

MARINA INTERNATIONAL SCHOOL

HISTORY SCHEME OF WORK

FORM 7 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	The background of European and German anti-Semitism and racist theories.	<p><input type="checkbox"/> Describe the term, anti-Semitism and explain the racist theories. o Anti-Semitism was a hatred of the Jews 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>
1.2	Nazi anti-Semitism and persecution of the Jews, 1933-41.	<p><input type="checkbox"/> Identifying typical Nazi ideology and practice from 1933- 1941</p> <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: • Hitler's anti-Semitism • Mein Kampf and lebensraum • Nazi policies towards the Jews and other minorities after 1933 • Nuremberg Laws • Kristallnacht.</p> <p>Learners should prepare a presentation for the class on their allocated topic. Learners deliver presentations and the class takes notes.</p>
1.3	The impact of war on Nazi policy towards the Jews	<p><input type="checkbox"/> Evaluate how the nature of the war helped to shape and determined the Nazi policy towards the Jews 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. Teacher-led discussion on the following topics: • radicalisation of Nazi racial policy • invasion and conquest of Eastern Europe and impact on local populations: violence, upheaval, slave labour.</p> <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>

WEEK	TOPIC	TOPIC DETAILS
2.1	Ghettoisation and Jewish responses to the Holocaust	<p data-bbox="531 168 1428 235">☐ Understanding what life was like for the Jews in the ghettos and the nature and extent of resistance.</p> <p data-bbox="531 286 1476 436">Suitable films on the holocaust will be watched by the learners here to show clear representations of life in the ghetto Teacher-led introductions on the following topics: • creation of ghettos • conditions within the ghettos • extent of Jewish resistance and nature of resistance.</p> <p data-bbox="531 488 1460 672">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 data-bbox="531 723 1444 790">Class discussion Why was there relatively little violent resistance to the Holocaust by the Jews?</p> <p data-bbox="531 842 1476 952">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>
2.2	The development of Nazi extermination policies towards Jews and other minorities.	<p data-bbox="531 985 1380 1052">☐ Understanding how developments in wartime impacted on Nazi policies towards the Jews and other minorities.</p> <p data-bbox="531 1104 1460 1254">Teacher-led introductions on the following topics: • impact of Operation Barbarossa • moves towards genocide • first experiments in mass murder using gas • development of extermination camps • impact on other minorities.</p> <p data-bbox="531 1305 1141 1328">Learner research using textbooks and internet.</p> <p data-bbox="531 1379 1396 1489">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>

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2.3	Contemporary reactions to the Holocaust	<p>☐ Identifying and describing the reactions of scholars, leaders and others.</p> <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: • Extent to which others knew of the Holocaust at the time. • How did they react and what explains their reactions?</p> <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>
3.1	The Structuralist approach: how far did the nature of the Nazi state and the impact of war determine how the Holocaust developed?	<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 discussion on how the interpretation and approach of the historian can be identified from the extract. This time they should complete the task individually, before feedback and discussion as a whole class</p>
4.1	The Functionalist approach: how far did contingent factors such as war determine how the Holocaust developed?	<p>☐ Understand the key features of Functionalist approaches and be able to identify a Functionalist interpretation.</p> <p>Teacher-led introduction What are the main features of Functionalist interpretations?</p> <p>Learners are given an extract which encompasses a Functionalist interpretation and are asked to prepare a draft answer for class discussion on how the interpretation and approach of the historian can be identified from the extract. Class discussion</p>

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4.2	Synthesis interpretations which aim to reconcile the Intentionalist and Functionalist viewpoints.	<p>Draw up a list to show the ways in which structuralist and functionalist arguments are different from each other.</p> <p>☐ Understand the key features of Synthesis approaches and be able to identify a Synthesis interpretation. Teacher-led introduction What are the main features of Synthesis interpretations?</p> <p>Arrange a number of work stations around the room, each with a source which encompasses a Synthesis interpretation. Learners are asked to visit each work station and complete a table to show the 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>
5.1	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	<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"> • 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? • 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? • Bystanders: how did the USA and Britain respond to the Holocaust at the time? <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>

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5.2	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?	<p>☐ Understand that the debate about the Holocaust is wider than causation and includes views on the perpetrators, victims and bystanders.</p> <p>Learners will continue with their research work in groups.</p>
5.3	Bystanders: how did the USA and Britain respond to the Holocaust at the time?	<p>☐ Understand that the debate about the Holocaust is wider than causation and includes views on the perpetrators, victims and bystanders.</p> <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 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>
6.1	Why did Mussolini gain power in 1922?	<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 • political causes • social causes • economic causes • religious factors • foreign policy factors.</p>

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6.2	What were the problems of democratic government in Italy since unification?	<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. • What are the key differences between the two papers? • What are the different demands of Paper 4?</p> <p><input type="checkbox"/> Defining the term: unification</p> <p>Teacher-led introduction Introduction to the topic. Learners identifying the principal parties and explaining the complex nature of Italian politics and the development of democracy in Italy since unification.</p> <p>Research task In pairs/small groups learners identify groups/individuals/institutions: • who were hostile to democracy • which were supportive of democracy.</p> <p>Class discussion How secure was democracy in Italy in 1922?</p>
6.3	How did Fascism become a strong force at the time?	<p>Class discussion How secure was democracy in Italy in 1922?</p> <p><input type="checkbox"/> Defining the terms: Fascism and Fascist, and to understand the appeal of Fascism.</p> <p>Learners watch video on fascism and Mussolini to enable them to have proper introduction to the idea of Fascism. What did the key symbols of Fascism mean? • What did Fascism mean for Mussolini? • What impact did the First World War have on Mussolini's ideas? • What was the ideology of fascism in Italy by the beginning of the 1920s?</p> <p>Research task (I) • Mussolini's early political ideas and career, to 1918 • Identification of the core beliefs of Mussolini 1918–22 • Identification of principal 'opposition' ideologies: Communism, Socialism and the nature and extent of their appeal • Identification of reasons for the appeal of Fascism • Identification of groups/individuals who supported Fascism and why.</p> <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>

