

MARINA INTERNATIONAL SCHOOL

HISTORY SCHEME OF WORK

FORM 6 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	Why was imperialism a significant force for late nineteenth century Europe?	<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) o Research task o In pairs, learners prepare a brief presentation with the title 'European nations wanted imperial possessions because...' followed by one of: □ they desired commercial gain □ of advancements in transport □ of strategic reasons □ of political reasons □ they wanted to enhance their international prestige</p> <p>□ Learners give their presentations, followed by teacher-led discussion of what has emerged.</p>
1.2	The reasons for the emergence of 'New imperialism.'	<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> <p>□ Identify the quest behind the new imperialism □ Research task o Learners study the article here and take notes on: □ the reasons for the growth of new imperialism □ the countries that were involved □ how this was different from previous forms of imperialism.</p> <p>□ Learners find two views on new imperialism written by contemporary observers and compare them for similarities and differences</p>
2.1	What was the nature and purpose of the 'Scramble for Africa'?	<p>□ Describe the purpose why the Europeans Balkanized Africa 'the scramble for Africa.' (Partition of Africa, Divide and Rule Policy) □ When did it start? □ What form did it take? □ Who was involved? □ Why were they involved? □ What was the impact on Europe? □ What was the impact on Africa?</p> <p>□ Class discussion □ What was the main motive for the 'Scramble for Africa' (politics, trade, resources, religion etc will be discussed)</p> <p>□ Extension activity □ Watch the lecture here and add an in-depth layer to existing notes of any extra points raised</p>

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2.2	What were the reasons for and extent of domestic support for overseas expansion in Britain, France and Germany?	<p>□ Evaluate the evidences from these countries, Britain, France and Germany to find out how far imperialism was popular and supported by the people.</p> <p>o Research task o Learners research public opinion about imperialism in Germany and France and find two pieces of evidence to show why and how far imperialism was popular. o Extension activity o Learners research how European countries regarded each other's imperial ambitions and find two cartoons to illustrate these views. Learners write an explanation to show how the cartoonist demonstrates their attitude.</p>
2.3	What was the impact of imperial expansion on international relations?	<p>□ Identify and explain the reasons for international conflicts between the European Powers</p> <p>□ To understand the impact of growth of overseas empires on relations between European nations</p>
3.1	To understand the reasons for disputes with China over imperial expansion, the Boxer Rebellion.	<p>□ Describe the reasons for the Boxer Rebellion o Boxer Rebellion was an anti-imperialist, anti-foreign, and anti-Christian uprising in China between 1899 and 1901 backed by the Chinese government □ Research task o 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. o 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>
3.2	To understand the reasons for tension between Britain and Germany over South Africa.	<p>□ Group work o Learners read the text of Kaiser Wilhelm's telegram to Kruger. o Class discussion □ Why would this telegram have caused so much resentment in Britain? □ What were the long-term consequences of this? o Learners prepare a diplomatic British response to the Kaiser. o 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. □ Extension activity o Learners study this resource and take notes on anything here which adds detail to their idea about why there was tension.</p>
3.3	To learn about the attempts to resolve tensions between imperial nations, the Berlin Conference (1884-85).	<p>□ Describe the Berlin Conference, 1884-85 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. □ Learners make independent research on Berlin-Conference on the following: □ what the background was to the Conference □ what the purpose of the Conference was □ who was involved □ what the Conference decided □ what the impact was on: □ The European Powers □ Africa.</p> <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. □ 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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4.1	Why did Japan emerge as a world power and what was the impact on international relations?	<p>□ Analyses the emergence of Japan as a power in the 19thC</p> <p>□ Research task □ Individually (or for homework) learners research one of the following: □ reasons for Japan's rapid modernisation after 1871 □ effects of Japan's rapid modernisation after 1871.</p>
4.2	To understand the reasons for rapid modernisation and military development.	<p>□ Each learner should list 3 or 4 key points and find an example of appropriate supportive material (including maps, cartoons, diagrams). □ Group task □ Working in groups learners share their finding and write a list of reasons why Japan modernized rapidly. □ Learners write a PEEL paragraph on one of the reasons. □ Class discussion □ What was the most important impact of Japan's rapid modernisation?</p>
4.3	To explore international recognition of Japan as a world power, wars with China (1894–95) and Russia (1905), treaty with Britain (1902).	<p>□ Discuss the significant of the victorious wars Japan emerged from as a super power □ Learners are given an outline timeline of these developments and annotate a map of the area to show key developments. □ 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 □ reasons why Japan was viewed positively in the west □ why Japan agreed to the Anglo-Japanese Alliance in 1902 □ what Japan gained from the agreement.</p> <p>o Learners research and take notes on what this war shows about the development and power of Japan.</p> <p>o Learners create a five-point summary to show how Japan's status changed through this period.</p>
5.1	To understand Japan's role in the First World War and global position by 1918	<p>Research task: Learners research • what was Japan's involvement in the First World War • what advantages Japan gained from this involvement • how this involvement impacted on Japan's status • the ways in which Japan benefited from WWI. In pairs, learners brainstorm the advantages which Japan gained during the 1914 period.</p> <p>Class discussion What constitutes a world power? Consider the statement that 'Japan had achieved world power status by 1918'. Learners write a 500-word response explaining how far they agree with this statement</p>

