

# Scheme of work

Cambridge IGCSE®

History

0470

For examination from 2015



## Scheme of work – Cambridge IGCSE<sup>®</sup> History (0470)

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## Scheme of work – Cambridge IGCSE<sup>®</sup> History (0470)

### Overview

This scheme of work provides ideas about how to construct and deliver a course. The syllabus for 0470 has been broken down into teaching units with suggested teaching activities and learning resources to use in the classroom.

### Recommended prior knowledge

This syllabus can be studied without any prior knowledge of the subject, but it would be useful if learners have:

- an interest in studying historical events, ideas and individuals that shaped the modern world
- good research and communication skills
- good literacy skills.

History is an academic study of the past and examines the causes, consequences, significance and impact of historical events, ideas and individuals on the world. Learners will be able to investigate history from a social, economic, political, military, religious and cultural point of view through the analysis and evaluation of historical sources and contextual knowledge.

### Outline

Whole class (**W**), group work (**G**) and individual activities (**I**) are indicated throughout this scheme of work. The activities in the scheme of work are only suggestions and there are many other useful activities to be found in the materials referred to in the learning resource list.

Opportunities for differentiation are indicated as **Basic** and **Challenging**; there is the potential for differentiation by resource, length, grouping, expected level of outcome, and degree of support by teacher, throughout the scheme of work. Timings for activities and feedback are left to the judgment of the teacher, according to the level of the learners and size of the class. Length of time allocated to a task is another possible area for differentiation

The content within this scheme of work is:

### Core

**Option A: 19th century: The Development of Modern Nation States, 1848–1914**

**Option B: 20th century: International Relations since 1919**

### Depth Studies

**Depth Study A: The First World War, 1914–1918**

**Depth Study B: Germany, 1918–1945**

**Depth Study C: Russia, 1905–1941**

**Depth Study D: The USA, 1919–1941**

**Depth Study E: China, c.1930–c.1990**

**Depth Study F: South Africa, c.1949–c.1994**

**Depth Study G: Israelis and Palestinians since 1945**

## Teacher support

Teacher Support is a secure online resource bank and community forum for Cambridge teachers. Go to <http://teachers.cie.org.uk> for access to specimen and past question papers, mark schemes and other resources. We also offer online and face-to-face training; details of forthcoming training opportunities are posted online.

An editable version of this scheme of work is available on Teacher Support. Go to <http://teachers.cie.org.uk>. The scheme of work is in Word doc format and will open in most word processors in most operating systems. If your word processor or operating system cannot open it, you can download Open Office for free at [www.openoffice.org](http://www.openoffice.org)

## Resources

The up-to-date resource list for this syllabus can be found at [www.cie.org.uk](http://www.cie.org.uk)

The following textbooks are recommended as they closely follow the syllabus, although the 19<sup>th</sup> century texts are essentially aimed at AS and A Level and should be used with care if accessed by learners. References to these textbooks have been made in the scheme of work.

### Textbooks:

McAleavy, T. *Twentieth Century History: International Relations since 1919* (Cambridge University Press, 2002) ISBN: 9780521893503  
This textbook is endorsed by Cambridge International Examinations for use with Cambridge IGCSE History (syllabus code 0470).

- Aylett, J.F. *Expansion, Trade and Industry* (Hodder, 1993) ISBN: 9780340548271  
Aylett, J.F. *South Africa* (Hodder, 1996) ISBN: 9780340658598  
Baycroft, T. *Nationalism in Europe 1789–1945* (Cambridge University Press, 1998) ISBN: 9780521598712  
Brodkin et al. *OCR GCSE History B: Modern World History Student Book and CD* (Heinemann, 2009) ISBN: 9780435510220  
Chandler, M. *Modern World History* (Heinemann, 2001) ISBN: 9780435311414  
Cloake, J.A. *Germany 1918–1945* (Oxford University Press, 1997) ISBN: 9780199132775  
Collier, M. *Colonisation and Conflict* (Heinemann, 2002) ISBN: 9780435323042  
Culpin, C. *South Africa since 1948* (Hodder, 2000) ISBN: 9780719574764  
De Pennington, J. *Modern America: The USA, 1865 to the Present* (Hodder, 2005) ISBN: 9780719577444  
Farmer, A. *An Introduction to Nineteenth Century European History 1815–1914* (Hodder, 2001) ISBN: 9780340781135  
Fiehn, T. *Russian and the USSR 1905–1941* (Hodder Education, 1996) ISBN: 9780719552557  
Field, R. *African Peoples of the Americas* (Cambridge University Press, 1995) ISBN: 9780521459112  
Heater, D. *Our World this Century* (Oxford University Press, 1987) ISBN: 9780199133246  
Kelly N and Lacey G. *Modern World History* (Heinemann, 2001) ISBN: 9780435308308  
Kidd, J. et al. *Heinemann History Scheme: Into the Twentieth Century* (Heinemann, 2001) ISBN: 9780435325961  
Mason, J. *Expansion, Trade and Industry* (Longman, 1993) ISBN: 9780582207387  
Macdonald, H. *From Workshop to Empire* (Nelson Thorne, 1995) ISBN: 9780748722013  
McAleavy, T. *The Arab-Israeli Conflict* (Cambridge University Press, 1998) ISBN: 9780521629539  
Mills, R et al. *The USA between the Wars 1919–1941* (Hodder Education, 2002) ISBN: 9780719552601  
Murphy, D et al. *Europe 1760–1871* (Harper Collins, 2000) ISBN: 9780003271324  
Parsons, Q.N. *New History – Southern Africa* (Macmillan, 1982) ISBN: 9780333262207  
Peaple, S. *European Diplomacy, 1870–1939* (Heinemann, 2002) ISBN: 9780435327347

Pearce, R and Stiles, A. *The Unification of Italy 1815–70* (Hodder Education, 2006) ISBN: 9780340907016  
 Rea, T and Wright, J. *International Relations 1914–1995* (Oxford University Press, 1997) ISBN: 9780199171675  
 Rea, T and Wright, J. *The Arab-Israeli Conflict* (Oxford University Press, 1997) ISBN: 9780199171705  
 Rees, B et al. *Black Peoples of the Americas* (Pearson Education, 1992) ISBN: 9780435314255  
 Roberts, M. *South Africa 1948–1994: The Rise and Fall of Apartheid* (Longman, 2010) ISBN: 9780582473836  
 Scott-Baumann, M. *Crisis in the Middle-East: Israel and the Arab States* (Hodder, 2009) ISBN: 9780340966587  
 Shephard, C. *Peace and War* (Hodder Murray, 1993) ISBN: 9780719549779  
 Staton, R et al. *Three Centuries of Change* (Collins, 1998) ISBN: 9780003271133  
 Walsh, B. *GCSE Modern World History* (Hodder Education, 2009) ISBN: 9780340981832

### Websites:

This scheme of work includes website links providing direct access to internet resources. Cambridge International Examinations is not responsible for the accuracy or content of information contained in these websites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The particular website pages in the learning resource column were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

[www.schoolhistory.co.uk](http://www.schoolhistory.co.uk)  
[www.spartacus.schoolnet.co.uk](http://www.spartacus.schoolnet.co.uk)  
[www.johndclare.net](http://www.johndclare.net)  
[www.historygcse.org](http://www.historygcse.org)  
[www.historylearningsite.co.uk](http://www.historylearningsite.co.uk)  
[www.nationalarchives.gov.uk/education](http://www.nationalarchives.gov.uk/education)  
[www.activehistory.co.uk](http://www.activehistory.co.uk) (subscription required)  
[www.gcse-history.net](http://www.gcse-history.net) (subscription required)  
<http://myloc.gov/Exhibitions/herblock/Pages/Default.aspx>  
[www.cambridgestudents.org.uk/Revision\\_Checklist for IGCSE History](http://www.cambridgestudents.org.uk/Revision_Checklist_for_IGCSE_History)  
[www.age-of-the-sage.org](http://www.age-of-the-sage.org)  
<https://www.mtholyoke.edu>  
[www.flowofhistory.com](http://www.flowofhistory.com)  
[www.cartoonstock.com](http://www.cartoonstock.com)  
[www.slideshare.net](http://www.slideshare.net)  
[www.fordham.edu](http://www.fordham.edu)  
[www.about.com/education/](http://www.about.com/education/)  
[www.historyonthenet.com/](http://www.historyonthenet.com/)  
[www.firstworldwar.com](http://www.firstworldwar.com)  
[www.bbc.co.uk/](http://www.bbc.co.uk/)  
[www.fotolibra.com/](http://www.fotolibra.com/)  
[www.abc.edu.sv](http://www.abc.edu.sv)  
[www.tes.co.uk](http://www.tes.co.uk)

[www.cartoons.ac.uk](http://www.cartoons.ac.uk)  
[www.history.co.uk](http://www.history.co.uk)  
[www.historyhome.co.uk](http://www.historyhome.co.uk)  
<http://timerime.com/>  
<http://educationforum.co.uk>  
[www.punchcartoons.com](http://www.punchcartoons.com)  
<http://punch.photoshelter.com/>  
<http://unimaps.com>  
[www.latinamericanstudies.org](http://www.latinamericanstudies.org)  
[www.tqa.tas.gov](http://www.tqa.tas.gov)  
[www.pbs.org](http://www.pbs.org)  
[www.digitalhistory.uh.edu](http://www.digitalhistory.uh.edu)  
[www.soviethistory.org](http://www.soviethistory.org)  
[www.un.org](http://www.un.org)  
[www.socialstudiesforkids.com](http://www.socialstudiesforkids.com)  
<http://library.thinkquest.org>  
[www.ilovehistory.co.uk](http://www.ilovehistory.co.uk)  
[www.livinghistoryfarm.org](http://www.livinghistoryfarm.org)  
[www.britannica.com](http://www.britannica.com)  
<http://qcsehistory.org.uk>  
[www.foreignaffairs.com](http://www.foreignaffairs.com)  
[www.nationsonline.org](http://www.nationsonline.org)  
<http://countrystudies.us>  
[www.sahistory.org](http://www.sahistory.org)  
[www.historywiz.com](http://www.historywiz.com)  
[www.namib.info](http://www.namib.info)  
[www.historyofwar.org](http://www.historyofwar.org)  
[www.meforum.org](http://www.meforum.org)  
[www.virtualjerusalem.com](http://www.virtualjerusalem.com)  
<http://bigsiteofhistory.com>  
[www.schoolshistory.org.uk](http://www.schoolshistory.org.uk)  
[www.the-map-as-history.com](http://www.the-map-as-history.com)  
<http://www.chaos.umd.edu>  
[www.indianetzone.com](http://www.indianetzone.com)  
[www.historians.org](http://www.historians.org)

Teachers can also use resources relating to film archive, literature, art and other aspects of media. Opportunities for using ICT in teaching and learning should also be encouraged e.g. multimedia presentations, websites, video, sound including podcasts, animation etc. A vast catalogue of film clips useful for teaching this syllabus can be found on websites such as [www.youtube.com/](http://www.youtube.com/)

## Scheme of work – Cambridge IGCSE® History (0470)

### Option A: The 19th century: The Development of Modern Nation States, 1848–1914

#### 1: Were the Revolutions of 1848 important?

##### Recommended prior knowledge

A basic knowledge of 19th-century European history from c.1830.

##### Context

This unit provides an insight into the importance of the 1848 Revolutions that took place in Europe.

##### Outline

Why were there so many Revolutions in 1848? How important were the Revolutions in 1848?

Focus points	Suggested teaching activities	Learning resources
Why were there so many revolutions in 1848?	<p>Learners complete a heads and tails exercise that links to research of key words, terms and ideas in the 19th century such as liberalism, nationalism, constitutionalism etc. <b>(I) (Basic)</b></p> <p>Learners, in groups, create a mind-map of the causes of the 1848 Revolutions and higher ability learners try to explain links between them using resources from the teacher. <b>(G) (Basic and Challenging)</b></p> <p>Learners revise for and all take part in a spelling and meaning quiz on the causes of the 1848 Revolutions and the key words and terms used. Some learners spell the words and other learners have to use the word in a sentence to demonstrate their understanding. <b>(W) (Basic and Challenging)</b></p>	<p>Farmer, A. <i>An Introduction to Nineteenth Century European History 1815–1914</i></p> <p>Baycroft, T. <i>Nationalism in Europe 1789–1945</i> Chapters 1–4</p> <p><a href="http://www.youtube.com/watch?v=0ig4ISwJZUA">www.youtube.com/watch?v=0ig4ISwJZUA</a> Good introduction video.</p>
Did the revolutions have anything in common?	<p>Learners construct a table which lists vertically list the revolutions that took place in 1848 and in a separate column identify the important aspects of each one. Recurring comparable themes showing similarities should be highlighted and colour coded. <b>(I or G) (Basic)</b></p>	<p><a href="http://www.age-of-the-sage.org/history/1848/revolution_of_1848.html">www.age-of-the-sage.org/history/1848/revolution_of_1848.html</a> Covers all of the 1848 Revolutions for good comparisons and excellent maps.</p>

Focus points	Suggested teaching activities	Learning resources
	Learners draw and label a map of Europe showing where the revolutions took place in 1848. <b>(I) (Basic)</b>	
Why did most of the revolutions fail?	Learners consider the reasons why the revolutions failed and could include these in another column in their table completed above. Differences can be highlighted and explained by higher ability learners. <b>(I or G) (Basic and Challenging)</b>	
Did the revolutions change anything?	Learners examine the aims of the revolution, identifying if these were achieved. A final column of the chart could indicate what aspects stayed the same, or changed, in the countries affected by revolution. <b>(I or G) (Basic)</b>  Examine a number of historical sources that deal with the Revolutions. Learners give written responses to the usefulness of the sources in telling historians the impact of the Revolutions of 1848. <b>(Formative assessment)</b>	<a href="http://www.mtholyoke.edu/courses/rschwart/hist255/la/1848.html">www.mtholyoke.edu/courses/rschwart/hist255/la/1848.html</a> Contains some cartoon sources on 1848 Revolutions.
	Learners revise the work completed at the end of this section and complete a Cambridge IGCSE question/question paper on this topic. <b>(Formative assessment)</b>	0470 past/specimen question papers can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a>



## Scheme of work – Cambridge IGCSE® History (0470)

### Option A: The 19th century: The Development of Modern Nation States, 1848–1914 2: How was Italy unified?

#### Recommended prior knowledge

Knowledge gained from Option A, Unit 1 will provide background information and set the period in context.

#### Context

This unit provides an insight into the way in which Italy became unified by 1870.

#### Outline

An understanding of the steps towards Italian unification.

Focus points	Suggested teaching activities	Learning resources
Why was Italy not unified in 1848–9?	<p>Learners draw and label a map that shows the Italian states in 1848. <b>(I) (Basic)</b></p> <p>Learners research Italy for a homework exercise and brainstorm the reasons why Italy wasn't unified in 1848–1849, examining the roles of Charles Albert and Mazzini as well as the reasons for the fall of the Roman Republic. <b>(W) (Basic)</b></p> <p>Learners, in groups, produce a summary diagram which radiates out from the centre showing the key factors in the failure of Italian nationalism March–June 1849. <b>(G) (Basic)</b></p>	<p>Farmer, A. <i>An Introduction to Nineteenth Century European History 1815–1914</i></p> <p><a href="http://www.abcteach.com/Maps/italy.htm">www.abcteach.com/Maps/italy.htm</a> Blank map of Italy.</p> <p><a href="http://www.fordham.edu/halsall/mod/1852mazzini.asp">www.fordham.edu/halsall/mod/1852mazzini.asp</a> Online essay focusing on Mazzini.</p>
How important was Garibaldi's contribution to unifying Italy?	<p>Learners consider the role-played by Garibaldi in the unification of Italy and examine how important he was in this. Garibaldi's role can be shown as a character study. <b>(I) (Basic)</b></p> <p>Learners produce an obituary for Garibaldi to put forward his achievements and disappointments in his work towards Italian Unification.</p>	<p>Pearce, R and Stiles, A <i>The Unification of Italy 1815–1870</i> pages 8–105</p> <p><a href="http://library.thinkquest.org/TQ0312582/unification.htm">http://library.thinkquest.org/TQ0312582/unification.htm</a> Good overview of Italian Unification.</p>

Focus points	Suggested teaching activities	Learning resources
	<p><b>(I) (Challenging)</b></p> <p>Produce a bubble-diagram or double bubble diagram comparing Garibaldi as a soldier and Garibaldi as the politician. <b>(G) (Basic)</b></p>	<p><a href="http://www.reformation.org/garibaldi.html">www.reformation.org/garibaldi.html</a> Good timeline of Garibaldi's life.</p>
<p>Did Cavour help or hinder the unification of Italy?</p>	<p>Learners produce a table to compare the impact of Cavour on the unification of Italy. <b>(I) (Basic)</b></p> <p>Learners hold a class debate on the topic 'Cavour hindered rather than helped unification'.</p> <p>Or</p> <p>Discuss 'Was Garibaldi more important than Cavour to Italian Unification?' <b>(W) (Basic and Challenging)</b></p> <p>Learners draw and label a map that shows how Italy looked in 1870. Higher ability learners can explain similarities and differences between the 1870 map and the 1848 map. <b>(I) (Basic and Challenging)</b></p>	<p><a href="http://www.age-of-the-sage.org/historical/biography/camillo_cavour.html">www.age-of-the-sage.org/historical/biography/camillo_cavour.html</a> Good links to other relevant information on Italian Unification.</p> <p><a href="http://www.abcteach.com/Maps/italy.htm">www.abcteach.com/Maps/italy.htm</a> Blank map of Italy.</p>
<p>How important for other European countries were moves towards Italian unification?</p>	<p>Learners undertake research and create small 5 minute presentations on the impact of Italian Unification on other countries, including France and Austria. <b>(I) (Basic)</b></p> <p>Learners examine a number of historical sources that deal with Italian Unification using them as a Paper 2 approach. Relevant question types can be asked to examine the messages and purposes of these sources and teacher assessed. <b>(Formative assessment)</b></p>	<p><a href="http://www.flowofhistory.com/units/eme/18">www.flowofhistory.com/units/eme/18</a> This website has access to some very good flow diagrams on nationalism in Europe.</p> <p><a href="http://www.fordham.edu/halsall/mod/1861italianunif.asp">www.fordham.edu/halsall/mod/1861italianunif.asp</a> Contains some sources on Italian Unification.</p> <p><a href="http://www.cartoonstock.com/vintage/directory/i/italian_unification.asp">www.cartoonstock.com/vintage/directory/i/italian_unification.asp</a> Contains some cartoon sources on Italian Unification.</p>
	<p>Learners revise the work completed at the end of this section and complete a Cambridge IGCSE question paper on this topic. <b>(Formative assessment)</b></p>	<p>0470 past/specimen question papers – can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a></p>

## Scheme of work – Cambridge IGCSE<sup>®</sup> History (0470)

### Option A: The 19th century: The Development of Modern Nation States, 1848–1914 3: How was Germany unified?

#### Recommended prior knowledge

Knowledge gained from Option A, Unit 1 will provide background information and set the period in context.

#### Context

This unit provides an insight into the way in which Germany was able to achieve unification by 1870.

#### Outline

An understanding of the steps towards German unification.

Focus points	Suggested teaching activities	Learning resources
Why was Germany not unified in 1848–1850?	<p>Learners label a map that shows the German states in 1848–1850. <b>(I) (Basic)</b></p> <p>Learners use statement cards to examine the reasons why Germany wasn't unified in 1848–1850. This should include The Zollverein, the Frankfurt Parliament, the Treaty of Olmutz and the re-establishment of Austrian influence. A mind-map can be produced in groups or as a whole class. <b>(I or W) (Basic)</b></p>	<p>Farmer, A. <i>An Introduction to Nineteenth Century European History</i> 1815–1914</p> <p><a href="http://commons.wikimedia.org/wiki/File:Germany_map_modern.png">http://commons.wikimedia.org/wiki/File:Germany_map_modern.png</a> Blank map of Germany.</p> <p><a href="http://www.flowofhistory.com/units/eme/18/FC121">www.flowofhistory.com/units/eme/18/FC121</a> Useful flow diagram of German Unification.</p>
How did Bismarck bring about Austria's defeat of 1866?	<p>Learners draw an outline of Bismarck on both sides of a piece of A3 plain paper. On one side, they write the reasons for Bismarck's defeat of Austria in 1866. <b>(I or G) (Basic)</b></p>	<p>Peaple, S <i>European Diplomacy 1870–1939</i> page 5</p>
How did Bismarck bring about France's defeat of 1870?	<p>Learners use the diagram above. On the flip side, they write the reasons for Bismarck's defeat of France in 1870. <b>(I or G) (Basic)</b></p> <p>Learners consider the impact and significance of Bismarck's successes on Germany and its European neighbours. <b>(I) (Challenging)</b></p>	<p><a href="http://www.youtube.com/watch?v=cVsYG_fkWL4">www.youtube.com/watch?v=cVsYG_fkWL4</a> Good four part video on Franco-Prussian War.</p> <p>Peaple, S <i>European Diplomacy 1870–1939</i> pages 2–5</p>

Focus points	Suggested teaching activities	Learning resources
<p>How far was Bismarck responsible for the unification of Germany?</p>	<p>Learners create a table comparing Bismarck's actions with other factors that led to the unification of Germany. These can be colour coded into political, social, economic, military, religious and cultural factors. <b>(G) (Basic)</b></p> <p>Learners produce a 5 minute speech to the whole class stating which factor was most responsible for the unification of Germany. Learners score the speeches out of ten and the teacher keeps a score to share with the class for further debate. <b>(I and W) (Basic and Challenging)</b></p> <p>Learners examine a number of historical sources that deal with Bismarck and his role, using them as a Paper 2-type exercise that could focus on Bismarck's use of force and use of his skills as a diplomat. <b>(Formative assessment)</b></p>	<p><a href="http://www.zum.de/whkmla/region/germany/bismarck.html">www.zum.de/whkmla/region/germany/bismarck.html</a> Good overview of Bismarck with excellent source links.</p> <p>People, <i>S European Diplomacy 1870–1939</i> pages 2–5</p> <p><a href="http://history1800s.about.com/od/leaders/a/bismarckbio.htm">http://history1800s.about.com/od/leaders/a/bismarckbio.htm</a> Reasonable overview of Bismarck's accomplishments.</p> <p><a href="http://www.slideshare.net/whatshername/ch16section2">www.slideshare.net/whatshername/ch16section2</a> Good PowerPoint with some political cartoons.</p> <p><a href="http://www.fordham.edu/halsall/mod/germanunification.asp">www.fordham.edu/halsall/mod/germanunification.asp</a> Good document sources on German Unification.</p>
	<p>Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic. <b>(Formative assessment)</b></p>	<p>0470 past/specimen question papers can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a></p>

## Scheme of work – Cambridge IGCSE<sup>®</sup> History (0470)

### Option A: The 19th century: The Development of Modern Nation States, 1848–1914 4: Why was there a civil war in the United States and what were its results?

#### Recommended prior knowledge

Background knowledge of 19th-century USA.

#### Context

This unit provides an insight into the causes and consequences of the American Civil War.

#### Outline

Reasons for the outbreak of civil war in the United States. Why the North was successful and the impact of reconstruction on the South.

Focus points	Suggested teaching activities	Learning resources
How far did slavery cause the Civil War?	<p>Learners label and colour a map of the USA in 1860 to show slave and free states. <b>(I) (Basic)</b></p> <p>Learners illustrate through a Venn diagram the conflicting interests between North and South – economic, social and political. Each aspect should contain enough detail to allow explanation. <b>(G) (Basic)</b></p> <p>Learners prepare for a class discussion: they consider how each of the following contributed towards the increasing issue of slavery – Missouri Compromise, Kansas and Nebraska, Dredd Scott, John Brown. <b>(W) (Basic)</b></p>	<p>Rees, B. <i>Black Peoples of the Americas</i> pages 54–55</p> <p>Field, R. <i>African Peoples of the Americas</i> pages 31–33</p> <p>Kidd, J. <i>Heinemann History Scheme into the Twentieth Century</i> pages 24–30</p> <p><a href="http://www.mce.k12tn.net/civil_war/lesson_plans.htm">www.mce.k12tn.net/civil_war/lesson_plans.htm</a> Blank map of the USA in 1860.</p> <p><a href="http://americanhistory.about.com/od/civilwarmen/a/cause_civil_war.htm">http://americanhistory.about.com/od/civilwarmen/a/cause_civil_war.htm</a> Good overview with useful links.</p> <p><a href="http://www.historylearningsite.co.uk/causes-american-civil-war.htm">www.historylearningsite.co.uk/causes-american-civil-war.htm</a> Useful summary of causes.</p>

Focus points	Suggested teaching activities	Learning resources
What was the significance of Lincoln's election as President?	<p>Learners draw an outline of Lincoln and create a fact file of the President, his election and the impact he had in the USA. <b>(I or G) (Basic)</b></p> <p>Following research, learners should write an essay which answers the question – ‘Why was the election of Lincoln as President significant for the South?’ <b>(I) (Challenging)</b> (Could be used as <b>Formative assessment</b>)</p>	<p>Rees, B. <i>Black Peoples of the Americas</i> pages 54–55</p> <p>Field, R <i>African Peoples of the Americas</i> pages 34–39</p> <p><a href="http://www.civilwarhome.com/lincolnbio.htm">www.civilwarhome.com/lincolnbio.htm</a> Biography of Abraham Lincoln</p> <p><a href="http://americancivilwar.com/north/abe_lincoln.html">http://americancivilwar.com/north/abe_lincoln.html</a> Good timeline and document sources.</p>
Why was the North able to win the war?	<p>Learners, in groups, create a social, political, military and economic mind-map or other diagram to show the reasons why the North won and the South lost. <b>(G) (Basic)</b></p> <p>Learners prioritise the different reasons for the North's victory on a scale of 1–10 and explain their conclusions to the rest of the class. <b>(I) (Challenging)</b></p>	<p>Field, R <i>African Peoples of the Americas</i> pages 40–43</p> <p><a href="http://www.activehistory.co.uk/main_area/">www.activehistory.co.uk/main_area/</a> Lots of activities and Power Points (Membership required)</p>
Did the war change anything?	<p>Learners create a whole class timeline from 1861–1877 to show the impact and consequences of the Civil War and Reconstruction. <b>(W) (Basic)</b></p> <p>Learners write the mnemonic ‘Reconstruction’ down the side of a page and write sentences giving factual information and consequences of Reconstruction on the South. <b>(I) (Basic)</b></p> <p>Using a collection of historical sources learners should consider the different points of view that existed in the USA during the period 1861–1877. This can be further developed by considering if the views changed over time. The sources could be used to create a living timeline using explanations of the messages of the sources. <b>(I or G) (Basic and Challenging) (Formative assessment)</b></p>	<p>Field, R <i>African Peoples of the Americas</i> pages 44–51</p> <p>Rees, B. <i>Black Peoples of the Americas</i> pages 56–57</p> <p>De Pennington, J. <i>Modern America: The USA, 1865 To The Present</i> pages 4–12</p> <p><a href="http://www.digitalhistory.uh.edu/reconstruction/section1/section1_intro.html">www.digitalhistory.uh.edu/reconstruction/section1/section1_intro.html</a> Deals with the impact of slave emancipation and Reconstruction.</p> <p><a href="http://www.mrlincolnanefreedom.org/">www.mrlincolnanefreedom.org/</a> Contains lots of links, sources and blogs on Lincoln and Civil War.</p>

Focus points	Suggested teaching activities	Learning resources
	Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic. <b>(Formative assessment)</b>	0470 past/specimen question papers can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a>

## Scheme of work – Cambridge IGCSE<sup>®</sup> History (0470)

### Option A: The 19th century: The Development of Modern Nation States, 1848–1914 5: Why, and with what effects, did Europeans expand their overseas empires in the 19th century?

#### Recommended prior knowledge

Background knowledge of 19th -century imperialism and colonialism.

#### Context

This unit provides an insight into the motives for European imperialism in the 19th century and the impact it had on Africa, India and China.

#### Outline

The main reasons for and most significant impacts of European Imperialism in Africa and Asia.