WEEK	TOPIC	TOPIC DETAILS
7.1	To assess the reasons for Mussolini's appointment as prime minister.	<p data-bbox="531 170 1453 237">☐ Evaluate the reasons to justify the appointment of Mussolini as Prime Minister in 1922</p> <p data-bbox="531 286 1453 434">Research task Learners study the material here and identify • the key stages in Mussolini's rise to power • the reasons why Mussolini was able to seize power. This resource text here, the-rise-of-fascism will support the learners</p> <p data-bbox="531 483 1453 667">Group task Learners are given one of the following factors to research in more detail. • the role of key individuals (e.g. the King, Facta, Giolitti) • the role of the army • the role of the squadristi • support of the Pope and key intellectuals • popularity of Fascism (including press support) • The March on Rome.</p> <p data-bbox="531 716 1453 864">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 data-bbox="531 913 1198 947">Class discussion Why did Mussolini come to power?</p> <p data-bbox="531 996 1453 1216">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. Ask learners to • say what they think the question is and give feedback on the strengths/ weakness of the paragraph • to rewrite the paragraph putting in analysis and links to the question, when they know the question.</p> <p data-bbox="531 1265 1453 1373">Extension activity 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>
7.2	How was Italy governed under Mussolini?	<p data-bbox="531 1413 1374 1447">☐ To evaluate Mussolini's aims in government and his leadership.</p> <p data-bbox="531 1496 1453 1603">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 data-bbox="531 1653 1453 1760">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) • economy • society • foreign policy • politics.</p> <p data-bbox="531 1809 1453 1877">Learners will watch the video on (Mussolini-and-fascism-in-Italy) and note key points about the style of Mussolini's leadership.</p>

WEEK	TOPIC	TOPIC DETAILS
7.3	How did Mussolini establish his dictatorship style, and repression of opposition?	<p data-bbox="531 165 1394 237">☐ To understand the establishment of a dictatorship, repression of opposition.</p> <p data-bbox="531 282 1469 434">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> <p data-bbox="531 479 1414 591">Research task In pairs or small groups, learners identify the principal methods used by Mussolini to limit opposition. • Acerbo Law • Censorship • Use of tribunals • Role of militia and squads.</p> <p data-bbox="531 636 1302 707">Class seminar style discussion: individuals being required to speak/present on: • the method • its effectiveness.</p> <p data-bbox="531 752 1358 824">Learners make a research and read the article on the murder of Matteotti and summarise the key points of the argument.</p>
8.1	How did Mussolini make good use of propaganda	<p data-bbox="531 898 967 934">☐ Defining the term, propaganda.</p> <p data-bbox="531 978 1358 1050">Study a range of visual sources depicting Mussolini and note the intended impact of the sources on the audience.</p> <p data-bbox="531 1095 1469 1323">Research task Learners create a short presentation on Mussolini's use of propaganda. The presentations should cover: ☐ the key methods used by Mussolini o films o mass activities o newspapers o radio ☐ The Mussolini myth (Cult of the Duce) ☐ 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.</p> <p data-bbox="531 1368 1310 1404">Learners plan a response to a Paper 4 question on this topic</p>

WEEK	TOPIC	TOPIC DETAILS
8.2	What were the aims and impact of Mussolini's foreign policy?	<p>Extension activity Learners watch video of Mussolini and note five-key points about Mussolini's impact on architecture in Italy.</p> <p><input type="checkbox"/> Identifying and understanding the aims and impact of Mussolini's foreign policy.</p> <p><input type="checkbox"/> Research task Using textbooks and internet resources, learners draw a timeline which gives an overview of Mussolini's foreign policy What his main objectives were How Italy's recent past shaped Mussolini's foreign policy What Mussolini's attitude was to the League of Nations How far Mussolini's foreign policy was driven by o economic issues o the desire for prestige <input type="checkbox"/> How popular Mussolini's foreign policy was.</p> <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> <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: • use the Generic Levels of Response for Paper 4 to say which Level they think the response would achieve • rewrite one paragraph of the essay to raise the Level by selecting appropriate, accurate material to support the points made.</p>
8.3	How far were Mussolini's economic policies a success?	<p><input type="checkbox"/> 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 • Italians expectation of Mussolini when it came to managing the economy • The nature and extent of the task which faced him • What might be expected from a fascist • Any evidence in his early career of any knowledge or understanding of economics. 16</p> <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>