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5.2	Why did the USA emerge as a world power and what was the impact on international relations?	<p>□ Describe the impact of the closing of the frontier on US foreign policy.</p> <p>Learners research on these: • What was closing the frontier • Why was it significant in the development of the US?</p> <p>Class discussion Ask learners to work in groups and consider each of these questions. • Why would closing the frontier have an impact on foreign policy? • What sort of impact does the class think it will have? • Should the US expand or stay isolated?</p> <p>Research task 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>
5.3	Economic growth and the need for trade in the late nineteenth century.	<p>□ Explaining the background of economic growth in the US in the late nineteenth century.</p> <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>
6.1	Reasons for, and impact of, the Spanish--American War (1898).	<p>□ 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. o 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. □ Learners make research and write a summary of the role and significance of the Rough Riders led by Theodore Roosevelt in the conflict. o Research task In groups, learners produce a presentation on the continuing influence of the United States in Cuba. Groups should begin by researching: • the Cuban Pacification/Occupation 1906-9 • Cuban War of 1912 • influence of the United States on sugar markets in the 1920s • Franklin Delano Roosevelt sending warships to Cuba in 1933. Discussion Why was Cuba so important to the US from 1897-1940?</p>
6.2	Reasons for, and impact of, the USA's entry into the First World War.	<p>□ Discuss the introduction to situation in Europe before the First World War and the problems of war for American citizens.</p> <p>o Research task o Learners research and summarise the main events and reasons for the USA involvement in WWI.</p>

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6.3	Why was there dissatisfaction with the peace settlements of 1919–20?	<p>o They could aim to answer the following questions. □ Why was the USA neutral until 1917? □ Why did the policy of neutrality come to an end? □ What was the importance of: □ the introduction of unrestricted submarine warfare? □ The Zimmermann telegram? o How did the USA contribute to the Allied War effort? o Learners prepare a detailed plan to a Paper 2 question on this topic and peers assess each other's plans.</p> <p>□ Discuss the five treaties signed in Paris between the defeated and victorious nations (A peace treaty that ended the WWI) o 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. o Research task o Using textbooks and internet resources, learners work individually to research one of the treaties listed. o They feedback to the class and all learners complete a chart to show what were the key terms of each of the treaties. o Class discussion o Which country do learners think was treated most harshly and why? o To understand the key terms and implications of the peace treaties (Versailles, Trianon, Neuilly, Saint Germain, Sèvres).</p>
7.1	To learn about the reasons for reparations.	<p>□ Define the term reparation- o Reparation is a compensation for injury/amount to be paid for causing destructions Class discussion Why did Germany have to pay reparations? Source-based exercise Study a selection of written and visual sources to discover the reasons behind reparation payments and why the payment was controversial. Class discussion 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>
7.2	How did victors and defeated powers react to the peace treaty?	<p>□ Describe the role play activity In groups of four, learners each adopt a role: • Wilson • Lloyd-George • Clemenceau • Orlando. Learners research the key aims of each of the leaders.</p> <p>In groups they discuss: • What were their aims for the Paris Peace Conference? • Why did they disagree over the settlement? • How satisfied were they at the eventual treaty?</p> <p>Research task 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. Learners share their resources with the rest of the class.</p>