Focus points	Suggested teaching activities	Learning resources
What were the motives behind European Imperialism?	<p>A good start will be to define key terms relevant to Key Question 5: empire, imperialism, colony, colonialism, trade, religious, economic, military, geopolitical, cultural, expansion etc. This could be done as a heads and tails exercise. <b>(W) (Basic)</b></p> <p>Learners can be split into groups and each takes one motive to research and present their findings: economic, geopolitical, cultural, religious and military. This could be done as a PowerPoint to include picture sources/illustrations to add depth. Teacher can use this as a form of assessment based on the quality of presentation. <b>(Formative assessment) (G) (Basic and Challenging)</b></p> <p>Learners can take notes on each presentation and create their own mind-maps/spider diagrams for the motives behind European Imperialism. <b>(I) (Basic and Challenging)</b></p>	<p>Collier, M. <i>Colonisation and Conflict 1750–1990</i> pages 31–32</p> <p><a href="http://www.youtube.com/watch?v=OJe1W_HIWmA">www.youtube.com/watch?v=OJe1W_HIWmA</a> Clip on imperialism in Africa.</p> <p><a href="http://www.slideshare.net/michaelrobertpayne/imperialism-power-point">www.slideshare.net/michaelrobertpayne/imperialism-power-point</a> Some cartoons in slide show on African colonialism.</p> <p><a href="http://www.bbc.co.uk/history/british/abolition/scramble_for_africa_article_01.shtml">www.bbc.co.uk/history/british/abolition/scramble_for_africa_article_01.shtml</a> Overview of Scramble for Africa.</p> <p><a href="http://www.mrfought.org">www.mrfought.org</a> Why did Europeans take over much of the world in the 19<sup>th</sup> century?</p>
How varied were the impacts of	A good start would be to use a blank map of Africa and get learners to	<a href="http://gr9museumproject.asb-">http://gr9museumproject.asb-</a>



Focus points	Suggested teaching activities	Learning resources
European Imperialism on Africans?	<p>research how Africa was carved out by European Powers. Learners can label, key and colour code the map. <b>(W) (Basic)</b></p> <p>Learners in groups can produce handouts for the rest of the class to compare the three case studies of French, British and Belgian imperialism in Africa. <b>(G) (Basic)</b> This can be extended for higher ability learners who can rate how fair/unfair the different types of imperial rule were in Africa, citing examples from the handouts and justifying their opinions. A fair/unfair scale can be used in the classroom for learners to pin up their choices and explain their reasons. <b>(I) (Challenging)</b></p> <p>Learners can use sources showing the various positive and negative impacts of imperialism on Africa. This can be done in groups or individually where learners annotate and interpret sources. A table can be used to write up findings. <b>(G or I) (Basic)</b></p> <p>More challenging questions linked to purpose, reliability and usefulness can be used to extend learning with this exercise. <b>(G or I) (Challenging)</b></p> <p>Learners can be assessed through a whole class debate on the positive vs. negative impact of imperialism on Africa. <b>(Formative assessment)</b></p>	<p><a href="http://wiki.wikispaces.net/Harsh">wiki.wikispaces.net/Harsh</a> Useful website with maps of colonialism in the 19<sup>th</sup> century.</p> <p><a href="http://africanhistory.about.com/od/eracoloniaism/a/ScrambleWhy.htm">http://africanhistory.about.com/od/eracoloniaism/a/ScrambleWhy.htm</a> Good links and resources on the Scramble for Africa and European colonialism.</p> <p><a href="http://www.historians.org/tl/lessonplans/nc/trask/indirect.htm">www.historians.org/tl/lessonplans/nc/trask/indirect.htm</a> Information and links on direct and indirect rule in Africa.</p> <p><a href="http://voices.yahoo.com/european-colonial-rule-africa-215475.html">http://voices.yahoo.com/european-colonial-rule-africa-215475.html</a> Overview of European rule in Africa.</p> <p><a href="http://www.fresno.k12.ca.us/divdept/sscience/history/imperialism_colonialism.htm">www.fresno.k12.ca.us/divdept/sscience/history/imperialism_colonialism.htm</a> Links and sources on colonialism.</p> <p><a href="http://www.youtube.com/watch?v=CM2Xa12YsX0">www.youtube.com/watch?v=CM2Xa12YsX0</a> Short clip on British and French colonialism in Africa.</p>
Why, and with what effects, did Indians resist British rule?	<p>Learners could start by creating a timeline of British rule in India using websites and text books and then adding descriptions/explanations of the major events <b>(G or I) (Basic)</b></p> <p>Learners can take part in a cluster exercise to compare the different effects of British rule in India. The teacher needs to make statement cards that are handed to individual learners at the start of a lesson and learners read each other's statements and cluster into categories: political effects, economic effects, military effects, cultural effects, religious effects and scientific/technological effects. <b>(W and G) (Basic)</b></p> <p>A sorting exercise looking at the reasons for the Indian Mutiny of 1857. Cards can be put into order of importance/significance and explained in detail. <b>(G or I) (Basic and Challenging)</b></p>	<p>Macdonald, H. <i>From Workshop to Empire</i> pages 88–89</p> <p>Mason, J. <i>Expansion, Trade and Industry</i> pages 75–79</p> <p>Collier, M. <i>Colonisation and Conflict 1750–1990</i> page 25</p> <p><a href="http://www.bbc.co.uk/history/british/victorians/indian_rebellion_01.shtml">www.bbc.co.uk/history/british/victorians/indian_rebellion_01.shtml</a> Overview of the 1857 rebellion.</p> <p>Collier, M. <i>Colonisation and Conflict 1750–</i></p>

Focus points	Suggested teaching activities	Learning resources
	<p>Learners can examine the long term and short term effects of the Mutiny of 1857 through sources or statement cards and create a table explaining the reasons for their choices. Individual paragraphs can be written and assessed and learners can peer assess answers.</p> <p><b>(I) (Formative assessment)</b></p>	<p>1990 page 26</p> <p><a href="http://www.youtube.com/watch?v=4E9cXw-TXBI&amp;feature=related">www.youtube.com/watch?v=4E9cXw-TXBI&amp;feature=related</a> Documentary on the 1857 Rebellion.</p> <p><a href="http://www.youtube.com/watch?v=IRyl5b_qLxY">www.youtube.com/watch?v=IRyl5b_qLxY</a> Clip on British imperialism and racism in India.</p> <p><a href="http://www.indianetzone.com/40/impact_british_rule_india.htm">www.indianetzone.com/40/impact_british_rule_india.htm</a> Overview of impact of British rule on India.</p> <p><a href="http://www.cartoonstock.com/vintage/directory/b/british_india.asp">www.cartoonstock.com/vintage/directory/b/british_india.asp</a> Some cartoons on Britain in India.</p> <p><a href="http://www.collectorsprints.com/antiqueprints/britishrajandindiapoliticalcartoons/454">www.collectorsprints.com/antiqueprints/britishrajandindiapoliticalcartoons/454</a> Images of British rule in India.</p>
<p>Why, and with what effects, did the Chinese resist European influence?</p>	<p>Learners could begin by brainstorming Chinese attitudes towards foreigners before c.1840. <b>(W) (Basic)</b></p> <p>Learners can diagram out/ table out the causes and consequences of the Opium Wars. <b>(G or I) (Basic)</b></p> <p>Higher ability learners may wish to prioritise the most important causes and consequences and write paragraphs justifying their choices to feedback to the rest of the class. <b>(I) (Challenging)</b></p> <p>Learners can create individual fact files on the Boxer Rising and the results. This can include the use of sources to illustrate its impact. <b>(I) (Basic)</b></p> <p>Learners write an essay response on how effective the Chinese were in resisting European influence to be handed in and assessed by teacher. <b>(Formative assessment)</b></p>	<p><a href="http://www-chaos.umd.edu/history/toc.html">www-chaos.umd.edu/history/toc.html</a> Good overview of Chinese history.</p> <p><a href="http://condensedchina.com/china4.html#Qing">http://condensedchina.com/china4.html#Qing</a> Beginner's history of China.</p> <p><a href="http://www.youtube.com/watch?v=6Pw1MEyT-qU">www.youtube.com/watch?v=6Pw1MEyT-qU</a> Clip on Western imperialism in China.</p> <p><a href="http://afe.easia.columbia.edu/main_pop/kpct/kip_imperialism.htm">http://afe.easia.columbia.edu/main_pop/kpct/kip_imperialism.htm</a> Bullet points on China and European imperialism.</p> <p><a href="http://www-chaos.umd.edu/history/toc.html">www-chaos.umd.edu/history/toc.html</a> Good overview of Chinese history.</p>

## Option A: The 19th Century: The Development of Modern Nation States, 1848–1914

### 6: What caused the First World War?

#### Recommended prior knowledge

Background knowledge of late-19th-century European imperialism and nationalism, including the relations between the major European powers. Knowledge gained from Option A. Unit 5 will provide background information and set the period in context.

#### Context

This unit provides an insight into the reasons that led up to the outbreak of the First World War in 1914.

#### Outline

The long and short term factors that led to the outbreak of the First World War in 1914.

Focus points	Suggested teaching activities	Learning resources
<p>Did the Alliance System make war more likely or less likely?</p>	<p>Dictionary Race involving whole class. Use a class set of dictionaries to introduce new words. The teacher calls out a word and the first person to find and spell the word has to make a sentence out of it. Words could include alliance, imperialism, nationalism, militarism etc. <b>(W) (Basic)</b></p> <p>Learners colour code a pre-prepared map to show the European Alliance Systems by 1914. As a follow-up activity or a homework, learners then research and present timelines of why the different Alliances arose. <b>(I) (Basic)</b></p> <p>After considering a variety of evidence, including statistics relating to economic and military strength, explain why ‘the Alliance System increased tension in Europe’. <b>(I) (Challenging)</b></p>	<p><a href="http://www.historyonthenet.com/WW1/causes.htm">www.historyonthenet.com/WW1/causes.htm</a> Useful overview with links and worksheets.</p> <p>Peaple, S. <i>European Diplomacy 1870–1939</i> Chapters 4–5</p> <p>Baycroft, T. <i>Nationalism in Europe 1789–1914</i> Chapter 6</p> <p><a href="http://www.firstworldwar.com/origins/causes.htm">www.firstworldwar.com/origins/causes.htm</a> General introduction to causes of WWI.</p> <p>Collier, M. <i>Colonisation and Conflict 1750–1990</i> pages 106–113</p> <p>Walsh, B. <i>OCR GCSE Modern World History, Third Edition</i> pages 212–215</p> <p><a href="http://www.activehistory.co.uk/main_area/">www.activehistory.co.uk/main_area/</a> Good worksheets, sources and maps (membership required).</p>

Focus points	Suggested teaching activities	Learning resources
		<p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/causes_war1act.shtml">www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/causes_war1act.shtml</a> Good activity.</p> <p><a href="http://www.youtube.com/watch?v=n7kp3vf1uKA">www.youtube.com/watch?v=n7kp3vf1uKA</a> Two-part video on the causes of WWI – lots of other videos.</p>
<p>How far did colonial problems create tensions between the Great Powers?</p>	<p>Learners, in pairs, research the colonial problems that affected the Great Powers, especially relating to Britain, France, Italy and Germany and provide a brief 5 minute verbal report to the class who take notes. <b>(G and W) (Basic)</b></p> <p>In small groups, learners consider the extent to which these problems caused tensions between the Great Powers. The groups write a paragraph explaining their reasons and visit other groups to share their ideas. This could be used to create individual spider diagrams or bullet-pointed notes. <b>(G and I) (Challenging)</b></p> <p>Two events in Morocco (1905 and 1911) should be considered specifically. Learners can create fact files on these two events and their impact. <b>(I) (Basic)</b></p> <p>Learners consider the Anglo-German arms race and the Franco-German military buildup. Using statistics, learners create graphs or bar charts to show the military escalation and analyse the results and possible effects on European relations in 1914. <b>(I) (Basic)</b></p> <p>Learners to consider the Anglo-German arms race. Write paragraphs on the race (i) on land; (ii) at sea. Produce an answer to, 'Explain why the arms race escalated in the early years of the twentieth century'. A final section of the answer should consider 'who was responsible?' <b>(Formative assessment)</b></p>	<p>Peaple, S. <i>European Diplomacy 1870–1939</i> Chapter 3</p> <p>Baycroft, T. <i>Nationalism in Europe 1789–1914</i> Chapter 7</p> <p>Walsh, B. <i>OCR GCSE Modern World History, Third Edition</i> page 218</p> <p>Walsh, B. <i>OCR GCSE Modern World History, Third Edition</i> pages 216–218</p>
<p>Why were problems in the Balkans so difficult for the Great Powers to solve?</p>	<p>In relation to 1908–1909, learners, in groups, write up the problems in the Balkans on sugar paper and rate out of ten how difficult it would be to solve. Groups then swap their sugar paper with other groups and try to explain how they would solve the problems if they were the Great Powers in 1914. <b>(G) (Basic and Challenging)</b></p>	<p>Walsh, B. <i>OCR GCSE Modern World History, Third Edition</i> page 219</p>

Focus points	Suggested teaching activities	Learning resources
<p>How did the assassination of Franz Ferdinand lead to war?</p>	<p>Learners watch the video documentary on the assassination of Franz Ferdinand on <a href="http://www.youtube.com/user/mrallsop/videos?query=assassination">www.youtube.com/user/mrallsop/videos?query=assassination</a> and make notes on the events. Class feedback onto a whole class spider-diagram. <b>(I and W) (Basic)</b></p> <p>Learners label a diagram of a series of steps with events on specific dates between the 23 and 31 July 1914. The date should be on the actual step with the event on the riser. A completed diagram gives you the final steps to war. <b>(I) (Basic)</b></p> <p>Using the content from the whole of this Key Question, learners should produce a mind map to demonstrate the long, medium and short-term causes of the First World War. Links can be shown and explained by higher ability learners. <b>(I or G) (Basic and Challenging)</b></p> <p>Using this mind map as a guide, answer the following essay type question. ‘How far was Germany’s aggressive foreign policy responsible for the outbreak of war in 1914?’ <b>(Formative assessment)</b></p> <p>Hold a class discussion. Select a number of groups each with four members. Each group should represent a country involved in the steps to war. Each group should present the arguments as to why the country they represent should, or should not, go to war. The presentations should end with a view as to which country was the more responsible. This conclusion might be arrived at by awarding a mark out of 10 to represent the role-played in causing war. This can be updated on a chart on a Smart Board. <b>(W) (Basic)</b></p>	<p><a href="http://www.youtube.com/user/mrallsop/videos?query=assassination">www.youtube.com/user/mrallsop/videos?query=assassination</a> Excellent three-part documentary on the assassination of Franz Ferdinand and the Black Hand terrorist group.</p> <p><a href="http://www.youtube.com/watch?v=0vaRWhADXwU&amp;feature=related">www.youtube.com/watch?v=0vaRWhADXwU&amp;feature=related</a> Video focusing on the assassination of Franz Ferdinand.</p> <p>Walsh, B. <i>OCR GCSE Modern World History, Third Edition</i> page 210 Useful source account of assassination, Source 1.</p> <p>Aylett, J.F. <i>The Twentieth Century World</i> pages 8–9</p> <p>Walsh, B. <i>OCR GCSE Modern World History, Third Edition</i> pages 220–221</p>

## Scheme of work – Cambridge IGCSE<sup>®</sup> History (0470)

### Option B: The 20th century: International Relations since 1919 1: Were the Peace Treaties of 1919–1923 fair?

#### Recommended prior knowledge

Background knowledge of the effects of the First World War on Britain, France, Germany and the USA. Knowledge of the terms of the Armistice and the German Revolution that led to the creation of the Weimar Republic.

#### Context

This unit provides an insight into the different peace treaties signed after the ending of the First World War, in particular the Treaty of Versailles.

#### Outline

The motives and aims of the Allies at the end of the First World War and the terms of the Treaty of Versailles. The impact of the Treaty of Versailles on Germany and its justification.

Focus points	Suggested teaching activities	Learning resources
What were the motives and aims of the Big Three at Versailles?	<p>Produce personal profiles charts of the aims and motives for each of the 'Big Three' at the Paris Peace Conference in 1919. Remember to include in each profile how these aims were affected by personal prejudices and popular opinion. <b>(I) (Basic)</b></p> <p>Learners, as a class, rate each aim of the Big Three to decide which ones they think are likely to be terms of the Treaty of Versailles. <b>(W) (Basic)</b></p>	<p><a href="http://www.youtube.com/watch?v=j1V_dnRjrrg&amp;feature=related">www.youtube.com/watch?v=j1V_dnRjrrg&amp;feature=related</a> 'Make Germany Pay' BBC two-part documentary.</p> <p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 4–7</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 2–7</p> <p><a href="http://www.activehistory.co.uk/main_area/">www.activehistory.co.uk/main_area/</a> Good range of PowerPoints and activities (membership required).</p>

Focus points	Suggested teaching activities	Learning resources
Why did all the victors not get everything they wanted?	<p>Learners use statement cards of the terms of the Treaty of Versailles and categorise them into financial/economic, military, territorial and other terms. Additional detail can be added. <b>(I) (Basic)</b></p> <p>Learners use an outline map of Germany to colour in and label the territorial losses of German land to other European countries. <b>(I) (Basic)</b></p> <p>Learners examine the terms of the treaties which directly punished Germany and list these in a table. In a second column, learners explain how each term would directly affect Germany. <b>(I) (Challenging)</b></p> <p>Learners take part in a debate as a class or in groups to discuss the statement: 'The 'Big Three' were successful in achieving all their aims.' <b>(W or G) (Basic)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 10–13</p> <p><a href="http://wiki.alternatehistory.com/doku.php/blank_map_directory/western_europe">http://wiki.alternatehistory.com/doku.php/blank_map_directory/western_europe</a> Blank map of Germany and its neighbours.</p> <p><a href="http://www.johndclare.net/peace_treaties3_compromise.htm">www.johndclare.net/peace_treaties3_compromise.htm</a> Overview of why the victors did not get everything they wanted in the Peace Treaties.</p>
What was the impact of the peace treaty on Germany up to 1923?	<p>Learners research and produce a short letter to a German newspaper highlighting the damage that would be caused to the country and the German people by the terms of the Treaty of Versailles. The letter might cover war guilt and reparations, national pride, disarmament and German territories. <b>(I) (Basic)</b></p> <p>Learners study and annotate a German political cartoon such as 'Clemenceau the Vampire'. Learners discuss in groups i) its message ii) its purpose iii) its justification. Higher ability learners can research and find relevant contextual knowledge to explain details in the cartoon. <b>(I and G) (Basic and Challenging)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 10–12</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 10–12</p> <p><a href="http://www.historylearningsite.co.uk/hyperinflation_w_eimar_germany.htm">www.historylearningsite.co.uk/hyperinflation_w_eimar_germany.htm</a> Overview and links for Hyperinflation and Ruhr Invasion.</p> <p><a href="http://www.schoolhistory.co.uk/diagrams/">www.schoolhistory.co.uk/diagrams/</a> Good interactive diagrams.</p> <p><a href="http://www.youtube.com/watch?v=TzAcinwTvzU">www.youtube.com/watch?v=TzAcinwTvzU</a> Short clip that features the 1923 Ruhr invasion.</p> <p><a href="http://www.fotolibra.com/">www.fotolibra.com/</a> Clemenceau cartoon.</p>
Could the treaties be justified at the time?	Learners examine a number of contemporary historical sources which comment on the Treaty of Versailles. Learners, in groups, write comments	Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 18–19

Focus points	Suggested teaching activities	Learning resources
	<p>about the views in each source. The selected sources should comment from the point of view of the major countries. Higher ability learners could evaluate the bias and opinion using their own contextual knowledge. <b>(G) (Basic and Challenging)</b></p> <p>Learners study political cartoons of the time such as ‘The Mother To Her Starving Child’, ‘The Reckoning’ or ‘Peace and Future Cannon Fodder’. In pairs, learners identify and discuss the messages and purposes of the cartoons. Each pair then draws their own political cartoon and decides on its message for other pairs to try and identify. <b>(G) (Basic)</b></p> <p>Learners use a number of statements provided by the teacher, each on a single piece of card, to arrange the statements under the headings of ‘justified’ and ‘unjust’ or ‘fair’ and ‘unfair’. This can be a group task. Complete an individual extended piece of explanatory writing to show opposing views. Higher ability learners can write conclusions that explain their judgements. <b>(I or G) (Basic and Challenging) (Formative assessment)</b></p> <p>You may wish to relate some of this work to past 0470 Cambridge IGCSE History questions. Examples can be found in many 0470 past/specimen papers including the papers from the November 2010 examination series.</p>	<p>Relevant written sources from any recommended textbook such as Walsh, Rea and Wright, Brodtkin, et al and McAleavy.</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 13–15 Includes source ‘Peace and Future Cannon Fodder’</p> <p><a href="http://www.johndclare.net/peace_treaties6.htm">www.johndclare.net/peace_treaties6.htm</a> Verdicts on the Treaty.</p> <p>Good podcasts on how fair the Peace Treaties were. Also, some good sources on justification of Treaty by the ‘Big 3’ and ‘Peace and Future Cannon Fodder’.</p> <p><a href="http://www.abc.edu.sv/seniors/Humanities/History/germany/GERMANYtreaty.htm">www.abc.edu.sv/seniors/Humanities/History/germany/GERMANYtreaty.htm</a> Sources include ‘The Mother To Her Starving Child’.</p> <p>0470 past question paper Nov 10 Paper 1 at: <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a></p>



## Scheme of work – Cambridge IGCSE<sup>®</sup> History (0470)

### Option B: The 20th century: International Relations since 1919 2: To what extent was the League of Nations a success?

#### Recommended prior knowledge

Awareness of the reasons for the setting up of the League of Nations and the role of President Wilson and his 14 Points. Knowledge gained from Option B, Unit 1 will provide background information and set the period in context.

#### Context

This unit presents an insight into how nations, through the League of Nations, attempted to avert war and to what extent this was successful.

#### Outline

The main successes and failures of the League of Nations in the 1920s and 1930s.

Focus points	Suggested teaching activities	Learning resources
How successful was the League in the 1920s?	<p>Learners brainstorm the setting up of a new organisation to preserve peace. Prompt the learners to consider which countries should be involved, how decisions are to be made, how decisions are to be enforced, how the organisation is to function. As this will build up over the discussion, a diagrammatical representation could be completed using PowerPoint projection or Smart Board. (If not available, a pre-printed outline.) <b>(W) (Basic)</b></p> <p>Learners should consider how this compares with the actual structure of the League. To do this, learners may wish to complete a diagram showing the structure of the League's main bodies. This diagram might cover the Council, the Assembly, the Special Commissions, the Court of International Justice and the Secretariat. For each of these bodies a note of its intended functions, its strengths and its weaknesses should be explained. <b>(I or G) (Basic)</b></p> <p>Learners use sources and research to create a living timeline to measure the successes and failures of the League in the 1920s.</p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 20–25</p> <p><a href="http://www.johndclare.net/league_of_nations1.htm">www.johndclare.net/league_of_nations1.htm</a> Lots of information, sources and Podcasts on the League of Nations.</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 18–23, 28–33</p> <p><a href="http://www.youtube.com/watch?v=TdHA5uT9ocg">www.youtube.com/watch?v=TdHA5uT9ocg</a> Good introduction video</p> <p><a href="http://www.bbc.co.uk/learningzone/clips/the-league-of-nations-in-the-1920s/2446.html">www.bbc.co.uk/learningzone/clips/the-league-of-nations-in-the-1920s/2446.html</a> Good introduction video from the BBC.</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i></p>

Focus points	Suggested teaching activities	Learning resources
	<p>Explanations can be added and conclusions reached by higher ability learners. The timeline can be colour coded to show political, military, social and economic successes and failures.  <b>(I or G) (Basic and Challenging)</b></p>	<p><i>Edition</i>) pages 24–27</p> <p><a href="http://www.gcsehistory.org.uk/modernworld/interwarperiod/index.htm">www.gcsehistory.org.uk/modernworld/interwarperiod/index.htm</a>            Good and detailed examination of the League’s organisation, membership and successes.</p> <p><a href="http://www.historylearningsite.co.uk/leagueofnations.htm">www.historylearningsite.co.uk/leagueofnations.htm</a>            Decent overview of the successes of the League in the 1920s.</p> <p><a href="http://www.slideshare.net/ajlevings/league-of-nations-cartoons">www.slideshare.net/ajlevings/league-of-nations-cartoons</a>            Small collection of political cartoons including ‘The Gap in the Bridge’ (Punch).</p> <p>A collection of political cartoons which might include ‘Overweighted’, published in Punch in March 1919, the cartoon of Wilson blowing ideological bubbles (Brodkin, et. al, page 10 and ‘The Gap in the Bridge’ page 23 (Punch) Walsh, B. <i>GCSE Modern World History (Third Edition)</i>).</p>
<p>How far did weaknesses in the League’s organisation make failure inevitable?</p>	<p>Learners construct a table with headings such as ‘Covenant’, ‘Structure’, ‘Membership’, ‘Idealism’ and ‘Security’ and describe and explain how each one could lead to failure. <b>(I or G) (Basic)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 26–27</p> <p><a href="http://www.gcsehistory.org.uk/modernworld/interwarperiod/index.htm">www.gcsehistory.org.uk/modernworld/interwarperiod/index.htm</a>            Good and detailed examination of the League’s organisation, membership and successes.</p>
<p>How far did the Depression make the work of the League more difficult?</p>	<p>Learners watch a clip on the Wall Street Crash in 1929 from <a href="http://www.youtube.com/user/mrallsop/videos?query=wall+street">www.youtube.com/user/mrallsop/videos?query=wall+street</a> and write down bullet points. A timeline of the events of the Crash can then be made with discussion on how this could affect other countries.  <b>(W and I) (Basic)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 28–29.</p> <p><a href="http://www.youtube.com/user/mrallsop/videos?query=wall+street">www.youtube.com/user/mrallsop/videos?query=wall+street</a></p>

Focus points	Suggested teaching activities	Learning resources
	<p>Learners create a table to examine the impact of the Depression around the world – this could be divided into economic (unemployment), the rise of extremism (Fascism and Nazism) and the growth of militarism (Germany and Japan). <b>(I) (Basic)</b></p>	<p>Wall Street Crash and Great Depression introduction video.</p> <p><a href="http://www.tes.co.uk/teaching-resource/league-of-nations-the-depression-6192543/">www.tes.co.uk/teaching-resource/league-of-nations-the-depression-6192543/</a> A variety of resources on the impact of the Depression on the League.</p> <p><a href="http://www.youtube.com/watch?v=5e0TMmLclnw">www.youtube.com/watch?v=5e0TMmLclnw</a> Overview of the impact of the Depression on the League's work.</p>
<p>How successful was the League in the 1930s?</p>	<p>Learners create a living timeline of the successes and failures of the League in the 1930s. Sources can be used, annotated and stuck onto the timeline for extra depth. Explanations and colour coding can be added. <b>(I or G) (Basic)</b></p> <p>Learners research and provide handouts to the rest of the class on the Manchurian and Abyssinian Crises. This should include information on the main events, the reaction of the League and other countries and the impact it would have on the credibility of the League. <b>(I) (Basic)</b></p> <p>Learners use a selection of sources and consider in groups the following question. 'How far do these sources support the view that Britain and France were responsible for the failure of the League of Nations?' Individual written answers or a class debate can be used to assess understanding. <b>(I or G) (Basic and Challenging) (Formative assessment)</b></p>	<p>Lecture notes.</p> <p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 30–36</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 34–44</p> <p><a href="http://www.johndclare.net/league_of_nations8.htm">www.johndclare.net/league_of_nations8.htm</a> Good links, sources and Podcasts on the failure of the League in the 1930s.</p> <p><a href="http://www.johndclare.net/league_of_nations6.htm">www.johndclare.net/league_of_nations6.htm</a> Information and sources on the Manchurian Crisis.</p> <p><a href="http://www.johndclare.net/league_of_nations6b.htm">www.johndclare.net/league_of_nations6b.htm</a> Information and sources on the Abyssinian Crisis.</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/manchuria_video.shtml">www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/manchuria_video.shtml</a> Short video on Manchuria and Abyssinia</p> <p><a href="http://www.cartoons.ac.uk/group/league-nations-disarmament-conference">www.cartoons.ac.uk/group/league-nations-disarmament-conference</a> Good cartoon sources on the failure of the League.</p>

Focus points	Suggested teaching activities	Learning resources
	<p>You may wish to relate some of this work on this part of the syllabus to Cambridge IGCSE History questions.</p>	<p>0470 past/specimen question papers can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a></p>

## Scheme of work – Cambridge IGCSE<sup>®</sup> History (0470)

### Option B: The 20th century: International Relations since 1919 3: Why had international peace collapsed by 1939?

#### Recommended prior knowledge

An understanding and knowledge of how international relations have developed since 1919 and the impact of the League of Nations. Knowledge gained from Option B, Unit 1 and 2 will provide background information and set the period in context.

#### Context

This unit examines the long and short term causes of the Second World War from 1919 to 1939 and traces the impact of Hitler's rise to power in Germany in 1933 and the impact of his aggressive foreign policy on world peace.

#### Outline

The main causes for the outbreak of the Second World War in 1939.

Focus points	Suggested teaching activities	Learning resources
What were the long-term consequences of the peace treaties of 1919–1923?	<p>Learners re-examine the terms of the peace treaties after the First World War and around each one identify long-term effects on Britain, France, Germany and the League of Nations. This can be done as a whole class diagram. <b>(I and W) (Basic)</b></p> <p>Learners make detailed notes on a teacher presentation. Presentation should cover long-term impact on Germany, Britain and France, the League of Nations and other major powers. Comment on issues such as the Stresa Front, the Anglo-German Naval Treaty, the Rome-Berlin Axis and the Anti-Comintern Pact. This will help in a scene setting context for study of Hitler's foreign policy. Key words, terms and phrases should be defined in a glossary. <b>(W and I) (Basic)</b></p>	<p>Brodin, A. et al. <i>OCR GCSE Modern World History</i> pages 39–40</p> <p><a href="http://www.historyonthenet.com/WW2/causes.htm">www.historyonthenet.com/WW2/causes.htm</a> Overview information sheet.</p> <p><a href="http://www.history.co.uk/explore-history/ww2/treaty-of-versailles.html">www.history.co.uk/explore-history/ww2/treaty-of-versailles.html</a> Information and video that examines the impact of the Treaty of Versailles on Germany.</p>
What were the consequences of the failures of the League in	Learners brainstorm to consider the consequences for (i) the victims of aggression	Many textbooks cover this topic. There is a good section in Kelly and Lacey and also McAleavy.

Focus points	Suggested teaching activities	Learning resources
the 1930s?	<p>(ii) the aggressors (iii) Britain and France (iv) other major powers (v) the League of Nations. The results can be displayed in the form of a diagram individually or as a whole class. <b>(I or W) (Basic)</b></p> <p>Learners compare and contrast which factor would have most allowed Hitler to come to power and rearm Germany from 1933. This could be written as an extended writing piece or presented to the class. <b>(I) (Challenging)</b></p>	<p><a href="http://www.activehistory.co.uk/">www.activehistory.co.uk/</a> Contains many activities and worksheets (Membership Required)</p> <p><a href="http://www.johndclare.net/RoadtoWWII7a.htm">www.johndclare.net/RoadtoWWII7a.htm</a> Sources and information on the consequences of the failure of the League.</p>
How far was Hitler's foreign policy to blame for the outbreak of war in 1939?	<p>Learners use a cut out of Hitler and write thought bubbles around the figure the foreign policy aims of Hitler. A map of Europe could be used to colour and label these aims geographically. <b>(I) (Basic)</b></p> <p>Learners, in groups, construct a detailed living timeline of Hitler's foreign policy and rate how far each event led Europe closer to war. Explanations can be added about the reasons Hitler gave for his actions and also to indicate the response made by Britain and France to his actions. <b>(G) (Basic)</b></p> <p>Learners, in groups, pick one of the events from the timeline and present a news report to the class about the impact and significance of the event on international relations up to 1939. <b>(G) (Basic)</b></p> <p>Learners discuss in small groups the cartoon called 'The Goose-Step' that was published in 1936. Each group to make a presentation explaining the cartoons message and purpose. High ability learners can link this to factual knowledge. <b>(G) (Basic and Challenging)</b></p> <p>Display a map of Central Europe on a Whiteboard. Point out to the learners the position of the countries already affected by Hitler's foreign policy. By making links with Hitler's aims discuss in general what might be his next moves. This should relate to Czechoslovakia, Poland and the USSR. <b>(W) (Basic)</b></p> <p>Learners create a chronological flow chart of the events surrounding the Anschluss. <b>(I) (Basic)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 41–44</p> <p><a href="http://www.johndclare.net/RoadtoWWII1_IGCSEnotes.htm">www.johndclare.net/RoadtoWWII1_IGCSEnotes.htm</a> IGCSE notes on Hitler's foreign policy.</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 46–53</p> <p><a href="http://www.historyhome.co.uk/europe/hitfor.htm">www.historyhome.co.uk/europe/hitfor.htm</a> Detailed timeline of Hitler's foreign policy.</p> <p><a href="http://timerime.com/en/timeline/782833/Hitlers+fo+reign+policy/">http://timerime.com/en/timeline/782833/Hitlers+fo+reign+policy/</a> A more interactive timeline of Hitler's foreign policy.</p> <p><a href="http://www.schoolhistory.co.uk/gcselinks/modern/hitler.htm">www.schoolhistory.co.uk/gcselinks/modern/hitler.htm</a> Good variety of links and resources available.</p> <p><a href="http://www.youtube.com/watch?v=wflXJkmyHc">www.youtube.com/watch?v=wflXJkmyHc</a> Good clip from 'A Warning from History' 1997.</p> <p><a href="http://www.activehistory.co.uk/">www.activehistory.co.uk/</a> Excellent links, activities and resources on the Rhineland and the Spanish Civil War.</p>

Focus points	Suggested teaching activities	Learning resources
	<p>Learners discuss and vote on which factors, so far, they believe most led to the outbreak of war in 1939. <b>(W) (Basic)</b></p>	<p><a href="http://www.johndclare.net/RoadtoWWII3.htm">www.johndclare.net/RoadtoWWII3.htm</a> Sources, information and Podcast on Hitler's 'Steps to War'.</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> page 51 'The Goose Step' cartoon.</p> <p><a href="http://educationforum.co.uk/modernworld.htm">http://educationforum.co.uk/modernworld.htm</a> Excellent set of relevant resources including maps of Hitler's foreign policy aims.</p> <p>Textbooks, cartoons such as 'Good Hunting', photographs and political comments. <a href="http://www.punchcartoons.com">www.punchcartoons.com</a></p>
<p>Was the policy of appeasement justified?</p>	<p>Learners brainstorm the meaning of appeasement and then arrive at an agreed definition. <b>(W) (Basic)</b></p> <p>In groups, learners consider the positive and negative aspects of letting people get what they want. The groups can then feedback to the class. <b>(G) (Basic)</b></p> <p>Learners construct a table which shows the arguments for and against the policy of appeasement and prioritise the reasons. Higher ability learners can write a paragraph justifying their choices. <b>(I) (Basic and Challenging)</b></p> <p>Learners write a headline for a newspaper entitled: Why did no one stop Hitler? This should contain contextual knowledge to explain the different reasons. <b>(Formative assessment)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 45–46</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/">www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/</a> Video clip on appeasement.</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 54–60</p> <p><a href="http://www.spartacus.schoolnet.co.uk/2WWappeasement.htm">www.spartacus.schoolnet.co.uk/2WWappeasement.htm</a> Information, video and primary sources on appeasement.</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 63–66</p> <p><a href="http://www.cartoons.ac.uk/available-groups">www.cartoons.ac.uk/available-groups</a> Links to a variety of political cartoons on appeasement.</p>

Focus points	Suggested teaching activities	Learning resources
<p>How important was the Nazi-Soviet Pact?</p>	<p>Learners consider the nature of the Nazi-Soviet Pact and list the terms, the aims of Hitler and Stalin, as well as the reaction of Britain to it. The video from <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/">www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/</a> could be used as a starter. <b>(I) (Basic)</b></p> <p>Learners examine a number of historical sources about the Nazi-Soviet Pact. Annotate and analyse the messages these sources give about the intentions of the Nazis and the Soviets. <b>(I or G) (Basic)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 47–49</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 61–62</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/">www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/</a> Video on Nazi-Soviet Pact.</p>
<p>Why did Britain and France declare war on Germany in September 1939?</p>	<p>Learners consider which factor was most responsible for the outbreak of war in 1939. A whole class debate can be held and verbal responses by individuals can be assessed by the teacher. <b>(I) (Challenging) (Could be formative assessment)</b></p>	<p><a href="http://history1900s.about.com/od/worldwarii/a/noonaggression.htm">http://history1900s.about.com/od/worldwarii/a/noonaggression.htm</a> Overview of the Nazi-Soviet Pact.</p> <p><a href="http://www.johndclare.net/RoadtoWWII8.htm">www.johndclare.net/RoadtoWWII8.htm</a> Sources and information on the Nazi-Soviet Pact.</p> <p><a href="http://www.cartoons.ac.uk/available-groups?page=1">www.cartoons.ac.uk/available-groups?page=1</a> Excellent cartoon sources on the Nazi-Soviet Pact.</p>
	<p>Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic. <b>(Formative assessment)</b></p>	<p>0470 past/specimen question papers can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a></p>



## Scheme of work – Cambridge IGCSE<sup>®</sup> History (0470)

### Option B: The 20th century: International Relations since 1919 4: Who was to blame for the Cold War?

#### Recommended prior knowledge

An understanding of the differences between the ideologies of the East and West and the impact of the development of the atom bomb on international relations.