WEEK	TOPIC	TOPIC DETAILS
9.1	Would Italy under Mussolini describe as the Corporate State?	<p data-bbox="533 170 938 203">☐ Defining the Corporate State.</p> <p data-bbox="533 248 1465 398">Research task Learners research and prepare • a definition (250 words max) of the theory underpinning the Corporate State • an explanation of what it meant in practice • a critique of the Corporate State – identifying the key points which could be used to both defend and criticise it.</p> <p data-bbox="533 443 1362 517">Class discussion Learners discuss the merits and demerits of the Corporate State.</p> <p data-bbox="533 562 1458 636">Extension activity Learners research the views of historians on this topic and summarise two contrasting arguments.</p>
9.2	What were the effects of the Great Depression on Italy?	<p data-bbox="533 674 1267 707">☐ Describe the impact of the Great Depression on Italian.</p> <p data-bbox="533 752 1469 864">Learners are given a chart showing unemployment figures in France, Germany, Italy and the UK. What can they learn from these figures about the impact of the Great Depression on Italy?</p> <p data-bbox="533 909 1442 1099">Research task • What impact did the Great Depression have on Italy? • Why did the Depression lead to greater government intervention in the economy? • What forms did this intervention take? • How effective were the responses to the Great Depression?</p> <p data-bbox="533 1144 1458 1294">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>
9.3	The effectiveness of Mussolini's economic policies (industrial and agricultural, the Battle for Grain).	<p data-bbox="533 1335 1453 1408">☐ Identify the successes and failures of his economic policies (industrial and agricultural, the Battle for Grain).</p> <p data-bbox="533 1453 1458 1527">Learners watch on this and note the key successes/failures of the Italian economy.</p> <p data-bbox="533 1572 1474 1722">Research task Using available resource or textbooks, learners take notes on the following: • What was the Battle for Grain? • What were its aims • How effective was this Battle? Ask learners to read a PERT for this section of the course and note the key points.</p> <p data-bbox="533 1767 1370 1841">Class discussion • What key points are raised? • How can learners address these in their own responses?</p>

WEEK	TOPIC	TOPIC DETAILS
10.1	How far did society change because of Mussolini's regime?	<p>To understand the nature and impact of Mussolini's dealings with the Church.</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 • Timeline of events since 1850 illustrating the relationship between the Papacy and the Italian state. • Identify the importance of the Papacy/Church in Italian political life. • Identify the role of the Pope/Church in Mussolini's acquisition of power. • Identify the reasons why Mussolini was anxious to ensure a good relationship with the Church. • Explain the terms of the Lateran Treaty and explain its significance for both the Church and for Mussolini. 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>
10.2	To what extent Mussolini's key social policies including education were achieved.	<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: • education policy • youth movements • women • welfare and the Opera Nazionale Dopolavoro (OND).</p> <p>In each presentation, learners should include: • how and why this area was important to the regime • what the regime's aims were in this area • what changes/policies were introduced • What was the impact of these changes was, including o two contemporary views o two different historians views.</p> <p>Learners feed back to the class on the first three of these points. The class completes a chart which covers the aspects listed. ☐ To assess the impact of policies on different social groups including women and young people.</p>

WEEK	TOPIC	TOPIC DETAILS
10.3	The impact of Mussolini's policies on different social groups including women and young people.	<p>□ Ask learners to consider ways to assess the impact of the policies covered in the last section. • Did Mussolini win over Italian youth? • Did the birth rate go up? Learners could consider whether the policies had different impacts on different groups of people. 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 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: • Did Mussolini achieve what he wanted through these policies? • Did the lives of the Italian people improve as a result of these policies?</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: • mark the response using the generic mark bands for Paper 4. • feedback their marks and suggest ways the essay could be altered to achieve a higher mark • write a one-side essay plan to show how it could be improved.</p>
11.1	To know the extent the level of support for Mussolini's regime.	<p>□ To evaluate the level of support for Mussolini's regime.</p> <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: • economic policy • social policy • foreign policy • religious policy.</p> <p>Class discussion • How much support was there for Mussolini? • Why was there so little opposition? • Which groups of people supported him the most? • Which aspects of policy were most popular?</p> <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 Learners research different historian's view on whether Mussolini was a popular leader of Italy.</p>

WEEK	TOPIC	TOPIC DETAILS
11.2	Why did Stalin gain power from 1924?	<p data-bbox="533 170 1225 203">☐ Describe Lenin's legacy and problems of leadership.</p> <p data-bbox="533 248 1458 398">Teacher-led introduction 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. • The government of Russia by 1924. • Key problems/issues.</p> <p data-bbox="533 443 1445 593">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 data-bbox="533 600 1469 750">Learners read articles on Lenin, communist party and take notes on: • differences in the party key aspects of policy • the problems caused by Lenin's failing health • Lenin's views of Stalin • the suppression on Lenin's testament.</p> <p data-bbox="533 795 1474 828">Class discussion How far was Lenin responsible for Stalin's rise to power?</p> <p data-bbox="533 873 1474 947">Ask learners to compare a Paper 2 and Paper 4 question paper and mark scheme.</p> <p data-bbox="533 992 1417 1066">Group task • What are the key differences between the two papers? • What are the different demands of Paper 4?</p> <p data-bbox="533 1111 1453 1184">Extension activity Learners read the article a teacher will direct them to, and summarise the main points.</p>
11.3	What was Stalin's position in the party?	<p data-bbox="533 1218 1474 1485">☐ To assess Stalin's position in the party Learners watch a Stalin's video to guide them to consider the reasons for Stalin's rise to power. Research task Identify the role of the Bolshevik Party in the period 1914–1924 and the part it played in those years. • Explain the structure of the Party and identify the centre/s of power in it. • Identify Stalin's role in the party to 1924. • Identify the way in which Stalin utilised his role in the Party to acquire power.</p> <p data-bbox="533 1491 1358 1525">• What Stalin's strengths were as a candidate for the leadership?</p> <p data-bbox="533 1570 1437 1644">Class discussion How important was Stalin's position in the party in his rise to power?</p>

