link to the question. Ask learners to:</p> <ul style="list-style-type: none"> <li>• say what they think the question is and feedback on the strengths/weakness of the paragraph</li> <li>• when they know the question, to rewrite the paragraph putting in clear analysis and links to the question.</li> </ul> <p>Extension activity Learners research historians' views on Stalin's rise to power and find two contradictory views and summarise their arguments.</p> <p>✓ To understand Stalin's aims in government and administration.</p>
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		<p>Teacher-led introduction Introduction to the topic, giving a broad overview of the areas which must be covered under 'domestic' policy. Teacher guides learners to research on the-history-Stalin-aims-in-government-and-administration</p> <p>Research task In pairs/small groups, learners:</p> <ul style="list-style-type: none"> <li>• identify the changes they might expect from a communist to make to the government and administration of Russia</li> <li>• identify the changes that Stalin brought to the government and administration of Russia, e.g. the Constitution of 1936.</li> </ul> <p>Class discussion Is there a mismatch between the two lists above?</p>
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<b>WEEK</b>	<b>MAIN TOPIC -</b>	<b>TOPIC DETAILS</b>
Week 13	Mock exams	
Week 14	Entry of ABT Grades	
	Vetting of reports	

Week 15	Open Day	
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## **Scheme of work for Humanities Department – Form 7, AL History Term 2**

WEEK	MAIN TOPIC - 4	TOPIC DETAILS
Week 1	<b>Topic 4. 8</b> <b>What were the reasons for and the impact of the policy of ‘Building socialism in one country’ by Stalin?</b>	<ul style="list-style-type: none"> <li>✓ Define the term, socialism and describe the reasons for and the impact of the policy of ‘Building socialism in one country’ by Stalin.</li> </ul> <p>Learners watch a video about the text above and take notes on the background to the decision to strive for socialism in one country.</p>

	<p><b>What were the causes and impact of the Great Terror and use of purges and show trials used by Stalin?</b></p>	<p>Class discussion Why did Stalin decide to 'build socialism in one country'?</p> <p>Research task Learners study text and internet resources and outline:</p> <ul style="list-style-type: none"> <li>• what the policy meant</li> <li>• the possible impact of this policy on Russia <ul style="list-style-type: none"> <li>o impact on the workers</li> <li>o appeal of policy</li> <li>o the impact of the flexibility of the doctrine.</li> </ul> </li> </ul> <p>Learners write a 300-word response to the class discussion question.</p> <ul style="list-style-type: none"> <li>✓ Define the terms: Great terror, purges, and show trials. What led to the Great terror and what impact did it have on the people?</li> </ul> <p>Learners watch a video on the Stalin's Great Terror as an introduction to this topic.</p> <p>Learners study materials on this and take notes on the impact of the Kirov murder.</p> <p>Research tasks</p> <ul style="list-style-type: none"> <li>• Identify the nature and extent of the repressive systems used by Tsars and Lenin - the 'Russian tradition'.</li> <li>• Identify the nature and extent of the repressive system created by Stalin with a focus on the NKVD, the show trials, the Gulags and the Purges.</li> </ul> <p>This resource <a href="http://www.hoover.org/research/documents-terror">www.hoover.org/research/documents-terror</a> shows some of the impact of the purges.</p>
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	<p><b>Evaluate the aims and impact of Stalin's foreign policy.</b></p>	<p>Learners could use this to identify</p> <ul style="list-style-type: none"> <li>• who was purged</li> <li>• why they were purged.</li> </ul> <p>Class discussion  What was the impact of the Great Terror? Ask learners to create a spider diagram/mind map to show the results of this discussion.</p> <ul style="list-style-type: none"> <li>✓ Identify Stalin's aims and the impact of his foreign policy.</li> </ul> <p>Learners watch video and note:</p> <ul style="list-style-type: none"> <li>• the aims of Stalin's foreign policy</li> <li>• the achievements of Stalin's foreign policy</li> <li>• how far foreign policy aims changed during the period</li> <li>• what impact the rise of Hitler had on Soviet foreign policy</li> <li>• as to whether Stalin achieved his aims.</li> </ul> <p>learners are given a collection of sources and decide how far each reflects the aim to:</p> <ul style="list-style-type: none"> <li>• spread revolution</li> <li>• establish relationships</li> <li>• defend the Soviet Union.</li> </ul> <p>How far do the sources reflect changing priorities?</p> <p>Learners build up their notes from the video using this resource (or a similar text)</p> <p>Class discussion  How far did Stalin achieve his aims in foreign policy by 1941?</p>
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		<p>Give learners an essay (or extract from an essay) which has an analytical framework but which either lacks supporting knowledge or the knowledge is inaccurate/irrelevant.</p> <p>Ask learners to:</p> <ul style="list-style-type: none"> <li>• use the generic mark bands for Paper 4 to say which level they think the response would achieve</li> <li>• rewrite one paragraph of the essay to raise the level by selecting appropriate, accurate material to support the points made.</li> </ul>
<p><b>Week 2</b></p>	<p><b>Topic 4. 8</b>  <b>How effective were Stalin’s economic policies?</b></p> <p><b>What were the reasons for and impact of the Five-Year Plans?</b></p>	<ul style="list-style-type: none"> <li>✓ Assess Stalin’s aims for the economy.</li> </ul> <p>Ask learners to read the speech made by Stalin in 1931 from the available sites recommended. What can they learn from this speech about Stalin’s aims for the economy?</p> <p>Research task</p> <ul style="list-style-type: none"> <li>• Assess the economic problems facing Russia in 1929.</li> <li>• Identify what a genuine communist might recommend as an economic strategy for Russia in 1929.</li> <li>• Identify what might be the economic policy in the best interests of Russia in 1929.</li> <li>• Note Stalin’s economic policy and how far it addresses the above.</li> </ul> <ul style="list-style-type: none"> <li>✓ Evaluate the reasons for and impact of the Five-Year Plans.</li> </ul> <p>Show learners the photographs of Magnitogorsk from recommended sites and ask what impressions they gain from these pictures of the development of industry in the USSR.</p>