#### Context

This unit seeks to examine the breakdown of the relationship between the USA and the USSR at the end of the Second World War and the growing distrust between the world's two superpowers.

#### Outline

The main causes for the Cold War and responsibility the USA and the USSR had for its intensification 1945–1955.

Focus points	Suggested teaching activities	Learning resources
Why did the USA-USSR alliance begin to break down in 1945?	<p>Learners draw a timeline of the years 1945 to 1956 and place the major events of the Cold War on this as the events are dealt with in the next few lessons. <b>(I) (Basic)</b></p> <p>Learners consider the meaning of the words 'capitalism' and 'communism'. Research and teacher resources can be used for the learners, in groups, to create mimes for other groups to guess the main tenets of each of the ideologies – props can be used. <b>(G) (Basic)</b></p> <p>Learners consider the implications of the decisions taken at Yalta and Potsdam Conferences, and the motives of the main politicians in each of these Conferences. Character studies can be created and a web diagram can be made to show the feelings, motives and aims of each of the Big Three and how they affect each other. Higher ability learners can add contextual or background information to illustrate. <b>(G) (Basic and Challenging)</b></p>	<p>McAleavy, T. <i>Twentieth Century History</i> pages 96–121</p> <p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 56–59</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 68–85</p> <p>Chandler, M. <i>Modern World History</i> pages 264–270</p> <p><a href="http://www.activehistory.co.uk/main_area/">www.activehistory.co.uk/main_area/</a> Excellent resources, activities and worksheets (membership required).</p>

Focus points	Suggested teaching activities	Learning resources
	<p>In groups, learners undertake a role-play exercise. Each group represents one of the leaders at the Yalta and/or Potsdam Conferences. Each group to produce a short radio broadcast script to reflect what the leader might have made to the citizens of their own country to highlight the proceedings. Record the 'broadcast'. <b>(G) (Basic)</b></p> <p>From a selection of visual and written sources, consider how far the sources support the view that 'The USSR gained the most from the Yalta and Potsdam Conferences'. <b>(Formative assessment)</b></p>	<p><a href="http://www.johndclare.net/cold_war4.htm">www.johndclare.net/cold_war4.htm</a> Information, Podcasts and sources.</p> <p><a href="http://www.johndclare.net/cold_war3.htm">www.johndclare.net/cold_war3.htm</a> Comparisons of capitalism and communism, sources/cartoons and Podcasts.</p> <p><a href="http://www.johndclare.net/cold_war4_YaltavPotsdam.html">www.johndclare.net/cold_war4_YaltavPotsdam.html</a> Interactive diagram of the similarities and differences at Yalta and Potsdam.</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/">www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/</a> Short clips of the origins of the Cold War, Yalta and Potsdam.</p>
<p>How had the USSR gained control of Eastern Europe by 1948?</p>	<p>Learners consider the cartoon, the 'Iron Curtain' and extracts of the speeches made by Churchill and Stalin at the time. Consider the question. Learners annotate these sources and compare the meanings of the sources in group discussions. <b>(G) (Basic)</b></p> <p>Learners annotate a map of Eastern Europe showing those countries annexed by the USSR, those becoming Communist and those remaining independent. This map needs to be labeled, colour coded with a key and titled. <b>(I) (Basic)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 60–63</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 124–128</p> <p>Chandler, M. <i>Modern World History</i> pages 270–272</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/">www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/</a> Short video clip available.</p> <p><a href="http://www.johndclare.net/cold_war1_redruth.htm">www.johndclare.net/cold_war1_redruth.htm</a> Overview of Soviet expansion.</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/sovietexpansionineasterneuroperev1.shtml">www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/sovietexpansionineasterneuroperev1.shtml</a> Useful map of Soviet expansion.</p>
<p>How did the USA react to Soviet expansionism?</p>	<p>Learners research and make small Power Point presentations of how events in both Greece and Czechoslovakia affected American policies in Europe. These can be presented to the whole class for note making. <b>(I and W) (Basic)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 64–65 (Including 'Neighbours' cartoon page 65)</p>

Focus points	Suggested teaching activities	Learning resources
	<p>Heads and tails exercise introducing terms such as containment, Truman Doctrine, Marshall Plan etc. <b>(I or W) (Basic)</b></p> <p>Learners use the two cartoons – one titled ‘Neighbours’ and the other showing Uncle Sam delivering dollars to all parts of the world, and discuss in small groups ‘How far do these artists’ views agree?’ <b>(G) (Basic)</b></p> <p>Learners write Truman Doctrine in the middle of some sugar paper and create a mind-map of the impact on the USSR and possible actions Stalin might make. <b>(G) (Basic)</b></p>	<p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 78–80</p> <p>Chandler, M. <i>Modern World History</i> pages 272–274</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 78–80 (political cartoons).</p> <p><a href="http://punch.photoshelter.com/gallery/Cold-War-Cartoons/G0000FF70D40KNvU">http://punch.photoshelter.com/gallery/Cold-War-Cartoons/G0000FF70D40KNvU</a> Cold War cartoons relating to several topics (Punch).</p> <p><a href="http://www.johndclare.net/cold_war8.htm">www.johndclare.net/cold_war8.htm</a> Sources and information on the Truman Doctrine and Marshall Plan.</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/">www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/</a> Video clip on Truman Doctrine.</p>
<p>What were the consequences of the Berlin Blockade?</p>	<p>Learners research the background and the reasons for the Berlin Blockade, producing a PowerPoint presentation to peers. <b>(I or G) Basic)</b></p> <p>Study the ‘Bird watcher’ cartoon. In groups consider the message and purpose of the artist who produced the cartoon. An alternative might be to discuss if the cartoonist was Russian or British. <b>(I) (Basic)</b></p> <p>Learners use texts and source to identify the consequences of the Berlin blockade. Learners then explain how each of the consequences intensified the Cold War and the breakdown of relations between East and West. <b>(I) (Challenging)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 66–67 (birdwatcher political cartoon page 66)</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 81–84 (includes cartoon sources on Blockade and NATO)</p> <p>Chandler, M. <i>Modern World History</i> pages 273–275</p> <p><a href="http://www.johndclare.net/cold_war9.htm">www.johndclare.net/cold_war9.htm</a> Causes and consequences of the Berlin Blockade with sources and video clip links.</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh">www.bbc.co.uk/schools/gcsebitesize/history/mwh</a></p>

Focus points	Suggested teaching activities	Learning resources
		<p><a href="#">/ir2/</a> Berlin Blockade and Airlift video clip.</p> <p><a href="http://www.punchcartoons.com">www.punchcartoons.com</a></p> <p><a href="http://www.history.com/topics/formation-of-nato-and-warsaw-pact">www.history.com/topics/formation-of-nato-and-warsaw-pact</a> Overview of the formation of NATO and the Warsaw Pact.</p> <p><a href="http://www.3ad.com/history/cold.war/nato.landcarte.1.htm">www.3ad.com/history/cold.war/nato.landcarte.1.htm</a> Map and list of nations in both NATO and the Warsaw Pact.</p>
<p>Who was the more to blame for starting the Cold War: the USA or the USSR?</p>	<p>Learners consider aspects of the argument as to who was more to blame for the Cold War, using the knowledge from this unit and guidance from the teacher. Learners can create argument cards to put onto a whole class diagram that measures blame. The verdicts that can be reached are:</p> <ul style="list-style-type: none"> <li>(i) The USSR was most to blame</li> <li>(ii) The USA was most to blame</li> <li>(iii) The USA and USSR were equally to blame</li> <li>(iv) Blame cannot be attached to either the USA or the USSR – the Cold War was inevitable and a direct result of the creation of nuclear weapons.</li> </ul> <p>Learners then hold a whole class debate on the topic. They can be split into groups for this and assessed by the teacher. <b>(W and G) (Basic) (Formative assessment)</b></p> <p>Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic. <b>(Formative assessment)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 68–69</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> page 85</p> <p><a href="http://www.activehistory.co.uk/main_area/">www.activehistory.co.uk/main_area/</a> Good activities relating to blame (membership required).</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/">www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/</a> Video clip on who was to blame.</p> <p><a href="http://www.johndclare.net/cold_war1_answer.htm">www.johndclare.net/cold_war1_answer.htm</a> Good comparison of arguments relating to blame.</p> <p><a href="http://punch.photoshelter.com/gallery/Cold-War-Cartoons/G0000FF70D40KNvU">http://punch.photoshelter.com/gallery/Cold-War-Cartoons/G0000FF70D40KNvU</a> Cold War political cartoons.</p> <p>0470 past/specimen question papers can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a></p>

## Scheme of work – Cambridge IGCSE<sup>®</sup> History (0470)

### Option B: The 20th century: International Relations since 1919 5: How effectively did the USA contain the spread of Communism?

#### Recommended prior knowledge

An understanding of the ways in which the USA feared the spread of communism prior to 1959. A brief overview of Communist china would also be useful. Knowledge gained from Option B, Unit 4 will provide background information and set the period in context.

#### Context

This unit seeks to evaluate how effective the USA was in containing Communism through three case studies: Korea, Cuba and Vietnam.

#### Outline

The reasons for US involvement in Korea, Cuba and Vietnam and its relative success in halting the spread of communism.

Focus points	Suggested teaching activities	Learning resources
<b>Case Study – America and events in Korea, 1950–1953</b>		
	Learners watch a video clip on Communist China and create a detailed timeline of Communist China from 1927–1989. <b>(I or G) (Basic)</b>  Learners could debate the influence China has on international relations and the Cold War using the key events on the timeline. <b>(W) (Basic)</b>	McAleavy, T. <i>Twentieth Century History</i> pages 122–123  <a href="http://www.youtube.com/watch?v=xQqKOPFTZwc">www.youtube.com/watch?v=xQqKOPFTZwc</a> Three-part documentary on China.
Why did North Korea invade South Korea in 1950?	Learners use a blank map of Korea and surrounding countries to label and illustrate the invasion of the south. <b>(I) (Basic)</b>  Learners watch a teacher presentation to the background of the invasion and create a timeline of the events from 1904–50. <b>(W and I) (Basic)</b>  Learners consider the different reasons for the invasion including political, economic, military, cultural and social factors. These can then be mind-mapped by learners in groups. <b>(G) (Basic)</b>	McAleavy, T. <i>Twentieth Century History</i> page 124  <a href="http://english.freemap.jp/asia_e/korea.html">http://english.freemap.jp/asia_e/korea.html</a> Blank map of Korean Peninsula.  <a href="http://www.history.com/topics/korean-war">www.history.com/topics/korean-war</a> History Channel website with information on Korea.

Focus points	Suggested teaching activities	Learning resources
		<p><a href="http://www.johndclare.net/cold_war10.htm">www.johndclare.net/cold_war10.htm</a> Good site for reasons for Korean War.</p> <p><a href="http://www.historylearningsite.co.uk/korean_war.htm">www.historylearningsite.co.uk/korean_war.htm</a> Facts and figures relating to the Korean War.</p>
<p>Why did the USA and other nations get involved in the Korean War?</p>	<p>Learners investigate the factors that led to US involvement and counter-attack. These can include Soviet and Chinese involvement as part of the Cold War, the Soviet's test of an atomic bomb in 1949, economic interests, the policy of containment, the role of the UN. These can be added to a group mind-map and colour coded into political, military/strategic, geographical, economic factors. <b>(G) (Basic)</b></p> <p>Learners compare sources showing American and communist views on the Korean War using McAleavy, T. <i>Twentieth Century History</i> page 125. The messages and purposes of the sources can be analysed. <b>(I) (Challenging)</b></p>	<p>McAleavy, T. <i>Twentieth Century History</i> pages 124–126</p> <p><a href="http://www.history.navy.mil/photos/events/kowar/kowar.htm">www.history.navy.mil/photos/events/kowar/kowar.htm</a> Good information on the Korean War with links to other sources and articles.</p> <p><a href="http://www.youtube.com/watch?v=mNjPI-Ef_RA">www.youtube.com/watch?v=mNjPI-Ef_RA</a> 20<sup>th</sup> Century Battlefields: Korea documentary.</p>
<p>What was the impact of General MacArthur on the Korean War?</p>	<p>Learners create a fact file or character study on General MacArthur to show the impact he had on the Korean War. <b>(I) (Basic)</b></p> <p>Using an outline figure of General MacArthur, learners add the different advice he gave to the Korean War including the use of atomic bombs and Chinese invasion. High ability learners can also consider the implications his advice would have on the Cold War. <b>(I) (Basic and Challenging)</b></p> <p>Learners, in groups, create a story board depicting the rise and fall of MacArthur during the Korean War from 1950-51. Learners then tell their stories to the rest of the class. <b>(G) (Basic)</b> Learners, using a whole class success/failure scale, use post-its or sticky notes to stick on explanations of how successful the USA was in the Korean War. Each learner justifies their explanation to the rest of the class. Individual versions of the scale can then be completed. <b>(I and W) (Basic)</b></p>	<p>McAleavy, T. <i>Twentieth Century History</i> pages 125–127</p> <p><a href="http://www.youtube.com/watch?v=qCIXOLKhMgc">www.youtube.com/watch?v=qCIXOLKhMgc</a> Relevant parts of the 1977 MacArthur movie could be used.</p> <p><a href="http://www.biography.com/people/douglas-macarthur-9390257">www.biography.com/people/douglas-macarthur-9390257</a> Good biography of General Douglas MacArthur.</p>
<p>How successful was the USA in containing communism in Korea?</p>	<p>Learners write an extended answer to the question of how far the USA succeeded in their policy of containment in Korea. <b>(Formative)</b></p>	<p>McAleavy, T. <i>Twentieth Century History</i> page 127</p>

Focus points	Suggested teaching activities	Learning resources
	assessment)	<a href="http://www.history.com/photos/korean-war/photo1">www.history.com/photos/korean-war/photo1</a> Links to articles and media on the Korean War.
<b>Case Study – America and events in Cuba, 1959–62</b>		
How did the USA react to the Cuban Revolution?	Learners, in groups, create a story board about the rise of Castro in Cuba and consider the reactions to this from the USA. <b>(G) (Basic)</b>  How did the USA react? Learners write a commentary for a radio broadcast in which you attack Castro and the actions he has taken against US interests in Cuba. Add quotations for Americans who lived in Cuba and were affected. <b>(I or G) (Basic)</b>	Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 70–72  <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mw/h/ir2/">www.bbc.co.uk/schools/gcsebitesize/history/mw/h/ir2/</a> Introduction video clips on the Cuban Missile Crisis.  Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 90–91  Chandler, M. <i>Modern World History</i> pages 282–285
	Learners are shown a presentation on the Bay of Pigs invasion and then hold a whole class debate on the following: Was it wise for the USA to invade? <b>(W) (Basic)</b>  Learners can then write a newspaper report to show how the invasion might have been reported in Cuba to show a different interpretation. <b>(I) (Basic)</b>	<a href="http://www.activehistory.co.uk/Miscellaneous/menus/GCSE/cuba_vietnam.htm">www.activehistory.co.uk/Miscellaneous/menus/GCSE/cuba_vietnam.htm</a> Excellent activities and resources (membership required).  <a href="http://www.spartacus.schoolnet.co.uk/COLDcubanmisfile.htm">www.spartacus.schoolnet.co.uk/COLDcubanmisfile.htm</a> Primary sources and information on the Cuban Missile Crisis.

Focus points	Suggested teaching activities	Learning resources
<p>Why did Khrushchev put nuclear missiles on Cuba?</p>	<p>Learners use a blank map of Cuba and the USA with teacher provided information on Soviet nuclear missiles such as their range and destructive capacity. They can add illustrations, keys and colour coding to show the danger the missiles in Cuba represented to the USA. <b>(I) Basic</b></p> <p>Learners are given statement cards on different reasons for Khrushchev placing missiles in Cuba: US missiles in Turkey, nuclear parity with the USA, Khrushchev under pressure from Soviet hardliners in the Communist Party, to support the communists in Cuba and to gain a hold over Berlin. (<a href="http://www.gcsehistory.org.uk/modernworld/coldwar/whyputmissilesoncuba.htm">www.gcsehistory.org.uk/modernworld/coldwar/whyputmissilesoncuba.htm</a> is a good starting point for this activity).</p> <p>Learners then categorise the statement cards and higher ability learners can make supported judgements about the most significant factors and present to the class who vote for the most convincing argument. <b>(I and W) (Basic and Challenging)</b></p>	<p><a href="http://onlinemaps.blogspot.co.uk/2011/11/blank-usa-map.html">http://onlinemaps.blogspot.co.uk/2011/11/blank-usa-map.html</a> Blank map of Cuba and the USA.</p> <p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 73–74</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 92–93</p> <p><a href="http://www.gcsehistory.org.uk/modernworld/coldwar/whyputmissilesoncuba.htm">www.gcsehistory.org.uk/modernworld/coldwar/whyputmissilesoncuba.htm</a> Great for reasons for Khrushchev’s placing of missiles in Cuba.</p> <p><a href="http://unimaps.com/cuba-crisis/print.html">http://unimaps.com/cuba-crisis/print.html</a> Useful printable map.</p> <p><a href="http://www.youtube.com/watch?v=Jwz7YAQj-r0">www.youtube.com/watch?v=Jwz7YAQj-r0</a> Excellent six-part video ‘Defcon 2’ on the causes and consequences of the Cuban Missile Crisis.</p>
<p>Why did Kennedy react as he did?</p>	<p>Learners examine the different choices available to Kennedy in response to the sighting of missiles on Cuba.</p>	<p>The feature film <i>Thirteen Days</i> (2000) starring Kevin Costner is particularly useful.</p> <p><a href="http://www.latinamericanstudies.org/missile.htm">www.latinamericanstudies.org/missile.htm</a></p>



Focus points	Suggested teaching activities	Learning resources
How close did the world come to nuclear war?	<p>Learners discuss as a class both ‘for’ and ‘against’ for each and decide in groups what Kennedy should do next and explain why. The feature film <i>Thirteen Days</i> (2000) starring Kevin Costner is particularly useful. <b>(W and G) (Basic)</b></p> <p>Collect different types of evidence to cover events in the days following the 16 October 1962. Learners produce a daily diary which comments on events and considers possible outcomes. This could also be done as a living timeline to measure how close the superpowers came to nuclear war or on a Defcon chart as a whole class. <b>(I or W) (Basic)</b></p> <p>Learners look at cartoons from the period to develop skills on analyzing the message and purpose of source material. Using these two British cartoons consider – ‘Would the two cartoonists have held similar views and why?’ <b>(I) (Basic and Challenging)</b></p>	<p>A wide range of primary sources relating to the Cuban Missile Crisis.</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 94–99</p> <p>The ‘Gun Slinger’, which is in Kelly, N and Lacey, G <i>Modern World History</i> (Heinemann 2001) page 236, and the trial of strength arm wrestling cartoon from Walsh, B <i>GCSE Modern World History</i> (John Murray 1996) page 97</p> <p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 75–78</p> <p><a href="http://myloc.gov">http://myloc.gov</a> Good cartoon by Herblock entitled ‘Let’s Get a Lock for This Thing’ (1962)</p> <p><a href="http://www.tqa.tas.gov.au/pdf">www.tqa.tas.gov.au/pdf</a> Twentieth century history</p>
Was the USA successful?	<p>Learners draw a giant set of scales with the USA on one side and the USSR on the other. In groups, learners assess the results of the Cuban Missile Crisis and place the results on the scale to show which country was more successful. High ability learners could then produce speeches to the class arguing who they think was the most successful. <b>(G and I) (Basic and Challenging)</b></p> <p>Learners write an extended answer to the question: How far was the USA successful at the end of the Cuban Missile Crisis? <b>(Formative assessment)</b></p>	

Focus points	Suggested teaching activities	Learning resources
<b>Case Study –American involvement in Vietnam</b>		
Why did the USA involvement in Vietnam increase before 1965?	<p>Learners label and illustrate a map of Vietnam and surrounding countries. The map can show the division into North and South, important cities and geographical features and the Ho Chi Minh Trail. <b>(I) (Basic)</b></p> <p>Learners take part in a cluster exercise with statement cards as a whole class to consider the political, economic and military/strategic reasons for US involvement in Vietnam. Learners then transfer these to a whole class or individual spider diagrams and further explain the motives. Domino Theory, containment, President Johnson’s impact should all be included. <b>(W and I) (Basic)</b></p> <p>Learners can present a biography measuring the life and impact of Ho Chi Minh. <b>(I) (Challenging)</b></p>	<p><a href="http://www.moreinfo.com/lesson/history/maps/">www.moreinfo.com/lesson/history/maps/</a> Blank maps of Vietnam and South-East Asia</p> <p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 79–84</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 100–103, 136–137 for sources</p> <p><a href="http://www.youtube.com/watch?v=2w0Mtv5i4d4">www.youtube.com/watch?v=2w0Mtv5i4d4</a> Biography of Ho Chi Minh</p> <p><a href="http://www.activehistory.co.uk/Miscellaneous/menus/GCSE/cuba_vietnam.htm">www.activehistory.co.uk/Miscellaneous/menus/GCSE/cuba_vietnam.htm</a> Good range of activities and resources (membership required).</p> <p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 85–87</p>

Focus points	Suggested teaching activities	Learning resources
<p>What different methods of fighting were used by the USA and the Communists?</p>	<p>Learners now examine written and visual source material from the Vietnam war, examining the tactics used by both sides. Opportunities to view videos and newsreels of the events should be taken. Operation Rolling Thunder (the use of napalm), the impact of agent orange, airstrikes by the USAF, ground based search and destroy tactics, alliance with the South Vietnamese should be considered for the USA and guerrilla tactics (ambush, tunnels, traps, snipers), the growth of the Viet Cong in the South, the recycling of US weapons, the support of the peasants in the South, Soviet and Chinese support including weaponry should be considered for the North Vietnamese. Learners can then write up their research into group tables to compare the effectiveness of the different methods used by both sides. <b>(I, G and W) (Basic)</b></p>	<p>Chandler, M. <i>Modern World History</i> pages 127–131</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 104–109, 138–139 for sources</p> <p><a href="http://www.pbs.org/battlefieldvietnam/">www.pbs.org/battlefieldvietnam/</a> Resources and timeline of the Vietnam conflict.</p> <p><a href="http://www.history.com/topics/vietnam-war">www.history.com/topics/vietnam-war</a> Excellent range of video clips and resources.</p> <p><a href="http://www.youtube.com/watch?v=5KBPggSgku0">www.youtube.com/watch?v=5KBPggSgku0</a> Video: 'Vietnam War History' parts 1–4</p> <p><a href="http://www.digitalhistory.uh.edu/modules/vietnam/index.cfm">www.digitalhistory.uh.edu/modules/vietnam/index.cfm</a> Huge number of links to primary and secondary sources on US involvement in Vietnam.</p> <p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 88–89</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 110–113</p>
<p>Whose tactics were the most successful?</p>	<p>This can follow the previous task and become an evaluation of tactics. The importance of My Lai, the Tet Offensive and 'Vietnamisation' should be considered. Facts and figures relating to deaths, wounded and MIA could be used so groups can present their findings to the rest of the class. <b>(G) (Basic)</b></p> <p>Learners can rate the tactics by voting on the effectiveness of each method as a class. High ability learners can then write a paragraph explaining their opinions. <b>(W and I) (Basic and Challenging)</b></p>	<p><a href="http://www.youtube.com/watch?v=D0z_nfzYNjY">www.youtube.com/watch?v=D0z_nfzYNjY</a> Two-part documentary on the My Lai massacre</p> <p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 90–93</p>

Focus points	Suggested teaching activities	Learning resources
<p>Why was there opposition to the war in America?</p>	<p>Using evidence of My Lai (written sources, photographs) produce news broadcast using ICT to inform the people in the US of the events? High ability learners could consider how different a Communist report would look. <b>(I) (Basic and Challenging)</b></p> <p>Learners, in groups, on separate pieces of card list the reasons for American withdrawal from Vietnam. They should consider the reasons for the withdrawal of American troops from the war assessing the relative significance of each one and the consequences for both the USA and Vietnam. These can then be placed on a whole class scale to prioritise them. <b>(G and W) (Basic)</b></p>	<p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 112–117, 140–141 for sources.</p> <p>Chandler, M. <i>Modern World History</i> pages 112–117 (Sources pages 136–147)</p> <p><a href="http://www.spartacus.schoolnet.co.uk/VNprotest.htm">www.spartacus.schoolnet.co.uk/VNprotest.htm</a> Primary sources on opposition to the Vietnam War.</p> <p><a href="http://www.youtube.com/watch?v=L3u0DZ_NnXw">www.youtube.com/watch?v=L3u0DZ_NnXw</a> Video of Vietnam War protests in the USA.</p>
<p>How successful was America in containing Communism?</p>	<p>Learners examine a number of historical sources that deal with the war and plan and answer questions that focus on the extent to which American involvement in the war was a success/failure. <b>(Formative assessment)</b></p>	<p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 118–123</p> <p><a href="http://everything2.com/title/The+Failure+of+Containment+During+the+Cold+War">http://everything2.com/title/The+Failure+of+Containment+During+the+Cold+War</a> Essay on success of containment.</p> <p><a href="http://www.mccord-museum.qc.ca/scripts/explore.php?Lang=1&amp;tableid=11&amp;tablename=theme&amp;elementid=11_true">www.mccord-museum.qc.ca/scripts/explore.php?Lang=1&amp;tableid=11&amp;tablename=theme&amp;elementid=11_true</a> Cold War cartoons.</p>

## Scheme of work – Cambridge IGCSE<sup>®</sup> History (0470)

### Option B: The 20th century: International Relations since 1919

#### 6: How secure was the USSR's control over Eastern Europe, 1948–c.1989

##### Recommended prior knowledge

An understanding of how the USSR had gained control over Eastern Europe and the reasons for this. Knowledge gained from Option B, Unit 4 will provide background information and set the period in context.

##### Context

This unit presents an insight into the extent of the challenges facing the USSR in their attempt to keep control over Eastern Europe.

##### Outline

What challenges to their control over Eastern Europe faced the USSR in the period 1948–c.1989?