WEEK	TOPIC	TOPIC DETAILS
12.1	Assess Stalin's relations with Trotsky and other Soviet leaders.	<p data-bbox="533 170 1417 203">□ To evaluate Stalin's relations with Trotsky and other Soviet leaders.</p> <p data-bbox="533 248 1437 360">Research task Learners use text and internet resources to draw up a timeline between 1920 and 1929 which identifies the key events which illustrate Stalin's rise to power.</p> <p data-bbox="533 405 1465 555">Group task Each learner is given a key figure in the Politburo to research (Trotsky, Bukharin, Kamenev, Zinoviev, Rykov etc.) and they: • research their figure and produce a short fact file on the background of each person • research their involvement in the Power struggle.</p> <p data-bbox="533 600 1398 674">Learners will be guided to use recommended sites to extract useful information and primary sources</p> <p data-bbox="533 719 1426 831">Groups reform with each group having one of each individual and • learners feed back to the group on their person • the group discusses how far each individual was responsible for Stalin's rise to power.</p> <p data-bbox="533 875 1453 949">Class discussion How far does Bukharin's comment 'we underestimated him' account for Stalin's rise to power?</p>
12.2	How did Stalin control and manipulate the Communist Party?	<p data-bbox="533 983 1398 1016">□ To understand Stalin's control and manipulation within the Party.</p> <p data-bbox="533 1061 1390 1173">Learners watch recommended video about Stalin's roles in the Communist Party which summarises the reasons for Stalin's rise to power.</p> <p data-bbox="533 1218 1414 1292">Research task Learners research the ways in which Stalin built up his power base within the Party.</p> <p data-bbox="533 1337 1422 1449">Class discussion Learners are asked to consider how each of the following led to Stalin's rise to power: • control of the party • policies • character and political skills • weakness of opponents • good fortune.</p> <p data-bbox="533 1494 1474 1762">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: • say what they think the question is and feedback on the strengths/weakness of the paragraph • when they know the question, to rewrite the paragraph putting in clear analysis and links to the question.</p>

WEEK	TOPIC	TOPIC DETAILS
12.3	How was the USSR governed under Stalin?	<p>Extension activity Learners research historians' views on Stalin's rise to power and find two contradictory views and summarise their arguments.</p> <p><input type="checkbox"/> To understand Stalin's aims in government and administration.</p> <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: • identify the changes they might expect from a communist to make to the government and administration of Russia • identify the changes that Stalin brought to the government and administration of Russia, e.g. the Constitution of 1936.</p> <p>Class discussion Is there a mismatch between the two lists above?</p>

HISTORY SCHEME OF WORK

FORM 7 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	What were the reasons for and the impact of the policy of 'Building socialism in one country' by Stalin?	<p>□ Define the term, socialism and describe the reasons for and the impact of the policy of 'Building socialism in one country' by Stalin.</p> <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>Class discussion Why did Stalin decide to 'build socialism in one country'?</p> <p>Research task Learners study text and internet resources and outline: • what the policy meant • the possible impact of this policy on Russia o impact on the workers o appeal of policy o the impact of the flexibility of the doctrine.</p> <p>Learners write a 300-word response to the class discussion question.</p>
1.2	What were the causes and impact of the Great Terror and use of purges and show trials used by Stalin?	<p>□ Define the terms: Great terror, purges, and show trials. What led to the Great terror and what impact did it have on the people?</p> <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. Research tasks • Identify the nature and extent of the repressive systems used by Tsars and Lenin - the 'Russian tradition'. • 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.</p> <p>This resource www.hoover.org/research/documents-terror shows some of the impact of the purges. Learners could use this to identify • who was purged • why they were purged.</p> <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>

WEEK	TOPIC	TOPIC DETAILS
1.3	Evaluate the aims and impact of Stalin's foreign policy.	<p>Learners watch video and note: • the aims of Stalin's foreign policy • the achievements of Stalin's foreign policy • how far foreign policy aims changed during the period • what impact the rise of Hitler had on Soviet foreign policy • as to whether Stalin achieved his aims.</p> <p>learners are given a collection of sources and decide how far each reflects the aim to: • spread revolution • establish relationships • defend the Soviet Union.</p> <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> <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: • use the generic mark bands for Paper 4 to say which level they think the response would achieve • rewrite one paragraph of the essay to raise the level by selecting appropriate, accurate material to support the points made.</p>
2.1	How effective were Stalin's economic policies?	<p>□ Assess Stalin's aims for the economy.</p> <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 • Assess the economic problems facing Russia in 1929. • Identify what a genuine communist might recommend as an economic strategy for Russia in 1929. • Identify what might be the economic policy in the best interests of Russia in 1929. • Note Stalin's economic policy and how far it addresses the above.</p>
2.2	What were the reasons for and impact of the Five-Year Plans?	<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>Research task Learners use texts/internet resources to research how the economy was organised. • What were the aims of each Plan? • How far were the plans a success? • What were the limitations of the Plans?</p> <p>Teacher gives learners recommended websites to make research with on the impact of the Five-Year Plans.</p>