	<p><b>What were the reasons for, and impacts of, collectivization programme?</b></p>	<p>Research task Learners use texts/internet resources to research how the economy was organised.</p> <ul style="list-style-type: none"> <li>• What were the aims of each Plan?</li> <li>• How far were the plans a success?</li> <li>• What were the limitations of the Plans?</li> </ul> <p>Teacher gives learners recommended websites to make research with on the impact of the Five-Year Plans.</p> <p>✓ To evaluate the reasons for, and impacts of, collectivisation.</p> <p>Learners read a short extract or a text, such as the short section on collectivisation from a given website and, about the reasons for the introduction of collectivisation.</p> <p>What were Stalin's aims for this policy covering:</p> <ul style="list-style-type: none"> <li>• political aims</li> <li>• economic aims</li> <li>• social aims.</li> </ul> <p>Research task</p> <ul style="list-style-type: none"> <li>• What was the process of collectivisation?</li> <li>• What were the immediate consequences of collectivisation?</li> <li>• What were the longer-term impacts of the policy?</li> </ul> <p>Class discussion Were the gains worth the cost?</p> <p>Learners write an A4 plan in response to a Paper 4 question on this topic.</p>
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	<p><b>The impact of policies towards non-Russian nationalities.</b></p>	<p>How far did Stalin’s policies towards women offer them more freedom?</p> <ul style="list-style-type: none"> <li>✓ To evaluate the impact of policies towards non-Russian nationalities under Stalin.</li> </ul> <p>What does this source suggest about diversity in the USSR under Stalin?</p> <p>Learners use the article on teacher’s guide instruction to research Stalin’s policies towards non-Russian nationalities.</p> <p>Ask learners to read a Principal Examiner Report for Teachers (PERT) for this section of the course and note the key points. (If this has not been completed in an earlier part of the Paper 4 course).</p> <p>Class discussion</p> <ul style="list-style-type: none"> <li>• What key points are raised?</li> <li>• How can learners address these in their own responses?</li> </ul>
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<b>WEEK</b>	<b>MAIN TOPIC - 4</b>	<b>TOPIC DETAILS</b>
	<p><b>Topic 4.10</b>  <b>Describe the impact of economic changes on workers.</b></p>	<ul style="list-style-type: none"> <li>✓ Identify how the lives of workers changed based on the economic policy of Stalin.</li> </ul>