Focus points	Suggested teaching activities	Learning resources
	<p>Learners colour in a map of Eastern Europe to show the expansion of Soviet control after 1945. Dates and illustrations can be added along with colour coding and a key. <b>(I) (Basic)</b></p> <p>Learners consider the causes of the uprising in Hungary in 1956. Discuss which of these causes might be the most threatening to the USSR. This can be put onto a spider diagram for the class to examine. <b>(W) (Basic)</b></p> <p>Learners consider in groups the discussion point 'Was the Soviet response too aggressive?' A class debate can be held to hear different opinions. <b>(W) (Basic)</b></p>	<p><a href="http://blankatlas.webs.com/apps/photos/photo?photoid=164366870">http://blankatlas.webs.com/apps/photos/photo?photoid=164366870</a> Blank map of Europe in 1945.</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mw/h/ir2/sovietexpansionineasterneuroperev1.shtml">www.bbc.co.uk/schools/gcsebitesize/history/mw/h/ir2/sovietexpansionineasterneuroperev1.shtml</a> BBC website information on soviet expansion.</p> <p><a href="http://www.youtube.com/watch?v=V5D0jmM0Jpo">www.youtube.com/watch?v=V5D0jmM0Jpo</a> Short video on Soviet expansion.</p> <p>Chandler, M. <i>Modern World History</i> pages 306–327</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 124–128</p>

Focus points	Suggested teaching activities	Learning resources
		Kelly and Lacey <i>Modern World History</i> pages 246–258
Why was there opposition to Soviet control in Hungary in 1956 and Czechoslovakia in 1968, and how did the USSR react to this opposition?	<p>Consider as a class ‘Why did the Soviet Union feel threatened by events in Czechoslovakia in 1968?’ Learners add post-it notes/stickers with reasons to a whole class diagram for discussion. <b>(I and W) (Basic)</b></p> <p>In small groups, learners choose one of these two events. Using ICT, the groups produce a short script for a radio news bulletin to be broadcast to the west immediately after the Soviet response. For the other event, learners produce a script to be broadcast in the Soviet Union. Where possible details should be based on material from the time. Following presentations the different approaches should be discussed. <b>(G and W) (Basic)</b></p>	<p>Herblock – ‘She Might have Invaded Russia’, (Washington Post, 1968). It is printed in the OCR <i>GCSE History</i> (Heinemann) textbook.</p> <p>Chandler, M. <i>Modern World History</i> page 279</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 128–134</p> <p><a href="http://www.activehistory.co.uk/Miscellaneous/menus/GCSE/decline_collapse_soviet_control_eastern_europe_igcse.htm">www.activehistory.co.uk/Miscellaneous/menus/GCSE/decline_collapse_soviet_control_eastern_europe_igcse.htm</a></p> <p>Good activities and resources (membership required).</p>
How similar were events in Hungary in 1956 and in Czechoslovakia in 1968?	Learners construct a table that compares the similarities and differences between each country relating to causes, key players, events and Soviet responses. <b>(I) (Basic)</b>	<p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 128–134</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mw/h/ir2/">www.bbc.co.uk/schools/gcsebitesize/history/mw/h/ir2/</a> Video clips for Hungary and Czechoslovakia.</p> <p><a href="http://www.johndclare.net/cold_war14.htm">www.johndclare.net/cold_war14.htm</a> Hungarian Uprising information and sources.</p> <p><a href="http://www.youtube.com/watch?v=LVdQ9PK9Q5o">www.youtube.com/watch?v=LVdQ9PK9Q5o</a> Overview of Hungarian Uprising You Tube video clip.</p> <p><a href="http://www.youtube.com/watch?v=8e9nXDOQ-78">www.youtube.com/watch?v=8e9nXDOQ-78</a> Clip on Prague Spring: ‘Seven Days to Remember’ (53 minutes).</p> <p><a href="http://www.historylearningsite.co.uk/prague_spring_1968.htm">www.historylearningsite.co.uk/prague_spring_1968.htm</a> Prague Spring 1968 information.</p>

Focus points	Suggested teaching activities	Learning resources
<p>Why was the Berlin Wall built in 1961?</p>	<p>Learners add notices to either the East or West side of a giant whole class Berlin Wall. Here they write up detailed reasons for its construction. <b>(W and I) (Basic)</b></p> <p>Learners create a story board or timeline of the creation of the Berlin Wall. <b>(I) (Basic)</b></p> <p>Learners write an extended answer that asks for explanations of the reasons for the Berlin Wall's construction. <b>(I) (Challenging)</b> (Could be used as <b>(Formative assessment)</b>)</p>	<p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 135–137</p> <p>Chandler, M. <i>Modern World History</i> pages 280–281</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mw/h/ir2/">www.bbc.co.uk/schools/gcsebitesize/history/mw/h/ir2/</a> Video clip on Berlin Wall.</p> <p><a href="http://www.dailysoft.com/berlinwall/photographs/berlin-wall-1961.htm">www.dailysoft.com/berlinwall/photographs/berlin-wall-1961.htm</a> Photos of the Berlin Wall.</p> <p><a href="http://www.johndclare.net/cold_war15b.htm">www.johndclare.net/cold_war15b.htm</a> Sources and information on the Berlin Wall.</p>
<p>What was the significance of 'Solidarity' in Poland for the decline of Soviet influence in Eastern Europe?</p>	<p>Learners, in groups, create a mind-map to examine the reasons for the rise of Solidarity in Poland in 1980 and the reasons for the changing relations with government in 1981. These are then presented to the other groups. Learners can then update and add to their own mind-map any additional information they learn. <b>(G) (Basic)</b></p> <p>Using ICT, learners produce a front page of a newspaper or poster showing the achievements of Solidarity as an organisation which was successful in undermining Communism. <b>(I) (Basic)</b></p>	<p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 140–141</p> <p><a href="http://www.rferl.org/content/article/1060898.html">www.rferl.org/content/article/1060898.html</a> Overview of Solidarity in Poland.</p> <p><a href="http://www.soviethistory.org/index.php?page=subject&amp;SubjectID=1980solidarity&amp;Year=1980">www.soviethistory.org/index.php?page=subject&amp;SubjectID=1980solidarity&amp;Year=1980</a> Information and good links on Solidarity.</p> <p><a href="http://www.youtube.com/watch?v=peT3-xSj08">www.youtube.com/watch?v=peT3-xSj08</a> Video clip on the rise of Solidarity in Poland.</p>
<p>How far was Gorbachev personally responsible for the collapse of Soviet control over Eastern Europe?</p>	<p>Learners research the main events in the collapse of Soviet control in Eastern Europe in 1989 and the eventual collapse of the USSR by 1991. Learners then create a living timeline of the events rating which ones led more to the collapse of the Soviet Bloc. <b>(G) (Basic)</b></p> <p>In groups, learners research and list the reasons for the collapse of Soviet control including the part played by Gorbachev. Each reason should be recorded on a separate piece of card. The cards should then be ranked in importance and reasons given for choice.</p> <p>Each group reports back to the rest of the class giving a summary of their</p>	<p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 142–149</p> <p>Chandler, M. <i>Modern World History</i> pages 290–294</p> <p>Aylett, J.F. <i>The Twentieth Century World</i> pages 88–95</p> <p><a href="http://www.activehistory.co.uk/">www.activehistory.co.uk/</a> Good range of activities and resources</p>

Focus points	Suggested teaching activities	Learning resources
	<p>findings. A final class decision is made as to the extent to which Gorbachev was more/less important than other reasons for the collapse of Soviet control over Eastern Europe. <b>(G) (Basic and Challenging)</b></p> <p>Learners use an outline figure of Gorbachev to write around it his personal responsibility for the collapse of the USSR and communism. This should include references to glasnost and perestroika. <b>(I) (Basic)</b></p> <p>From a collection of historical sources that deal with the collapse of Soviet control in Eastern Europe learners should consider how far the sources support the idea that Gorbachev was responsible for the collapse of the Soviet Bloc. <b>(Formative assessment)</b></p> <p>Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic. <b>(Formative assessment)</b></p>	<p>(membership required).</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mw/h/ir2/">www.bbc.co.uk/schools/gcsebitesize/history/mw/h/ir2/</a> Good video clip on the fall of Communism.</p> <p><a href="http://www.spartacus.schoolnet.co.uk/COLDgorbachev.htm">www.spartacus.schoolnet.co.uk/COLDgorbachev.htm</a> Primary sources on Gorbachev.</p> <p><a href="http://www.schoolhistory.co.uk/lessons/coldwar/coldwar_end.html">www.schoolhistory.co.uk/lessons/coldwar/coldwar_end.html</a> End of Cold War interactive diagram.</p> <p>The source material should be a collection of a wide variety of six or seven sources put together by the teacher to represent differing points of view.</p> <p>0470 past/specimen question papers can be accessed on Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a></p>



## Scheme of work – Cambridge IGCSE<sup>®</sup> History (0470)

### Option B: The 20th century: International Relations since 1919 7: Why did events in the Gulf matter, c.1970–2000?

#### Recommended prior knowledge

Basic knowledge of the political, military and economic importance of the Gulf region in the Middle-East and the significance of religion in the area.

#### Context

This unit presents an insight into the rise of Saddam Hussein in Iraq and the impact of his rule on the Gulf region as well as the significance of the Iranian Revolution in 1979.

#### Outline

The reasons for and impact of Saddam Hussein’s rule in Iraq and the causes and consequences of the Iran-Iraq War and the First Gulf War.

Focus points	Suggested teaching activities	Learning resources
Why was Saddam Hussein able to come to power in Iraq?	<p>A good start will be to create a timeline for Iraq 1919–2000. Learners can add description of important events and pictures to illustrate. These can be fed back to the teacher on a large version on PowerPoint. <b>(W, G or I) (Basic)</b></p> <p>Learners can use a map of Iraq and its neighbours to add geographical and political detail. Timeline events can then be added around the map and connected to the correct location using arrows/lines. <b>(I or G) (Basic)</b></p> <p>Learners, in groups, use text book, website or teacher provided resources to mind-map out the reasons for Saddam Hussein’s rise to power in Iraq. The mind-map can be colour coded for social, political, economic and military factors. <b>(G) (Basic)</b></p> <p>Higher ability learners can add explanations and prioritise reasons. <b>(Challenging)</b></p>	<p><a href="http://english.freemap.jp/asia_e/iraq.html">http://english.freemap.jp/asia_e/iraq.html</a> Downloadable map of Iraq and its neighbours.</p> <p>Scott-Baumann, M. <i>Crisis in the Middle-East</i> pages 111–116 Very good for map and timeline activity and overview.</p> <p>Walsh, B. <i>OCR GCSE Modern World History</i> (Third Edition) pages 184–185</p> <p><a href="http://news.bbc.co.uk/1/hi/world/middle_east/236486.stm">http://news.bbc.co.uk/1/hi/world/middle_east/236486.stm</a> BBC overview of Saddam Hussein’s rise to power</p> <p><a href="http://www.biography.com/people/saddam-hussein-9347918">www.biography.com/people/saddam-hussein-9347918</a> Biography and video about Saddam</p>

Focus points	Suggested teaching activities	Learning resources
	Each learner picks at least one reason from their mind-map and writes a speech to tell their partner for why their reason is the most important. Teacher assesses speech. <b>(Formative assessment)</b>	Hussein.
What was the nature of Saddam Hussein's rule in Iraq?	Learners can create a news report about Saddam Hussein's rule and its effect on different groups in Iraq. Learners then read their reports back to the rest of the class (teacher could assess). <b>(I or G) (Basic) (Could be used as Formative assessment)</b>  Learners can use media resources and websites to create group collages of Saddam Hussein's rule of terror. This could be done on a giant, whole-class collage. <b>(G or W) (Basic)</b>	Scott-Baumann, M. <i>Crisis in the Middle-East</i> pages 114–116 and pages 126–128  <a href="http://channel.nationalgeographic.com/channel/videos/inside-saddams-reign-of-terror/">http://channel.nationalgeographic.com/channel/videos/inside-saddams-reign-of-terror/</a> Video about the nature of Saddam Hussein's rule.  <a href="http://history1900s.about.com/od/saddamhussein/p/saddamhussein.htm">http://history1900s.about.com/od/saddamhussein/p/saddamhussein.htm</a> An overview of Saddam Hussein's rule.
Why was there a revolution in Iran in 1979?	Learners could be all asked to contribute different elements to a whole class fact file on Iran. Contributions could include information, illustrations, news stories etc. on Iran's history, culture, economy, resources, population and religion and so on. <b>(W) (Basic)</b>  Learners can organise and categorise information on the causes for the Iranian Revolution of 1979 individually or in groups and add details, explanations and illustrations. <b>(G or I) (Basic)</b>  In-depth research could be presented on the role of the Ayatollah Khomeini in the form of hand-outs or PowerPoint presentations. <b>(I) (Challenging)</b>  Learners write a short newspaper report on the reasons for the Revolution of 1979 which is teacher assessed. <b>(Formative assessment)</b>	Scott-Baumann, M. <i>Crisis in the Middle-East</i> pages 116–120  <a href="http://travel.nationalgeographic.com/travel/countries/iran-guide/">http://travel.nationalgeographic.com/travel/countries/iran-guide/</a> Decent overview of Iran including maps, history and interesting facts.  <a href="http://news.bbc.co.uk/1/shared/spl/hi/pop_ups/04/middle_east_the_iranian_revolution/html/1.stm">http://news.bbc.co.uk/1/shared/spl/hi/pop_ups/04/middle_east_the_iranian_revolution/html/1.stm</a> Good resources and sources on Iranian Revolution.  <a href="http://www.guardian.co.uk/world/iranian-revolution">www.guardian.co.uk/world/iranian-revolution</a> Information and links to historic and current implications of Iranian Revolution.  <a href="http://www.youtube.com/watch?v=_HjXEFMmgoQ">www.youtube.com/watch?v=_HjXEFMmgoQ</a> Video on the history of the Iranian Revolution.
What were the causes and consequences of the Iran-Iraq War, 1980–1988?	Cluster exercise using statement cards containing causes and consequences of the Iran-Iraq War. Learners are handed statements at the start of a lesson and asked to read each other's statements and then cluster together if they think it is a cause or consequence. Learners can then construct whole class spider diagrams to show the causes and	Scott-Baumann, M. <i>Crisis in the Middle-East</i> pages 121–124  Walsh, B. <i>OCR GCSE Modern World History</i> (Third Edition) page 185

Focus points	Suggested teaching activities	Learning resources
	<p>consequences and justify their choices to the rest of the class verbally. <b>(W and G) (Basic)</b></p> <p>Prioritise and explain which causes and consequences are the most significant and have the greatest impact – diagram above can be used for the verbal feedback <b>(I) (Challenging)</b></p> <p>Detailed timelines can be created to show the course of the Iran-Iraq War. <b>(I or G) (Basic)</b></p> <p>Map work can be used to highlight and explain the main events of the Iran-Iraq War in a group to report back to the rest of the class. <b>(G) (Basic)</b></p> <p>Learners write a story about the causes and consequences of the Iran-Iraq War as if they were present in Iran at the time or roleplay as if they were a news reporter in Iran. <b>(Formative assessment)</b></p>	<p><a href="http://www.youtube.com/watch?v=bdO9h_5Nupk">www.youtube.com/watch?v=bdO9h_5Nupk</a> Three-part video documentary on the Iran-Iraq War.</p> <p><a href="http://www.bbc.co.uk/news/world-middle-east-14546763">www.bbc.co.uk/news/world-middle-east-14546763</a> Timeline, information, sources and links on the Iran-Iraq War.</p> <p><a href="http://www.worldology.com/Iraq/iran_iraq_war.htm">www.worldology.com/Iraq/iran_iraq_war.htm</a> Overview of Iran-Iraq War using maps and detailed descriptions.</p>
<p>Why did the First Gulf War take place?</p>	<p>Whole class brainstorm on the causes of war and its effects. Learners then guess which reasons and effects will apply to the Gulf War, 1990–1. <b>(W) (Basic)</b></p> <p>Learners create flow diagrams to show the different causes of the First Gulf War and links between factors. Diagrams can be colour coded to identify political, military, religious and economic causes. <b>(G or I) (Basic)</b></p> <p>Learners have 5mins to justify their opinion on: Who is to blame for the First Gulf War?. <b>(I) (Challenging)</b></p> <p>Learners, in groups, link together causes and consequences cards and then need to justify their choices by explaining to the teacher. This could be assessed by the teacher. <b>(G) (Challenging) (Could be formative assessment)</b></p>	<p>Scott-Baumann, M. <i>Crisis in the Middle-East</i> pages 126–132</p> <p>Walsh, B. <i>OCR GCSE Modern World History</i> (Third Edition) page 186</p> <p><a href="http://www.history.com/topics/persian-gulf-war">www.history.com/topics/persian-gulf-war</a> Links to videos, blogs, overviews, articles and resources on the Gulf War.</p> <p><a href="http://www.thefinertimes.com/War-in-The-Middle-East/causes-of-gulf-war-desert-storm.html">www.thefinertimes.com/War-in-The-Middle-East/causes-of-gulf-war-desert-storm.html</a> Good information and links on the causes of the First Gulf War.</p> <p><a href="http://news.bbc.co.uk/1/hi/world/middle_east/861164.stm">http://news.bbc.co.uk/1/hi/world/middle_east/861164.stm</a> Decent timeline of the First Gulf War.</p> <p><a href="http://www.youtube.com/watch?v=1r3lZohzaUs">www.youtube.com/watch?v=1r3lZohzaUs</a> 20<sup>th</sup> Century Battlefields: Gulf War Documentary video.</p>

## Scheme of work – Cambridge IGCSE<sup>®</sup> History (0470)

### Depth Study A: The First World War, 1914–1918 1: Why was the war not over by December 1914?

#### Recommended prior knowledge

Background knowledge of the causes of the First World War. Option A, Unit 6 will offer a good background.

#### Context

An insight into the first six months of the First World War.

#### Outline

The failures of the Schlieffen Plan and the development of trench warfare on the Western Front.

Focus points	Suggested teaching activities	Learning resources
How was the Schlieffen Plan intended to work?	<p>Learners contribute to a whole class diagram, including a map of Europe in 1914 showing the different political alliances, to revise through the causes of WWI. <b>(W) (Basic)</b></p> <p>Learners create individual glossaries of key terms, words and phrases relating to WWI such as alliances, Alliance System, militarism, imperialism, colonialism, arms race, BEF, etc. <b>(I) (Basic)</b></p> <p>Learners use a blank map of Germany and France to add information and illustration on how the Schlieffen Plan was supposed to work and then another to show what actually happened. <b>(I or G) (Basic)</b></p>	<p>Brodkin, A et al. <i>OCR GCSE Modern World History CD-ROM</i></p> <p>McAleavy, T. <i>IGCSE Twentieth Century History</i> pages 4–7 Good overview of the causes of WWI.</p> <p>Walsh, B. <i>OCR GCSE Modern World History (Third Edition)</i> page 210–225 Includes an overview of causes of WWI; Overview of major battles of 1914 and the Schlieffen Plan, including map.</p> <p>Collier, M. et al. <i>Colonisation and Conflict 1750–1990</i> pages 106–114</p> <p>Overview of causes of WWI, the Schlieffen Plan</p>

Focus points	Suggested teaching activities	Learning resources
		<p>and a timeline of WWI.</p> <p>Peaple, S. <i>European Diplomacy 1870–1939</i> pages 56–64 Good in-depth information on the Schlieffen Plan and other war plans.</p> <p><a href="http://www.bbc.co.uk/bitesize/standard/history/1890_1920/road_to_war_to_1914/revision/6/">www.bbc.co.uk/bitesize/standard/history/1890_1920/road_to_war_to_1914/revision/6/</a> Printable map for Schlieffen Plan and other information.</p>
<p>How important was Belgium's reaction to the Schlieffen Plan?</p>	<p>Learners examine sources relating to the surprise invasion of Belgium by Germany to look at the reactions by Belgium, Britain and other countries. Sources can be annotated, analysed and evaluated by sticking sources onto paper and writing around them for feedback to class. Include propaganda such as news stories that talks of German atrocities to give breadth. <b>(I or G) (Basic and Challenging)</b> depending on sources)</p>	<p><a href="http://www.100megspop3.com/bark/Propaganda.html">www.100megspop3.com/bark/Propaganda.html</a> Some good anti-German propaganda.</p> <p><a href="http://www.spartacus.schoolnet.co.uk/FWWschlieffenP.htm">www.spartacus.schoolnet.co.uk/FWWschlieffenP.htm</a> Good overview of the Schlieffen Plan.</p> <p><a href="http://www.youtube.com/watch?v=v0kvczF1p04">www.youtube.com/watch?v=v0kvczF1p04</a> Four-part documentary on the Schlieffen Plan.</p>
<p>How successful was the British Expeditionary Force (BEF)?</p>	<p>Learners create a living timeline of the success and failures of the British Expeditionary Force in 1914. High ability learners can write balanced explanations of how successful the BEF were in 1914. <b>(I) (Basic and Challenging)</b></p>	<p>Walsh, B. <i>OCR GCSE Modern World History</i> (Third Edition) pages 210–225 Includes an overview of causes of WWI; overview of major battles of 1914 and the Schlieffen Plan, including map.</p> <p>Collier, M. et al. <i>Colonisation and Conflict 1750–1990</i> pages 106–114 Overview of causes of WWI, the Schlieffen Plan and a timeline of WWI.</p>
<p>Why did both sides introduce trenches?</p>	<p>Learners research and provide fact files on the Battles of Mons, the Marne and Ypres in 1914 and explain their impact and significance. <b>(I) (Challenging)</b></p> <p>A mnemonic using the words 'Trench Warfare' is written down the side of a page and sentences about the causes of trench warfare are added. This should include a reference to the Battle of the Marne. <b>(I) (Basic)</b></p>	<p><a href="http://www.spartacus.schoolnet.co.uk/FWWbattles.htm">www.spartacus.schoolnet.co.uk/FWWbattles.htm</a> Overview of battles of the First World War.</p> <p><a href="http://www.firstworldwar.com/battles/">www.firstworldwar.com/battles/</a> Links to information and sources on First World War battles.</p>

Focus points	Suggested teaching activities	Learning resources
	<p>Learners compare the impact of the failure of the Schlieffen Plan, the Battle of the Marne, the British Expeditionary force and Belgian resistance to answer a question on why the war was not over by December 1914. This can be done as an extended writing assessment. <b>(Formative assessment)</b></p>	<p><a href="http://www.buzzle.com/articles/world-war-1-causes-trenches-and-timeline.html">www.buzzle.com/articles/world-war-1-causes-trenches-and-timeline.html</a> Causes of trench warfare with timeline.</p> <p><a href="http://www.youtube.com/watch?v=zKUNh7MVQQ0">www.youtube.com/watch?v=zKUNh7MVQQ0</a> Short clip on the causes of trench warfare.</p>

## Depth Study A: The First World War, 1914–1918

### 2: Why was there stalemate on the Western Front?

#### Recommended prior knowledge

Background knowledge of the first six months of the First World War on the Western Front.

#### Context

An insight into the causes of stalemate on the Western Front.

#### Outline

The causes and problems of trench warfare.

Focus points	Suggested teaching activities	Learning resources
Why did the war become bogged down in the trenches?	<p>Teacher shows learners images of trench warfare on a PowerPoint slide show. Learners write down words to describe what trench warfare was like during WWI. <b>(W) (Basic)</b></p> <p>Learners can label a diagram of the trench system during WWI. Good worksheets on <a href="http://www.schoolhistory.co.uk">www.schoolhistory.co.uk</a> for this exercise which are differentiated. <b>(I) (Basic and Challenging)</b></p>	<p>Brodkin, A et al. <i>OCR GCSE Modern World History CD-ROM</i></p> <p>McAleavy, T. <i>IGCSE Twentieth Century History</i> pages 8–9 Small focus on the stalemate.</p> <p>Walsh, B. <i>OCR GCSE Modern World History (Third Edition)</i> pages 226–237</p> <p><a href="http://www.buzzle.com/articles/world-war-1-causes-trenches-and-timeline.html">www.buzzle.com/articles/world-war-1-causes-trenches-and-timeline.html</a> Causes of trench warfare with timeline.</p> <p><a href="http://www.schoolhistory.co.uk/gcselinks/wars/firstwwlinks/trenches_worksheets.shtm">www.schoolhistory.co.uk/gcselinks/wars/firstwwlinks/trenches_worksheets.shtm</a> Excellent resources for trench warfare including worksheets on trench system.</p>
What was living and fighting in the trenches like?	<p>Learners have a picture of a soldier from WWI and write around it all the conditions and experiences that the soldier would have to put up with in the trenches during WWI. They can do this with a German and a British</p>	<p>Walsh, B. <i>OCR GCSE Modern World History (Third Edition)</i> pages 226–237 Excellent in-depth focus on trench warfare, weapons of WWI and major battles plus a</p>

Focus points	Suggested teaching activities	Learning resources
	<p>soldier to compare the trenches on both sides to add depth. <b>(I) (Basic)</b></p> <p>Learners can use sources of conditions in the trenches to write a diary entry of a soldier in the trenches during WWI. Teacher assessed activity. <b>(Formative assessment)</b></p>	<p>character study of General Haig</p> <p>Collier, M. et al. <i>Colonisation and Conflict 1750–1990</i> pages 121–124 Good focus on the Battles of Verdun and the Somme and the nature of trench warfare.</p> <p><a href="http://www.schoolhistory.co.uk/gcse/links/wars/firstworldwar/trenches_worksheets.shtml">www.schoolhistory.co.uk/gcse/links/wars/firstworldwar/trenches_worksheets.shtml</a> Excellent variety of worksheets and resources on trench warfare.</p> <p><a href="http://www.edupics.com/coloring-page-soldierwwi-4262.html">www.edupics.com/coloring-page-soldierwwi-4262.html</a> Link to outline drawings of WWI soldiers</p> <p><a href="http://www.historylearningsite.co.uk/memories_from_the_trenches.htm">www.historylearningsite.co.uk/memories_from_the_trenches.htm</a> Some primary sources on WWI trenches.</p> <p><a href="http://www.spartacus.schoolnet.co.uk/FWWtrenchsystem.htm">www.spartacus.schoolnet.co.uk/FWWtrenchsystem.htm</a> Good overview of trench warfare including illustrated diagrams.</p> <p><a href="http://www.youtube.com/watch?v=Qhpr8CRAIok">www.youtube.com/watch?v=Qhpr8CRAIok</a> Short video explaining trench warfare.</p>
<p>How important were new developments such as tanks, machine guns, aircraft and gas?</p>	<p>Learners, in small groups, each choose one weapon to create a top trump card that rates the firepower, damage, mobility and cost of each of the weapons. Learners will need to research the weapons using ICT and find relevant examples to add on to the cards for illustration. <b>(G) (Basic)</b></p>	<p>Walsh, B. <i>OCR GCSE Modern World History</i> (Third Edition) page 226–237 Excellent in-depth focus on trench warfare, weapons of WWI and major battles plus a character study of General Haig.</p> <p><a href="http://www.firstworldwar.com/weaponry/">www.firstworldwar.com/weaponry/</a> Good website that has detailed information on WWI weapons.</p> <p><a href="http://www.spartacus.schoolnet.co.uk/FWWweapons.htm">www.spartacus.schoolnet.co.uk/FWWweapons.htm</a> Information on weapons used in the</p>



Focus points	Suggested teaching activities	Learning resources
		trenches. <a href="http://www.youtube.com/watch?v=OofSP8NXQXI">www.youtube.com/watch?v=OofSP8NXQXI</a> Five-part documentary on weapons of the First World War.
What was the significance of the Battles of Verdun and the Somme?	<p>Learners create fact files for presentation on the Battles of Verdun and the Somme to feedback to class. Focus is on significance and impact. This activity can be done in groups. <b>(I or G) (Basic)</b></p> <p>Learners research the importance of the British General Sir Douglas Haig and assess his responsibility for the huge loss of life at the Battle of the Somme. <b>(I) (Challenging)</b></p>	<p>Walsh, B. <i>OCR GCSE Modern World History</i> (Third Edition) pages 226–237            Excellent in-depth focus on trench warfare, weapons of WWI and major battles plus a character study of General Haig</p> <p>Collier, M. et al. <i>Colonisation and Conflict 1750–1990</i> pages 121–124            Good focus on the Battles of Verdun and the Somme and the nature of trench warfare.</p> <p><a href="http://www.historylearningsite.co.uk/general_douglas_haig.htm">www.historylearningsite.co.uk/general_douglas_haig.htm</a>            Decent biography of General Haig.</p> <p><a href="http://www.bbc.co.uk/history/worldwars/wwone/battle_somme.shtml">www.bbc.co.uk/history/worldwars/wwone/battle_somme.shtml</a> Information and media on the Battles of Verdun and the Somme.</p> <p><a href="http://www.historylearningsite.co.uk/somme.htm">www.historylearningsite.co.uk/somme.htm</a>            Information and sources on the Somme.</p> <p><a href="http://www.youtube.com/verify_age?next_url=/watch%3Fv%3D-pjYxhzPJgE">www.youtube.com/verify_age?next_url=/watch%3Fv%3D-pjYxhzPJgE</a>            Focused drama/documentary on the Battle of the Somme.</p> <p><a href="http://www.youtube.com/watch?v=6cK5xL6QBM0">www.youtube.com/watch?v=6cK5xL6QBM0</a>            Excellent BBC documentary on the Somme.</p>

## Depth Study A: The First World War, 1914–1918

### 3: How important were other fronts?

#### Recommended prior knowledge

Background knowledge of the different alliances during the First World War.

#### Context

An insight into the fighting on sea, the Eastern Front and in Gallipoli.

#### Outline

The First World War on other fronts.