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7.3	To understand the problems in 'successor states' created by the postwar settlements.	<p>Class discussion 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> <p>□ Identify the successor states and the problems faced by them. o Successor states: Austria, Hungary, Poland, Czechoslovakia, Yugoslavia, Romania 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. 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>
8.1	How and why did international tensions remain high in the period between 1920 and 1923?	<p>□ Describe the reasons for and results and tensions Learners will consider these: the Ruhr Crisis; Corfu Incident; German hyperinflation 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). • What was the nature of the crisis? • Who was involved? • How was the situation resolved? • How far did the situation result from the peace conference? Each group presents their finding to the class who take notes. Class discussion • Which of the crises do learners think was most serious contribution to international tension? • How complete a resolution was reached in each case? Extension activity Write the question and mark scheme for a Paper 2, Part (a) on one aspect of this topic</p>
8.2	The aims and impacts of international treaties and conferences: Washington Conference (1921–22); Genoa Conference (1922); Rapallo Pact (1922); Treaty of Lausanne (1923).	<p>□ Identify the conferences and the reasons and the impact of each on had on global affairs. 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: • key countries involved • the reason for conference/pact • key agreements made, • whether this was likely to help or hinder friendly international relations. Class discussion 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. Learners take the quiz here to test themselves on their knowledge of this part of the topic.</p>

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8.3	To understand the changing relations between the major powers: Britain, France, Germany, the USSR and USA.	<p>□ Describe the changing relations between the Major Powers. Learners work in groups to research and prepare one each of five lists, one each for Britain, the USSR, France, USA and Germany.</p> <p>Each list should contain the following: □ foreign policy aims □ how those aims were put into practice? □ any changes in attitudes detected and the reasons for them □ were foreign relations improving or deteriorating in this period? o Learners give a feedback on each country by making a brief presentation of the key findings for their country. o Class discussion o Were relations between these countries improving or deteriorating in this period? What were the main reasons for the improvement/deterioration? o 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>
9.1	How successful were attempts to improve international relations from 1924–29?	<p>□ To understand the reasons for economic recovery and improved relations in Europe in the mid-late 1920s.</p> <p>Ask learners to review their learning so far in this topic and consider • Why were relations improving in this period? • Why was economic recovery taking place? • Find two pieces of evidence to support their points in response to both questions above.</p> <p>Class discussion How important was economic recovery for improving international relations? Learners create a mind map to show the connections between the two issues.</p>
9.2	To understand the aims and impact of international treaties and conferences: Dawes Plan (1924); Locarno Treaties (1925); Kellogg-Briand (1928); Young Plan (1929).	<p>In preparation for class/group discussion, learners should research these attempts noting: • key countries involved • the reason for the agreement • key terms • whether this agreement was likely to bring about peace • any weaknesses which are apparent in these agreements.</p>