<p><b>Week 4</b></p>	<p><b>The impact of propaganda and the personality cult.</b></p>	<p>Learners are given a range of sources (written, visual and statistical) to help them answer the question 'To what extent did the workers benefit from Stalin's policies?'</p> <p>They should organise the materials into categories and complete a chart which shows:</p> <ul style="list-style-type: none"> <li>• positive impact on living standards</li> <li>• negative impact on living standards</li> <li>• positive impact on working conditions</li> <li>• negative impact on working conditions.</li> </ul> <p>Each point should be supported by specific evidence from the material.</p> <p>Teacher leads learners to search for archive materials on website on collectivisation, the gulags etc.</p> <p>Class discussion Did life get better for the workers?</p> <p style="padding-left: 40px;">✓ To assess the impact of propaganda and the personality cult.</p> <p>Learners work in groups produce a presentation showing how propaganda and the personality cult were used and their impact.</p> <p>Presentations should include</p> <ul style="list-style-type: none"> <li>• examples of propaganda</li> <li>• consideration of the different ways in which Stalin was portrayed</li> <li>• the methods by which the cult of personality was developed</li> <li>• the reasons for the development of the personality cult.</li> <li>• an assessment of the impact of the personality cult on the Soviet Union</li> </ul>
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	<p><b>Why did Hitler gain power in 1933?</b></p>	<ul style="list-style-type: none"> <li>• an assessment of the impact of the propaganda on the Soviet Union.</li> </ul> <p>Class discussion What was the importance of the personality cult to the Soviet Union?</p> <p>Learners write a response to a Paper 4 question on this theme in timed conditions to be teacher marked.</p> <ul style="list-style-type: none"> <li>✓ Describe the problems facing Weimar politicians from 1929.</li> </ul> <p>Teacher-led introduction Introduction to the topic as a whole, then an outline introduction to:</p> <ul style="list-style-type: none"> <li>• Germany 1918–1929</li> <li>• Germany 1929–1933.</li> </ul> <p>Learners listen to podcast under teacher’s guide (teachers can register for free to use this resource) and then research to:</p> <ul style="list-style-type: none"> <li>• identify and explain factors which explain Weimar’s instability before 1929</li> <li>• identify and explain factors which explain Weimar’s growing weakness between 1929 and 1933.</li> </ul> <p>Group task Divide the class into two groups. Group 1 argues the Weimar was unstable and doomed to fail. Group 2 argues that Weimar was stable and it was external circumstances which weakened the Republic. Learners debate this issue and try to reach a class consensus.</p>
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		<p>Ask learners to compare a Paper 2 and Paper 4 question paper and mark scheme. (If this has not been completed in an earlier part of the Paper 4 course).</p> <p>Class discussion</p> <ul style="list-style-type: none"> <li>• What are the key differences between the two papers?</li> <li>• What are the different demands of Paper 4?</li> </ul>
<p><b>Week 5</b></p>	<p><b>Topic 4. 10</b>  <b>Discuss the reasons for the growth of support for Nazism after 1929.</b></p>	<ul style="list-style-type: none"> <li>✓ Identify the reasons for the growth of support for Nazism after 1929 in Germany.</li> </ul> <p>Teacher-led introduction  Introduction to Nazism and the Nazi party from 1919 to 1933. The ideology, the structure and the role of the Party all need to be covered. Learners watch video that will give an insight into the ways in which the Nazis benefited from the Depression</p> <p>Research task</p> <ul style="list-style-type: none"> <li>• The principal ideas in Mein Kampf and advocated by Hitler in the 1920s.</li> <li>• The structure of the Nazi Party and the role it played in the period 1919–1929.</li> <li>• The reasons why support for Nazism grew after 1929.</li> </ul> <p>Teacher leads the learners to read articles and research on website on the-Nazi-rise-to-power/the-Nazi-rise-to-power/. This covers a range of reasons for the rise of the Nazis.</p> <p>Class discussion  What was the most important reason for the increase in support after 1929?</p>



		<p>✓ Describe the reasons and methods used in the consolidation of power, 1933–34.</p> <p>Learners work in pairs or small groups to assess the following steps in the consolidation of power. For each event/development, learners should consider what happened and how it helped to cement the Nazis hold on power.</p> <ul style="list-style-type: none"><li>• The Reichstag Fire</li><li>• The Enabling Act</li><li>• Destruction of the Trade Unions</li><li>• Banning of other political parties</li><li>• Law for the Reconstruction of the State</li><li>• Night of the Long Knives</li><li>• Death of Hindenburg.</li></ul> <p>Class discussion</p> <p>What was the relative importance of each the steps listed above in the consolidation of Nazi power?</p> <p>Give learners a paragraph from an essay one of the topics covered so far. The paragraph should be very detailed, with little analysis and no clear link to the question.</p> <p>Ask learners to:</p> <ul style="list-style-type: none"><li>• say what they think the question is and feedback on the strengths/weakness of the paragraph</li><li>• rewrite the paragraph putting in clear analysis and links to the question, when they know the question.</li></ul>
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	<p><b>To understand the persecution of the Jews and other minorities.</b></p>	<p>Research task In pairs/small groups, learners identify the propaganda methods and the repressive methods used by the Nazis</p> <p>Learners prepare for a seminar on the following two themes:</p> <ul style="list-style-type: none"> <li>• Nazi propaganda – brilliant and vital for Hitler’s survival in power</li> <li>• Nazi repression – ruthless and essential for Hitler’s survival in power.</li> </ul> <p>Learners prepare a detailed plan for a Paper 4 question on this topic.</p> <p>Extension activity Learners read available article (or listen to it as a podcast) and note the main arguments it makes about the nature of repression and the popularity of the Nazi regime.</p> <p>✓ Analyses the persecution of the Jews and other minorities.</p> <p>Teacher-led introduction Introduction to Nazi attitudes and actions towards opponents, Jews and all minorities and groups disliked by Hitler and the Nazis.</p> <p>Research tasks In pairs or small groups, learners deal with one of the following:</p> <ul style="list-style-type: none"> <li>• reasons for, and policies towards, political opponents such as the Communists</li> <li>• reasons for, and policies towards, the Jews</li> <li>• reasons for, and policies towards, a range of other minorities such as Gypsies, homosexuals and the mentally disabled.</li> </ul>
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		<p>The first three sections of this article are useful (learners do not need to go beyond 1939).</p> <p>Learners give a feedback of their findings and take notes.</p>
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<b>WEEK</b>	<b>MAIN TOPIC - 4</b>	<b>TOPIC DETAILS</b>
Week 7	<p><b>Topic 4.12</b>  <b>To what extent the aims of, and developments in, foreign policy achieved by Hitler.</b></p>	<p>✓ Describe the aims of, and developments in, foreign policy under Hitler whether they were achieved.</p> <p>Learners watch a short video on this and take notes on the aims of Hitler's foreign policy.</p> <p>Research task  Learners create a timeline to show the major developments in foreign policy.</p> <p>Class discussion  Was Hitler's intention always war?  Give learners an essay (or extract from an essay) which has an analytical framework but which either lacks supporting knowledge, or the knowledge is inaccurate/irrelevant.</p> <p>Ask learners to:</p> <ul style="list-style-type: none"> <li>• use the Generic Levels of Response for Paper 4 to say which Level they think the response would achieve</li> <li>• rewrite one paragraph of the essay to raise the Level by selecting appropriate, accurate material to support the points made.</li> </ul>