Focus points	Suggested teaching activities	Learning resources
<p>Who won the war at sea?</p>	<p>Giant map of Europe can be used in lesson for learners to identify, label and add information about other fronts during WWI. Could be part of a homework exercise. Learners add their information and draw arrows onto the map. <b>(W) (Basic)</b></p> <p>Learners divide into groups and each take one of the following areas to research: war at sea, War on the Eastern Front, the Gallipoli Campaign. Learners provide handouts or presentations, including geographical locations, on the significance and impact of the other fronts during WWI. <b>(G) (Basic)</b></p> <p>Learners create a living timeline of the events at the war at sea and highlight which side was victorious and why. <b>(I) (Basic)</b></p>	<p>Brodkin, A et al. <i>OCR GCSE Modern World History CD-ROM</i></p> <p>Walsh, B. <i>OCR GCSE Modern World History (Third Edition)</i> pages 241–249 Includes excellent sources, information, diagrams and maps of the War at Sea, Eastern Front and Gallipoli Campaign.</p> <p>Collier, M. et al. <i>Colonisation and Conflict 1750–1990</i> pages 125–128 Some good information on the War at Sea.</p> <p><a href="http://www.bbc.co.uk/history/worldwars/wwone/war_sea_gallery.shtml">www.bbc.co.uk/history/worldwars/wwone/war_sea_gallery.shtml</a> Links to galleries, maps and information on the War at Sea.</p> <p><a href="http://www.spartacus.schoolnet.co.uk/FWWsea.htm">www.spartacus.schoolnet.co.uk/FWWsea.htm</a> Detailed information on the War at Sea.</p> <p><a href="http://www.firstworldwar.com/battles/sea.htm">www.firstworldwar.com/battles/sea.htm</a> Links to major sea battles during WWI.</p>

Focus points	Suggested teaching activities	Learning resources
		<a href="http://www.youtube.com/watch?v=XLThAIXRrCM">www.youtube.com/watch?v=XLThAIXRrCM</a> Colour documentary of the War at Sea.
Why did the Gallipoli campaign of 1915 fail?	<p>Learners use sources and information about the Gallipoli campaign and create a storyboard of the events leading to failure in 1915. <b>(I or G) (Basic)</b></p> <p>Learners prioritise the main reasons for failure in the Gallipoli campaign and produce short speeches justifying their choices. <b>(I) (Challenging)</b></p>	<p>Walsh, B. <i>OCR GCSE Modern World History</i> (Third Edition) pages 241–249. Includes excellent sources, information, diagrams and maps of the War at Sea, Eastern Front and Gallipoli Campaign.</p> <p><a href="http://www.1914-1918.net/Gallipoli.htm">www.1914-1918.net/Gallipoli.htm</a> In-depth overview of Gallipoli Campaign for high ability learners.</p> <p><a href="http://www.historylearningsite.co.uk/gallipoli.htm">www.historylearningsite.co.uk/gallipoli.htm</a> Information and links on the Gallipoli Campaign.</p> <p><a href="http://www.firstworldwar.com/battles/overview_gf.htm">www.firstworldwar.com/battles/overview_gf.htm</a> In-depth overview of Gallipoli Campaign.</p> <p><a href="http://www.youtube.com/watch?v=B3E_OcZXRvK">www.youtube.com/watch?v=B3E_OcZXRvK</a> Four-part documentary on Gallipoli Campaign.</p>
Why did Russia leave the war in 1918?	<p>Learners, using a table, compare the similarities and differences of these other fronts to the fighting on the Western Front – a good example of this exercise can be found in Walsh, B. <i>OCR GCSE Modern World History</i> page 241. <b>(I) (Basic)</b></p> <p>Learners examine in detail each of the other fronts during WWI and write explanations on who was victorious on each front and why. This could be done as a written or verbal activity. <b>(I or G) (Challenging)</b></p> <p>Learners create a mind-map of the different reasons why Russia left the war including shortages at home, the November Revolution 1917 and the role of Lenin and the Bolsheviks, mutiny in the army and the role of the Tsar, Tsarina and Rasputin. <b>(I) (Basic)</b></p>	<p>Walsh, B. <i>OCR GCSE Modern World History</i> (Third Edition) pages 241–249 Includes excellent sources, information, diagrams and maps of the War at Sea, Eastern Front and Gallipoli Campaign.</p> <p><a href="http://www.khanacademy.org/humanities/history/euro-hist/world-war-i-fighting/v/world-war-i-eastern-front">www.khanacademy.org/humanities/history/euro-hist/world-war-i-fighting/v/world-war-i-eastern-front</a> Interactive timeline, blog and information on the Eastern Front.</p> <p><a href="http://www.richthofen.com/ww1sum2/">www.richthofen.com/ww1sum2/</a> Maps and information on the Eastern Front.</p> <p><a href="http://www.firstworldwar.com/battles/ef.htm">www.firstworldwar.com/battles/ef.htm</a></p>

Focus points	Suggested teaching activities	Learning resources
		<p>Links to information on battles on the Eastern Front.</p> <p><a href="http://www.youtube.com/watch?v=VVWipouswKI">www.youtube.com/watch?v=VVWipouswKI</a> Colour documentary of the Eastern Front.</p> <p><a href="http://www.youtube.com/watch?v=GQUAW_CdBds">www.youtube.com/watch?v=GQUAW_CdBds</a> Decent documentary about the Russian Revolution 1917 and withdrawal from WWI.</p> <p><a href="http://www.historylearningsite.co.uk/russia_and_world_war_one.htm">www.historylearningsite.co.uk/russia_and_world_war_one.htm</a> Good detailed overview of Russia and withdrawal from WWI.</p>
<p>What was the impact of war on civilian populations?</p>	<p>Learners use source material in groups to create a mind-map of the effects of WWI on the Home Front. Excellent source material and activities, including a timeline, can be found in Walsh, B. <i>OCR GCSE Modern World History</i> pages 418–429. <b>(G) (Basic)</b></p> <p>Learners then compare sources about the impact of war on other fronts to create collages comparing the different effects and explaining similarities and differences. <b>(G) (Basic)</b></p> <p>Learners examine sources relating to the effect of war on civilians and explain how useful each source is and how similar the effects were. <b>(Formative assessment)</b></p>	<p>Walsh, B. <i>OCR GCSE Modern World History</i> (Third Edition) pages 418–429</p> <p><a href="http://www.schoolhistory.co.uk/gcselinks/wars/firstwwlinks/conscription_worksheets.shtml">www.schoolhistory.co.uk/gcselinks/wars/firstwwlinks/conscription_worksheets.shtml</a> A variety of worksheets on the Home Front including propaganda.</p> <p><a href="http://www.bbc.co.uk/history/british/britain_wwone/">www.bbc.co.uk/history/british/britain_wwone/</a> Good information and links on the British Home Front.</p> <p><a href="http://www.ibatpv.org/projects/wars/wwi/civilian_effect_s.htm">www.ibatpv.org/projects/wars/wwi/civilian_effect_s.htm</a> Brief overview of the effects of war on civilians.</p> <p><a href="http://www.worldology.com/Europe/world_war_1_effect.htm">www.worldology.com/Europe/world_war_1_effect.htm</a> Statistical overview of the effects of war on different home fronts.</p>

## Depth Study A: The First World War, 1914–1918

### 4: Why did Germany ask for an armistice in 1918?

#### Recommended prior knowledge

Background knowledge of the main battles during the First World War.

#### Context

An insight into the USA's entrance into the war and the failure of German offensives leading to an armistice in 1918.

#### Outline

The reasons for German failure and Allied success during the First World War.

Focus points	Suggested teaching activities	Learning resources
What was the importance of America's entry into the war?	<p>Learners research the story of the Lusitania and its impact on the USA. Learners then create posters to inform US citizens and the world about the event and why they will enter the war. <b>(I or G) (Basic)</b></p> <p>Learners create a timeline of 1917–1918 and examine the successes and failures of the USA. <b>(I) (Basic)</b></p> <p>Learners create statement cards for the impact of US involvement from the timeline above and then decide as a whole class which impact was most important – this might be economic, political and economic in origin. <b>(I and W) (Basic and Challenging)</b></p>	<p>Brodkin, A et al. <i>OCR GCSE Modern World History CD-ROM</i></p> <p>Walsh, B. <i>OCR GCSE Modern World History (Third Edition)</i> pages 238–240 Excellent sources, maps and illustrations on reasons for the Armistice in 1918.</p> <p>People, S. <i>European Diplomacy 1870–1939</i> pages 91–98 Some relevant information on the end of WWI.</p> <p>Collier, M. et al. <i>Colonisation and Conflict 1750–1990</i> pages 133–134 Brief overview of the end of WWI.</p> <p><a href="http://www.historylearningsite.co.uk/america_and_world_war_one.htm">www.historylearningsite.co.uk/america_and_world_war_one.htm</a> Information on US entry into the First World War.</p> <p><a href="http://www.socialstudieshelp.com/lesson_72_notes.htm">www.socialstudieshelp.com/lesson_72_notes.htm</a></p>

Focus points	Suggested teaching activities	Learning resources
		<p>US website on the reasons for US entry into the First World War.</p> <p><a href="http://www.youtube.com/watch?v=Wmcbdt3taR4">www.youtube.com/watch?v=Wmcbdt3taR4</a> Four-part documentary on US entry into the First Worlds War.</p>
<p>Why was the German offensive of 1918 unsuccessful?</p>	<p>Learners use a blank map of Western Europe to show the planned Spring Offensive and the different battles that took place. <b>(I) (Basic)</b></p> <p>Learners discuss the social, political, military and economic reasons the German offensive might fail. Learners then research the different reasons and stick up their findings on a whole class diagram. <b>(W) (Basic)</b></p> <p>Learners write an extended answer asking what the most important cause of German failure was considering military limitations, economic problems, unrest at home, US involvement and political issues. <b>(Formative assessment)</b></p>	<p>Brodkin, A et al. <i>OCR GCSE Modern World History CD-ROM</i></p> <p>Walsh, B. <i>OCR GCSE Modern World History (Third Edition)</i> pages 238–240 Excellent sources, maps and illustrations on reasons for the Armistice in 1918.</p> <p><a href="http://www.historylearningsite.co.uk/german_spring_of_fensive_of_1918.htm">www.historylearningsite.co.uk/german_spring_of_fensive_of_1918.htm</a> Good overview of the 1918 Spring Offensive.</p> <p><a href="http://www.firstworldwar.com/diaries/openingofgerman_offensive.htm">www.firstworldwar.com/diaries/openingofgerman_offensive.htm</a> Story, including sources, about the German offensive.</p> <p><a href="http://www.youtube.com/watch?v=ymQ5ofw1N68">www.youtube.com/watch?v=ymQ5ofw1N68</a> Four-part documentary on the Spring Offensive.</p>
<p>Why did revolution break out in Germany in October 1918?</p>	<p>Learners consider the different causes of revolution as a class for debate. <b>(W) (Basic)</b></p> <p>Learners are given sources on conditions in Germany in 1918. Learners then create a short role-play or mime to highlight the conditions in Germany and why this would have contributed to the Armistice. <b>(G) (Basic)</b></p>	<p><a href="http://www.firstworldwar.com/atoz/kielmutiny.htm">www.firstworldwar.com/atoz/kielmutiny.htm</a> Links to information on the Kiel Mutiny, German Revolution and the abdication of the Kaiser.</p> <p><a href="http://www.youtube.com/watch?v=bZd1aGRU4SY">www.youtube.com/watch?v=bZd1aGRU4SY</a> Short video of the events leading to the abdication of the Kaiser in 1918.</p> <p><a href="http://www.youtube.com/watch?v=q1-V3TTf6bo">www.youtube.com/watch?v=q1-V3TTf6bo</a> Final part of a WWI documentary that focuses on the causes and consequences of the German Revolution, 1918–1919.</p>

Focus points	Suggested teaching activities	Learning resources
<p>Why was the armistice signed?</p>	<p>Learners, in groups, take part in an activity called ‘Turning Points’. They need to create hand-outs or PowerPoint presentations to argue their case by examining 1916, 1917 and 1918. Learners then vote on which year was the most significant turning point during WWI. <b>(W and G) (Basic)</b></p> <p>Learners can write paragraphs explaining their opinions on the above task which can be formally assessed by the teacher. <b>(Formative assessment)</b></p> <p>Learners are given sources on conditions in Germany in 1918. Learners then create a short role-play or mime to highlight the conditions in Germany and why this would have contributed to the Armistice. <b>(G) (Basic)</b></p> <p>Learners use a mnemonic of the word Armistice down the side of a page to write sentences about the terms and impact of the Armistice on Germany. <b>(I) (Basic)</b></p> <p>Learners prioritise the terms of the Armistice in terms of their fairness and justify their choices to the rest of the class, leading to a class debate. <b>(I) (Challenging)</b></p>	<p>Brodkin, A et al. <i>OCR GCSE Modern World History CD-ROM</i></p> <p>Walsh, B. <i>OCR GCSE Modern World History (Third Edition)</i> pages 238–240 Excellent sources, maps and illustrations on reasons for the Armistice in 1918.</p> <p>Peuple, S. <i>European Diplomacy 1870–1939</i> pages 91–98 Some relevant information on the end of WWI.</p> <p>Collier, M. et al. <i>Colonisation and Conflict 1750–1990</i> pages 133–134 Brief overview of the end of WWI.</p> <p><a href="http://www.firstworldwar.com/features/armistice.htm">www.firstworldwar.com/features/armistice.htm</a> Good links and information on the Armistice, 1918.</p> <p><a href="http://www.firstworldwar.com/source/armisticeterms.htm">www.firstworldwar.com/source/armisticeterms.htm</a> Excellent review of the terms of the Armistice, 1918.</p> <p><a href="http://www.youtube.com/watch?v=JvEi7QGiuy4">www.youtube.com/watch?v=JvEi7QGiuy4</a> History Channel documentary on the Armistice, 1918.</p>

## Scheme of work – Cambridge IGCSE<sup>®</sup> History (0470)

### Depth Study B: Germany, 1918–1945

#### 1: Was the Weimar Republic doomed from the start?

##### Recommended prior knowledge

Background knowledge of Germany towards the end of the First World War.

##### Context

This unit provides an insight into how far the Weimar Republic was successful in overcoming the problems faced by Germany after 1918.

##### Outline

The successes and failures of the Weimar Republic in the 1920s.

Focus points	Suggested teaching activities	Learning resources
How did Germany emerge from defeat at the end of the First World War?	<p>Learners brainstorm what problems Germany, as a defeated country, might be experiencing. This could be organised under the headings of political, social and economic challenges. Attempt to reach agreement on the three most serious challenges. <b>(W) (Basic)</b></p> <p>Learners draw a chart showing the structure of the newly formed government of the Weimar Republic and examine the strengths and weaknesses of the new constitution. <b>(G) (Basic)</b></p>	<p>McAleavy, T. <i>Twentieth Century History: International Relations since 1919</i> pages 28, 45 and 49</p> <p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 150–152</p> <p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 280–253</p> <p>Cloake, J.A. <i>Germany 1918–1945</i> pages 8–11</p> <p><a href="http://www.bbc.co.uk/history/worldwars/wwone/war_end_01.shtml">www.bbc.co.uk/history/worldwars/wwone/war_end_01.shtml</a></p> <p>Overview of Germany at the end of WW1.</p> <p><a href="http://www.activehistory.co.uk/Miscellaneous/menus/GCSE/Weimar_Germany.htm">www.activehistory.co.uk/Miscellaneous/menus/GCSE/Weimar_Germany.htm</a></p>



Focus points	Suggested teaching activities	Learning resources
		Activities and worksheets (membership required).  <a href="http://www.schoolshistory.org.uk/ASLevel_History/week3_impactofwar.htm">www.schoolshistory.org.uk/ASLevel_History/week3_impactofwar.htm</a> Excellent links.
What was the impact of the Treaty of Versailles on the Republic?	<p>Learners create a whole class diagram of the different terms of the Treaty of Versailles. The diagram should show the terms categorised into economic, political, territorial, military and other. High ability learners can also find sources from the period to add to the diagram showing the impact on Germany and annotate. <b>(W and I) (Basic and Challenging)</b></p> <p>Learners examine the impact that the Treaty had on Germany up to and including 1923. Following a group or class discussion, learners should identify, on separate pieces of card, the attempts to overthrow the Weimar. (Spartacist uprising, the Kapp Putsch and the Munich Putsch). Further discussion of each event should concentrate on the outcome. Learners can then create individual timelines of Germany 1918–25. <b>(W and I) (Basic)</b></p> <p>Learners to discuss the Ruhr crisis and hyperinflation. This can be through a collection of written and visual sources. There are many cartoons, written sources and photographic evidence relating to hyperinflation and the Ruhr. These could be put into a collection for the learners to interrogate. Learners could write a caption for each visual source in groups and then try and draw their own political cartoons. <b>(W and G) (Basic)</b></p>	<p>McAleavy, T. <i>Twentieth Century History: International Relations since 1919</i> pages 18–29</p> <p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 153–156 (Includes sources)</p> <p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 253–259</p> <p>Cloake, J.A. <i>Germany 1918–1945</i> pages 14–17</p> <p><a href="http://www.youtube.com/watch?v=j1V_dnRjrg&amp;feature=related">www.youtube.com/watch?v=j1V_dnRjrg&amp;feature=related</a></p> <p>‘Make Germany Pay’ two-part BBC documentary.</p> <p><a href="http://www.schoolshistory.org.uk">www.schoolshistory.org.uk</a>  <a href="http://mrsmaciver10history.wordpress.com">http://mrsmaciver10history.wordpress.com</a>  <a href="http://modernhistory08.edublogs.org">http://modernhistory08.edublogs.org</a>  <a href="http://www.google.co.uk">www.google.co.uk</a>            Hyperinflation images.</p>
To what extent did the Republic recover after 1923?	Learners produce a table which down the left-hand column identifies the successes of Stresemann between 1923 and 1929 with economic measures and international relations. The right-hand column details how these achievements helped Germany. <b>(I) (Basic)</b>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 157–158</p> <p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 260–263</p>

Focus points	Suggested teaching activities	Learning resources
<p>What were the achievements of the Weimar period?</p>	<p>Learners examine sources on examples of German culture in the mid to late 1920s and create a labeled diagram or drawing to show a typical scene in Germany during the Golden Age. <b>(I or G) (Basic)</b></p> <p>Learners consider as a class the issue ‘How successful was the Weimar period for Germany?’ A scatter graph of the different ideas can be added with learners then using this to make their own individual diagrams. <b>(I) (Basic)</b></p> <p>Learners write a balanced answer considering the successes and failures of the Weimar Republic up to 1929. These are read to the class while learners take notes or fill in a table. <b>(I and W) (Challenging)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 159–160</p> <p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 260–271</p> <p>Cloake, J.A. <i>Germany 1918–1945</i> pages 18–22</p> <p><a href="http://www.slideshare.net/cinbarnsley/culture-in-the-golden-years-of-the-weimar-republic">www.slideshare.net/cinbarnsley/culture-in-the-golden-years-of-the-weimar-republic</a> Good slideshow and sources on art and culture in Weimar.</p>
	<p>Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic. <b>(Formative assessment)</b></p>	<p>0470 past/specimen question papers can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a></p>

## Depth Study B: Germany, 1918–1945

### 2: Why was Hitler able to dominate Germany by 1934?

#### Recommended prior knowledge

Background knowledge of Germany's recovery following the First World War.

#### Context

This unit provides an insight into how Hitler and the Nazi Party came to power in Germany.

#### Outline

The circumstances that allowed Hitler to dominate Germany by 1934.

Focus points	Suggested teaching activities	Learning resources
What did the Nazi Party stand for in the 1920s?	<p>Learners, following research, construct a newspaper front page using ICT about the rise of Hitler and the Nazi Party. The article should inform readers of the aims and beliefs and incorporate information about Hitler's background, skills and qualities. The article is being published at the beginning of 1923. <b>(I and G) (Basic)</b></p> <p>Learners, following class/group discussion, produce a pamphlet aimed at the people of Germany, expressing the views of the Weimar government about the threat posed by the Munich Putsch and its immediate aftermath. <b>(I and G) (Basic)</b></p> <p>Learners produce a spider diagram showing the beliefs expressed by Hitler in 'Mein Kampf'. This can be fed back to the teacher on a whole class diagram. <b>(I and W) (Basic)</b></p> <p>Learners place the different policies of the Nazi 25 Point Programme on a political spectrum scale. Are there any surprises? This can be returned to at the end of the Key Question and Depth Study for further evaluations. <b>(I) Challenging)</b></p>	<p>McAleavy, T. <i>Twentieth Century History: International Relations since 1919</i> pages 64–86</p> <p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 161–162</p> <p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 264–267</p> <p>Cloake, J.A. <i>Germany 1918–1945</i> pages 27–31</p> <p><a href="http://www.johndclare.net/Weimar_25_point_programme.htm">www.johndclare.net/Weimar_25_point_programme.htm</a></p> <p>Nazi Party 25 Point Programme.</p> <p>McAleavy, T. <i>Twentieth Century History: International Relations since 1919</i> page 45</p> <p><a href="http://www.spartacus.schoolnet.co.uk/GERmein.htm">www.spartacus.schoolnet.co.uk/GERmein.htm</a></p> <p>Overview of Hitler's ideology in 'Mein Kampf'.</p> <p><a href="http://www.youtube.com/watch?v=7skCjuATU58">www.youtube.com/watch?v=7skCjuATU58</a></p> <p>Clip on the 25 Point Programme.</p>

Focus points	Suggested teaching activities	Learning resources
Why did the Nazis have little success before 1930?	Following a brainstorming exercise, learners complete a mind map ( <a href="http://en.wikipedia.org/wiki/Mind_map">http://en.wikipedia.org/wiki/Mind_map</a> ) to the question 'Why did Hitler and the Nazis have only limited success before 1930?' This should be partly based on previous activities as well as other factors. <b>(W and I) (Basic)</b>	Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 268–271  Cloake, J.A. <i>Germany 1918–1945</i> pages 23–26, 32–38  <a href="http://www.historylearningsite.co.uk/beer_hall_putsch_of_1923.htm">www.historylearningsite.co.uk/beer_hall_putsch_of_1923.htm</a> Munich putsch overview.  <a href="http://www.johndclare.net/Weimar6.htm">www.johndclare.net/Weimar6.htm</a> Overview of the Nazis in the 1920s with sources and links.
Why was Hitler able to become Chancellor by 1933?	Learners discuss as a class the impact on Germany of the Great Depression and the political and economic crisis faced between 1930 and 1933. Ideas can be fed back to the teacher for further study. <b>(W) (Basic)</b>  Learners produce an election poster using ICT to show what the Nazi Party was offering to ensure they gained votes from the people of Germany. <b>(I) (Basic)</b>  Using ICT, graph a chart showing the results of elections to the German Reichstag between 1928 and 1932. The chart should allow comparison of how the votes increased (or decreased) for the main parties. <b>(I) (Basic)</b>  Learners write an extended answer that compares the different reasons for gaining the Chancellorship in Germany in 1933. Reasons should include the Depression, Nazi propaganda, political events involving Hindenburg, von Schleicher and von Papen, the fear of communism etc. <b>(Formative assessment)</b>	McAleavy, T. <i>Twentieth Century History: International Relations since 1919</i> pages 48–49  Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 163–164  Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 272–273  Cloake, J.A. <i>Germany 1918–1945</i> pages 32–38  <a href="http://www.johndclare.net/Weimar7.htm">www.johndclare.net/Weimar7.htm</a> Overview, sources and links on Hitler's rise to power.  'Hitler: The Rise of Evil' – DVD  <a href="http://www.marxists.org">www.marxists.org</a> Election results in Germany 1924–1933.
How did Hitler consolidate his power in 1933–4?	Learners produce a timetable of events showing Hitler's steps culminating in him being made Chancellor. The timetable should start with the Reichstag elections of July 1932. Each step should state what happened and the outcome. <b>(I) (Basic)</b>	Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 165–166  Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 272–273

Focus points	Suggested teaching activities	Learning resources
	<p>Using historical sources as evidence, learners, in groups, piece together the evidence relating to the Reichstag Fire in the form of a forensic report. The strength of evidence against van der Lubbe should then be considered. A trial could be held putting van der Lubbe on trial. <b>(G and W) (Basic and Challenging)</b></p> <p>Learners write the mnemonic 'Enabling Act' down the side of the page and write sentences about why it was so important to Hitler. <b>(I) (Basic)</b></p> <p>Learners create a detailed and illustrated storyboard of the Night of the Long Knives. <b>(I) (Basic)</b></p> <p>Learners consider the impact of the Night of the Long Knives on Hitler's power. Handouts can be created for the rest of the class. <b>(I) (Challenging)</b></p> <p>Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic. <b>(Formative assessment)</b></p>	<p>Edition) pages 274–275</p> <p>Cloake, J.A. <i>Germany 1918–1945</i> pages 39–43</p> <p><a href="http://www.johndclare.net/Nazi_Germany1.htm">www.johndclare.net/Nazi_Germany1.htm</a> Overview, sources and links on Hitler's consolidation of power.</p> <p><a href="http://www.historyonthenet.com">www.historyonthenet.com</a> Life in Nazi Germany worksheet booklet</p> <p><a href="http://www.youtube.com/watch?v=DrEeBbnDYrw&amp;feature=fvst">www.youtube.com/watch?v=DrEeBbnDYrw&amp;feature=fvst</a> 'Night of the Long Knives' video clip.</p> <p><a href="http://www.cartoonstock.com">www.cartoonstock.com</a> Pack of cartoons related to the 'Night of the Long Knives.</p> <p>0470 past/specimen question papers can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a></p>

## Depth Study B: Germany, 1918–1945

### 3(a): The Nazi regime: How effectively did the Nazis control Germany, 1939–1945?

#### Recommended prior knowledge

Background knowledge of Germany at the time of the Nazis coming to power.

#### Context

This unit provides an insight into the ways in which the Nazis were able to effectively control Germany and its people.

#### Outline

The creation a totalitarian state in Germany.

Focus points	Suggested teaching activities	Learning resources
How much opposition was there to the Nazi regime?	<p>Learners brainstorm the extent of opposition to the Nazi regime. Opposition from the Church, the SPD and KPD, the upper classes, some youth groups and the growing opposition during the war are the main areas that need to be examined. <b>(W) (Basic)</b></p> <p>Learners use the brainstorm above to create mind-maps of the opposition in Nazi Germany. <b>(I) (Basic)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 169–172</p> <p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 276–279</p> <p>Cloake, J.A. <i>Germany 1918–1945</i> pages 89–92</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mw/h/germany/oppositionrev1.shtml">www.bbc.co.uk/schools/gcsebitesize/history/mw/h/germany/oppositionrev1.shtml</a> Overview of opposition in Nazi Germany.</p>
How effectively did the Nazis deal with their political opponents?	<p>Learners, in groups, create 5 minute presentations to the class on the use of the SS and police, the Gestapo, concentration camps, Nazi judges etc to deal with opposition. <b>(G) (Basic)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 173–174</p> <p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 276–279</p> <p>Cloake, J.A. <i>Germany 1918–1945</i> pages 44–47</p> <p><a href="http://www.johndclare.net/Nazi_Germany2.htm">www.johndclare.net/Nazi_Germany2.htm</a> Overview and links.</p>
How did the Nazis use culture and	Learners brainstorm ideas on how culture and mass media can be used to	Brodkin, A. et al. <i>OCR GCSE Modern World</i>

Focus points	Suggested teaching activities	Learning resources
the mass media to control the people?	<p>control people in society. Learners could bring in examples of propaganda to illustrate this and create a whole class collage. <b>(W) (Basic)</b></p> <p>Learners use sources and research to examine how the Nazis kept control with specific reference to examples such as the use of propaganda, Goebbels, book burning, rallies, the media and the 1936 Olympic Games. The effectiveness should be evaluated. <b>(I or G) (Challenging)</b></p> <p>Using examples of Nazi propaganda, learners consider the message and purpose of each example and answer exam style questions. <b>(Formative assessment)</b></p>	<p><i>History</i> pages 175–176</p> <p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 280–282</p> <p>Cloake, J.A. <i>Germany 1918–1945</i> pages 52–64</p> <p><a href="http://www.johndclare.net/Nazi_Germany3.htm">www.johndclare.net/Nazi_Germany3.htm</a> Information on Nazi control.</p> <p><a href="http://www.youtube.com/watch?v=Af44Slin7Iq">www.youtube.com/watch?v=Af44Slin7Iq</a> Nazi Propaganda video clip.</p>
Why did the Nazis persecute many groups in German society?	<p>Learners identify the main groups of people that were persecuted by the Nazis, including Jews and minorities (homosexuals, gypsies, Eastern Europeans and mentally and physically disabled people) and the methods of persecution used (Kristallnacht, the Final Solution, concentration and extermination camps, and medical methods). Learners then split into groups to create handouts and a presentation on one of the groups to the rest of the class. <b>(W and G) (Basic)</b></p> <p>Learners research Nazi racial and anti-Semitic beliefs and create a diagram to show these. <b>(I) (Basic)</b></p> <p>Learners create a storyboard or living timeline to show the treatment of Jews and other undesirables in Nazi Germany. This board or timeline should demonstrate the rising violence towards the Jews from 1933–45. <b>(I) (Basic)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 172–180</p> <p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 294–297</p> <p>Cloake, J.A. <i>Germany 1918–1945</i> pages 65–70</p> <p><a href="http://www.bbc.co.uk/history/worldwars/genocide/launch_tl_persecution_genocide.shtml">www.bbc.co.uk/history/worldwars/genocide/launch_tl_persecution_genocide.shtml</a> Timeline of Nazi genocide.</p> <p><a href="http://www.youtube.com/watch?v=YpdJhA5aJkA">www.youtube.com/watch?v=YpdJhA5aJkA</a> Video timeline of Nazi persecution of minorities.</p> <p><a href="http://www.spartacus.schoolnet.co.uk/GERantisemitism.htm">www.spartacus.schoolnet.co.uk/GERantisemitism.htm</a> Overview and sources on Nazi anti-Semitism.</p> <p><a href="http://www.socialstudiesforkids.com">www.socialstudiesforkids.com</a> Kristallnacht.</p>
Was Nazi Germany a totalitarian state?	<p>Learners debate the meaning of ‘totalitarian state’ and then examine the extent to which Germany had become a totalitarian state under the rule of Hitler and the Nazi party. This could be done under two whole class titles on the wall or Smart Board labeled ‘Totalitarian’ and ‘Not Totalitarian’.</p>	<p>Cloake, J.A. <i>Germany 1918–1945</i> pages 48–51, 93–95</p> <p><a href="http://www.thefreedictionary.com">www.thefreedictionary.com</a></p>

Focus points	Suggested teaching activities	Learning resources
	<p><b>(W) (Basic)</b></p> <p>Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic.</p> <p><b>(Formative assessment)</b></p>	<p>0470 past/specimen question papers can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a></p>



## Depth Study B: Germany, 1918–1945

### 3(b): The Nazi regime: What was it like to live in Nazi Germany?

#### Recommended prior knowledge

Background knowledge of Germany in the 1930s.

#### Context

This unit provides an insight into the lives of German people and how this was affected by the Nazi regime.

#### Outline

The impact of Nazi rule on different groups in German society.

Focus points	Suggested teaching activities	Learning resources
How did young people react to the Nazi regime?	<p>Learners investigate the role of the Hitler Youth and League of German Maidens. They then produce a pamphlet to advertise to German children living in Nazi Germany why they should join. <b>(I or G) (Basic)</b></p> <p>Learners also investigate the role of other youth groups in Germany and their relative success compared to the Nazi youth organisations. <b>(I) (Basic)</b></p> <p>Learners research examples of young people not supporting the Nazis. Were the Nazis successful in dealing with these groups? A report from the point of view of a Nazi newspaper or an opposition newspaper could be written in groups. <b>(G) (Basic)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 181–182</p> <p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 283–285</p> <p>Cloake, J.A. <i>Germany 1918–1945</i> pages 71–76</p> <p><a href="http://www.youtube.com/watch?v=JB45qymNQEO">www.youtube.com/watch?v=JB45qymNQEO</a> 'Hitler's children' five-part video.</p> <p><a href="http://www.historylearningsite.co.uk/hitler_youth.htm">www.historylearningsite.co.uk/hitler_youth.htm</a> Overview and links on Nazi Youth movements.</p>
How successful were Nazi policies towards women and the family?	<p>Learners examine the role women played in Nazi society and in family life especially including the ways in which they were encouraged to have children. Learners create a spider diagram. <b>(W and I) (Basic)</b></p> <p>Learners examine the role of education in Nazi Germany and the differences between their personal experiences and that of a young person living in Germany during the 1930s. A study of a timetable from the time would be a useful stimulus. <b>(I) (Basic)</b></p> <p>Learners compare their school timetable with that of a German learner in</p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 183–184</p> <p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 286–287</p> <p>Cloake, J.A. <i>Germany 1918–1945</i> pages 81–84</p> <p><a href="http://www.historylearningsite.co.uk/Women_Nazi_Germany.htm">www.historylearningsite.co.uk/Women_Nazi_Germany.htm</a></p>

Focus points	Suggested teaching activities	Learning resources
	<p>the 1930s and then compare the experiences of each and explain the impact of Nazi indoctrination. <b>(I) (Challenging)</b></p> <p>Learners discuss how the Nazis view the importance of the family. Learners then, in groups, produce a piece of Nazi propaganda promoting the family and annotate their ideas. <b>(G) (Basic)</b></p>	<p>Information and links on women and family in Nazi Germany.</p>
<p>Did most people in Germany benefit from Nazi rule?</p>	<p>Learners use a whole class scale to research the positive and negative social, economic and political impacts of Nazi rule. Learners then produce a speech rating the different groups out of ten. <b>(W and I) (Basic)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 185–186</p> <p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 288–291</p> <p>Cloake, J.A. <i>Germany 1918–1945</i> pages 85–88</p> <p><a href="http://www.historylearningsite.co.uk/nazi_germany_economic_miracle.htm">www.historylearningsite.co.uk/nazi_germany_economic_miracle.htm</a> Information on the Nazi economic miracle.</p>
<p>How did the coming of war change life in Nazi Germany?</p>	<p>Learners will examine the changes that war brought to Germany, including a change to a wartime economy, the bombing of German cities and the effects of fighting a war on two fronts. Sources can be used to investigate this and write a report that can be teacher assessed. <b>(Formative assessment)</b></p> <p>Teacher presentation that examines the impact war had on German people and the effectiveness of changes to Nazi policy in responding to these. Learners, in groups, create mind-maps of their evidence and compare each other's' findings. <b>(W and G) (Basic)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 187–189</p> <p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 292–293</p>
	<p>Learners revise the work completed at the end of this section and complete a Cambridge IGCSE question paper on this topic. <b>(Formative assessment)</b></p>	<p>0470 past/specimen question papers – can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a></p>

## Scheme of work – Cambridge IGCSE® History (0470)

### Depth Study C: Russia 1905–1941

#### 1: Why did the Tsarist regime collapse in 1917?

##### Recommended prior knowledge

An awareness of the main features of Russian society at the beginning of the twentieth century.

