MARINA INTERNATIONAL SCHOOL

HISTORY SCHEME OF WORK

FORM 5 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	Why had international peace collapsed by 1939?	☐ Evaluate the long-term consequences of the peace treaties, 1919-1923 ?
1.2	What were the long-term consequences of the peace treaties of 1919–1923?	☐ Long-term impact on Germany, Britain and France, the League of Nations and other major powers shall be discussed. ☐ Comment on issues such as the Stresa Front, the Anglo-German Naval Treaty, the Rome-Berlin Axis and the Anti-Comintern Pact. This will help in a scene-setting context for study of Hitler's foreign policy.
2.1	What were the consequences of the failures of the League in the 1930s?	☐ Identify the consequences of the failure of the League of Nations in the 1930s All these shall be considered. ☐ the victims of aggression ☐ the aggressors ☐ Britain and France ☐ other major powers ☐ the League of Nations
3.1	How far was Hitler's foreign policy to blame for the outbreak of war in 1939?	☐ Examine Adolf Hitler foreign policy up to 1939 ☐ A map of Europe could be used to colour and label these aims geographically. ☐ A constructed detail of living timeline of Hitler's foreign policy, and how far each event led Europe closer to war would be discussed. ☐ 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. ☐ The impact and significance of the event on international relations up to 1939 would be explained such as Czechoslovakia, Poland and the USSR
4.1	Was the policy of appeasement justified?	☐ Describe the meaning of appeasement and then arrive at an agreed definition. ☐ A policy of letting people to get what they want. ☐ A table which shows the arguments for and against the policy of appeasement and prioritize the reasons would be used. ☐ Higher ability learners can write a paragraph justifying their choices

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4.2	How important was the Nazi-Soviet Pact ?	☐ 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. ☐ 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
5.1	Why did Britain and France declare war on Germany in September 1939?	☐ Identify and describe much considerable factors that were most responsible for the outbreak of war in 1939. ☐ A whole class debate can be held and verbal responses by individuals can be assessed by the teacher
6.1	Why did the USA-USSR alliance begin to break down in 1945?	☐ Describe the differences between capitalism and communism o Capitalism- a private ownership/ communism- state control ☐ 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 ☐ 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.
6.2	How had the USSR gained control of Eastern Europe by 1948?	☐ Describe the meaning of phrase the 'Iron Curtain' o Iron Curtain, a demarcation of west and east blocs ☐ 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.
7.1	How did the USA react to Soviet expansionism?	☐ Describe the meaning of the following key terms: Containment, Truman Doctrine, Marshall Plan o Containment, a policy to stop the spread of communism o Truman Doctrine, a policy to liberate people from soviet control/communism o Marshall plan, an economic policy to rebuild Europe after the war. ☐ 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
7.2	What were the consequences of the Berlin Blockade?	☐ Discuss the background and the reasons for the Berlin Blockade ☐ 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

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8.1	Who was the more to blame for starting the Cold War: the USA or the USSR?	☐ Discuss the main verdicts below on who to blame for the ideological warfare between the West and East Blocs (Cold War) The verdicts that can be reached are: (i) The USSR was most to blame (ii) The USA was most to blame (iii) The USA and USSR were equally to blame (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 ☐ Learners then hold a whole class debate on the topic. They can be split into groups for this and assessed by the teacher.
9.1	Why did North Korea invade South Korea in 1950?	☐ Analyse the background reasons/causes of the invasion of the South by the North. ☐ 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.
9.2	Why did the USA and other nations get involved in the Korean War?	☐ Learners investigate the factors that led to US involvement and counter-attack. ☐ 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. ☐ These can be added to a group mind map and colour coded into political, military/strategic, geographical, economic factors.
10.1	What was the impact of General MacArthur on the Korean War?	☐ Describe General MacArthur to show the impact he had on the Koran War. o General MacArthur, was a US General that led the US-UN war in Korea ☐ 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.
10.2	How successful was the USA in containing communism in Korea?	☐ Learners know the extent the USA succeeded in their policy of containment in Korea. o Successes/failures of containment to be highlighted here
11.1	How did the USA react to the Cuban Revolution?	☐ Discuss the about the rise of Castro in Cuba and consider the reactions to this from the USA. o Revolution, was a sudden political change either peaceful/violent ☐ Learners have to know the US reactions on Castro due to the actions he had taken against the USA. ☐ 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? ☐ Learners can then write a newspaper report to show how the invasion might have been reported in Cuba to show a different interpretation.

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11.2	Why did Khrushchev put nuclear missiles on Cuba?	☐ Analyse the reasons why the Cuban Missile Crisis started. ☐ 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. ☐ 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.
12.1	Why did Kennedy react as he did?	☐ Examine the different choices available to Kennedy in response to the siting of missiles on Cuba.
12.2	How close did the world come to nuclear war?	☐ 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.