		<p>✓ Describe how successful religion was control by Hitler</p> <p>Learners watch a video on Nazi religion policy as an introduction to the topic.</p> <p>Learners read recommended articles on Nazi religion and make a 10-point summary of the key aspects of Nazi policy towards the Church.</p> <p>Class discussion Did the Churches in Germany collaborate or resist?</p> <p>Give learners a response to a Paper 4 question on this topic. The essay should contain good ideas and information but lack balance or be very poorly organised.</p> <p>Ask learners to:</p> <ul style="list-style-type: none"> <li>• mark the response using the generic mark bands for Paper 4</li> <li>• feedback their marks and suggest ways the essay could be altered to achieve a higher mark</li> <li>• write a one-side essay plan to show how it could be improved.</li> </ul>
<p><b>Week 9</b></p>	<p><b>Topic 4.14</b> <b>Assess life under the Nazi regime, e.g. standard of living, consumer goods, leisure time.</b></p>	<p>✓ How was life under the Nazi regime, e.g. standard of living, consumer goods, leisure time?</p> <p>Learners are given a range of sources (written, visual and statistical) to help them answer the question ‘How far did life improve under the Nazis?’.</p> <p>They should organise the materials into categories and complete a chart which shows</p> <ul style="list-style-type: none"> <li>• living standards</li> </ul>



	<p><b>What were the changing fortunes of the Conservative and Liberal Parties and their leadership?</b></p>	<ul style="list-style-type: none"> <li>• the main challenges facing Britain after the First World War</li> <li>• how Britain was governed in 1919</li> <li>• the position of the Labour Party by 1919.</li> </ul> <p>Learners create a timeline of British politics 1919–1939 to show:</p> <ul style="list-style-type: none"> <li>• who was in power</li> <li>• prime ministers</li> <li>• key developments.</li> </ul> <p>Research task</p> <p>Learners research and take notes to cover:</p> <ul style="list-style-type: none"> <li>• why Labour gained power in power in 1924</li> <li>• why the Labour government lost power in 1924</li> <li>• why Labour gained power in 1929</li> <li>• why Labour lost power in 1931.</li> </ul> <p>Extension activity</p> <p>Learners read Labour’s manifesto from 1929 from <a href="http://www.labour-party.org.uk/manifestos/1929/1929-labour-manifesto.shtml">www.labour-party.org.uk/manifestos/1929/1929-labour-manifesto.shtml</a> and note the key policies of the Labour Party.</p> <ul style="list-style-type: none"> <li>✓ Identify the changing fortunes of the Conservative and Liberal Parties and their leadership.</li> </ul> <p>Teacher-led introduction</p> <p>Introduction to the status of the Liberal and Conservative parties at the end of the First World War to cover the ‘Coupon Election’ of 1918.</p> <p>The Liberals: learners research and take notes on the following.</p> <ul style="list-style-type: none"> <li>• How did the Versailles settlement impact on the Liberals?</li> </ul>
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	<p><b>Evaluate the reasons for, and impact of, the National Government.</b></p>	<ul style="list-style-type: none"> <li>• Why was economic reconstruction a failure?</li> <li>• Why was Ireland a problem for the Liberals?</li> <li>• The leadership of Lloyd George.</li> </ul> <p>The Conservatives; Learners research and take notes on the following.</p> <ul style="list-style-type: none"> <li>• Why did the Conservatives take office in 1922?</li> <li>• What challenges faced this government?</li> <li>• Why did the Conservatives lose office in 1924?</li> <li>• How far did the Conservatives dominate the National Government from 1931?</li> </ul> <p>Ask learners to compare a Paper 2 and Paper 4 question paper and mark scheme. (If this has not been completed in an earlier part of the Paper 4 course).</p> <p>Class discussion</p> <ul style="list-style-type: none"> <li>• What are the key differences between the two papers?</li> <li>• What are the different demands of Paper 4?</li> </ul> <p>✓ To understand the reasons for, and impact of, the National Government.</p> <p>Learners study the resource guide given by a teacher on national archives of the British government, 1931 and identify the reasons given for the formation of National Government in 1931.</p> <p>Learners read or listen to the short speech on the same website by Ramsay MacDonald and summarise his reasons for supporting the National Government.</p>
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		<p>Research task</p> <ul style="list-style-type: none"> <li>• Who made up the National Government in 1931?</li> <li>• How did this change in 1935?</li> </ul> <p>Class discussion</p> <p>How effective was the National Government?</p> <p>Extension activity</p> <p>Learners read the article from recommended website and summarise the author's key argument that Conservatism benefited the most from the National Government.</p>
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WEEK	MAIN TOPIC - 4	TOPIC DETAILS
Week 10	<p><b>Topic 4.15</b></p> <p><b>What were the reasons for, and consequences of, the growth of extremism both on the political left and right?</b></p>	<ul style="list-style-type: none"> <li>✓ Identify the reasons for, and consequences of, the growth of extremism both on the political left and right.</li> </ul> <p>Based on what they have learned so far, why do learners think there was a rise in political extremism in this period?</p> <p>Research task</p> <p>Learners work in groups to research either the rise in extremism on the left or the right of British politics.</p> <p>They produce a presentation showing:</p> <ul style="list-style-type: none"> <li>• reasons for the growth of the Communist Party of Great Britain (CPGB) or British Union of Fascists (BUF)</li> <li>• the aims of the party</li> <li>• the key personalities involved and their impact</li> <li>• the popularity of the party.</li> </ul>