##### Context

This unit provides an insight into the reasons why there was a revolution in Russia in 1917.

##### Outline

The significance of the 1905 Revolution and March 1917 Revolution on the collapse of Tsarist autocracy in Russia.

Focus points	Suggested teaching activities	Learning resources
How well did the Tsarist regime deal with the difficulties of ruling Russia up to 1914?	<p>Learners use facts, figures and maps of Russia in 1905 to create a whole class spider diagram on why Russia was so difficult to rule. Consider geographical issues, Tsarist autocracy, backward economy, growing opposition in Russia, the Russo-Japanese War, Marxism and liberalism, multi-ethnic and multi-religious society etc. <b>(W) (Basic)</b></p> <p>Learners list the different roles and powers of the Tsar. Learners then identify and explain the problems these may causes for Russia. <b>(I) (Challenging)</b></p> <p>Learners research the different opposition that the Romanov Dynasty faced and present the findings as Power Points to the rest of the class. <b>(I or G) (Basic)</b></p> <p>Learners should produce a Venn diagram (<a href="http://www.classroomjr.com/printable-blank-venn-diagrams/">www.classroomjr.com/printable-blank-venn-diagrams/</a>) showing why was there a war between Russia and Japan in 1904–5? Was the result of this war the main reason for the 1905 Revolution?</p>	<p>McAleavy, T. <i>Twentieth Century History: International Relations since 1919</i> pages 10–11</p> <p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 298–303</p> <p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 194–197</p> <p>Fiehn, T. <i>Russia and the USSR 1905–1941</i> pages 2–14</p> <p><a href="http://www.johndclare.net/Russ2.htm">www.johndclare.net/Russ2.htm</a> Overview and sources available.</p> <p><a href="http://kenbaker.wordpress.com">http://kenbaker.wordpress.com</a></p> <p><a href="http://www.ibiblio.org">www.ibiblio.org</a></p>

Focus points	Suggested teaching activities	Learning resources
	<p><b>(I) (Basic and Challenging)</b></p> <p>Learners study the historical evidence relating to Bloody Sunday. Learners should compare different views and opinions and write diary entries from the point of view of the marchers led by Father Gapon and the Tsar. <b>(I) (Challenging)</b></p> <p>Learners could also create a character study of the Tsar, Nicolas II. <b>(I) (Basic)</b></p>	<p>Russian empire.</p> <p><a href="http://www.google.co.uk">www.google.co.uk</a> Collection of images of Bloody Sunday.</p>
<p>How did the Tsar survive the 1905 revolution?</p>	<p>Learners study the Russian cartoon entitled 'The Russian Tsars at Home' before considering 'How well does this cartoon reflect the influence of Rasputin on the Tsar and Tsarina?' The cartoon should be annotated by learners, in groups, and put into context. <b>(G) (Basic)</b></p> <p>Learners consider in groups – 'The October Manifesto was worthless' and 'Was the appointment of Stolypin successful?'. A whole class debate is held on the two issues. <b>(G and W) (Basic)</b></p>	<p>Walsh, B. GCSE <i>Modern World History</i> (Third Edition) pages 304–305</p> <p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 198–202</p> <p>Fiehn, T. <i>Russia and the USSR 1905–1941</i> pages 15–23</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mw/h/russia/">www.bbc.co.uk/schools/gcsebitesize/history/mw/h/russia/</a> Overview and test.</p> <p><a href="http://www.youtube.com/watch?v=GIER4Cylir8">www.youtube.com/watch?v=GIER4Cylir8</a> Lecture clip with slides.</p> <p><a href="http://wewanttoknowmore.blogspot.co.uk">http://wewanttoknowmore.blogspot.co.uk</a> Powerful Rasputin?? – blog.</p>
	<p>From a collection of Russian cartoons of the time, learners decide (a) are the messages similar and (b) if the reasons for publication similar. <b>(I) (Basic)</b></p>	<p><a href="http://ows.edb.utexas.edu/site/kmb2277edc370s/editorial-cartoons">http://ows.edb.utexas.edu/site/kmb2277edc370s/editorial-cartoons</a> Political cartoons from the period.</p>
<p>How far was the Tsar weakened by the First World War?</p>	<p>Learners identify the problems facing the Tsar and the Russian people during the First World War and record these on pieces of card. A sorting exercise will place them in order of relative importance. In groups discuss the reasons for the order selected. <b>(G) (Basic)</b></p> <p>Learners present a series of small role-plays identifying the role of</p>	<p>Walsh, B. GCSE <i>Modern World History</i> (Third Edition) pages 306–309</p> <p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 203–204</p> <p>Fiehn, T. <i>Russia and the USSR 1905–1941</i></p>

Focus points	Suggested teaching activities	Learning resources
	Rasputin in the fall of Tsarism in Russia. <b>(G) (Basic)</b>	pages 27–29 (Rasputin focus)  <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mw/h/russia/">www.bbc.co.uk/schools/gcsebitesize/history/mw/h/russia/</a> Overview and test.
Why was the revolution of March 1917 successful?	<p>Learners will identify the factors that led to the 1917 (March) revolution. The factors should be presented in a diagrammatical format. The factors should be ranked in order of importance with reasons being given for the choices made. <b>(I) (Basic and Challenging)</b></p> <p>A comparison of the 1905 and 1917 revolutions is discussed in an attempt to identify why in 1917 the Tsar decided to abdicate. <b>(W) (Basic)</b></p> <p>Learners produce a diagram showing the relationship between the Provisional Government and the Petrograd Soviet (Dual Power) including the dual role of Kerensky. <b>(I) (Basic)</b></p>	<p>McAleavy, T. <i>Twentieth Century History: International Relations since 1919</i> pages 10–11</p> <p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 309–313</p> <p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 205–206</p> <p>Fiehn, T. <i>Russia and the USSR 1905–1941</i> pages 30–36</p> <p><a href="http://www.johndclare.net/Russ3.htm">www.johndclare.net/Russ3.htm</a> Sources on March Revolution 1917.</p> <p><a href="http://www.youtube.com/watch?v=GQUAW_CdBds&amp;feature=related">www.youtube.com/watch?v=GQUAW_CdBds&amp;feature=related</a> Four-part series on WWI and March Revolution.</p>
	Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic. <b>(Formative assessment)</b>	0470 past/specimen question papers can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a>

## Depth Study C: Russia 1905–1941

### 2: How did the Bolsheviks gain power, and how did they consolidate their rule?

#### Recommended prior knowledge

A background knowledge of Russia in 1917, those in power and those striving for power.

#### Context

This unit provides an insight into how the Bolsheviks were able to gain and hold on to power.

#### Outline

The reasons for the Bolshevik seizure of power in November 1917 and the rule of Lenin and the Bolsheviks.

Focus points	Suggested teaching activities	Learning resources
How effectively did the Provisional Government rule Russia in 1917?	<p>Learners examine the problems facing the Provisional Government in 1917 and present these in the form of a Venn diagram. <b>(I) (Basic)</b></p> <p>The teacher identifies with the class the reasons for the steady decline of the Provisional Government's authority. <b>(W) (Basic)</b></p> <p>The problems from the two exercises above can be set out down the left side of a table. Learners then research and identify government action in relation to each. A final column should comment as to how effective the Provisional Government action was. This should include the conditions of workers and peasants, opposition parties, Lenin and the Bolsheviks, the First World War and its impact. <b>(I) (Basic)</b></p>	<p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 311–313</p> <p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 207–210</p> <p>Fiehn, T. <i>Russia and the USSR 1905–1941</i> pages 38–41</p> <p><a href="http://www.johndclare.net/Russ4.htm">www.johndclare.net/Russ4.htm</a> Information and sources on Provisional Government.</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mw/h/russia/">www.bbc.co.uk/schools/gcsebitesize/history/mw/h/russia/</a> Overview and test.</p>
	<p>In pairs, learners examine the April Theses and summarise the main aims of Lenin and the Bolshevik Party in 1917. <b>(I) (Basic)</b></p> <p>Learners could compare these ideas with other opposition parties such as the SRs and the Kadets. <b>(I) (Challenging)</b></p>	

Focus points	Suggested teaching activities	Learning resources
<p>Why were the Bolsheviks able to seize power in November 1917?</p>	<p>Learners create a storyboard of the events leading up to the November 1917 seizure of power. This should include the roles of Lenin and Trotsky, Bolshevik propaganda (Peace, Bread, Land), the July Days, the Kornilov Affair, the continuation of the First World War etc. <b>(I) (Basic)</b></p> <p>Learners compare extracts from both Soviet and Western historians as well as modern revisionist interpretations to decide how far the November seizure of power was a people's revolution. <b>(I) (Challenging)</b></p>	<p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 314–318</p> <p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 211–212</p> <p>Fiehn, T. <i>Russia and the USSR 1905–1941</i> pages 42–49</p> <p><a href="http://www.johndclare.net/Russ5.htm">www.johndclare.net/Russ5.htm</a> Links and sources on November Revolution 1917.</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mw/h/russia/">www.bbc.co.uk/schools/gcsebitesize/history/mw/h/russia/</a> Overview and test.</p> <p><a href="http://www.youtube.com/watch?v=u6bhBLQ8zNo">www.youtube.com/watch?v=u6bhBLQ8zNo</a> Six-part video documentary.</p>

Focus points	Suggested teaching activities	Learning resources
Why did the Bolsheviks win the Civil War?	<p>Learners watch a video clip of the civil War in Russia and write and share notes to pin up on a whole class diagram. <b>(I and W) (Basic)</b></p> <p>Learners will identify the reasons for the success of the Bolsheviks in the Civil War producing a series of flash cards. These reasons should then be ordered into relative importance with each group explaining their decisions. <b>(G) (Basic)</b></p> <p>Learners make a glossary of key terms and phrases such as Cheka, requisitioning, Commissar, War Communism etc. <b>(I) (Basic)</b></p> <p>Learners complete a map of Russia to show the areas held by the Reds and Whites 1918–1921, the positions of the White armies and details about their leaders, aims and conflicts plus the roles played by other nations. <b>(I) Challenging)</b></p> <p>Using a collection of historical sources, learners discuss the value of propaganda to the Bolshevik success. Learners annotate the sources and present to the class. <b>(G) (Basic)</b></p>	<p>Walsh, B. GCSE <i>Modern World History</i> (Third Edition) pages 318–323</p> <p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 213–216</p> <p>Fiehn, T. <i>Russia and the USSR 1905–1941</i> pages 52–57</p> <p><a href="http://www.johndclare.net/Russ7.htm">www.johndclare.net/Russ7.htm</a> Civil War information and sources.</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mw/h/russia/">www.bbc.co.uk/schools/gcsebitesize/history/mw/h/russia/</a> Civil War overview and test.</p> <p><a href="http://www.youtube.com/watch?v=M7hkrWM2WM8">www.youtube.com/watch?v=M7hkrWM2WM8</a> Civil War clip.</p> <p><a href="http://www.youtube.com">www.youtube.com</a> Bolshevik propaganda, part 1.</p>
How far was the New Economic Policy a success?	Learners will identify the reasons for and features of the New Economic Policy, comparing similarities and differences with War Communism. A table could be constructed which identifies the features, successes and failures. <b>(I or G) (Basic)</b>	<p>Walsh, B. GCSE <i>Modern World History</i> (Third Edition) pages 324–325</p> <p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 217–218</p> <p>Fiehn, T. <i>Russia and the USSR 1905–1941</i> pages 62–69</p> <p><a href="http://www.johndclare.net/Russ8.htm">www.johndclare.net/Russ8.htm</a> NEP sources and information.</p>
	Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic. <b>(Formative assessment)</b>	0470 past/specimen question papers can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a>



## Depth Study C: Russia 1905–1941

### 3: How did Stalin gain and hold on to power?

#### Recommended prior knowledge

An understanding of the power of dictators.

#### Context

This unit provides an insight into how Stalin was able to gain and hold on to power.

#### Outline

The methods used by Stalin to make himself dictator and the nature of Stalinist rule in the USSR.

Focus points	Suggested teaching activities	Learning resources
Why did Stalin, and not Trotsky, emerge as Lenin's successor?	<p>Learners take part in a Trotsky versus Stalin debate. This could be done as hot seating exercise. <b>(W) (Basic)</b></p> <p>Learners produce a timeline of the Trotsky versus Stalin debate up to Stalin's ascension to power in the party. Higher ability learners may want to demonstrate the shifting political views of Stalin on this timeline. <b>(I) (Basic and Challenging)</b></p> <p>Learners research the main ideas of Stalinism and create a whole class diagram. <b>(W) (Basic)</b></p>	<p>McAleavy, T. <i>Twentieth Century History: International Relations since 1919</i></p> <p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 326–327</p> <p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 219–220</p> <p>Fiehn, T. <i>Russia and the USSR 1905–1941</i> pages 80–85</p> <p><a href="http://www.johndclare.net/Russ9.htm">www.johndclare.net/Russ9.htm</a> Information and sources on Stalin assuming power in the USSR.</p> <p><a href="http://library.thinkquest.org">http://library.thinkquest.org</a> Stalin and Trotsky fight for power.</p>
Why did Stalin launch the Purges?	<p>Learners identify the reasons why Stalin thought the Purges and Great Terror were necessary and their outcome. The information gathered could be presented in a table. <b>(I) (Basic)</b></p> <p>Learners, in groups, could hold a mock trial to demonstrate how so many</p>	<p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 334–335</p> <p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 221–222</p>

Focus points	Suggested teaching activities	Learning resources
	innocent people were removed during Stalin's Purge. <b>(G) (Basic and Challenging)</b>	Fiehn, T. <i>Russia and the USSR 1905–1941</i> pages 105–112  <a href="http://www.johndclare.net/Russ12.htm">www.johndclare.net/Russ12.htm</a> Information and sources on Stalin's Terror.  <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mw/h/russia/">www.bbc.co.uk/schools/gcsebitesize/history/mw/h/russia/</a> Stalin's methods and Purges activities and tests.
What methods did Stalin use to control the Soviet Union?	Learners create a colour coded mind-map, using sources and research, to show the different methods of control used by Stalin in the Soviet state. <b>(I) (Basic)</b>  Using historical evidence such as the cartoons 'Visit the USSR's pyramids', 'The Stalinist Constitution', 'We are quite happy' and photographs such as Stalin with a young child as well as doctored photographs together with written extracts discuss the view that 'Stalin was a popular leader of the Soviet people'. A written answer can be assessed by the teacher. <b>(Formative assessment)</b>	Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 335–340  Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 223–224  Fiehn, T. <i>Russia and the USSR 1905–1941</i> pages 113–119
How complete was Stalin's control over the Soviet Union by 1941?	Learners in groups discuss the extent to which these methods of control were successful and which was the most successful. 5 minute speeches can be delivered to the class for a vote or ranking. <b>(I) (Challenging)</b>	Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 335–340  Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 225–226  <a href="http://www.youtube.com/watch?v=C9t6QyEv_fU">www.youtube.com/watch?v=C9t6QyEv_fU</a> 'Most evil men in history' three-part documentary.
	Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic. <b>(Formative assessment)</b>	0470 past/specimen question papers can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a>

## Depth Study C: Russia 1905–1941

### 4: What was the impact of Stalin’s economic policies?

#### Recommended prior knowledge

Background knowledge of Russian industry and agriculture following the Civil War.

#### Context

An insight into the effectiveness of Stalin’s industrial and agricultural policies including the Five-Year Plans and collectivisation.

#### Outline

The successes and failures of Stalin’s economic policies.

Focus points	Suggested teaching activities	Learning resources
Why did Stalin introduce the Five-Year Plans?	<p>Learners brainstorm reasons for the Five-Year plan. Learners then create a spider diagram to explain the reasons including competition with the USA, modern economy, ideological reasons linked to capitalism versus communism, preparation for future conflict etc. <b>(W and I) (Basic)</b></p> <p>Learners complete a separate table identifying the main features of each of the three Five-Year Plans. Facts and figures should be included. <b>(I) (Basic)</b></p>	<p>McAleavy, T. <i>Twentieth Century History: International Relations since 1919</i></p> <p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 328–332</p> <p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 227–228</p> <p>Fiehn, T. <i>Russia and the USSR 1905–1941</i> pages 86–94</p> <p><a href="http://www.johndclare.net/Russ11.htm">www.johndclare.net/Russ11.htm</a> Five-Year Plans sources and information.</p>
Why did Stalin introduce collectivisation?	<p>Learners are given statement cards with reasons for collectivisation. Learners cluster into groups into the following categories: socialism in the countryside (ideological), modern farming methods, to stop famine, feed the workers and soldiers in urban areas and removal of the Kulaks. <b>(I and W) (Basic)</b></p>	<p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 332–333</p> <p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 229–230</p> <p>Fiehn, T. <i>Russia and the USSR 1905–1941</i> pages 95–104</p>

Focus points	Suggested teaching activities	Learning resources
		<p><a href="http://www.johndclare.net/Russ10.htm">www.johndclare.net/Russ10.htm</a> Useful timeline and sources on collectivisation.</p> <p><a href="http://www.youtube.com/watch?v=FcumJNNX0gc">www.youtube.com/watch?v=FcumJNNX0gc</a> Short clip on collectivisation.</p>
How successful were Stalin's economic changes?	<p>Learners are given figures of production in industry and agriculture from 1928–41. Learners create charts or graphs to show the fluctuations and analyse their results. <b>(I) (Challenging)</b></p> <p>Learners are given figures of Stalin's Five-Year Plans and compare them to targets set by the Soviet government to answer the question: How successful were Stalin's Five-Year Plans? <b>(Formative assessment)</b></p> <p>Learners, in groups, to have access to images of Soviet propaganda relating to the economic plans and discuss the impact this propaganda might have had in urban and rural areas. These sources can be annotated with notes to demonstrate how accurate the evidence is. <b>(G) (Basic and Challenging)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 231–232</p> <p>Fiehn, T. <i>Russia and the USSR 1905–1941</i> pages 94–104</p> <p><a href="http://www.iisg.nl/exhibitions/chairman/sovintro.php">www.iisg.nl/exhibitions/chairman/sovintro.php</a> Soviet posters/propaganda.</p>
How were the Soviet people affected by these changes?	Learners review the period of control under Stalin and consider the effects on changes to Soviet life in this period with reference to ethnic minorities, women and differing social groups such as peasants, workers in industry and the social elite. Learners could present reports covering each group. <b>(W and G) (Basic)</b>	<p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 338–340</p> <p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 233–234</p> <p><a href="http://www.johndclare.net/Russ14.htm">www.johndclare.net/Russ14.htm</a> Information and sources on Stalin's impact on society.</p>
	Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic. <b>(Formative assessment)</b>	0470 past/specimen question papers can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a>

## Scheme of work – Cambridge IGCSE<sup>®</sup> History (0470)

### Depth Study D: The USA, 1919–1941 1: How far did the US economy boom in the 1920s?

#### Recommended prior knowledge

Background knowledge of how the USA was affected by World War 1.

#### Context

An insight into the American economy in the 1920s and how far different groups benefitted.

#### Outline

The causes and consequences of the US economic boom in the 1920s.

Focus points	Suggested teaching activities	Learning resources
On what factors was the economic boom based?	<p>Learners brainstorm reasons why economic boom happens and the factors that play a part in this. <b>(W) (Basic)</b></p> <p>Learners draw a diagram showing the features that were specific to the USA's boom in the 1920s. Each factor should then be ranked according to importance and the reasons for this ranking explained. <b>(I) (Challenging)</b></p> <p>Learners should conduct a special study into the importance of mass production in the car and consumer durables industries. This can be presented in groups using ICT or handouts. <b>(G) (Basic)</b></p>	<p>McAleavy, T. <i>Twentieth Century History: International Relations since 1919</i></p> <p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 240–243</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 342–348</p> <p>Fiehn, T. et al. <i>The USA between the Wars 1919–1941</i> pages 16–32</p> <p><a href="http://www.historylearningsite.co.uk/America_economy_1920s.htm">www.historylearningsite.co.uk/America_economy_1920s.htm</a> Overview of Boom.</p>
	<p>Learners prepare short reports on how aspects of the 'boom' could be a weakness for the economy in the later years of the 1920s. <b>(G) (Challenging)</b></p>	<p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mw/h/usa/">www.bbc.co.uk/schools/gcsebitesize/history/mw/h/usa/</a> Video and resources on Boom.</p>

Focus points	Suggested teaching activities	Learning resources
Why did some industries prosper while others did not?	Learners construct a table listing the industries that prospered and those that failed to do so. Reason for success and failure can be added to this table and explained. <b>(I) (Basic)</b>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> page 244</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 350–351</p> <p>Fiehn, T. et al. <i>The USA between the Wars 1919–1941</i> page 35</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mw/h/usa/">www.bbc.co.uk/schools/gcsebitesize/history/mw/h/usa/</a> Video and resources.</p> <p><a href="http://www.ilovehistory.co.uk">www.ilovehistory.co.uk</a> Did everyone benefit from the boom?</p>
Why did agriculture not share in the prosperity?	Learners investigate the state of American agriculture prior to the 'boom'. From source material ascertain the reasons why farmers were unsuccessful in the 1920s. These reasons to be presented in the form of a PowerPoint presentation. <b>(I or G) (Basic)</b>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 245–246</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> page 349</p> <p>Fiehn, T. et al. <i>The USA between the Wars 1919–1941</i> page 33</p>
Did all Americans benefit from the boom?	<p>Learners identify the groups of Americans who benefitted from the boom and those who didn't. The results could be presented in a chart. What reasons can be given as to why many failed to benefit? Groups should include the workers in old industries such as coal and textiles; Black Americans; immigrants; farmers. <b>(I) (Basic)</b></p> <p>Learners write an extended answer on which groups they think benefitted the most and why compared to other groups. <b>(Formative assessment)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 247–248</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 350–351</p> <p>Fiehn, T. et al. <i>The USA between the Wars 1919–41</i> page 34</p> <p><a href="http://www.ilovehistory.co.uk">www.ilovehistory.co.uk</a> Did everyone benefit from the boom?</p> <p><a href="http://www.schoolhistory.co.uk/lessons/usa192941/noboom1920s.html">www.schoolhistory.co.uk/lessons/usa192941/noboom1920s.html</a></p>

Focus points	Suggested teaching activities	Learning resources
		Interactive diagram on Boom.
	Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic. <b>(Formative assessment)</b>	0470 past/specimen question papers can be accessed by logging Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a>

## Depth Study D: The USA, 1919–1941

### 2: How far did US society change in the 1920s?

#### Recommended prior knowledge

Background knowledge of life in the USA in the 1920s.

#### Context

The social, economic and political changes to US society in the 1920s.

#### Outline

The changes and continuity in US society including the growth of religious, racial and political intolerance.

Focus points	Suggested teaching activities	Learning resources
What were the 'Roaring 20s'?	<p>Learners, in groups, investigate the extent to which the USA changed socially and culturally during the 1920s, in respect of women (flappers), movies, sport, music and radio. Each group to make a presentation on one of the topics to the rest of the class OR each group to use ICT to present a magazine article to explain what was happening in their selected area. <b>(G) (Basic)</b></p> <p>Learners create a whole class collage showing images of the 'Roaring 20s'. <b>(W) (Basic)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 249–250</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 352–353</p> <p>Fiehn, T. et al. <i>The USA between the Wars 1919–1941</i> pages 36–39</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mw/h/usa/">www.bbc.co.uk/schools/gcsebitesize/history/mw/h/usa/</a> Video and resources.</p> <p><a href="http://www.schoolshistory.org.uk">www.schoolshistory.org.uk</a> The American Dream.</p>
How widespread was intolerance in US society?	<p>Learners brainstorm the meaning of intolerance and the ways in which it is expressed in society. <b>(W) (Basic)</b></p> <p>Learners investigate the extent to which intolerance was present in American society especially with regard to immigrants, socialists/communists, blacks and other minorities and the impact of this intolerance. The finding to be presented in the form of a mind map. <b>(I) (Basic)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 251–253</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 356–363</p> <p>Fiehn, T. et al. <i>The USA between the Wars 1919–1941</i> pages 44–57</p>



Focus points	Suggested teaching activities	Learning resources
	Learners present a piece of extended writing which explains why such intolerance became more violent and discriminatory and why governments and society failed to prevent it. <b>(I) (Challenging)</b>	<a href="http://www.johndclare.net/America5.htm">www.johndclare.net/America5.htm</a> Good sources and links.
Why was Prohibition introduced, and then later repealed?	<p>Learners carry out a mini study using packs of source materials to consider the meaning of Prohibition and the reasons why it was introduced. They then consider the effects of such a policy with specific reference to moonshine, smuggling, organised crime and the extent to which these affected the decision to repeal prohibition. <b>(G) (Basic)</b></p> <p>Learners complete a character study on Al Capone and organised crime in Chicago as a case study for presentation or display. <b>(I) (Basic)</b></p> <p>Learners contribute to a whole class timeline of Prohibition which includes pictures and statistical evidence from 1919–33. <b>(W) (Basic)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 254–256</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 364–368</p> <p>Fiehn, T. et al. <i>The USA between the Wars 1919–1941</i> pages 58–66</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mw/h/usa/">www.bbc.co.uk/schools/gcsebitesize/history/mw/h/usa/</a> Prohibition video.</p> <p><a href="http://www.johndclare.net/America5.htm">www.johndclare.net/America5.htm</a> Good sources and links.</p>
How far did the roles of women change during the 1920s?	<p>Learners brainstorm the roles of women in today’s society. <b>(W) (Basic)</b></p> <p>Learners use source material to show both continuity and change for learners to annotate and stick onto a continuity-change diagram for the whole class. <b>(I and W) (Basic)</b></p> <p>Learners have a five-minute hot seat to give their arguments on how far life for women improved in the 1920s USA. <b>(I) (Challenging)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 257–258</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 354–355</p> <p>Fiehn, T. et al. <i>The USA between the Wars 1919–1941</i> pages 40–43</p> <p><a href="http://www.johndclare.net/America5.htm">www.johndclare.net/America5.htm</a> Good sources and links.</p> <p><a href="http://www.youtube.com/watch?v=3svvCj4yhYc">www.youtube.com/watch?v=3svvCj4yhYc</a> Video on Flappers.</p>
	Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic. <b>(Formative assessment)</b>	0470 past/specimen question papers can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a>

## Depth Study D: The USA, 1919–1941

### 3: What were the causes and consequences of the Wall Street Crash?

#### Recommended prior knowledge

A background knowledge of the share dealings and the operation of a stock exchange and the relationship to the ‘boom’ years.

#### Context

An insight into why financial systems collapsed, and the effects of the Wall Street Crash in the USA.

#### Outline

The reasons for and impact of the Wall Street Crash in the USA.

Focus points	Suggested teaching activities	Learning resources
How far was speculation responsible for the Wall Street Crash?	<p>Learners refresh memories with regard to previous discussed weaknesses in the American economy in the ‘boom’ years. <b>(W) (Basic)</b></p> <p>Learners create a timeline of the Wall Street Crash, identifying periods of crisis. <b>(I) (Basic)</b></p> <p>Learners investigate the reasons for the Wall Street Crash and produce a diagram, with explanation, which considers to what extent speculation was the most important reason. <b>(I or G) (Basic and Challenging)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 259–260</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 369–370</p> <p>Fiehn, T. et al. <i>The USA between the Wars 1919–1941</i> pages 68–71</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mw/h/usa/">www.bbc.co.uk/schools/gcsebitesize/history/mw/h/usa/</a> Video and resources.</p>
What impact did the Crash have on the economy?	<p>Learners produce a diary of the events of October 1929 that triggered the Crash. <b>(I) (Basic)</b></p> <p>Learners produce a Venn diagram (<a href="http://www.classroomjr.com/printable-blank-venn-diagrams/">www.classroomjr.com/printable-blank-venn-diagrams/</a>) showing the political, social and economic effects of the Wall Street Crash. <b>(G) (Basic)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 261–264</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> page 371</p> <p>Fiehn, T. et al. <i>The USA between the Wars 1919–1941</i> pages 72–73</p> <p><a href="http://www.johndclare.net/America6.htm">www.johndclare.net/America6.htm</a> Sources and links for the Wall Street Crash.</p>

Focus points	Suggested teaching activities	Learning resources
		<a href="http://www.economicshelp.org">www.economicshelp.org</a> What Caused the Wall Street Crash of 1929?
What were the social consequences of the Crash?	<p>Learners investigate the social effects of the Crash on American citizens and the ways in which it impacted on their lives. Responses to the Crash are examined, including marches, bread queues and the growth of shanty towns (Hoovervilles). Learners then produce illustrated news reports on the social effects. <b>(I) (Basic)</b></p> <p>The effects of the Crash can also be studied in the way they were reflected in song, rhyme and stories and other evidence from the time. Learners could produce a poem or song to illustrate this. <b>(I or G) (Challenging)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 265–266</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 372–373</p> <p>Fiehn, T. et al. <i>The USA between the Wars 1919–1941</i> pages 74–87</p> <p><a href="http://www.livinghistoryfarm.org">www.livinghistoryfarm.org</a>            Crash!</p>
Why did Roosevelt win the election of 1932?	<p>Learners examine the policies of both Franklin D Roosevelt and Herbert Hoover, the presidential candidates. They should then, using ICT, prepare an election poster for both candidates comparing their ideas. <b>(I) (Basic)</b></p> <p>Learners could set up a mock election by dividing the class into Republican and Democrat. Flyers could be produced and the other classes could be invited in to vote. <b>(G and W) (Basic and Challenging)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 267–268</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 280–253, 374–375</p> <p>Fiehn, T. et al. <i>The USA between the Wars 1919–41</i> pages 90–98</p> <p><a href="http://www.britannica.com">www.britannica.com</a>            Franklin D. Roosevelt.</p>
	Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic. <b>(Formative assessment)</b>	0470 past/specimen question papers can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a>

## Depth Study D: The USA, 1919–1941

### 4: How successful was the New Deal?

#### Recommended prior knowledge

An understanding of the need to re-build economic life following a depression gathered from other units in the history course.

#### Context

An insight into how the USA responded to the effects of the Depression.

#### Outline

The successes and failures of Roosevelt's New Deal.