WEEK	TOPIC	TOPIC DETAILS
9.3	To learn about the reasons for the changing relations between the major powers: Britain, France, Germany, the USSR and USA.	<p>Class discussion How for did these agreements encourage peace between nations?</p> <p>Learners work in groups. Each group is given a small collection of sources about one of the treaties/agreements made. Using the sources, they create a Paper 1, Part (a) question and write the accompanying mark scheme. Learners build on the table they completed for changing relationships between the powers in the period 1920–23. Learners work in groups to research and prepare one each of five lists, one each for Britain, the USSR, France and Germany and the USA.</p> <p>Each list should contain the following: • foreign policy aims • how those aims were put into practice • any changes in attitudes detected and the reasons for them • Were foreign relations improving or deteriorating in this period?</p> <p>Learners give a feedback on each country by making a brief presentation of the key findings for their country.</p> <p>Class discussion 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? Learners write a timed response to a Paper 2, Part (b) question on this topic.</p>
10.1	How successful was the League of Nations during the 1920s?	<p><input type="checkbox"/> To understand the nature of the aims, membership and structure of the League. What can be learned about support for the League?</p> <p>Research and make notes on the following issues about the League of Nations: <input type="checkbox"/> aims <input type="checkbox"/> structure and organisation <input type="checkbox"/> voting mechanisms <input type="checkbox"/> membership.</p> <p>Class discussion Based on the research above, what were the key strengths of the League? What were the possible sources of weakness?</p>
10.2	To understand the concept of collective security and the League's involvement in the resolution of disputes, e.g. Aaland Islands, Vilna, Upper Silesia.	<p>Extension work Find two sources showing different opinions on the likely success of the League of Nations on its formation.</p> <p><input type="checkbox"/> Identify the roles of the League of Nations in resolving crises in the 1920s</p> <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>

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10.3	To understand the reasons for the weaknesses of the League.	<p>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. • Aaland Islands • Upper Silesia • Greece/Bulgaria.</p> <p>Class discussion How successful was the League in solving disputes in the 1920s?</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: o Learners are given a different factor for the weakness of the League. o They make a group with other with the same factor and discuss and research further their given factor. o The groups split and reform so that each factor is represented in the group. o Each person feeds back on their factor to the group. o 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>o Class discussion: What was the main reason for the weakness of the League?</p> <p>o Learners complete a Paper 2, part (b) type question on this topic</p>
11.1	To understand the role and impact of the Agencies.	<p>☐ Identify the roles played by the League's agencies Research task Set up a series of work stations which each contain a resource (or sources) on each of the following: ☐ The Commission for Refugees ☐ The Health Organisation ☐ The Mandates Commission ☐ The Disarmament Conference ☐ Financial/work related assistance ☐ Humanitarian assistance.</p> <p>Learners rotate around each work station and note ☐ key work of each organisation ☐ key achievements.</p> <p>☐ If working as a group, learners should give a feedback on the other organisations. ☐ Learners complete a five-point summary of the work of the Agencies. ☐ Class discussion ☐ Does this aspect of the League challenge the ideas they already have about the strengths/weaknesses of the League? ☐ Learners prepare a revision card for one aspect of this topic of the course</p>

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11.2	How did the rise of extremism affect international relations?	<p>□ To understand the impact of the Great Depression on political ideologies.</p> <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. □ Learners study this short article and note the impact of the depression on Japan. □ Learners write a three-point summary, explaining why the depression had an impact on political ideologies.</p>
11.3	To understand the impact of the rise of dictatorships on relations between powers.	<p>Research task o 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. o Learners use part of this resource to note how the USA responded to the rise of dictatorships. o Learners complete the first three questions in the activity here on how the British reacted to Hitler's rise to power. o Learners research how France reacted to the rise of dictatorship.</p> <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>
12.1	To understand foreign responses to the Civil War in Spain.	<p>□ Identify and describe why the foreign powers were involved in the Spanish Civil War 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: • Germany • Italy • Britain • The USSR. Class discussion What was the importance of the involvement of Germany and Italy in the Spanish Civil War?</p>