WEEK	TOPIC	TOPIC DETAILS
2.3	What were the reasons for, and impacts of, collectivization programme?	<p data-bbox="485 170 1278 203">□ To evaluate the reasons for, and impacts of, collectivisation.</p> <p data-bbox="485 248 1374 398">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. What were Stalin's aims for this policy covering: • political aims • economic aims • social aims.</p> <p data-bbox="485 443 1430 555">Research task • What was the process of collectivisation? • What were the immediate consequences of collectivisation? • What were the longer-term impacts of the policy?</p> <p data-bbox="485 600 1098 633">Class discussion Were the gains worth the cost?</p> <p data-bbox="485 678 1369 712">Learners write a plan in response to a Paper 4 question on this topic.</p>
3.1	What were the reasons for and impacts of industrialisation?	<p data-bbox="485 779 1270 813">□ To analyse the reasons for and impacts of industrialisation.</p> <p data-bbox="485 857 1469 936">Learners watch a video extract from Red Empire as an introduction to this topic. • What evidence is there in the video of the impact of industrialisation?</p> <p data-bbox="485 981 1469 1131">Learners review their work on this section of the theme and note the ways in which the USSR changed as a result of industrialisation. Learners share their ideas and collaborate to create a diagram/flowchart showing the key changes, each supported with specific knowledge.</p> <p data-bbox="485 1176 1118 1209">Learners answer a Paper 4 question on this topic.</p> <p data-bbox="485 1254 1461 1361">Extension activity Learners look at recommended website which shows how children in the Soviet Union were taught about economic policy in 1930. Learners can reflect on what they can learn from this resource.</p>
3.2	How far did society change because of Stalin's regime?	<p data-bbox="485 1406 1369 1440">□ To understand the impact of policies towards women and families.</p> <p data-bbox="485 1485 1469 1635">Research task In groups or pairs, learners research the key developments in social policy and their impact on women and families, including: • policies on marriage and childcare • policies towards children and on education • housing and welfare policies • The Great Retreat.</p> <p data-bbox="485 1680 1409 1742">Class discussion How far did Stalin's policies towards women offer them more freedom?</p>

WEEK	TOPIC	TOPIC DETAILS
3.3	The impact of policies towards non Russian nationalities.	<p>□ To evaluate the impact of policies towards non-Russian nationalities under Stalin.</p> <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). Class discussion • What key points are raised? • How can learners address these in their own responses?</p>
4.1	Describe the impact of economic changes on workers.	<p>□ Identify how the lives of workers changed based on the economic policy of Stalin.</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?'. They should organise the materials into categories and complete a chart which shows: • positive impact on living standards • negative impact on living standards • positive Impact on working conditions • negative impact on working conditions. 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>
4.2	The impact of propaganda and the personality cult.	<p>□ 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 • examples of propaganda • consideration of the different ways in which Stalin was portrayed • the methods by which the cult of personality was developed • the reasons for the development of the personality cult. • an assessment of the impact of the personality cult on the Soviet Union • an assessment of the impact of the propaganda on the Soviet Union.</p> <p>Class discussion What was the importance of the personality cult to the Soviet Union? Learners write a response to a Paper 4 question on this theme in timed conditions to be teacher marked.</p>

WEEK	TOPIC	TOPIC DETAILS
4.3	Why did Hitler gain power in 1933?	<p data-bbox="483 168 1281 203">□ Describe the problems facing Weimar politicians from 1929.</p> <p data-bbox="483 248 1378 320">Teacher-led introduction Introduction to the topic as a whole, then an outline introduction to: • Germany 1918–1929 • Germany 1929–1933.</p> <p data-bbox="483 365 1433 436">Learners listen to podcast under teacher’s guide (teachers can register for 34</p> <p data-bbox="483 481 1465 593">free to use this resource) and then research to: • identify and explain factors which explain Weimar’s instability before 1929 • identify and explain factors which explain Weimar’s growing weakness between 1929 and 1933.</p> <p data-bbox="483 638 1471 790">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> <p data-bbox="483 835 1425 947">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 data-bbox="483 992 1433 1064">Class discussion • What are the key differences between the two papers? • What are the different demands of Paper 4?</p>
5.1	Discuss the reasons for the growth of support for Nazism after 1929	<p data-bbox="483 1137 1422 1209">□ Identify the reasons for the growth of support for Nazism after 1929 in Germany.</p> <p data-bbox="483 1254 1474 1406">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 data-bbox="483 1406 1469 1639">Research task • The principal ideas in Mein Kampf and advocated by Hitler in the 1920s. • The structure of the Nazi Party and the role it played in the period 1919–1929. • The reasons why support for Nazism grew after 1929. Teacher leads the learners to read articles and research on website on theNazi-rise-to-power/the-Nazi-rise-to-power/. This covers a range of reasons for the rise of the Nazis.</p> <p data-bbox="483 1684 1422 1756">Class discussion What was the most important reason for the increase in support after 1929?</p> <p data-bbox="483 1800 1474 1872">Learners write a 300-word explanation of the main reason for increased Nazi support after 1929.</p>

WEEK	TOPIC	TOPIC DETAILS
5.2	What were the reasons for Hitler's appointment as Chancellor?	<p>□ State and explain the reasons for Hitler's appointment as Chancellor in Germany in 1933.</p> <p>Teacher-led introduction Introduction to the pattern of events between 1929 and Hindenburg's offer of the Chancellorship to Hitler in 1933, identifying the key 'players' in the process. Learners will watch a video that will give them a short introduction on it.</p> <p>Research task In pairs or groups, learners identify the role of the following in Hitler's appointment as Chancellor: • Hindenburg • Weimar politicians • industrial and business supporters • Hitler's opponents • The Crash of 1929 and the subsequent depression.</p> <p>Learners from each group to present a case both for and against the view that their 'subject' was the key factor in Hitler's rise to power.</p> <p>Learners watch episode 1 from 'The Nazis, A Warning from History' as preparation for next lesson.</p>
5.3	Discuss the reasons and methods used in the consolidation of power, 1933-34	<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. • The Reichstag Fire • The Enabling Act • Destruction of the Trade Unions • Banning of other political parties • Law for the Reconstruction of the State • Night of the Long Knives • Death of Hindenburg.</p> <p>Class discussion 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: • say what they think the question is and feedback on the strengths/weakness of the paragraph • rewrite the paragraph putting in clear analysis and links to the question, when they know the question.</p>