Focus points	Suggested teaching activities	Learning resources
What was the New Deal, as introduced in 1933?	<p>Learners brainstorm ideas on how governments might respond to economic depression. <b>(W) (Basic)</b></p> <p>Learners create a glossary of key words and terms about the New Deal and the Presidency such as 100 Days, New Deal, Alphabet Agencies, prime-pumping etc. <b>(I) (Basic)</b></p> <p>Learners complete a detailed table showing the aim and impact of each of the Alphabet Agencies in trying to address the problems of the Depression for different groups in the USA. <b>(I) (Basic and Challenging)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 269–271</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 376–378</p> <p>Fiehn, T. et al. <i>The USA between the Wars 1919–1941</i> pages 99–104</p> <p>McAleavy, T. <i>Twentieth Century History: International Relations since 1919</i> page 47</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mw/h/usa/">www.bbc.co.uk/schools/gcsebitesize/history/mw/h/usa/</a> Video.</p>
How far did the character of the New Deal change after 1933?	<p>Learners identify the similarities and differences between the first and second New Deal in respect of government intervention, focus of the intervention, the scale of the projects and the level of popular support afforded of each New Deal. A whole class diagram can be completed to compare. <b>(W) (Basic)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 271–273</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> page 379</p> <p>Fiehn, T. et al. <i>The USA between the Wars 1919–41</i> pages 105–109</p>

Focus points	Suggested teaching activities	Learning resources
		<a href="http://www.johndclare.net/America8.htm">www.johndclare.net/America8.htm</a> Sources and links.
<p>Why did the New Deal encounter opposition?</p>	<p>Learners consider the level of opposition to the New Deal from individuals such as Father Coughlin and Huey Long, the Supreme Court and the Republicans. Learners split into groups and present their cases to the whole class. <b>(G) (Basic)</b></p> <p>Learners study sources about opposition to the New Deal and annotate these to examine their message and purpose. Written answers can be teacher assessed. <b>(Formative assessment)</b></p> <p>Learners study a pack of six or seven pieces of evidence material related to opposition to the New Deal from the Republicans and the Supreme Court, answering a series of evidence-based questions. <b>(G) (Basic and Challenging)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 274–277</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 380–381</p> <p>Fiehn, T. et al. <i>The USA between the Wars 1919–41</i> pages 110–115</p> <p><a href="http://www.bbc.co.uk">www.bbc.co.uk</a> The New Deal.</p> <p><a href="http://www.schoolhistory.co.uk">www.schoolhistory.co.uk</a> Opposition to the New Deal.</p>
<p>Why did unemployment persist despite the New Deal?</p> <p>Did the fact that the New Deal did not solve unemployment mean that it was a failure?</p>	<p>Learners review the measures of the New Deal and consider the extent to which these were successful. A table partially constructed earlier can now be completed. <b>(I) (Basic)</b></p> <p>Learners use source material from the time, including facts and figures on unemployment, to hold a whole class debate on the successes and failures of the New Deal. <b>(W) (Basic)</b></p> <p>Learners decide on their opinion on the success of the New Deal and offer ways in which the New Deal could have been improved and make short speeches to the rest of the class to make notes on. <b>(I and W) (Challenging)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 278–283</p> <p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> pages 382–384 (sources pages 377–382)</p> <p>Fiehn, T. et al. <i>The USA between the Wars 1919–41</i> pages 116–122 (sources page 108–125 see below)</p> <p>Cartoons can include ‘The New Chauffeur’, ‘What a Man’, ‘Putting out the Rubbish’, ‘The New Deal Pump’, ‘Trying to change the Umpire’, ‘Step by Step, and the shadow is there’. Posters might be the NRA and the queue of unemployed black people in front of the car. This section is rich in this type of material.</p> <p><a href="http://www.johndclare.net/America9.htm">www.johndclare.net/America9.htm</a></p>

Focus points	Suggested teaching activities	Learning resources
		Evaluation of New Deal.
	Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic. <b>(Formative assessment)</b>	0470 past/specimen question papers can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a>

## Scheme of work – Cambridge IGCSE<sup>®</sup> History (0470)

### Depth Study E: China, c.1930–c.1990

#### 1: Why did China become a Communist State in 1949?

##### Recommended prior knowledge

Background knowledge of China from around 1930.

##### Context

An insight into the emergence of China as a communist state.

##### Outline

The emergence of Mao and communism in China and the reasons for its success.

Focus points	Suggested teaching activities	Learning resources
Why did the Communists undertake the Long March in 1934?	<p>Learners complete a timeline of Chinese history from c.1900–1930. More can be added to this later. This could be a whole class timeline. <b>(I or W) (Basic)</b></p> <p>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 quiz each other. E.g. dates, place names and numbers of soldiers. <b>(G) (Basic)</b></p> <p>Learners create two lists of ways in which the Long March was considered a success, e.g. the survival of the Communist army, and ways in which the March was considered a failure, e.g. casualties. <b>(G) (Basic)</b></p>	<p>McAleavy, T. <i>Twentieth Century History: International Relations since 1919</i></p> <p><a href="http://www.historylearningsite.co.uk/long_march_1934_to_1935.htm">www.historylearningsite.co.uk/long_march_1934_to_1935.htm</a></p> <p>The Long March 1934 to 1935.</p>
What was the importance of the Communist settlement at Yen-an?	<p>As a class discussion learners consider the impact that the Communists had on Yen-an, 1936–1949. How were the locals affected? And how did Yen-an come to represent a symbol of the heroic phase of the Chinese communist revolution. <b>(W) (Basic)</b></p>	<p><a href="http://factsanddetails.com/china.php?itemid=60=2#350">http://factsanddetails.com/china.php?itemid=60=2#350</a></p> <p>Communists in Yen-an.</p>
How far did the Second World War	Learners investigate the impact of the Second World War on the	McAleavy, T. <i>Twentieth Century History:</i>

Focus points	Suggested teaching activities	Learning resources
weaken the Nationalist government?	Nationalists and how increasingly they were losing the support of the Chinese peasant population. How did Chiang Kai-shek's method of government contribute to a sense of disunity? How strong were the Nationalists in 1930 and 1945? Learners create a mind-map or diagram of their ideas in groups. <b>(G) (Basic)</b>	<p><i>International Relations since 1919</i></p> <p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> CD-ROM pages 10–11</p> <p>Heater, D. <i>Our World this Century</i> pages 116–118</p> <p><a href="http://www.historylearningsite.co.uk/china_1900_to_1976.htm">www.historylearningsite.co.uk/china_1900_to_1976.htm</a> Good links on China.</p>
Why was there a civil war and why did the Communists win it?	<p>Learners investigate in groups the reasons why the Communists won the Civil War and the relative importance of each factor that included guerrilla tactics, Mao's personal support from peasants and the middle classes, defections from the Nationalists and the strength of the Red Army. The findings from each group should be presented visually or put onto a whole class diagram. <b>(G or W) (Basic)</b></p> <p>Groups of learners brainstorm the reasons for the establishment of Communist rule in China in 1949 and produce a mind map. This should be developed to show the problems facing the new Communist rulers in 1949. <b>(I) (Basic)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> CD pages 12–13</p> <p>Heater, D. <i>Our World this Century</i> pages 118–120</p> <p><a href="http://www.youtube.com/watch?v=Jfhjq8oBBCQ">www.youtube.com/watch?v=Jfhjq8oBBCQ</a> Video on Civil War in China.</p> <p><a href="http://www.historylearningsite.co.uk/china">www.historylearningsite.co.uk/china</a> China 1949 to 1953.</p>
	Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic. <b>(Formative assessment)</b>	0470 past/specimen question papers can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a>



## Depth Study E: China, c.1930–c.1990

### 2: How far had Communist rule changed China by the mid–1960s?

#### Recommended prior knowledge

A background knowledge of the economic, social and political state of China prior to 1949.

#### Context

An insight into the social, political and economic changes in China by the mid-1960s.

#### Outline

The impact Mao and Communist rule had on China.

Focus points	Suggested teaching activities	Learning resources
What changes in agriculture did Communist rule bring?	<p>Learners chart the implications of the different stages of Mao's government's agricultural reforms including the 1950 Act and the attack on the landlords and the establishment of Mutual Aid Teams, Co-operatives and Communes. Learners can produce a flow chart or timeline. <b>(I) (Basic)</b></p> <p>Learners should now investigate how successful these reforms were in overcoming the agricultural problems facing the government which could be represented in a table that identified problems and outcomes. <b>(I) (Basic)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> CD pages 14–15</p> <p>Heater, D. <i>Our World this Century</i> pages 120–124</p> <p><a href="http://www.youtube.com/watch?v=Yd2oUdH5SqA">www.youtube.com/watch?v=Yd2oUdH5SqA</a> Two-part video on the impact of Mao's policies on the economy.</p>
What was the impact of the Communists' social reforms?	<p>Learners investigate the social change reforms introduced by the Chinese government including literacy, women's rights, public health and healthcare. What impact did these different reforms have on the population as a whole including the destruction of traditional culture? Learners add this onto a table to explain. <b>(I) (Basic)</b></p> <p>Learners write a diary entry from the point of view of a Chinese citizen under Communist rule and the impact of their reforms. <b>(Formative assessment)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> CD pages 18–19</p> <p><a href="http://gcsehistory.org.uk">http://gcsehistory.org.uk</a> What was the impact of the communists' social reforms?</p>
How successful were the Five-Year Plans in increasing production?	<p>Learners brainstorm reasons for the introduction of the Five-Year Plans. <b>(W) (Basic)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> CD pages 16–17</p>

Focus points	Suggested teaching activities	Learning resources
	Learners detail the features of the first Five-Year Plan and the Great Leap forward in table form, identifying the changes brought about in the various industries / agriculture evaluating their success. <b>(G) (Basic)</b>	<a href="http://www.historylearningsite.co.uk/china_five_year_plan.htm">www.historylearningsite.co.uk/china_five_year_plan.htm</a> Overview of the Five-Year Plans in China.
	Using a collection of different types of source material identifying the changes brought about in the various industries/agriculture and evaluating successes and failures. <b>(I) (Challenging)</b>	
Did the Chinese people benefit from Communist rule?	Learners examine the successes and failures in the way people were affected by economic and social change brought about by Mao's government. Learners add their ideas on post-it notes or stickers to a whole class diagram to show successes and failures. <b>(W) (Basic)</b>  Learners hot seat high ability learners who have to answer questions about the benefits of Communist rule as if they were a member of the Communist Party. <b>(I and W) (Challenging)</b>	Brodkin, A. et al. <i>OCR GCSE Modern World History</i> CD pages 20–23
	Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic. <b>(Formative assessment)</b>	0470 past/specimen question papers can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a>

## Depth Study E: China, c.1930–c.1990

### 3: What was the impact of Communist rule on China's relations with other countries?

#### Recommended prior knowledge

Background knowledge of the way countries interact with one another and what this interaction is based on.

#### Context

An insight into the way other countries interacted with the Communist state of China.

#### Outline

China and international relations.

Focus points	Suggested teaching activities	Learning resources
What have been China's changing relationships with neighbouring states?	<p>Learners examine the relationship that China had with its neighbouring countries at the time the Communists came to power in 1949. The countries investigated should include the USSR, Hong Kong, Tibet, India, Taiwan and Vietnam, identifying successful and less successful features where appropriate. The outcome should be presented in the form of a chart. <b>(G) (Basic)</b></p> <p>Learners use a map of China and surrounding countries to illustrate the relationship china had with that country/region and colour coded based on how friendly it was. <b>(I) (Basic)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> CD pages 24–25</p> <p>Heater, D. <i>Our World this Century</i> page 24</p>
Why did China try to improve relations with the USA after 1970?	<p>Learners investigate the reasons behind the developing relationship China had with the USA from the threat of war in Korea to the successful negotiations with Richard Nixon by creating a living timeline of the different events to measure how 'international' the Chinese were becoming. <b>(I) (Basic)</b></p> <p>Learners use a world map to draw lines from China to the USA. On each line, learners explain different events that led to greater Sino-American relations after 1970. <b>(G) (Basic)</b></p> <p>Learners create a table or diagram to show the reasons for improved relations between the USA and China that can be categorised and prioritised such as the breakdown in Sino-Soviet relations, trade, strategic</p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> CD pages 26–27</p> <p><a href="http://gcsehistory.org.uk/modernworld/maos_chi_na/chinese_us_relations.htm">http://gcsehistory.org.uk/modernworld/maos_chi_na/chinese_us_relations.htm</a></p> <p>Why did China try to improve relations with the USA after 1970?</p>

Focus points	Suggested teaching activities	Learning resources
	advantage etc. <b>(I) (Challenging)</b>	
How far was China established as a superpower by the time of Mao's death?	<p>Learners brainstorm criteria for being considered a superpower and apply the criteria to China by the time of Mao's death in 1976 producing both sides of the argument. <b>(W) (Basic)</b></p> <p>Learners write two paragraphs starting 'China was a superpower...' and 'China was not a superpower.....' Explanations with factual support or source references should be used as evidence. <b>(I) (Basic and Challenging)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> CD pages 28–29</p> <p><a href="http://afe.easia.columbia.edu/special/china_1950_leaders.htm">http://afe.easia.columbia.edu/special/china_1950_leaders.htm</a></p> <p>Links to information on post-Maoist China.</p> <p><a href="http://www.youtube.com/watch?v=viGtNWVQApk">www.youtube.com/watch?v=viGtNWVQApk</a> Documentary on china after Mao.</p>
How far have China's relations with other powers improved since Mao's death?	Learners create a flow chart or storyboard to map out the continuity and change in Chinese politics and economic policy from 1976–1990. <b>(I) (Basic)</b>	
	Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic. <b>(Formative assessment)</b>	0470 past/specimen question papers can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a>

## Depth Study E: China, c.1930–c.1990

### 4: Has Communism produced a cruel dictatorship in China?

#### Recommended prior knowledge

An understanding of life in countries run by dictators.

#### Context

An insight into the effects of Communism on life in China.

#### Outline

The impact of Communist rule on ordinary people in China.

Focus points	Suggested teaching activities	Learning resources
Why did Mao launch the Cultural Revolution?	<p>Learners identify a definition of the Cultural Revolution as introduced by Mao. This can be finalised by the whole class. <b>(I and W) (Basic)</b></p> <p>Learners create a collage of the vents of the Cultural Revolution. <b>(G) (Basic)</b></p> <p>In groups, learners discuss the part played by the Hundred Flowers Campaign. What did Mao intend and what were the results? <b>(G) (Basic)</b></p> <p>Learners investigate the reasons for the Cultural Revolution including the reassertion of his power, elimination of political opposition and the status of the peasants. Learners create a mind-map to present their findings. <b>(I) (Basic)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> CD pages 30–33</p> <p><a href="http://www.youtube.com/watch?v=bkt6O4QW45s">www.youtube.com/watch?v=bkt6O4QW45s</a> Video on the Cultural Revolution.</p> <p><a href="http://gcsehistory.org.uk/hundredflowersmovement">http://gcsehistory.org.uk/hundredflowersmovement</a> How successful was 'The Hundred Flowers Movement'?</p>
What was the impact of the Cultural Revolution on China?	<p>Learners produce a spider diagram of the impact of the Cultural Revolution on China and the relative importance of the factors involved including politics, the economy and the increase in violence and terror. <b>(G) (Basic)</b></p> <p>Learners produce a news report from the view of the Chinese Communist</p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> CD pages 34–35</p> <p><a href="http://gcsehistory.org.uk/modernworld/maos_china/culturalrevolution_impact.htm">http://gcsehistory.org.uk/modernworld/maos_china/culturalrevolution_impact.htm</a> Overview of the impact of the Cultural</p>

Focus points	Suggested teaching activities	Learning resources
	Party and a foreign visitor to describe the impact of the Cultural Revolution on China. <b>(I) (Basic and Challenging)</b>	Revolution.
How was the power struggle after the death of Mao resolved?	<p>Learners construct a timeline or storyboard of Mao's life and highlight events that benefited and worsened the lives of Chinese people. <b>(I) (Basic)</b></p> <p>Using a variety of material and working in groups, learners produce a radio or TV news broadcast script in the form of an obituary for Mao. This should use ICT and other visual aids as appropriate. <b>(I or G) (Basic)</b></p> <p>Class discuss in groups the power struggle between the Gang of Four and Mao's designated successor Hua Guofeng and eventually Deng Xiaoping who took the leadership in 1980. Posters of the time show how the struggle developed: <a href="http://chinese posters.net/themes/mao-after.php">http://chinese posters.net/themes/mao-after.php</a> <b>(W) (G) (Basic)</b></p>	<p>Brodkin, A. et al. <i>OCR GCSE Modern World History</i> CD pages 38–39</p> <p><a href="http://gcsehistory.org.uk/modernworld/maos_china/leadership.htm">http://gcsehistory.org.uk/modernworld/maos_china/leadership.htm</a> Overview of Mao's leadership.</p> <p><a href="http://chinese posters.net/themes/mao-after.php">http://chinese posters.net/themes/mao-after.php</a> After Mao</p> <p><a href="http://www.youtube.com/watch?v=TFKlpWBe6Xs">www.youtube.com/watch?v=TFKlpWBe6Xs</a> History Channel documentary on Chairman Mao.</p>
How far did economic development in the 1980s also produce social and political change?	<p>Learners contribute to a whole class diagram on china in the 1980s. In groups, links are drawn between social, political and economic developments and higher ability learners can explain the links in speeches to the class. <b>(W and I) (Basic and Challenging)</b></p>	<p><a href="http://www.foreignaffairs.com/articles/33618/ross-terrell/china-enters-the-1980s">www.foreignaffairs.com/articles/33618/ross-terrell/china-enters-the-1980s</a> Related essays to China in the 1980s.</p> <p><a href="http://factsanddetails.com/china.php?itemid=79">http://factsanddetails.com/china.php?itemid=79</a> Information on the 1978 Reforms and their impact after Mao.</p>
	Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic. <b>(Formative assessment)</b>	0470 past/specimen question papers can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a>

## Scheme of work – Cambridge IGCSE<sup>®</sup> History (0470)

### Depth Study F: South Africa, c.1940–c.1994

#### 1: What were the foundations of the apartheid state?

##### Recommended prior knowledge

Background knowledge of South Africa in the early 20<sup>th</sup> century.

##### Context

An insight into segregation in South Africa.

##### Outline

The reasons for the establishment of apartheid in South Africa.

Focus points	Suggested teaching activities	Learning resources
How far had segregation been established by 1940?	<p>Learners increase awareness of the different groups that make the 'rainbow people' of South Africa through books and teacher input. This could be presented as a mind map.  <a href="http://en.wikipedia.org/wiki/Mind_map">http://en.wikipedia.org/wiki/Mind_map</a> <b>(W or I) (Basic)</b></p> <p>Learners create group timelines to show examples of segregation in South Africa up to 1940. <b>(G) (Basic)</b></p> <p>Learners could examine the UN Declaration of Human Rights and decide which terms might be broken in South Africa if segregation took place.  <b>(I) (Basic)</b></p> <p>Learners label and illustrate a blank map of South Africa and its neighbours. Events can be annotated around the map. <b>(I or G) (Basic)</b></p> <p>Learners agree as a class on a definition of segregation and decide the extent to which this is true in South Africa by 1940. <b>(W) (Basic)</b></p>	<p>Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages 6–23</p> <p>Aylett, J.F. <i>South Africa</i> pages 2–7</p> <p>Cuplin, C <i>South Africa since 1948</i> pages 3–31</p> <p><a href="http://geography.about.com/library/blank/blxsouthafrica.htm">http://geography.about.com/library/blank/blxsouthafrica.htm</a>            Blank map of South Africa.</p> <p><a href="http://www.youtube.com/watch?v=GwBOgDwZkAI&amp;feature=related">www.youtube.com/watch?v=GwBOgDwZkAI&amp;feature=related</a>            Video of the founding of South Africa.</p> <p><a href="http://www.nationsonline.org/South-Africa-history.htm">www.nationsonline.org/South-Africa-history.htm</a>            History of South Africa.</p>
What was the impact of government policies on the non-white population	<p>Learners each take a different non-white group in South Africa and in groups present their findings. <b>(G) (Basic)</b></p>	<p>Cuplin, C <i>South Africa since 1948</i> pages 22–31</p>

Focus points	Suggested teaching activities	Learning resources
by 1940?	Learners use sources to write a newspaper report about segregation and government policy towards non-whites in South Africa. <b>(I) (Basic and Challenging)</b>	Aylett, J.F. <i>South Africa</i> pages 6–7 Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages 18–20 <a href="http://www.history.com/topics/apartheid">www.history.com/topics/apartheid</a> Links to segregation before 1948.
How successful was the economic development of South Africa by 1945?	Learners create a timeline of the economic development of South Africa by 1945 to include mining, manufacturing and agriculture. <b>(I) (Basic)</b>  Learners rate each important development on their timelines out of ten to answer a question on how successful development was which can be teacher assessed. <b>(Formative assessment)</b>	Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages 12–15  Cuplin, C <i>South Africa since 1948</i> pages 37–39
Why did the National Party win the election of 1948?	Learners mind-map and categorise the various reasons for the National Party's success in 1948. <b>(I) (Basic)</b>  Learners can prioritise and explain the most important factors for the National Party's success in 1948. <b>(I) (Challenging)</b>	Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages Chapter 3 pages 32–43  <a href="http://www.photius.com/countries/south_africa/government/south_africa_government_national_party.html">www.photius.com/countries/south_africa/government/south_africa_government_national_party.html</a> History preceding the election of 1948.  <a href="http://www.britannica.com/EBchecked/topic/405219/National-Party-NP">www.britannica.com/EBchecked/topic/405219/National-Party-NP</a> Information on the 1948 elections.
	Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic. <b>(Formative assessment)</b>	0470 past/specimen question papers can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a>



## Depth Study F: South Africa, c.1940–c.1994

### 2: How successfully was apartheid established between 1948 and 1966?

#### Recommended prior knowledge

Background knowledge of South Africa covering the period 1870 to the formation of the Union.

#### Context

An insight into the successes and failures of apartheid.

#### Outline

How successful was white rule in South Africa, 1948–1966?

Focus points	Suggested teaching activities	Learning resources
What were the main features of the apartheid system set up by the National Party after 1948?	<p>Learners write apartheid on an A3 sheet or sugar paper and, in groups, research and add the features of the apartheid system to the paper for discussion. <b>(G) (Basic)</b></p> <p>Learners use the mnemonic 'Apartheid' to write sentences describing the main features of the system. <b>(I) (Basic)</b></p>	<p>Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages 28–48</p> <p>Aylett, J.F. <i>South Africa</i> pages 8–19</p> <p>Cuplin, C <i>South Africa since 1948</i> pages 44–63</p> <p><a href="http://www.youtube.com/watch?v=OfNNaW1bR_Q">www.youtube.com/watch?v=OfNNaW1bR_Q</a> Video documentary on apartheid.</p> <p><a href="http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/12chapter6.shtml">www.bbc.co.uk/worldservice/africa/features/storyofafrica/12chapter6.shtml</a> BBC information on apartheid.</p>
What consequences did apartheid have for the people of South Africa?	<p>Learners identify the important Acts introduced by the new government in the 1950s. These should be listed down the left hand side of a chart. The nature of each Act should then be placed in a second column. The final column should show the impact. <b>(I) (Basic)</b></p> <p>Learners write empathetic accounts of how different people in Africa were affected by apartheid and read them to the class. <b>(I) (Challenging)</b></p>	<p>Aylett, J.F. <i>South Africa</i> pages 8–13</p> <p>Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages 28–32</p> <p>Cuplin, C <i>South Africa since 1948</i> pages 46–51</p> <p><a href="http://www.youtube.com/watch?v=QrCJCmNgHUw">www.youtube.com/watch?v=QrCJCmNgHUw</a> Overview video of white rule in South Africa.</p>

Focus points	Suggested teaching activities	Learning resources
<p>How did opposition to apartheid develop between 1948 and 1964?</p>	<p>Learners consider factors that would make it difficult to resist apartheid. This can be in the form of a teacher presentation or statement cards. Learners then create short speeches to outline why they would not be able to stop apartheid. <b>(W and I) (Basic)</b></p> <p>Learners create a whole class timeline 1948–64 and underline resistance involving the ANC, circle protests involving women, highlight Black resistance and put stars next to trade union protest. <b>(W) (Basic)</b></p> <p>Learners can add other forms of resistance to this timeline from individual research such as rural protests etc. <b>(I) (Challenging)</b></p> <p>Learners create a small biography of Nelson Mandela’s role in resistance to apartheid. <b>(I) (Basic)</b></p> <p>Learners use the different events of the above timeline to split into groups and research and present a PowerPoint and handout on one of the 4 areas of resistance. <b>(G) (Basic)</b></p> <p>Learners find anti-apartheid cartoons and choose one to annotate and analyse the message and purpose for presentation to the rest of the class. <b>(I) (Challenging)</b></p>	<p>Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages 33–39</p> <p>Cuplin, C <i>South Africa since 1948</i> pages 64–82</p> <p>Aylett, J.F. <i>South Africa</i> pages 14–19</p> <p><a href="http://africanhistory.about.com/od/apartheid/a/SharpevilleMassacrePt1.htm">http://africanhistory.about.com/od/apartheid/a/SharpevilleMassacrePt1.htm</a></p> <p>Good history of the buildup to the Sharpeville Massacre.</p> <p><a href="http://www.nelsonmandela.org/content/page/biography">www.nelsonmandela.org/content/page/biography</a></p> <p>Entire website devoted to Mandela.</p> <p><a href="http://www.youtube.com/watch?v=t9xtS57534Y">www.youtube.com/watch?v=t9xtS57534Y</a></p> <p>Short documentary about Mandela’s legacy.</p> <p><a href="http://www.sahistory.org.za/topic/sharpeville-massacre-21-march-1960">www.sahistory.org.za/topic/sharpeville-massacre-21-march-1960</a></p> <p>Excellent links to information on the ANC and PAC.</p> <p><a href="http://www.youtube.com/watch?v=kyWM_TSLxyc">www.youtube.com/watch?v=kyWM_TSLxyc</a></p> <p>ANC centenary video that looks at Black resistance to apartheid.</p> <p><a href="http://www.rfksafilm.org/html/apartheid_cartoons.php">www.rfksafilm.org/html/apartheid_cartoons.php</a></p> <p>Anti-apartheid cartoons.</p>
<p>What were the effects of the government’s response to opposition by 1966?</p>	<p>Learners can use the different groups on the timeline from the last key question to add the government’s response and present to the class. <b>(I) (Basic)</b></p> <p>Learners, in groups, research the mass arrests and Treason Trials and present a mock trial to the rest of the class. <b>(G) (Basic)</b></p> <p>Learners produce individual or group news bulletins describing the impact</p>	<p>Aylett, J.F. <i>South Africa</i> pages 20–3</p> <p>Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages 35–52</p> <p>Cuplin, C <i>South Africa since 1948</i> pages 74–82</p> <p><a href="http://news.bbc.co.uk/onthisday/hi/dates/stories/">http://news.bbc.co.uk/onthisday/hi/dates/stories/</a></p>

Focus points	Suggested teaching activities	Learning resources
	<p>and significance of the Sharpeville Massacre. <b>(I or G) (Basic)</b></p> <p>Learners mind-map the tactics of Umkhonto we Sizwe, the role of Nelson Mandela and the Rivonia Trial using sources from the time and teacher prepared fact cards. <b>(G) (Basic)</b></p> <p>Learners create handouts considering the international effects of apartheid and opposition to the regime. <b>(I) (Challenging)</b></p> <p>Learners write a speech as if they were Nelson Mandela on trial in 1964. They should include all the different aspects of apartheid and resistance to prove their point. <b>(Formative assessment)</b></p>	<p><a href="http://www.sabcnews.com/sabcnews/march/21/newsid_2653000/2653405.stm">march/21/newsid_2653000/2653405.stm</a> Good information and links on the Sharpeville Massacre.</p> <p><a href="http://www.youtube.com/watch?v=3-atwLcmEno">www.youtube.com/watch?v=3-atwLcmEno</a> Short clip of Umkhonto we Sizwe (MK).</p> <p><a href="http://law2.umkc.edu/faculty/projects/ftrials/mandela/mandelahome.html">http://law2.umkc.edu/faculty/projects/ftrials/mandela/mandelahome.html</a> Collection of sources on the Rivonia Trial.</p> <p><a href="http://www.youtube.com/watch?v=1YQ5ySK_EVQ">www.youtube.com/watch?v=1YQ5ySK_EVQ</a> Short video of the Rivonia Trial.</p>

## Depth Study F: South Africa, c.1940–c.1994

### 3: To what extent did South Africa change between 1966 and 1980?

#### Recommended prior knowledge

Background knowledge of apartheid and internal and external opposition.

#### Context

An insight into the growth in opposition towards apartheid.

#### Outline

Continuity and change in South Africa towards apartheid.

Focus points	Suggested teaching activities	Learning resources
How significant were the policies of the National governments from 1966 to 1980?	Learners create a colour coded mind-map of the social, political and economic policies of the National governments and the impact on the white population and other ethnic/racial groups. Include information on townships, Welcome Valley resettlement camp etc. <b>(I) (Basic)</b>	Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages 54–77 Aylett, J.F. <i>South Africa</i> pages 24–27 <a href="http://www.sahistory.org.za/topic/general-south-african-history-timeline-1960s">www.sahistory.org.za/topic/general-south-african-history-timeline-1960s</a> Good timeline and links to South Africa in the 1960s–80s.
To what extent did black opposition change in this period?	Learners produce a ‘What Next?’ diagram to consider the different directions the ANC could take after the Sharpeville Massacre and Rivonia Trial. These could be divided into violent and peaceful methods. <b>(W) (Basic)</b>  Learners examine a number of Black South African poems, songs and verses to analyse their impact on Black resistance. <b>(I) (Challenging)</b>  Learners can use the above task to create in groups their own poem, song or verse. <b>(G) (Basic)</b>  Learners create a storyboard to show the role, impact and significance of Steve Biko. <b>(I) (Basic)</b>	Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages 82–89 Aylett, J.F. <i>South Africa</i> pages 26–31 Cuplin, C <i>South Africa since 1948</i> pages 79–93 <a href="http://www.weeping.info/anti-apartheid.html">www.weeping.info/anti-apartheid.html</a> Anti-apartheid literature sources.  <a href="http://www.youtube.com/watch?v=T3XhzmNxR8w">www.youtube.com/watch?v=T3XhzmNxR8w</a> Anti-apartheid music in South Africa – short video.