	<p><b>Discuss the growth of new industries e.g. electrical good, new materials, motor vehicles.</b></p>	<p>Learners use some of the materials to develop their notes on the demonstrations and hunger marches which resulted from the Depression.</p> <p>Give learners an essay (or extract from an essay) which has an analytical framework but which either lacks supporting knowledge, or the knowledge is inaccurate / irrelevant.</p> <p>Ask learners to:</p> <ul style="list-style-type: none"> <li>• use the Generic Levels of Response for Paper 4 to say which Level they think the response would achieve</li> <li>• rewrite one paragraph of the essay to raise the Level by selecting appropriate, accurate material to support the points made.</li> </ul> <p>✓ To understand the growth of new industries e.g. electrical good, new materials, motor vehicles.</p> <p>Learners watch a short film of Neville Chamberlain’s 1935 election speech from a given website and make a note of the points he makes about the recovery of the British economy.</p> <p>Research task</p> <p>Learners use textbooks and internet resources to investigate:</p> <ul style="list-style-type: none"> <li>• how and to what extent the British economy recovered in the 1930s</li> <li>• what new good/materials produced</li> <li>• Which part of the country benefited the most from new industries?</li> </ul> <p>Learners plan a Paper 4 question on one of the topics in this section.</p>
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<p><b>Week 11</b></p>	<p><b>Topic 4.16</b> <b>How and why did society change?</b></p> <p><b>The changing role and status of women: employment, birth control, suffrage.</b></p> <p><b>The impact of social welfare policies including national insurance, means testing.</b></p>	<p>✓ Identify the reasons for changing living standards, e.g. housing and health.</p> <p>Based on what learners have learned so far, ask them to consider why there were changes in living standards in this period.</p> <p>Learners create a timeline to show the key developments and positive/negative changes.</p> <p>Learners read article on this topic and note the key points about how this London Borough tackled the housing and overcrowding problems it faced.</p> <p>Learners research on this and note the ways in which Edinburgh addressed the issue of public housing.</p> <p>✓ Assess the changing role and status of women: employment, birth control, suffrage.</p> <p>Research task Divide learners into groups so that each group covers one of the following:</p> <ul style="list-style-type: none"> <li>• female suffrage</li> <li>• employment</li> <li>• birth control.</li> </ul> <p>Each group creates a short presentation to cover:</p> <ul style="list-style-type: none"> <li>• the key developments in their topic</li> <li>• consideration of whether all women benefited.</li> </ul> <p>Learners feedback their presentations to the rest of the class. Class discussion How far did the role and status of women change in this period?</p>
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		<p>✓ Analyse the public attitude towards war: pacifism (peace ballot), the League of Nations, impact of the Spanish Civil War.</p> <p>Ask learners to predict what the British attitude towards war would be in the 1930s and support their point of view.</p> <p>Group task Divide the class into three groups with each researching one of the topics to decide what the public attitude was towards war.</p> <ul style="list-style-type: none"> <li>• The peace ballot.</li> <li>• The Spanish Civil War.</li> <li>• The League of Nations.</li> </ul> <p>Learners split into groups of three (one from each topic) and feed back to each other on their factor.</p> <p>Class discussion What can learners infer about British attitudes to war from their research?</p>
<p><b>Week 12</b></p>	<p>Topic 4.17 <b>The British rearmament policies.</b></p>	<p>✓ To assess rearmament policies.</p> <p>Learners watch this short video <a href="http://www.youtube.com/watch?v=8xNNB1z1iK8">www.youtube.com/watch?v=8xNNB1z1iK8</a> and note the reasons given for British rearmament.</p> <p>Make a research on rearmament and learners take notes on the reasons why Britain began to rearm in the 1930s.</p> <ul style="list-style-type: none"> <li>• Why was Britain slow to rearm?</li> <li>• What were Britain's key objectives in rearmament?</li> <li>• How did Britain rearm?</li> </ul>