HISTORY SCHEME OF WORK

FORM 6 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	To learn about the aims and impact of Hitler's expansionist policies: Rearmament, militarisation of the Rhineland (1936); Anschluss (1938); Sudetenland (1938); Czechoslovakia (1939) and Poland (1939).	<p>o Trace and analyse Hitler's aims in power To fight communism o To make Germany great again (Lebensraum) o To destroy the Versailles treaty Research Task <input type="checkbox"/> In group, learners research what were the main aims of Hitler's foreign policy? <input type="checkbox"/> Why do historians disagree about Hitler's intentions based on available document? <input type="checkbox"/> Do you think Hitler's foreign policy made war inevitable and why?</p> <p><input type="checkbox"/> Learners draw up a list of Hitler's foreign policy objectives. <input type="checkbox"/> Research task <input type="checkbox"/> Annotate a timeline/map to show each of the key developments of Hitler's foreign policy. <input type="checkbox"/> 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. <input type="checkbox"/> Class discussion <input type="checkbox"/> How far could Hitler's actions in the period 1933-38 be justified?</p>
1.2	Why did the League of Nations fail to keep the peace in the 1930s	<p><input type="checkbox"/> To understand the reasons for the failure of disarmament.</p> <p><input type="checkbox"/> Learners consider the issues of disarmament raised by the Versailles settlement and the League of Nations. <input type="checkbox"/> Research task <input type="checkbox"/> Learners make notes on the following. <input type="checkbox"/> Why was disarmament a popular idea in the 1920s? <input type="checkbox"/> What attempts were made to secure disarmament? <input type="checkbox"/> Why did those attempts fail? <input type="checkbox"/> Add any details from the 1930s to the timeline.</p> <p>Learners plan a response to a Paper 2, Part (a) question on this topic.</p> <p>Extension activity 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>

WEEK	TOPIC	TOPIC DETAILS
1.3	the reasons for and actions taken in response to, the crises in Manchuria and Abyssinia.	<p>□ Evaluate the League's reactions to the Manchurian and Abyssinian crises Research task Divide the class into two groups. • One will focus on Manchuria • One will focus on Abyssinia</p> <p>□ Learners watch the appropriate video for their topic and research the following and produce a short presentation covering: □ what happened □ how the League reacted □ why the League reacted in this way □ What the response of the Great Powers was □ a visual source which shows the reaction to the crisis □ a written source which shows a reaction to the crisis.</p> <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>
2.1	To understand the changing attitudes of the major powers towards the League of Nations.	<p>□ Identify why the Major Powers in the League took a different attitude by this time □ Ask learners to 'think, pair, share' on the title of this section. What ideas do they have about why attitudes of the major powers towards the League might change?</p> <p>□ Learners give feedback ideas and develop a class list.</p> <p>□ Research task What evidence can learners find of this change in attitudes from this source?</p> <p>□ Learners produce a mind map to show how the League failed in the 1930s, covering each of the four learning objectives in this part of the course.</p>
2.2	Why, and with what effects, did Britain and France pursue a policy of appeasement?	<p>□ Describe what the Appeasement Policy was. o Appeasement policy means act of granting concessions o To understand the impact of economic and military considerations for foreign policy.</p> <p>□ Learners focus on the following factors to understand why Britain and France followed a policy of appeasement. □ Losses in the First World War □ Economic problems □ State of the military □ French concerns about security □ Britain's beliefs about the peace treaties following the First World War.</p> <p>□ Divide the class into two groups. One group argues that appeasement was foolish and dangerous. The other provides justification for the policy of appeasement. You should ensure that learners understand the value of hindsight.</p>