Focus points	Suggested teaching activities	Learning resources
	<p>Learners write eulogies of Steve Biko's death as if they were members of his family to voice their reactions. <b>(I) (Challenging)</b></p> <p>Learners create a living timeline to show the impact of Black resistance from 1966–80. Include Black Consciousness, the strikes of 1973 and the Soweto Riot. <b>(I) (Basic)</b></p>	<p><a href="http://www-cs-students.stanford.edu/~cale/cs201/apartheid.hist.html">www-cs-students.stanford.edu/~cale/cs201/apartheid.hist.html</a> History of apartheid and black resistance in South Africa.</p> <p><a href="http://www.sahistory.org.za/people/stephen-bantu-biko">www.sahistory.org.za/people/stephen-bantu-biko</a> Information on Steve Biko.</p> <p><a href="http://www.youtube.com/watch?v=MoNGCSgWQEQ">www.youtube.com/watch?v=MoNGCSgWQEQ</a> The life and death of Steve Biko documentary.</p>
<p>How far did economic factors improve lives by 1980?</p>	<p>Learners watch a teacher presentation showing economic life for the different ethnic/racial groups in South Africa and write down words to add to a whole class diagram. <b>(W) (Basic)</b></p> <p>Learners, in groups, take different groups in South Africa and create presentations using sources to illustrate the impact of economic factors on life in South Africa. These are presented to the rest of the class. <b>(G) (Basic)</b></p> <p>Learners can create a whole class thermometer or other means of measuring to stick examples of 'improving' or 'not improving' life for different groups in South Africa. Could be used as a good conclusion to this key question. High ability learners could then justify each choice made in short speeches to the rest of the class. <b>(W) (Basic and Challenging)</b></p>	<p>Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages 65–77</p> <p><a href="http://africanhistory.about.com/od/apartheid/u/Apartheid.-4-D.htm">http://africanhistory.about.com/od/apartheid/u/Apartheid.-4-D.htm</a> Various links to economic and social reforms in South Africa.</p>
<p>What was the impact of external opposition to apartheid?</p>	<p>Learners colour code a blank map of Africa to show which countries were still under white rule in 1968 and give dates of when some were made independent. <b>(I) (Basic)</b></p> <p>Learners are given information and sources about world opinion and actions against apartheid. Learners create a table to map out their impact each time the South African government took action. <b>(I) (Basic)</b></p> <p>Learners create group presentations to show the impact of armed force, sanctions and individuals by other countries. <b>(G) (Basic)</b></p>	<p>Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages 54–64</p> <p>Cuplin, C <i>South Africa since 1948</i> pages 94–101</p> <p><a href="http://www.worldatlas.com/webimage/countrys/africa/africa.html">www.worldatlas.com/webimage/countrys/africa/africa.html</a> Blank map of Africa.</p> <p><a href="http://www.speedysnail.com/textuary/apartheid.html">www.speedysnail.com/textuary/apartheid.html</a> Information on international opposition to</p>

Focus points	Suggested teaching activities	Learning resources
	<p>Learners create a collage to show the different methods used by the International Defence and Aid Fund (IDAF) and the Anti-Apartheid Movement in ending apartheid in South Africa. <b>(I or G) (Basic)</b></p> <p>Learners prioritise the most reasons why apartheid survived international opposition. Learners write a paragraph to explain and justify their opinions. <b>(I) (Challenging)</b></p>	<p>apartheid for high ability learners.</p> <p><a href="http://africanactivist.msu.edu/organization.php?name=Anti-Apartheid+Movement">http://africanactivist.msu.edu/organization.php?name=Anti-Apartheid+Movement</a> Good sources and information on the Anti-Apartheid Movement.</p> <p><a href="http://www.youtube.com/watch?v=ixxPhEQ5H88">www.youtube.com/watch?v=ixxPhEQ5H88</a> Two Anti-Apartheid Movement videos.</p>
	<p>Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic. <b>(Formative assessment)</b></p>	<p>0470 past question papers can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a></p>

## Depth Study F: South Africa, c.1940–c.1994

### 4: Why did the white minority rule come to an end?

#### Recommended prior knowledge

Background knowledge of Nelson Mandela's fight against apartheid.

#### Context

An insight into the ways in which opposition ended apartheid.

#### Outline

The main causes for the collapse of the apartheid system in South Africa.

Focus points	Suggested teaching activities	Learning resources
What were the effects of the policies of P.W. Botha?	<p>Learners colour code a blank map of Africa to show rule and independence by 1980. <b>(I) (Basic)</b></p> <p>Learners create a character study of P.W. Botha. <b>(I) (Basic)</b></p> <p>Learners, in groups, create a diagram to show Botha's 'Total Onslaught' and 'Total Strategy' to solve South Africa's problems. <b>(G) (Basic)</b></p> <p>Learners write a report recommending P.W. Botha on what actions he should take with his 'Total Strategy'. <b>(I) (Challenging)</b></p> <p>Learners create a table to show Botha's 'Total Strategy' for South Africa's neighbours, for Western leaders and for South Africa. <b>(I) (Basic)</b></p> <p>Learners create a mind-map to show Botha's six major reforms to try and save apartheid. High ability learners can rate and justify their effectiveness. <b>(I) (Basic and Challenging)</b></p> <p>Learners, in groups, create a detailed PowerPoint presentation to show the impact of Botha's reforms on white and black communities in South Africa. <b>(G) (Basic)</b></p>	<p>Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages 91–107</p> <p>Aylett, J.F. <i>South Africa</i> pages 32–33</p> <p>Cuplin, C <i>South Africa since 1948</i> pages 102–111</p> <p><a href="http://www.biography.com/people/pw-botha-9220773">www.biography.com/people/pw-botha-9220773</a> Biography of P.W. Botha.</p> <p><a href="http://www.nairaland.com/248669/bothas-speech-1985-must-read">www.nairaland.com/248669/bothas-speech-1985-must-read</a> Botha's 1985 speech.</p> <p><a href="http://africanhistory.about.com/od/biography/a/BoPWBotha_2.htm">http://africanhistory.about.com/od/biography/a/BoPWBotha_2.htm</a> Botha's 'Total Onslaught' and 'Total Strategy' information and links.</p> <p><a href="http://www.nelsonmandela.org/omalley/index.php/site/q/03lv02424/04lv02730/05lv02918/06lv02972.htm">www.nelsonmandela.org/omalley/index.php/site/q/03lv02424/04lv02730/05lv02918/06lv02972.htm</a></p>

Focus points	Suggested teaching activities	Learning resources
		Information and links on Botha's 'Total Strategy'.  <a href="http://www.youtube.com/watch?v=OfNNaW1bR_Q&amp;playnext=1&amp;list=PL9C2D3A45D5D8F95C">www.youtube.com/watch?v=OfNNaW1bR_Q&amp;playnext=1&amp;list=PL9C2D3A45D5D8F95C</a> Decent BBC documentary on the end of apartheid.
What was the significance of individual leaders in the collapse of apartheid?	<p>Learners, in groups, create presentations with speeches and handouts to show the impact and significance of different individual leaders in the collapse of apartheid including Desmond Tutu, ANC leaders, Chief Buthelezi and President de Klerk. <b>(G) (Basic)</b></p> <p>Learners take part in a whole class debate to decide which individual was most responsible for the collapse of apartheid. <b>(W) (Basic)</b></p> <p>Learners examine sources from Desmond Tutu to analyse the methods he used in his sermons, speeches and letters. <b>(I) (Challenging)</b></p> <p>Learners create a table to show how different individuals and their respective organisations opposed Botha's reforms. Their effectiveness can be rated and explained. <b>(I) (Basic and Challenging)</b></p> <p>Learners write an extended answer to the question: Which leader was most responsible for the ending of apartheid in South Africa? <b>(Formative assessment)</b></p>	<p>Cuplin, C <i>South Africa since 1948</i> pages 112–117 and 132</p> <p>Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages 108–116</p> <p>Aylett, J.F. <i>South Africa</i> pages.14–19, 34–43</p> <p><a href="http://www.youtube.com/watch?v=dAPDtUAo4uw">www.youtube.com/watch?v=dAPDtUAo4uw</a>            Four-part documentary on Desmond Tutu and de Klerk.</p> <p><a href="http://www.biography.com/people/desmond-tutu-9512516">www.biography.com/people/desmond-tutu-9512516</a>            Biography of Desmond Tutu.</p> <p><a href="http://www.sahistory.org.za/topic/documents-speeches-awards-and-articles-relating-desmond-tutu">www.sahistory.org.za/topic/documents-speeches-awards-and-articles-relating-desmond-tutu</a>            Desmond Tutu's speeches.</p> <p><a href="http://www.sahistory.org.za/people/frederik-willem-de-klerk">www.sahistory.org.za/people/frederik-willem-de-klerk</a>            Good information and links on President de Klerk.</p>
Why did violence increased between 1980 and the early 1990s?	Learners create a causes and consequences diagram to show why, and with what impact, violence began to increase in South Africa between 1980–early 1990s. <b>(I or G) (Basic)</b>	<p>Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages 101–125</p> <p>Aylett, J.F. <i>South Africa</i> pages 34–41</p>



Focus points	Suggested teaching activities	Learning resources
	<p>Learners create individual timelines of the causes and impact of violence from 1980 to the early 1990s. <b>(I) (Basic)</b></p> <p>Learners, in groups, write speeches or create posters outlining Botha's State of Emergency including its justification and its intended outcomes. <b>(G) (Basic)</b></p> <p>Learners, in groups, use sources to write speeches about the impact of the State of Emergency on the townships. <b>(G) (Basic)</b></p>	<p>Cuplin, C <i>South Africa since 1948</i> pages 114–121</p> <p><a href="http://overcomingapartheid.msu.edu/multimedia.php?id=23">http://overcomingapartheid.msu.edu/multimedia.php?id=23</a></p> <p>Interviews and information on the violence in South Africa in the 1980s.</p> <p><a href="http://www.sahistory.org.za/topic/state-emergency-south-africa-1960-and-1980s">www.sahistory.org.za/topic/state-emergency-south-africa-1960-and-1980s</a></p> <p>Information on the State of Emergency in South Africa.</p> <p><a href="http://www.youtube.com/watch?v=Ej-KqF5CJes">www.youtube.com/watch?v=Ej-KqF5CJes</a></p> <p>Good footage of the civil unrest in South Africa.</p>
<p>To what extent was there a smooth transition of power between 1989 and 1994?</p>	<p>Learners examine the train of events that led to the collapse of apartheid in the early 1990s and the importance of the roles of Mandela and De Klerk in ending minority rule and in transferring power to establish majority rule. Their findings can be stuck onto a whole class diagram. <b>(W) (Basic)</b></p> <p>Learners in small groups make a collection of material to show the increasing national condemnation of apartheid. This can be done as a collage or mind-map. <b>(G) (Basic)</b></p> <p>Learners create a Venn Diagram to show the smooth and violent transition of power to the 1994 Election. <b>(I) (Basic)</b></p>	<p>Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages 112–125</p> <p>Aylett, J.F. <i>South Africa</i> pages 38–45</p> <p>Cuplin, C <i>South Africa since 1948</i> pages 122–133</p> <p><a href="http://www.historywiz.com/end.htm">www.historywiz.com/end.htm</a></p> <p>Links to primary sources on the end of apartheid.</p> <p><a href="http://www.wisegeek.com/how-did-apartheid-end">www.wisegeek.com/how-did-apartheid-end</a></p> <p>How did Apartheid End?</p> <p><a href="http://www.youtube.com/watch?v=c94GKgSz6hY">www.youtube.com/watch?v=c94GKgSz6hY</a></p> <p>Video on Mandela and the end of apartheid.</p>
	<p>Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic. <b>(Formative assessment)</b></p>	<p>0470 past question papers can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a></p>

## Scheme of work – Cambridge IGCSE<sup>®</sup> History (0470)

### Depth Study G: Israelis and Palestinians since 1945 1: How was the Jewish state of Israel established?

#### Recommended prior knowledge

Background knowledge of both the Arab claim and the Jewish claim to Israel. Knowledge of historical anti-Semitism and Nazi Holocaust also useful.

#### Context

An insight into the establishment of the Jewish state of Israel.

#### Outline

The origins of the Jewish state of Israel after the Second World War.

Focus points	Suggested teaching activities	Learning resources
What was the significance for Palestine of the end of the Second World War?	<p>Learners create a glossary of key terms and phrases for this Depth Study including Zionism, PLO, Arab nationalism, superpowers, UN etc. <b>(I) (Basic)</b></p> <p>Learners look at a map of Palestine and the surrounding countries in 1939 and illustrate for future use. <b>(I) (Basic)</b></p> <p>Learners examine the Zionist and British policies towards Palestine before, during and after the Second World War and create a Venn diagram to show similarities and differences. <b>(I) (Basic)</b></p> <p>Learners debate the effects of other issues that contributed to the ending of the British mandate including the ending of the Second World War, terrorism, Jewish immigration, US involvement and nationalism. Learners can then create a mind-map to explain and illustrate the different reasons for the ending of the British mandate. <b>(W) (Basic)</b></p>	<p>McLeavey, T. <i>The Arab-Israeli Conflict</i> pages 4–9, 15–26</p> <p><a href="http://www.bbc.co.uk/news/world-middle-east-14628835">www.bbc.co.uk/news/world-middle-east-14628835</a> Overview of Israel and useful map.</p> <p>Scott-Baumann, M. <i>Crisis in the Middle-East: Israel and the Arab States 1945–2007</i> pages 16–19</p> <p><a href="http://www.guardian.co.uk/flash/0,,720353,00.html">www.guardian.co.uk/flash/0,,720353,00.html</a> Brief flash player video of conflict between Israel and Palestine.</p>
What were the causes of conflict between Jews and Arabs in Palestine?	<p>Learners examine and discuss the causes of conflict between Jews and Arabs in Palestine, including differences in cultures, races, languages and nationalism. <b>(W) (Basic)</b></p>	<p>McLeavey, T. <i>The Arab-Israeli Conflict</i> pages 8–9, 28</p>

Focus points	Suggested teaching activities	Learning resources
	<p>Learners compare the Arab and Jewish claims to Palestine and produce two spider diagrams to show the different arguments. Learners then take part in a whole class debate to decide who, in their opinion, had the best claim. <b>(I and W) (Basic)</b></p> <p>Learners create individual speeches from an Arab and Jewish perspective OR hot seat the teacher and ask questions about their claim to Palestine. <b>(I or W) (Challenging)</b></p>	<p>Scott-Baumann, M. <i>Crisis in the Middle-East: Israel and the Arab States 1945–2007</i> pages 3–14</p> <p><a href="http://www.historylearningsite.co.uk/palestine_1918_to_1948.htm">www.historylearningsite.co.uk/palestine_1918_to_1948.htm</a></p> <p>Palestine 1918–1948</p>
<p>Why did the Arabs reject United Nations Organization (UNO) plans to partition Palestine?</p>	<p>Learners use the blank map of Palestine and add the suggested partition plan from the UNO. <b>(I) (Basic)</b></p> <p>Learners, in small groups, prioritise statement cards with different reasons for the rejection of the partition – these can be divided into political, cultural, religious, economic and social factors. <b>(G) (Basic)</b></p> <p>Learners discuss in groups the UNO plan for partition and then consider the question ‘Why did Palestinian Arabs reject the UN Partition Plan?’ A written answer to this question should be produced. <b>(Formative assessment)</b></p>	<p>McLeavey, T. <i>The Arab-Israeli Conflict</i> page 19</p> <p>Scott-Baumann, M. <i>Crisis in the Middle-East: Israel and the Arab States 1945–2007</i> pages 20–23</p> <p><a href="http://www.historylearningsite.co.uk/israel_and_the_1948_war.htm">www.historylearningsite.co.uk/israel_and_the_1948_war.htm</a></p> <p>Overview of causes of 1948 War.</p> <p><a href="http://avalon.law.yale.edu/20th_century/res181.asp">http://avalon.law.yale.edu/20th_century/res181.asp</a> UN Resolution to partition Palestine.</p>
<p>Why was Israel able to win the war of 1948–1949?</p>	<p>Learners examine the reasons why Israel was able to win the war of 1948–1949 and present their findings under the headings of ‘Israeli strengths’ and ‘Arab weaknesses’. This can be drawn up on to an individual or a whole class table to compare. <b>(I or W) (Basic)</b></p> <p>Learners produce a group timeline of the three phases of the fighting in the 1948–1949 conflict. <b>(G) (Basic)</b></p> <p>Learners prioritise the different reasons and justify their opinions in a short five-minute speech to the rest of the class. <b>(I) (Challenging)</b></p>	<p>McLeavey, T. <i>The Arab-Israeli Conflict</i> page 20</p> <p>Scott-Baumann, M. <i>Crisis in the Middle-East: Israel and the Arab States 1945–2007</i> pages 23–29</p> <p><a href="http://www.jewishvirtuallibrary.org/jsource/History/1948_War.html">www.jewishvirtuallibrary.org/jsource/History/1948_War.html</a></p> <p>Overview of 1948 War with maps and sources.</p> <p><a href="http://www.youtube.com/watch?v=5OhdZcz44U8">www.youtube.com/watch?v=5OhdZcz44U8</a></p> <p>Three-part clip that covers the formation of Israel and the 1948–1949 War.</p>

Focus points	Suggested teaching activities	Learning resources
	Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic. <b>(Formative assessment)</b>	0470 past/specimen question papers can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a>

## Depth Study G: Israelis and Palestinians since 1945

### 2: How was Israel able to survive despite the hostility of its Arab neighbours?

#### Recommended prior knowledge

Background knowledge of the Middle East since 1945.

#### Context

An insight into the ways in which Israel has successfully existed alongside her Arab neighbours despite hostility from neighbouring countries.

#### Outline

The causes and consequences of war between Israel and her Arab neighbours.

Focus points	Suggested teaching activities	Learning resources
Why was Israel able to win the wars of 1956, 1967 and 1973?	<p>In small groups learners debate the reaction of the Arab states to their defeat in 1948–49 and the increasing involvement of Egypt and Syria in Arab-Israeli affairs. <b>(W) (Basic)</b></p> <p>Learners, on pieces of card write the individual reasons for the causes of the Suez War of 1956. After discussion these should be ordered from 'most important to least important' with reasons being given for the choices made. <b>(I or G) (Basic and Challenging)</b></p> <p>Learners create a living timeline of the four Arab-Israeli conflicts to show how different events favoured Israel or the Arab states. Colour coding can also show international and superpower involvement. <b>(I) (Basic)</b></p> <p>Learners produce a short fact file or character study of Colonel Nasser and President Sadat to explain their impact and significance. <b>(I) (Basic)</b></p> <p>Learners, in groups, create 10-minute news reports to the rest of the class on each of the conflicts highlighting the main causes and reasons for Israeli victory. <b>(G) (Basic and Challenging)</b></p> <p>Learners write an extended answer to the question: 'Why was Israel</p>	<p>McLeavey, T. <i>The Arab-Israeli Conflict</i> page 20</p> <p>McLeavey, T. <i>The Arab-Israeli Conflict</i> page 27</p> <p>Scott-Baumann, M. <i>Crisis in the Middle-East: Israel and the Arab States 1945–2007</i> pages 35–59</p> <p><a href="http://www..youtube.com/watch?v=CyYm4hnzx1c">www..youtube.com/watch?v=CyYm4hnzx1c</a> 1956 war clip.</p> <p><a href="http://www.historylearningsite.co.uk/causes_suez-crisis-1956">www.historylearningsite.co.uk/causes_suez-crisis-1956</a> Overview.</p> <p>McLeavey, T. <i>The Arab-Israeli Conflict</i> pages 29–36</p> <p><a href="http://www..youtube.com/watch?v=E63AKJpa1Tk">www..youtube.com/watch?v=E63AKJpa1Tk</a> Six-part video on 1967 Six Day War.</p>

Focus points	Suggested teaching activities	Learning resources
	victorious in its conflicts with the Arab states?' <b>(Formative assessment)</b>	<a href="http://www.youtube.com/watch?v=fzw2ff7b6zU&amp;feature=fvwrel">www.youtube.com/watch?v=fzw2ff7b6zU&amp;feature=fvwrel</a> Four-part documentary on 1973 War.
How significant was superpower involvement in Arab-Israeli conflicts?	Learners produce a mind map showing the significance of the involvement of the USA and USSR in the four Arab-Israeli conflicts between 1956 and 1973. <b>(I) (Basic)</b>  Learners hold a debate about how far superpower involvement in the Middle-East shaped the outcomes of war. <b>(W) (Basic and Challenging)</b>  Learners hot seat the teacher and ask questions about why the USA and USSR involved themselves in the Arab-Israeli conflicts. <b>(W) (Basic)</b>	McLeavey, T. <i>The Arab-Israeli Conflict</i> pages 20–36  Scott-Baumann, M. <i>Crisis in the Middle-East: Israel and the Arab States 1945–2007</i> pages 35–59  <a href="http://www.mitpressjournals.org/doi/abs/10.1162/152039706775212058?journalCode=jcws">www.mitpressjournals.org/doi/abs/10.1162/152039706775212058?journalCode=jcws</a> Pdf document from journal on Superpower involvement.  <a href="http://www.cvce.eu/viewer/-/content/69e84f99-878d-4e42-9686-1ff0547095ec/185c0da7-e22e-4ec1-a77d-270e2d22c313/en">www.cvce.eu/viewer/-/content/69e84f99-878d-4e42-9686-1ff0547095ec/185c0da7-e22e-4ec1-a77d-270e2d22c313/en</a> Good Camp David Agreement cartoon for analysis.
How important was oil in changing the nature of the Arab-Israeli conflict?	Learners produce a table to show the attempts at peacemaking between 1974 and 1993. The first column to identify the attempt, the second those involved and venue and the third the intended outcomes. ICT could be used. <b>(I or G) (Basic)</b>  Learners as a class use notes to stick on to a whole class diagram different reasons for Israel's neighbours accepting her existence ready for discussion. <b>(W) (Basic)</b>  Learners examine the significance of President Sadat, President Carter and Prime Minister Begin at the Camp David Agreement. The class is split into three groups, each one representing the three different countries and holds a Camp David debate to discuss the demands and compromises both the Israelis and the Egyptians had to make. <b>(G) (Basic and Challenging)</b>	McLeavey, T. <i>The Arab-Israeli Conflict</i> pages 43–46, 52–32  Scott-Baumann, M. <i>Crisis in the Middle-East: Israel and the Arab States 1945–2007</i> pages 57–59  <a href="http://www.cvce.eu/viewer/-/content/69e84f99-878d-4e42-9686-1ff0547095ec/185c0da7-e22e-4ec1-a77d-270e2d22c313/en">www.cvce.eu/viewer/-/content/69e84f99-878d-4e42-9686-1ff0547095ec/185c0da7-e22e-4ec1-a77d-270e2d22c313/en</a> Camp David Agreement cartoon.  <a href="http://www.meforum.org/1317/oil-and-the-arab-israeli-conflict-1948-63">www.meforum.org/1317/oil-and-the-arab-israeli-conflict-1948-63</a> Oil and the Arab-Israeli conflict, 1948–1963.

Focus points	Suggested teaching activities	Learning resources
	Class research and discussion about the control of the Middle East oil reserves. The governments of oil-producing Arab states successfully pressured the major Western oil firms to refuse to deal with Israel, and Israel had to cultivate relations with Iran to guarantee its oil supply. <b>(G) (Basic)</b>	
By the 1990s, how far had problems which existed between Israel and her neighbours been resolved?	Learners consider the extent to which problems in the Middle East have been solved. Learners consider the successes and failures and present their findings in a table. <b>(I) (Basic)</b>	McLeavey, T. <i>The Arab-Israeli Conflict</i> pages 54–62
	Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic. <b>(Formative assessment)</b>	0470 past/specimen question papers can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a>

## Depth Study G: Israelis and Palestinians since 1945

### 3: What was the impact of the Palestinian refugee issue?

#### Recommended prior knowledge

Background knowledge of Israeli-Palestinian conflict.

#### Context

An insight into the growth of support for the Palestinian cause.

#### Outline

The reasons for the emergence of the Palestine Liberation Organization (PLO) and Palestinian-Arab state relations.

Focus points	Suggested teaching activities	Learning resources
Why were so many Palestinians refugees?	<p>Learners create a timeline of 1948–1969 and add events to show the number of refugees from Palestine and the reasons for this. <b>(I) (Basic)</b></p> <p>Learners draw a mind-map for the reasons/causes for Palestinian refugees. <b>(I) (Basic)</b></p> <p>Learners create a fact file or presentation about the PLO and Yasser Arafat. <b>(G) (Basic)</b></p>	<p>McAleavy, T. <i>The Arab-Israeli Conflict</i> pages 21–26</p> <p>Scott-Baumann, M. <i>Crisis in the Middle-East: Israel and the Arab States 1945–2007</i> pages 76–80</p> <p><a href="http://www.infoplease.com/encyclopedia/history/palestine-liberation-organization.html">www.infoplease.com/encyclopedia/history/palestine-liberation-organization.html</a> Detailed information on the PLO.</p> <p><a href="http://www.youtube.com/watch?v=aGC_hHii1jo">www.youtube.com/watch?v=aGC_hHii1jo</a> Documentary on Yasser Arafat and the PLO.</p>
How effective has the PLO been in promoting the Palestinian cause?	<p>Learners create a detailed storyboard to map out the activities and impact of the PLO. <b>(I) (Basic)</b></p> <p>Learners create a table of violent and non-violent methods used by the PLO and explain the impact of these methods. <b>(I) (Basic)</b></p> <p>Learners may wish to hold a discussion – ‘Were members of the PLO terrorists or freedom fighters?’ Speeches can be written for this. <b>(W) (Basic)</b></p>	<p>McAleavy, T. <i>Twentieth Century History: International Relations since 1919</i> page 142</p> <p>McAleavy, T. <i>The Arab-Israeli Conflict</i> pages 7–42</p> <p>Scott-Baumann, M. <i>Crisis in the Middle-East: Israel and the Arab States 1945–2007</i> pages 79–89</p>



Focus points	Suggested teaching activities	Learning resources
	<p>Learners make handouts using related sources about the use of terrorism by the PLO including the 1968 hijacking and Black September. <b>(I) Challenging)</b></p>	<p><a href="http://news.bbc.co.uk/1/hi/events/israel_at_50/hi_story/78655.stm">http://news.bbc.co.uk/1/hi/events/israel_at_50/hi_story/78655.stm</a> Overview of PLO.</p> <p><a href="http://www.meforum.org/1237/the-plo-and-israel">www.meforum.org/1237/the-plo-and-israel</a> Links to various articles on PLO and Israel.</p>
<p>Why did Arab states not always support the Palestinian cause?</p>	<p>Learners investigate the nature of Arab states' perception of Palestinian tactics towards Israel and consider the reasons why they have not always supported them. Learners can contribute to a whole class discussion. <b>(W) (Basic)</b></p> <p>Learners are given sources relating to the use of terror by the PLO and other Palestinian organisations and annotate. Learners need to suggest reasons as to why other Arab states might not support Palestine. <b>(G) (Basic)</b></p>	<p>McAleavy, T. <i>The Arab-Israeli Conflict</i> page 42</p> <p>Scott-Baumann, M. <i>Crisis in the Middle-East: Israel and the Arab States 1945–2007</i> pages 76–80</p>
<p>How did international perceptions of the Palestinian cause change over time?</p>	<p>Learners consider the viewpoints of international governments towards the Palestinian cause and maps the changes in attitude to the Palestinian cause by governments both in the Middle East and internationally. Learners create a timeline of these changes to summarise them. <b>(I) (Basic)</b></p>	
	<p>Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic. <b>(Formative assessment)</b></p>	<p>0470 past/specimen question papers can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a></p>

## Depth Study G: Israelis and Palestinians since 1945

### 4: Why has it proved impossible to resolve the Arab-Israeli issue?

#### Recommended prior knowledge

Background knowledge of Arab-Israeli conflict.

#### Context

An insight into the effects of continuing conflict on the lives of Israelis and Palestinians.

#### Outline

The reasons for continued Arab-Israeli hostility.

Focus points	Suggested teaching activities	Learning resources
Why has the United Nations been unable to secure a lasting peace?	<p>Learners consider the main problems facing a lasting peace between Israel and Palestine and highlight the ones which are the most difficult to solve ready for class discussion. <b>(W) (Basic)</b></p> <p>Learners create a timeline of the key UN attempts to secure peace in the region and rate their impact/success. <b>(I) (Basic)</b></p> <p>Learners present two cases to the class: 'Israeli-Palestinian issues can be solved/ cannot be solved'. The class then votes and asks questions to the speakers to justify their position. <b>(I and W) (Challenging)</b></p>	<p>Scott-Baumann, M. <i>Crisis in the Middle-East: Israel and the Arab States 1945–2007</i> pages 91–94</p> <p><a href="http://tari.org/index.php?option=com_content&amp;view=article&amp;id=14&amp;Itemid=15">http://tari.org/index.php?option=com_content&amp;view=article&amp;id=14&amp;Itemid=15</a> Information on UN involvement.</p> <p><a href="http://www.guardian.co.uk/world/2003/oct/22/israel2">www.guardian.co.uk/world/2003/oct/22/israel2</a> Overview of key UN Resolutions.</p>
How far have international diplomatic negotiations improved Israel's relations with Arab states and the Palestinians?	<p>Learners create a chart to show successes and failures of international diplomatic negotiations. Each success/failure is explained. <b>(I) (Basic)</b></p> <p>Learners create a Venn diagram showing the relationship between Israel and Palestine due to international diplomatic negotiations. <b>(I or G) (Basic)</b></p>	<p>Scott-Baumann, M. <i>Crisis in the Middle-East: Israel and the Arab States 1945–2007</i> pages 92–101</p> <p>McAleavy, T. <i>The Arab-Israeli Conflict</i> pages 54–63</p>
How have divisions within Israel affected the peace process?	<p>Learners investigate how united the Jewish people of Israel are, the results to be presented in a chart under headings including the impact of Labour, the struggle between Labour and Likud, the impact of religion and settlements on the West Bank and elections. <b>(I or G) (Basic)</b></p>	<p>McAleavy, T. <i>The Arab-Israeli Conflict</i> pages 47–51</p> <p>Scott-Baumann, M. <i>Crisis in the Middle-East: Israel and the Arab States 1945–2007</i> pages 96–101</p>

Focus points	Suggested teaching activities	Learning resources
<p>How have rivalries among Palestinians affected progress towards a settlement?</p>	<p>Learners are divided into groups and asked to research the following causes for rivalry in Palestine: the growth of Hamas; Intifada; the impact of the Hezbollah and the fighting in Gaza. Groups then research and present a PowerPoint on each factor to the class who take notes. <b>(G) (Basic)</b></p> <p>Learners create a web diagram showing the links between the different factors and prioritise the importance of each. High ability learners then prepare five minute speeches to justify their choices. <b>(I) (Basic and Challenging)</b></p>	<p>Scott-Baumann, M. <i>Crisis in the Middle-East: Israel and the Arab States 1945–2007</i> pages 96–109</p> <p><a href="http://www.britannica.com/EBchecked/topic/253202/Hamas">www.britannica.com/EBchecked/topic/253202/Hamas</a> Detailed information, media and links on Hamas.</p> <p><a href="http://www.bbc.co.uk/newsround/20436092">www.bbc.co.uk/newsround/20436092</a> Summary over the conflict in Gaza.</p> <p><a href="http://www.bbc.co.uk/news/special_reports/middle_east_crisis/">www.bbc.co.uk/news/special_reports/middle_east_crisis/</a> Good links to related information.</p> <p><a href="http://www.youtube.com/watch?v=ohSO_MGNw1Q">www.youtube.com/watch?v=ohSO_MGNw1Q</a> Gaza documentary.</p>
	<p>Learners revise the work completed at the end of this section and complete a Cambridge IGCSE History question paper on this topic.</p>	<p>0470 past/specimen question papers can be accessed by logging onto Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a></p>

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