	<p><b>masks, child evacuation, emergency shelters.</b></p>	<p>✓ Describe how the civilian prepared for war, e.g. ration cards, conscription, gas masks, child evacuation, emergency shelters.</p> <p>Learners watch this short propaganda film <a href="http://www.iwm.org.uk/history/this-propaganda-film-shows-life">www.iwm.org.uk/history/this-propaganda-film-shows-life</a></p> <ul style="list-style-type: none"> <li>• How was Britain preparing for war?</li> <li>• What can you learn from the film about attitudes to war preparations?</li> </ul> <p>Learners read this article and add detail to their notes on the ways in which Britain tried to prepare for war.</p> <p>Learners prepare a factsheet on one of the following to share with the class.</p> <p>Rationing:  Conscription:  Gas masks:  Child evacuation:  Emergency shelters:</p> <p>Learners write a response to a Paper 4 question on this theme in timed conditions to be teacher marked.</p>
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<b>WEEK</b>	<b>MAIN TOPIC</b>	<b>TOPIC DETAILS</b>
<b>Week 13</b>	Mock exams Vetting of reports	
<b>Week 14</b>		
<b>Week 15</b>		

<b>WEEK</b>	<b>MAIN TOPIC - 1</b>	<b>TOPIC DETAILS</b>
	Topic 1.1	❖ .....

<p><b>Week 1</b></p>		<ul style="list-style-type: none"> <li>❖ .....</li> <li>❖ .....</li> <li>❖ ..... etc.</li> </ul>
<p><b>Week 2</b></p>	<p><b>Topic 1. 2</b></p>	<ul style="list-style-type: none"> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....etc.</li> </ul>
<p><b>Week 3</b></p>	<p><b>MAIN TOPIC – 1</b> Topic 2.1 .....</p>	<ul style="list-style-type: none"> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....etc.</li> </ul>

<b>WEEK</b>	<b>MAIN TOPIC - 1</b>	<b>TOPIC DETAILS</b>
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<p><b>Week 1</b></p>	<p><b>Topic 1.1</b></p>	<ul style="list-style-type: none"> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....</li> <li>❖ ..... etc.</li> </ul>
<p><b>Week 2</b></p>	<p><b>Topic 1. 2</b></p>	<ul style="list-style-type: none"> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....etc.</li> </ul>
<p><b>Week 3</b></p>	<p><b>MAIN TOPIC – 1</b>  Topic 2.1 .....</p>	<ul style="list-style-type: none"> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....etc.</li> </ul>

WEEK	MAIN TOPIC - 1	TOPIC DETAILS
Week 1	Topic 1.1	<ul style="list-style-type: none"> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....</li> <li>❖ ..... etc.</li> </ul>
Week 2	Topic 1. 2	<ul style="list-style-type: none"> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....etc.</li> </ul>
Week 3	<b>MAIN TOPIC – 1</b> Topic 2.1 .....	<ul style="list-style-type: none"> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....etc.</li> </ul>

WEEK	MAIN TOPIC - 1	TOPIC DETAILS
Week 1	Topic 1.1	<ul style="list-style-type: none"> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....</li> <li>❖ ..... etc.</li> </ul>
Week 2	Topic 1. 2	<ul style="list-style-type: none"> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....etc.</li> </ul>
Week 3	<b>MAIN TOPIC – 1</b> Topic 2.1 .....	<ul style="list-style-type: none"> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....etc.</li> </ul>

WEEK	MAIN TOPIC - 1	TOPIC DETAILS
Week 1	Topic 1.1	<ul style="list-style-type: none"> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....</li> <li>❖ ..... etc.</li> </ul>
Week 2	Topic 1. 2	<ul style="list-style-type: none"> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....etc.</li> </ul>
Week 3	<b>MAIN TOPIC – 1</b> Topic 2.1 .....	<ul style="list-style-type: none"> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....etc.</li> </ul>

