

UNIT 1 - WERE THE PEACE TREATIES 1919-1923 FAIR?

Content

- The peace treaties of 1919-23
- The roles of individuals such as Wilson, Clemenceau and Lloyd George in the peacemaking process
- The impact of the treaties on the defeated countries
- Contemporary opinions about the treaties
- What were the motives and aims of the Big Three at Versailles?
- Why did all the victors not get everything they wanted?
- What was the impact of the peace treaty on Germany up to 1923?
- Could the treaties be justified at the time?

Resources & ICT

- http://www.johndclare.net/peace_treaties1.htm
- Online resources on BM intranet
- Ben Walsh Textbook
- Exam technique & PEE support sheets
- PowerPoint creation
- Word processing Newspaper article
- Creating wikispaces

Types of assessment

- Formative and summative
- Poster work
- Exam styled questions / Factual tests
- Peer assessment
- Presentations; PowerPoint
- Speeches
- Source skills questions
- Newspaper articles
- Textbook creation

Students to Know

- Clemenceau wanted to cripple Germany, breaking it into smaller states
- Lloyd George did not want to punish Germany personally but was elected on the promise to make Germany pay
- Wilson had 14 Points which he wanted the treaty to be based on for a lasting peace with a fair treaty and a League of Nations to be created
- The terms of the Treaty of Versailles and the impact on Germany including hyperinflation and political instability

Students to Understand

- The importance of historical experience: each country suffered differently from the First World War and the Treaty of Versailles was a compromise which satisfied no-one
- The Treaty led to economic and political instability in Germany up to 1923
- People at the time argued over whether the treaty was fair

Students to be able to Do

- Show good exam technique in exam questions
- Interpret sources including cartoons, in context using knowledge and understanding
- Write clear balanced essays supported by factual explanation

Cross curricular links

- Geography; German lands lost
- Economics; hyperinflation
- English; writing for a purpose
- English; comprehension

Differentiation incl. EAL

- Vocabulary book created with key terminology defined for EAL
- Extension tasks for students who previously studied material
- Writing framework for extended writing
- Group work considerations; mixed ability

Learning styles activities

- Visual and verbal
- Aural
- Reading and writing
- Social
- Solitary
- <http://www.learning-styles-online.com/overview/>



The Big Four, Versailles peace Conference, May 27, 1919

W. Wilson Presidential Library / Public domain

Global citizenship, internationalism, local environment

- Appreciation of historical experience and geography to explain different countries perspective
- Understand how proportional representation works, advantages and disadvantages



UNIT 2 - THE LEAGUE OF NATIONS

Content

- How successful was the League in the 1920s?
- How far did weaknesses in the League's organisation make failure inevitable? How far did the Depression make the work of the League more difficult?
- How successful was the League in the 1930s?
- The work of the League in the 1920's
- The League in Manchuria and Abyssinia in the 1930's

Resources & ICT

- Wiki pages
- PowerPoint
- Ben Walsh p. 228-254
- http://www.johndclare.net/league_of_nations1.htm

Types of assessment

- Presentations
- Tests
- Exam styled questions
- Posters
- Creating teaching resources

Students to Know

- The aims of The League
- The League was overall successful in the 1920's
- The successes and failures in the 1920's
- The structure and organisation of The League
- America was not a member
- Failure of disarmament conferences
- The League was not successful in the 1930's; Abyssinia and Manchurian

Students to Understand

- Reasons for The Leagues successes in the 1920's
- The League could succeed despite structural weaknesses The impact of the depression
- Why the League failed

Students to be able to Do

- Explain the impact of the depression
- Evaluate the impact of the depression against structural weaknesses Explain reasons for success and failure
- Explain why the failure of The League led to the Second World War

Cross curricular links

- Geography; Manchuria, Abyssinia and Eastern Europe
- Economics; 1929 Wall Street Crash and Depression

Differentiation incl. EAL

- Scaffolding on how to analytical essay's
- Varied assessments
- Key words identified; unanimous decisions; inevitable; depression

Learning styles activities

- Visual and verbal
- Aural
- Reading and writing Social
- Solitary



L. Raven-Hill / Punch Magazine / Public domain

Global citizenship, internationalism, local environment

- Importance of powerful countries in world affairs
- How the United Nations learnt from The League's mistakes Complications in diplomacy; disarmament and decision making
- Is a VETO in the Security Council justifiable?

UNIT 3 - WHY HAD INTERNATIONAL PEACE COLLAPSED BY 1939?

Content

- What were the long-term consequences of Versailles and the failure of The League in the 1930's?
- How far was Hitler's foreign policy to blame for the outbreak of war in 1939?
- Was the policy of appeasement justified?
- How important was the Nazi-Soviet Pact?
- Why did Britain and France declare war on Germany in September 1939?