WEEK	TOPIC	TOPIC DETAILS
6.1	How was Germany governed by Hitler?	<p data-bbox="483 170 1430 237">□ Assess Hitler's aims in government and administration: establishing the Nazi state.</p> <p data-bbox="483 286 1469 398">Teacher-led introduction Introduction to Hitler's aims after his acceptance of the Chancellorship and the steps he took to ensure his total control of Germany.</p> <p data-bbox="483 443 1437 510">Ask learners to Identify on a timeline, the events between March 1933 and 1936 which illustrate how Hitler acquired dictatorial powers.</p> <p data-bbox="483 555 1469 712">Research task Pairs to be allocated a historian (depending on the text/resources available) and prepare a five-minute presentation explaining what that 'expert' argues, are Hitler's aims in government and administration in the period after 1933. Each pair/group presents the 'expert's' views.</p> <p data-bbox="483 757 1406 824">Class discussion What are the similarities/differences in the views of the experts?</p>
6.2	What were the means of control and their impact, e.g. use of propaganda and use of terror?	<p data-bbox="483 869 1430 936">□ Evaluate the means of control and their impact, e.g. use of propaganda and use of terror.</p> <p data-bbox="483 981 1437 1137">Teacher-led introduction Introduction to the nature and extent of Nazi propaganda and repression. Research task In pairs/small groups, learners identify the propaganda methods and the repressive methods used by the Nazis</p> <p data-bbox="483 1182 1350 1294">Learners prepare for a seminar on the following two themes: • Nazi propaganda – brilliant and vital for Hitler's survival in power • Nazi repression – ruthless and essential for Hitler's survival in power.</p> <p data-bbox="483 1339 1366 1373">Learners prepare a detailed plan for a Paper 4 question on this topic.</p> <p data-bbox="483 1417 1453 1529">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>

WEEK	TOPIC	TOPIC DETAILS
6.3	To understand the persecution of the Jews and other minorities.	<p data-bbox="483 165 1262 199">□ Analyses the persecution of the Jews and other minorities.</p> <p data-bbox="483 244 1458 353">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 data-bbox="483 443 520 477">39</p> <p data-bbox="483 521 1474 707">Research tasks In pairs or small groups, learners deal with one of the following: • reasons for, and policies towards, political opponents such as the Communists • reasons for, and policies towards, the Jews • reasons for, and policies towards, a range of other minorities such as Gypsies, homosexuals and the mentally disabled.</p> <p data-bbox="483 752 1445 824">The first three sections of this article are useful (learners do not need to go beyond 1939).</p> <p data-bbox="483 869 1219 902">Learners give a feedback of their findings and take notes.</p>
7.1	To what extent the aims of, and developments in, foreign policy achieved by Hitler.	<p data-bbox="483 976 1449 1086">□ Describe the aims of, and developments in, foreign policy under Hitler whether they were achieved. Learners watch a short video on this and take notes on the aims of Hitler's foreign policy.</p> <p data-bbox="483 1131 1469 1202">Research task Learners create a timeline to show the major developments in foreign policy.</p> <p data-bbox="483 1247 1474 1357">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 data-bbox="483 1402 1458 1554">Ask learners to: • use the Generic Levels of Response for Paper 4 to say which Level they think the response would achieve • rewrite one paragraph of the essay to raise the Level by selecting appropriate, accurate material to support the points made.</p>

WEEK	TOPIC	TOPIC DETAILS
7.2	How effective were Hitler's economic policies?	<p data-bbox="483 248 1158 282">☐ Identify the changing priorities of economic policy.</p> <p data-bbox="483 327 1469 591">Teacher-led introduction Introduction to the economic situation in Germany in 1933, emphasising the role that the economy had played in his acquisition to power. Research task In small groups, learners: • identify any specific economic aims inherent in Nazism • identify any economic commitments made by Hitler in the years before 1933 • identify Hitler's economic objectives in the years 1933–1939. • create a timeline to give an outline of how economic policy changed between 1933 and 1939.</p> <p data-bbox="483 636 1430 707">A website giving by a teacher on Nazi-economic-recovery will give a useful overview.</p> <p data-bbox="483 752 1442 824">Class discussion To what extent did Hitler have coherent economic aims in the years 1929– 1936?</p>
7.3	What were responses to the Great Depression	<p data-bbox="483 869 1082 902">☐ Evaluate responses to the Great Depression.</p> <p data-bbox="483 947 1461 1249">Teacher-led introduction Introduction to Hitler's management of the economy in the period 1933 to 1939. Learners will consider to research on information on the decline of unemployment in the Nazi period. Research task • What were the economic problems facing Hitler in March 1933? • How did the Nazis change the economy to stimulate growth? • What was the role and importance of Schacht to 1937? • What was the importance of rearmament? • What was the importance of autarky? Class discussion How effective were Nazi policies?</p>
8.1	What were the key policies in agriculture and industry	<p data-bbox="483 1323 1158 1357">☐ Identify the key policies in agriculture and industry</p> <p data-bbox="483 1402 1430 1554">Learners study this cartoon provided on teacher's guide, and discuss the comment it makes on the development of the German economy Learners work individually to produce a factsheet on either: • key policies and their impact in agriculture or • key policies and their impact in industry.</p> <p data-bbox="483 1599 1406 1632">Learners share their fact-sheets through discussion or on a moodle site.</p> <p data-bbox="483 1677 1422 1749">Research task How and why have historians viewed Nazi economic policy differently? Find examples of different opinions.</p>