WEEK	MAIN TOPIC - 1	TOPIC DETAILS
Week 1	Topic 1.1	<ul style="list-style-type: none"> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....</li> <li>❖ ..... etc.</li> </ul>
Week 2	Topic 1. 2	<ul style="list-style-type: none"> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....etc.</li> </ul>
Week 3	<b>MAIN TOPIC – 1</b> Topic 2.1 .....	<ul style="list-style-type: none"> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....etc.</li> </ul>

WEEK	MAIN TOPIC - 1	TOPIC DETAILS
Week 1	Topic 1.1	<ul style="list-style-type: none"> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....</li> <li>❖ ..... etc.</li> </ul>
Week 2	Topic 1. 2	<ul style="list-style-type: none"> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....etc.</li> </ul>
Week 3	<b>MAIN TOPIC – 1</b> Topic 2.1 .....	<ul style="list-style-type: none"> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....etc.</li> </ul>

WEEK	MAIN TOPIC - 1	TOPIC DETAILS
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<b>Week 1</b>	<b>Topic 1.1</b>	<ul style="list-style-type: none"><li>◆ .....</li><li>◆ .....</li><li>◆ .....</li><li>◆ ..... etc.</li></ul>
<b>Week 2</b>	<b>Topic 1. 2</b>	<ul style="list-style-type: none"><li>◆ .....</li><li>◆ .....</li><li>◆ .....</li></ul>

		<ul style="list-style-type: none"> <li>◆ .....etc.</li> </ul>
Week 3	<p><b>MAIN TOPIC – 1</b></p> <p>Topic 2.1 .....</p>	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>

WEEK	MAIN TOPIC - 1	TOPIC DETAILS
	Topic 1.1	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> </ul>

<p><b>Week 1</b></p>		<ul style="list-style-type: none"> <li>◆ ..... etc.</li> </ul>
<p><b>Week 2</b></p>	<p><b>Topic 1. 2</b></p>	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>
	<p><b>MAIN TOPIC – 1</b></p> <p><b>Topic 2.1 .....</b></p>	<ul style="list-style-type: none"> <li>◆ .....</li> </ul>

Week 3		<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>
WEEK	MAIN TOPIC - 1	TOPIC DETAILS
Week 1	Topic 1.1	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ ..... etc.</li> </ul>
Week 2	Topic 1. 2	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>
	<b>MAIN TOPIC – 1</b>	<ul style="list-style-type: none"> <li>◆ .....</li> </ul>

Week 3	Topic 2.1 .....	<ul style="list-style-type: none"> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....etc.</li> </ul>
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WEEK	MAIN TOPIC - 1	TOPIC DETAILS
Week 1	Topic 1.1	<ul style="list-style-type: none"> <li>❖ .....</li> <li>❖ .....</li> <li>❖ .....</li> <li>❖ ..... etc.</li> </ul>

Week 2	Topic 1. 2	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>
Week 3	<p>MAIN TOPIC – 1</p> <p>Topic 2.1 .....</p>	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>

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WEEK	MAIN TOPIC - 1	TOPIC DETAILS
Week 1	Topic 1.1	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ ..... etc.</li> </ul>

Week 2	Topic 1. 2	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>
Week 3	<p>MAIN TOPIC – 1</p> <p>Topic 2.1 .....</p>	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> </ul>

		<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>
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WEEK	MAIN TOPIC - 1	TOPIC DETAILS
Week 1	Topic 1.1	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ ..... etc.</li> </ul>

Week 2	Topic 1. 2	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>
Week 3	<p>MAIN TOPIC – 1</p> <p>Topic 2.1 .....</p>	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>

WEEK	MAIN TOPIC - 1	TOPIC DETAILS
Week 1	Topic 1.1	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ ..... etc.</li> </ul>
	Topic 1. 2	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> </ul>

Week 2		<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>
Week 3	<p>MAIN TOPIC – 1</p> <p>Topic 2.1 .....</p>	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>

WEEK	MAIN TOPIC - 1	TOPIC DETAILS
	Topic 1.1	<ul style="list-style-type: none"> <li>◆ .....</li> </ul>

<b>Week 1</b>		<ul style="list-style-type: none"><li>◆ .....</li><li>◆ .....</li><li>◆ ..... etc.</li></ul>
<b>Week 2</b>	<b>Topic 1. 2</b>	<ul style="list-style-type: none"><li>◆ .....</li><li>◆ .....</li><li>◆ .....</li><li>◆ .....etc.</li></ul>

<b>Week 3</b>	<b>MAIN TOPIC – 1</b> <b>Topic 2.1 .....</b>	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>

<b>WEEK</b>	<b>MAIN TOPIC - 1</b>	<b>TOPIC DETAILS</b>
<b>Week 1</b>	<b>Topic 1.1</b>	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ ..... etc.</li> </ul>