WEEK	TOPIC	TOPIC DETAILS
2.3	To understand the changing nature of relations with the USSR and impact on foreign policy.	<p><input type="checkbox"/> 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> <p><input type="checkbox"/> Describe why the USSR changed its foreign policy</p> <p><input type="checkbox"/> What was the position of the USSR in the 1930s? <input type="checkbox"/> Why was there suspicion of the USSR in Europe? <input type="checkbox"/> How involved was the USSR in European relations?</p> <p><input type="checkbox"/> (Alternatively, learners who studied this topic for GCSE could introduce this to the rest of the class)</p> <p><input type="checkbox"/> Research task o 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. <input type="checkbox"/> When was there hostility? <input type="checkbox"/> Why was there hostility? <input type="checkbox"/> When were there periods of improved relations? <input type="checkbox"/> Why did relations improve</p>
3.1	To understand the actions taken to appease Hitler (e.g. attitude towards rearmament, the Rhineland, Anschluss)	<p><input type="checkbox"/> Identify and explain how the European Powers appeased Hitler <input type="checkbox"/> Learners study cartoons about Hitler and the European Powers <input type="checkbox"/> What can they learn from these cartoons about attitudes towards Hitler's actions in the Rhineland and Austria? <input type="checkbox"/> 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><input type="checkbox"/> Research task <input type="checkbox"/> Learners take notes on how Britain and France reacted to • rearmament • Rhineland • Austria.</p> <p><input type="checkbox"/> Class discussion How surprised are learners by Britain's reaction?</p>
3.2	Czechoslovakia and the Munich Crisis.	<p><input type="checkbox"/> 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><input type="checkbox"/> Research task <input type="checkbox"/> Learners complete their timeline activity by adding detail on Czechoslovakia and Munich using their research work and teacher support notes.</p>

WEEK	TOPIC	TOPIC DETAILS
3.3	Why did war break out in 1939?	<p><input type="checkbox"/> Learners prepare two lists: • Evidence suggesting that Hitler neither expected nor wanted a major war • Evidence suggesting that Hitler did want a major war and actively planned for it.</p> <p><input type="checkbox"/> Divide class into two groups, one arguing the first point, the other the second. Compile two agreed lists. Provide learners with the following statement by the British PM Chamberlain at the outbreak of World War Two: <input type="checkbox"/> ‘Responsibility for this terrible catastrophe lies on the shoulders of one man, the German Chancellor, who has not hesitated to plunge the world into misery in order to serve his own senseless ambitions’.</p> <p><input type="checkbox"/> Learners answer the following questions: • Why might Chamberlain make such a statement? • How far do you agree with the statement?</p> <p><input type="checkbox"/> In pairs, learners review each other’s answers, commenting on style, balance and quality of argument.</p> <p><input type="checkbox"/> Extension activity: <input type="checkbox"/> Learners read many articles and note the key differences of opinion between historians on Chamberlain and appeasement</p>
3.4	To understand the British guarantee to Poland and the failure of appeasement.	<p><input type="checkbox"/> Describe the reasons why the World War II broke out <input type="checkbox"/> To understand the reasons for British rearmament in response to Germany’s expansionism. <input type="checkbox"/> Learners study this source from 1935 and note the key points it makes about Britain’s armaments policy.</p> <p><input type="checkbox"/> Using the content here, learners list the reasons why Britain began to rearm on the 1930s.</p> <p>• Why was Britain slow to rearm? • What were Britain’s key objectives in rearmament? • How did Britain rearm? Learners write a three-point summary of the main reasons why Britain rearmed.</p> <p><input type="checkbox"/> Ask learners to review their notes and draw up a list of the reasons why appeasement failed? <input type="checkbox"/> Learner research and take notes on the reasons given for Chamberlain not pursuing appeasement over Poland.</p> <p><input type="checkbox"/> Class discussion <input type="checkbox"/> What was the main reason for the failure of appeasement?</p> <p><input type="checkbox"/> Learners design a two-part Paper 2 question on this topic and write the mark scheme to accompany it.</p>