WEEK	TOPIC	TOPIC DETAILS
8.2	Analyses the impact of foreign policy on the economy.	<p>□ Consider the impact of foreign policy on the economy.</p> <p>Learners watch a short video that teacher gives the link to and note the links between economic growth and the armed forces.</p> <p>Ask learners to consider what they have learned so far about foreign policy and the economy, and assess how far was economic policy was driven by foreign policy aims. Learners create a mind map to show the links between the two areas of policy.</p> <p>Ask learners to read a 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 • What key points are raised? • How can learners address these in their own responses</p>
8.3	How far did society change because of Hitler's regime?	<p>□ Describe the reasons for, and impact of, policies towards women and children</p> <p>Teacher-led introduction Introduction to the impact that Nazi policies had on all aspects of social life in Germany. Individually, learners research and identifying the impact of the Nazis on: • women • children • the family • education. Teacher recommends useful websites to guide the learners for the research work.</p>
8.4	Discuss Hitler's policies towards religion.	<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>44</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: • mark the response using the generic mark bands for Paper 4 • feedback their marks and suggest ways the essay could be altered to achieve a higher mark • write a one-side essay plan to show how it could be improved.</p>

WEEK	TOPIC	TOPIC DETAILS
9.1	Assess life under the Nazi regime, e.g. standard of living, consumer goods, leisure time.	<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?'. They should organise the materials into categories and complete a chart which shows</p> <ul style="list-style-type: none"> • living standards o Were people better off? o Which social groups benefited the most/least? • consumer goods o Did people benefit from developments in industry? o Were people better paid? • Leisure time o How did Nazi policies impact on leisure? o Who benefitted the most? <p>Each point should be supported by specific evidence from the material.</p>
9.2	What was the level of support for the Nazi regime?	<p>Class discussion Did life improve under the Nazis?</p> <p>□ Assess the level of support for the Nazi regime.</p> <p>Ask learners to consider how they would assess the level of support for the Nazi regime. They note their ideas on a mind map.</p> <p>Teacher asks learners to listen to a podcast on how-popular-was-the-naziregime and note the key points under each heading.</p> <p>Assessment task: learners write a response to a Paper 4 question on this theme in timed conditions, to be teacher marked.</p>
9.3	How and why did politics change in this period?	<p>□ Identify the growth and periods in power of the Labour Party and its leadership.</p> <p>Teacher-led introduction Introduction to the period covering:</p> <ul style="list-style-type: none"> • the main challenges facing Britain after the First World War • how Britain was governed in 1919 • the position of the Labour Party by 1919. <p>Learners create a timeline of British politics 1919–1939 to show:</p> <ul style="list-style-type: none"> • who was in power • prime ministers • key developments. <p>Research task Learners research and take notes to cover:</p> <ul style="list-style-type: none"> • why Labour gained power in power in 1924 • why the Labour government lost power in 1924 • why Labour gained power in 1929 • why Labour lost power in 1931. <p>Extension activity Learners read Labour’s manifesto from 1929 from www.labourparty.org.uk/manifestos/1929/1929-labour-manifesto.shtml and note the key policies of the Labour Party.</p>

WEEK	TOPIC	TOPIC DETAILS
9.4	What were the changing fortunes of the Conservative and Liberal Parties and their leadership?	<p>□ Identify the changing fortunes of the Conservative and Liberal Parties and their leadership.</p> <p>Teacher-led introduction 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. The Liberals: learners research and take notes on the following. • How did the Versailles settlement impact on the Liberals? • Why was economic reconstruction a failure? • Why was Ireland a problem for the Liberals? • The leadership of Lloyd George.</p> <p>The Conservatives; Learners research and take notes on the following. • Why did the Conservatives take office in 1922? • What challenges faced this government? • Why did the Conservatives lose office in 1924? • How far did the Conservatives dominate the National Government from 1931?</p> <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 • What are the key differences between the two papers? • What are the different demands of Paper 4?</p>
10.1	Evaluate the reasons for, and impact of, the National Government.	<p>□ To understand the reasons for, and impact of, the National Government. 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> <p>Research task • Who made up the National Government in 1931? • How did this change in 1935?</p> <p>Class discussion How effective was the National Government?</p> <p>Extension activity Learners read the article from recommended website and summarise the author's key argument that Conservatism benefited the most from the National Government.</p>

WEEK	TOPIC	TOPIC DETAILS
10.2	What were the reasons for, and consequences of, the growth of extremism both on the political left and right?	<p data-bbox="485 165 1436 235">□ Identify the reasons for, and consequences of, the growth of extremism both on the political left and right.</p> <p data-bbox="485 282 1444 351">Based on what they have learned so far, why do learners think there was a rise in political extremism in this period?</p> <p data-bbox="485 398 1476 591">Research task Learners work in groups to research either the rise in extremism on the left or the right of British politics. They produce a presentation showing: • reasons for the growth of the Communist Party of Great Britain (CPGB) or British Union of Fascists (BUF) • the aims of the party • the key personalities involved and their impact • the popularity of the party.</p> <p data-bbox="485 638 1476 707">Relevant websites will be supplied to learners to support their research work on the task above.</p> <p data-bbox="485 754 1444 1016">Class discussion Did either of these groups have a significant impact on British politics? 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. Ask learners to: • say what they think the question is and feedback on the strengths/weakness of the paragraph • rewrite the paragraph putting in clear analysis and links to the question, when they know the question.</p>
10.3	How did the economy develop in this period?	<p data-bbox="485 1061 1340 1095">□ Describe the state of the economy following the First World War.</p> <p data-bbox="485 1137 1476 1364">Learners are led by a teacher to read articles from a recommended website and create a mind map covering the issues below to show the consequences of the First World War on the British economy. • What did the war cost? • How did Britain's economic global position alter as a result of war? • How were GDP and employment levels affected in the 1920s? • What policies were introduced to deal with these issues?</p> <p data-bbox="485 1411 1420 1480">Class discussion What was the main impact of the First World War on the British economy?</p>