HISTORY SCHEME OF WORK

FORM 5 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Was the USA successful?	☐ Evaluate how successful was the US policy in Cuba ☐ 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. ☐ High ability learners could then produce speeches to the class arguing who they think was the most successful. ☐ Learners write an extended answer to the question: How far was the USA successful at the end of the Cuban Missile Crisis?
1.2	Why did the USA involvement in Vietnam increase before 1965?	☐ Describe the US interest in Vietnam in south east Asia ☐ 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. ☐ Learners take part in a cluster exercise with statement cards as a whole class to consider the political, economic and military/strategic reasons for US involvement in Vietnam. Learners then transfer these to a whole class or individual spider diagrams and further explain the motives. ☐ Domino Theory, containment, President Johnson's impact should all be included. ☐ Learners can present a biography measuring the life and impact of Ho Chi Minh. (I)
2.1	What different methods of fighting were used by the USA and the Communists?	☐ Examine the different methods of fighting both the US and the Communist used ☐ 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. ☐ Learners should theses: 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. ☐ 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. ☐ Learners can then write up their research into group tables to compare the effectiveness of the different methods used by both sides.

WEEK	TOPIC	TOPIC DETAILS
2.2	Whose tactics were the most successful?	☐ Evaluate both the USA and the Communists war tactics ☐ 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. ☐ 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. ☐ A documentary on the My Lai massacre will be helpful.
3.1	Why was there opposition to the war in America?	☐ Describe the reasons why the American people were against the Vietnam War back home in America ☐ Using evidence of My Lai (written sources, photographs) produce news broadcast using ICT to inform the people in the US of the events. ☐ High ability learners could consider how different a Communist report would look. ☐ 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.
3.2	How successful was America in containing Communism?	☐ Analyse the success of the US policy of Containment in Vietnam ☐ 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.
4.1	Why was there opposition to Soviet control in Hungary in 1956 and Czechoslovakia in 1968, and how did the USSR react to this opposition?	☐ Identify the reasons behind the sudden uprising in eastern European countries: A case study of Hungary, Poland, and Czechoslovakia. ☐ 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. ☐ 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. ☐ Learners consider in groups the discussion point 'Was the Soviet response too aggressive?' A class debate can be held to hear different opinions. ☐ 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. ☐ 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 from the time. Following presentations the different approaches should be discussed.

WEEK	TOPIC	TOPIC DETAILS
4.2	How similar were events in Hungary in 1956 and in Czechoslovakia in 1968?	☐ Make a comparative analysis of the events in Hungary and Czechoslovakia ☐ Learners construct a table that compares the similarities and differences between each country relating to causes, key players, events and Soviet responses.
5.1	Why was the Berlin Wall built in 1961?	☐ Describe the reasons given by the USSR for erecting a wall in Berlin o Berlin Wall, was a concrete wall built in east Berlin to stop movement of people from east to west in 1961 ☐ 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. ☐ Learners create a storyboard or timeline of the creation of the Berlin Wall. ☐ Extension activity: Learners write an extended answer that asks for explanations of the reasons for the Berlin Wall's construction.
6.1	What was the significance of Solidarity in Poland for the decline of Soviet influence in Eastern Europe?	☐ Describe what the solidarity movement stood for in Poland in 1980 o Solidarity movement was a trade union that fought the Polish communist government. ☐ 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 presented to the other groups. Learners can then update and add to their own mind map any additional information they learn. ☐ 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.
7.1	How far was Gorbachev personally responsible for the collapse of Soviet control over Eastern Europe?	☐ Analyses the roles Mikhail Sergeyevich Gorbachev played in ending the Cold War ☐ 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. ☐ 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. ☐ 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. ☐ 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. ☐ Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic.

WEEK	TOPIC	TOPIC DETAILS
8.1	Why was Saddam Hussein able to come to power in Iraq?	☐ Identify and describe all the reasons that made it possible for Saddam Hussein to rise to power in Iraq ☐ A good start will be to create a timeline for Iraq 1919–2000. Learners can add descriptions of important events and pictures to illustrate. ☐ 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. ☐ Leaners, 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. ☐ Extension activity: Higher ability learners can add explanations and prioritise reasons. ☐ 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.
8.2	What was the nature of Saddam Hussein's rule in Iraq?	☐ Examine the nature of Saddam Hussein rule on his people ☐ 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). ☐ 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.
9.1	Why was there a revolution in Iran in 1979?	☐ Identify and discuss the reasons for an Iranian Revolution in 1979 ☐ 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. ☐ 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. ☐ Extension activity: In-depth research could be presented on the role of the Ayatollah Khomeini in the form of hand-outs or PowerPoint presentations. ☐ Learners write a short newspaper report on the reasons for the Revolution of 1979 which is teacher-assessed.
10.1	What were the causes and consequences of the Iran-Iraq War, 1980–1988?	☐ Describe the causes and the consequences of the Iran- Iraq War from 1980-88 ☐ Cluster exercise using statement cards containing causes and consequences of the Iran-Iraq War. Learners are handed statements 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.

WEEK	TOPIC	TOPIC DETAILS
10.2	Why did the First Gulf War take place?	☐ 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. ☐ Detailed timelines can be created to show the course of the IranIraq War. ☐ 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. ☐ Leaners 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. ☐ Evaluate the reasons why the First Gulf War took place ☐ 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. ☐ 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. ☐ Extension activity: Learners have five minutes to justify their opinion on 'Who is to blame for the First Gulf War?' ☐ 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.

HISTORY SCHEME OF WORK

FORM 5 - TERM 3

WEEK	TOPIC	TOPIC DETAILS