Week 2	Topic 1. 2	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>
Week 3	<p>MAIN TOPIC – 1</p> <p>Topic 2.1 .....</p>	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> </ul>

		<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>
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WEEK	MAIN TOPIC - 1	TOPIC DETAILS
Week 1	Topic 1.1	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ ..... etc.</li> </ul>

Week 2	Topic 1. 2	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>
Week 3	<p>MAIN TOPIC – 1</p> <p>Topic 2.1 .....</p>	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>

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WEEK	MAIN TOPIC - 1	TOPIC DETAILS
Week 1	Topic 1.1	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ ..... etc.</li> </ul>
		<ul style="list-style-type: none"> <li>◆ .....</li> </ul>

Week 2	Topic 1. 2	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>
Week 3	<p>MAIN TOPIC – 1</p> <p>Topic 2.1 .....</p>	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>

WEEK	MAIN TOPIC - 1	TOPIC DETAILS
	Topic 1.1	<ul style="list-style-type: none"> <li>◆ .....</li> </ul>

<b>Week 1</b>		<ul style="list-style-type: none"><li>◆ .....</li><li>◆ .....</li><li>◆ ..... etc.</li></ul>
<b>Week 2</b>	<b>Topic 1. 2</b>	<ul style="list-style-type: none"><li>◆ .....</li><li>◆ .....</li><li>◆ .....</li><li>◆ .....etc.</li></ul>

<b>Week 3</b>	<b>MAIN TOPIC – 1</b> <b>Topic 2.1 .....</b>	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>

<b>WEEK</b>	<b>MAIN TOPIC - 1</b>	<b>TOPIC DETAILS</b>
<b>Week 1</b>	<b>Topic 1.1</b>	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ ..... etc.</li> </ul>

Week 2	Topic 1. 2	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>
Week 3	<p>MAIN TOPIC – 1</p> <p>Topic 2.1 .....</p>	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> </ul>

		◆ .....etc.
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WEEK	MAIN TOPIC - 1	TOPIC DETAILS
Week 1	Topic 1.1	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ ..... etc.</li> </ul>

Week 2	Topic 1. 2	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>
Week 3	<p>MAIN TOPIC – 1</p> <p>Topic 2.1 .....</p>	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>

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Week 1	Topic 1.1	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ ..... etc.</li> </ul>
Week 2	Topic 1. 2	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> </ul>

		<ul style="list-style-type: none"> <li>◆ .....etc.</li> </ul>
Week 3	<p><b>MAIN TOPIC – 1</b></p> <p>Topic 2.1 .....</p>	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>

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	Topic 1.1	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> </ul>

<p><b>Week 1</b></p>		<ul style="list-style-type: none"> <li>◆ ..... </li> <li>◆ ..... etc.</li> </ul>
<p><b>Week 2</b></p>	<p><b>Topic 1. 2</b></p>	<ul style="list-style-type: none"> <li>◆ ..... </li> <li>◆ ..... </li> <li>◆ ..... </li> <li>◆ .....etc.</li> </ul>

<p><b>Week 3</b></p>	<p><b>MAIN TOPIC – 1</b></p> <p>Topic 2.1 .....</p>	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>
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<p><b>Week 1</b></p>	<p><b>Topic 1.1</b></p>	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ ..... etc.</li> </ul>

Week 2	Topic 1. 2	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>
Week 3	<p>MAIN TOPIC – 1</p> <p>Topic 2.1 .....</p>	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> </ul>

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Week 1	Topic 1.1	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ ..... etc.</li> </ul>

Week 2	Topic 1. 2	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>
Week 3	<p>MAIN TOPIC – 1</p> <p>Topic 2.1 .....</p>	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>

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Week 2	Topic 1. 2	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> </ul>

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Week 3	<p><b>MAIN TOPIC – 1</b></p> <p>Topic 2.1 .....</p>	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>

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	Topic 1.1	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> </ul>

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<b>Week 2</b>	<b>Topic 1. 2</b>	<ul style="list-style-type: none"><li>◆ .....</li><li>◆ .....</li><li>◆ .....</li><li>◆ .....etc.</li></ul>

<p><b>Week 3</b></p>	<p><b>MAIN TOPIC – 1</b></p> <p>Topic 2.1 .....</p>	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>
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<p><b>Week 1</b></p>	<p><b>Topic 1.1</b></p>	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ ..... etc.</li> </ul>

Week 2	Topic 1. 2	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>
Week 3	<p>MAIN TOPIC – 1</p> <p>Topic 2.1 .....</p>	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> </ul>

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Week 2	Topic 1. 2	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>
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<p><b>Week 3</b></p>	<p><b>MAIN TOPIC – 1</b></p> <p>Topic 2.1 .....</p>	<ul style="list-style-type: none"> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....</li> <li>◆ .....etc.</li> </ul>