Resources & ICT

- Wikipages
- PowerPoints
- Ben Walsh p.
- http://www.johndclare.net/league_of_nations1.htm

Types of assessment

- Presentations
- Tests
- Exam styled questions
- Posters
- Creating teaching resources

Students to Know

- The collapse of international order in the 1930s
- The increasing militarism of Germany, Italy and Japan
- Hitler's foreign policy to 1939: the Saar; remilitarisation of the Rhineland; involvement in the Spanish Civil War ; Anschluss with Austria; crisis over Czechoslovakia and Poland
- The Munich Agreement and Nazi-Soviet Pact

Students to Understand

- The impact of the Depression, Versailles and fear of Communism on Britain
- Why Britain Appeased Hitler
- Appeasement was controversial at the time
- Stalin's reaction to Appeasement
- Why the Nazi-Soviet Pact was signed and its importance

Students to be able to Do

- Interpret historical cartoons
- Analyze sources
- Evaluate the range of causes for the Second World War
- Explain the causes and consequences to justify or reject Appeasement using factual support

Cross curricular links

- Geography; map of Europe; Mountain range of Sudetenland; Saar coal fields
- Economics; Depression and rearmament for economic advantage and natural resources
- Art; Picasso and Guernica

Differentiation incl. EAL

- Scaffolding on how to write analytical essay's
- Varied assessments
- Key terms; appeasement; aggression; re-armament

Learning styles activities

- Visual and verbal
- Aural
- Reading and writing
- Social
- Solitary



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Global citizenship, internationalism, local environment

- Importance of powerful countries in world affairs
- How the United Nations learnt from The League's mistakes
- Complications in diplomacy; disarmament and decision making
- Implications of Appeasing aggression
- Diplomacy, just war and workable peace treaties; Machiavelli crush or conciliate

UNIT 4 - WHO WAS RESPONSIBLE FOR THE COLD WAR?

Content

- The breakdown of the USA-USSR alliance in 1945, the Yalta and Potsdam conferences
- The Soviet expansion in Eastern Europe by 1948 and the American reaction; containment
- What were the causes and consequences of the Berlin Blockade?
- Who was the more to blame for starting the Cold War, the USA or the USSR?

Resources & ICT

- Internet research Weebly and Wikipages
- PowerPoints
- Word processing
- Ben Walsh Textbook
- Worksheets

Types of assessment

- Exam styled questions testing knowledge, understanding and analysis
- Question and answer
- Newspaper article on the Marshall Plan from a biased Superpower perspective
- Speeches
- Source based questions

Students to Know

- The war aims of the USA and USSR
- The ideology and historical experience of the Superpowers
- Agreements and disagreements at Yalta and Potsdam
- How Stalin gained control of Eastern Europe between 1945-48
- Truman's policy of containment
- The events of the Berlin Blockade and Airlift

Students to Understand

- How the war aims of the Superpowers were shaped by ideology and historical experience
- Why the relations between the Superpowers were cooler at Potsdam
- The reasons why Truman launched the policy of containment
- The causes and consequences of the Berlin Blockade and Airlift
- Arguments for and against blaming Stalin for the Cold War

Students to be able to Do

- Analyze and explain the Cold War debate with balance
- Interpret and analyze sources in their historical context

Cross curricular links

- Geography; Europe
- Economics; importance of trade and US attempts to prevent a depression
- Physics; the Atomic Bomb

Differentiation incl. EAL

- Support worksheets on the meaning of communism, capitalism and market forces
- Key terms definitions sheet

Learning styles activities

- Visual and verbal
- Aural
- Reading and writing
- Social
- Solitary
- <http://www.learning-styles-online.com/overview/>



Yalta summit, February 1945

Anonymous / Public domain

Global citizenship, internationalism, local environment

- How actions can be misinterpreted according to ideological and historical perspectives
- The nature of international diplomacy
- Nuclear arms race
- Use of propaganda; methods and success
- Nature of totalitarian dictatorships
- How the Cold War has impacted on current European politics
- Using students own experience from USA, Russia, Eastern Europe, etc.

UNIT 5 - WHY DID THE TSARIST REGIME COLLAPSE IN 1917

Content

- How well did the Tsarist regime deal with the difficulties of ruling Russia up to 1914?
- How did the Tsar survive the 1905 revolution?
- How far was the Tsar weakened by the First World War?
- Why was the revolution of March 1917 successful?

Resources & ICT

- Coursework booklet; sources and essay question
- Internet research Weebly and Wikipages.
- PowerPoints
- Word processing
- Ben Walsh Textbook
- Worksheets

Types of assessment

- Obligatory Question in Section B in Paper 12 IGCSE Exam
- Coursework of 1500 words; 27% of total grade source work and extended essay
- Speeches and exam styled questions

Students to Know

- The main feature of the Tsarist regime and the problems it faced up to 1914
- The weaknesses of the Tsar
- What happened in the 1905 revolution
- The impact of the First World War on Russia
- What happened in the February 1917 Revolution

Students to Understand

- The cause of the 1905 Revolution and why the Tsar survived
- The long and short term causes of the 1917 revolution
- The importance of the support of the army in sustaining the Tsarist regime