WEEK	TOPIC	TOPIC DETAILS
4.1	To understand the Reasons for the Nazi/Soviet Pact.	<p>□ Describe the reasons for the Nazi Soviet Pact of 1939 o Nazi-Soviet Pact, was a ten years peace treaty between Germany and the USSR, and to divide Poland into equal parts</p> <p>□ Learners study cartoons on this event and answer the questions □ What points are the cartoonists trying to make? Learners compare the sources as if they were going to answer a Paper 1, Part (a) question and share their ideas.</p> <p>Research task Learners prepare two lists, showing the advantages of the Pact for: • Germany • The USSR</p> <p>Class discussion Why did the Pact come as a shock to the rest of the world?</p>
4.2	To understand the impact of the invasion of Poland.	<p>□ Learners answer the question 'Compare and contrast the views expressed in the two cartoons about the Nazi-Soviet Pact.' and mark their answers using generic mark scheme for Paper 1, Part (a) and provide feedback. □ Discuss the impact of the war on Poland and the rest □ Learners make research and draw up a timeline to show how the war began. □ Discuss the reasons why the invasion could be viewed as a gamble by Hitler. Divide learners into groups and ask them to prepare a set of three revision cards for one aspect of this section of the course.</p>
4.3	What were the implications of the 'warlord era' which affected China from 1916–27?	<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 • geography • politics • economy • society.</p> <p>Research task Learners conduct their own research to discover • who Yuan Shih-kai was • what his impact was on China.</p> <p>Class discussion What factors which made China weak in 1919? Learners to consider why there was an upsurge in Chinese nationalism in 1919? Extension activity Learners read various articles and add to notes from previous discussion about the impact on China of its role in WWI.</p>

WEEK	TOPIC	TOPIC DETAILS
5.1	To understand the reasons for and impact of the May the Fourth Movement.	<p><input type="checkbox"/> What was the May the Fourth Movement? 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 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 • background to the movements and China’s involvement in WWI • the impact of the Versailles settlement in China • Shandong • the demonstrations.</p> <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>
5.2	To understand the reasons for the growth of the Kuomintang Party under Sun Yat-sen (including the Three Principles).	<p><input type="checkbox"/> 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 Kaishek respectively. Learners draw up a table to show the similarities and differences between the political views of Sun Yat-sen and Chiang Ka-shek.</p>
5.3	The Northern Expedition.	<p>Working in groups, learners prepare a five-minute presentation on the Northern Expedition. They should agree how to divide the work between them and the best way to present their ideas. The presentation should cover: <input type="checkbox"/> What was the Northern Expedition? <input type="checkbox"/> Who was involved? <input type="checkbox"/> When was it launched? <input type="checkbox"/> Why was it launched? <input type="checkbox"/> What were the key events? <input type="checkbox"/> What was the impact?</p> <p>Presentations should also include: <input type="checkbox"/> a map <input type="checkbox"/> some visual sources/film footage <input type="checkbox"/> contemporary reflections on the expedition <input type="checkbox"/> a historian’s comment on the importance of the expedition.</p> <p>Learners share their presentations on a Moodle site/display board and give feedback.</p> <p>Assessment activity Learners are given a Paper 2, Part (a) question from a previous 9389 paper on complete a detailed plan</p>

WEEK	TOPIC	TOPIC DETAILS
6.1	How effectively did Chiang Kai-shek deal with the communists in the period 1927–36?	<p data-bbox="571 165 1353 235">□ To understand the reasons for and impact of the Shanghai Massacre and the Extermination Campaigns.</p> <p data-bbox="571 282 1433 394">Introduction to the Shanghai Massacre covering: • the key events in the massacre • why it took place? • what the impact was for o the Nationalists o the Communists.</p> <p data-bbox="571 441 1460 553">Learners make research and take notes on: • the reasons for the introduction of the campaigns • the reasons for the failure of the first four campaigns • why the Communists survived the fifth campaign.</p> <p data-bbox="571 600 1476 624">Class discussion How far did these events strengthen the Nationalists?</p>
6.2	To learn about the Long March 1934–35.	<p data-bbox="571 669 1385 739">Learners write a five-point summary of the importance of these events.</p> <p data-bbox="571 786 1433 936">□ Define the Long March 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.</p> <p data-bbox="571 983 1476 1252">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 data-bbox="571 1299 1380 1411">Learners create two lists: • Ways in which the Long March was considered a success. • Ways in which the Long March could be considered a failure.</p> <p data-bbox="571 1458 1428 1527">Learners prepare a response to a Paper 2, Part (b) question on this topic.</p>
6.3	To understand the Xi'an Incident, 1936 and its impact.	<p data-bbox="571 1565 1468 1751">□ Research task Learners make research using their own (textbooks/internet research) to investigate • make a brief timeline to show what happened at Xi'an • why did the Communist free Chaing Kai-shek? • what was the impact of this incident on the strength of the communists?</p> <p data-bbox="571 1798 1428 1868">Assessment activity Learners write a Paper 2, Part (a) question and mark scheme on this topic.</p>