WEEK	TOPIC	TOPIC DETAILS
10.4	Assess the reasons for the General Strike (1926), and the problems facing traditional industries (mining, ship building and textiles) What was the impact of the Great Depression?	<p>□ Identify and explain the reasons for the General Strike (1926), and the problems facing traditional industries (mining, ship building and textiles)</p> <p>Learners watch a short video as an introduction to this topic.</p> <p>Research task Learners use text and internet resources to take notes to answer the following questions. • Why was Britain’s heavy industrial base facing difficulties? • What was the impact of this on the workers? • Why was the General Strike organised? • Why did it only last nine days? • Did the Strike have any lasting impact?</p> <p>Learners write a 300-word explanation to answer either ‘Why was there a General Strike in 1926?’ or ‘Why the General Strike fail?’ question.</p> <p>Extension activity Find evidence to support a range of contemporary opinions about the General Strike.</p> <p>□ Assess the impact of the Great Depression. Learners read the information on the website given by a teacher and listen to the short audio clip as an introduction to this topic.</p> <p>Learners watch a video on GD and take notes on the impact of the Great Depression.</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: • use the Generic Levels of Response for Paper 4 to say which Level they think the response would achieve • rewrite one paragraph of the essay to raise the Level by selecting appropriate, accurate material to support the points made.</p> <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 Learners use textbooks and internet resources to investigate: • how and to what extent the British economy recovered in the 1930s • what new good/materials produced • Which part of the country benefited the most from new industries?</p> <p>Learners plan a Paper 4 question on one of the topics in this section.</p>

WEEK	TOPIC	TOPIC DETAILS
11.1	How and why did society change?	<p><input type="checkbox"/> Identify the reasons for changing living standards, e.g. housing and health. 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. Learners research on this and note the ways in which Edinburgh addressed the issue of public housing.</p>
11.2	The changing role and status of women: employment, birth control, suffrage. The impact of social welfare policies including national insurance, means testing.	<p><input type="checkbox"/> 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: • female suffrage • employment • birth control. Each group creates a short presentation to cover: • the key developments in their topic • consideration of whether all women benefited. 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> <p><input type="checkbox"/> Identify the impact of social welfare policies including national insurance, means testing.</p> <p>Teacher-led introduction Introduction to the period covering: • the means test • Unemployment Act 1934 • The Special Areas Act 1934.</p> <p>Learners conduct their own research to evaluate the impact of one of these developments. Websites will be provided for younger learners to make research. Class discussion How effective were social welfare policies?</p>
11.3	To understand regional differences: North–South divide.	<p>Class discussion • Why was there a difference in levels of prosperity in Britain by the end of the 1930s? • What evidence do learners have that some areas became poorer? • What evidence is there that some areas became wealthier? • Why is there a regional difference? Ask learners to mark on a map where there was industrial growth and where there was a depression in industry. Learners read article on this and take notes on the main points of the section entitled ‘Old and New: were there two Britains?’</p> <p><input type="checkbox"/> Analyse the public attitude towards war: pacifism (peace ballot), the League of Nations, impact of the Spanish Civil War.</p>

WEEK	TOPIC	TOPIC DETAILS
11.4	How effectively did Britain prepare for the approach of war, 1934–39?	<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. • The peace ballot. • The Spanish Civil War. • The League of Nations. 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>
12.1	The British rearmament policies.	<p>□ To assess rearmament policies.</p> <p>Learners watch this short video www.youtube.com/watch?v=8xNNB1z1iK8 and note the reasons given for British rearmament. Make a research on rearmament and learners take notes on the reasons why Britain began to rearm in the 1930s. • Why was Britain slow to rearm? • What were Britain's key objectives in rearmament? • How did Britain rearm? 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. Ask learners to: • mark the response using the generic mark bands for Paper 4 • feedback their marks and suggest ways the essay could be altered to achieve a higher mark • write a one-side essay plan to show how it could be improved.</p>
12.2	What were the reasons for and public responses to, appeasement?	<p>□ To understand the reasons for and public responses to, appeasement.</p> <p>Ask learners to 'think, pair, share' on the reasons why appeasement might be a popular policy in Britain in the 1930's. Compile a class list of reasons.</p> <p>Learners watch this video www.youtube.com/watch?v=gR8lSozEbcs on the reasons for appeasement and make notes on Britain's role.</p> <p>Learners create a timeline to show the key developments in British appeasement.</p> <p>Research task Learners conduct their own research to gauge the popularity of Chamberlain's appeasement policy in Britain.</p> <p>Class discussion How surprising was the British policy of appeasement?</p>

WEEK	TOPIC	TOPIC DETAILS
12.3	Discuss about civilian preparations for war, e.g. ration cards, conscription, gas masks, child evacuation, emergency shelters.	<p data-bbox="483 170 1460 241">□ Describe how the civilian prepared for war, e.g. ration cards, conscription, gas masks, child evacuation, emergency shelters.</p> <p data-bbox="483 286 1460 436">Learners watch this short propaganda film www.iwm.org.uk/history/thispropaganda-film-shows-life • How was Britain preparing for war? • What can you learn from the film about attitudes to war preparations?</p> <p data-bbox="483 481 1460 553">Learners read this article and add detail to their notes on the ways in which Britain tried to prepare for war.</p> <p data-bbox="483 598 1460 669">Learners prepare a factsheet on one of the following to share with the class. 56</p> <p data-bbox="483 714 1460 826">Rationing: Conscription: Gas masks: Child evacuation: Emergency shelters: Learners write a response to a Paper 4 question on this theme in timed conditions to be teacher marked.</p>