Students to be able to Do

- Interpret and evaluate sources in context
- Answer exam styled questions testing knowledge and understanding
- Analyze the causes of the 1917 revolution through extended essay

Cross curricular links

- English Language; comprehension of source material
- Geography; scale of Russia and climate challenges
- Economics; infrastructure and pre-industrial developing economy

Differentiation incl. EAL

- Scaffolding on how to structure extended essay
- Group work to support written source comprehension skills
- Extra reading for gifted students
- Varied assessment activities

Learning styles activities

- Visual and verbal
- Aural
- Reading and writing
- Social
- Solitary
- <http://www.learning-styles-online.com/overview/>



The Romanov Imperial family, 1913

Boasson and Egger / Public domain

Global citizenship, internationalism, local environment

- Importance of war in history and politics
- Importance of economics in history and politics
- Common characteristics of why political revolution occurs
- Use of Russians for Russian perspective on events



UNIT 6 - THE BOLSHEVIK REVOLUTION AND LENIN'S RUSSIA

Content

- How effectively did the Provisional Government rule Russia in 1917?
- Why were the Bolsheviks able to seize power in November 1917?
- Why did the Bolsheviks win the Civil War?
- How far was the New Economic Policy a success?

Resources & ICT

- Internet research
- Weebly and Wikipages
- PowerPoints
- Word processing
- Ben Walsh Textbook
- Worksheets

Types of assessment

- Exam styled questions to test knowledge and understanding
- Question and Answer
- Creating a textbook

Students to Know

- What was the Provisional Government and what problems did it face
- What was dual power and Order Number One
- What happened during the July Days and Kornilov revolt
- What happened in the November 1917 revolution
- How Lenin controlled Russia
- What happened at Kronstadt
- What was NEP

Students to Understand

- The importance of the war and the role of the army
- Why the provisional government failed
- Why there was a Civil War and why the Bolsheviks won it
- Why Lenin launched NEP

Students to be able to Do

- Explain why the provisional failed and the role of the army
- Explain why the Bolshevik revolution was successful
- Analyze the causes of the November revolution
- Evaluate the success of NEP

Cross curricular links

- Economics; NEP and market forces
- Economics; command economies weaknesses, role of incentive
- Geography; geographic industrial locations and reasons for this

Differentiation incl. EAL

- Definition of key terms sheet
- Extra reading for gifted students

Learning styles activities

- Visual and verbal
- Aural
- Reading and writing
- Social
- Solitary
- <http://www.learning-styles-online.com/overview/>



Lenin speaking at an assemble of Red Army troops, May 5, 1920

Grigori Petrowitsch Goldstein / Public domain

Global citizenship, internationalism, local environment

- Importance of the army in conflict solution
- The importance of a free press and the power of propaganda How foreign interference in a civil war was counter-productive Russia was never actually a communist society



UNIT 7 - HOW EFFECTIVELY DID AMERICA CONTAIN COMMUNISM

Content

- How effectively did the USA contain the spread of Communism?
- The US reaction to the 1959 Cuban revolution
- The causes and consequences of the Cuban Missile Crisis
- American involvement in Vietnam 1950-75
- The defeat of the French and Geneva Agreement
- Diem's rule in Vietnam
- The Vietnamese and US tactics in the Vietnam war

Resources & ICT

- Ben Walsh textbook
- Internet
- PowerPoints
- Sources information booklet on Vietnam
- Past Source papers and mark schemes

Types of assessment

- Creation of Peace Movement booklets
- Exam styled questions Source questions
- Question and answer

Students to Know

- America's reaction to the Cuban revolution; Castro overthrew Batista in 1959
- What happened in the Bay of Pigs in 1961
- The events of the Cuban Missile Crisis
- America's policy in Vietnam from 1950-63
- What the Viet Cong Guerilla tactics were
- America's military tactics in Vietnam

Students to Understand

- Why America was anti-Castro
- Why Khrushchev tried to put nuclear missiles in Cuba
- Why Kennedy Quarantined Cuba
- The Domino Theory
- Why America became increasingly involved in Vietnam
- Why America lost the Vietnam war
- The context of the nuclear age in the 1960's; MAD and the peace movement

Students to be able to Do

- Analyze the outcome of the Cuban Missile Crisis; who won?
- Explain why America lost the Vietnam war

Cross curricular links

- Geography; Indo-China and South America
- Economics; trade embargo's from USA

Differentiation incl. EAL

- Fill in the gaps booklet for Vietnam war; closed exercise to consolidate understanding
- Variety of pictures to support written sources

Learning styles activities

- Visual and verbal
- Aural
- Reading and writing
- Social
- Solitary
- <http://www.learning-styles-online.com/overview/>



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Global citizenship, internationalism, local environment

- The power of citizens when united; the peace movement
- The danger of nuclear weapons
- Impact of chemical weapons on civilians and environment
- US politics towards Cuba today; impact of Cold War on current international relations