WEEK	TOPIC	TOPIC DETAILS
6.4	To learn about attempts at modernisation and reform.	<p><input type="checkbox"/> Explain the terms: modernisation and reform Learners use resource available to them to investigate attempts made to modernise and reform China in the period from 1927–36.</p> <p>They should cover attempts to reform and their effectiveness in each of the following areas: • the army • politics • society • economy and industry.</p> <p>Class discussion How effective were the reforms? What factors undermined their effectiveness?</p>
7.1	Why did the Chinese Communist Party (CCP) gain support up to 1945?	<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 www.youtube.com/watch?v=ZFemrtgKvco Class discussion How did the Long March: • help Mao • gain support • strengthen the party?</p> <p>Research task Learners complete a CV for Mao up to 1945 focusing on his experience and strengths. Extension activity Learners read excerpts from some of Mao’s speeches listed here and note what they learn about his leadership from these speeches.</p> <p><input type="checkbox"/> What was the Soviet in Yan’an?</p>
7.2	To understand the importance of the establishment of the Yan’an Soviet, land reform and Mao’s Rectification Campaign (1941–44). To understand the impact of war with Japan after 1937	<p><input type="checkbox"/> Research task Learners research the effect that the Japanese occupation of Manchuria in 1931 had on China.</p>
7.3	To understand the impact of war with Japan after 1937	<p>Homework task In pairs or individually, learners prepare an annotated mind map diagram of why communism gained support in China.</p>

WEEK	TOPIC	TOPIC DETAILS
8.1	Unpopularity of Chiang Kai-shek and the Kuomintang.	<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. Learners give a feedback to create a class list. Working in pairs, learners prioritise the reasons for unpopularity.</p> <p>Class discussion 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>
8.2	Why did Japan become a military dictatorship in the 1930s and with what consequences?	<p>□ Japan's international status in 1919 and its reactions to the Paris peace settlements</p> <p>Based on learning earlier in this course, ask learners to recap on each of these issues: • the status of Japan by 1919 • Japan's react to the Versailles settlement.</p> <p>Extension activity Learners read the primary source here and answer the questions which follow</p>
8.3	To understand the political and economic factors in the failure of democracy.	<p>□ Divide learners into two groups. • One will focus on political reasons. • One will focus on economic reasons. Learners use their own textbooks/internet research, learners research how their set of factors helped to bring an end to democracy in Japan and lead to military rule.</p> <p>Learners go into pairs with someone who had researched a different aspect. They feedback to each other on their research area.</p> <p>Class discussion • Why did democracy fail in Japan? • Were economic or political reasons more to blame?</p> <p>Learners create a five-point revision card on the topic they researched.</p>
9.1	To understand the implications of military rule for Japanese expansionism.	<p>□ Explain the meaning of expansionism, and why did Japan embark on it? Using the following resource and their notes from previous lessons, learners prepare a list of reasons why Japan adopted an aggressive foreign policy in the 1930s and 1940s.</p> <p>Did military rule make war inevitable for Japan? Ask learners to write a 300-word response to this question. Learners make research on the above question and produce a five-point summary on Japan's motives for involvement in the Second World War</p>

WEEK	TOPIC	TOPIC DETAILS
9.2	To understand the reasons for involvement in the Second World War	<p>Learners give a feedback their ideas from their flipped learning and make a mind map to show how Japan became involved in the Second world War ensuring that they highlight • the importance of long- term developments • the short term factors which drew them into the war.</p> <p>Learners write a written response to one of the following questions: • Why did Japan invade Manchuria in 1931? • Why did Japan attack Pearl Harbor in 1941?</p> <p>Put learners who answered different questions into pairs, they mark each other's answers (using generic mark scheme for Paper 2, Part (a)) and provide verbal feedback</p>