

History Department – Y10-11 Edexcel IGCSE course, scheme of work 2019 – 2020:

Examination specification: Main textbook(s) / set texts / resources in brief summary

Guided learning hours: c. 2-3 hours per week

Time-line	Subject topics	Resources / activities (including ICT)	Assessment & skills (including ICT)	SEN / EHC / EAL / Gifted & talented
<p>Year 10, term 1 and term 2 (12-15weeks) :</p>	<p>Germany 1918-1945: Democracy to Dictatorship</p> <p>The establishment of the Weimar Republic and its early problems</p> <ul style="list-style-type: none"> The German Revolution of 1918. The strengths and weaknesses of the new Constitution. Reactions to the Treaty of Versailles. The Spartacist and Kapp uprisings. French occupation of the Ruhr. Causes and effects of hyperinflation. <p>The recovery of Germany, 1924-29</p> <ul style="list-style-type: none"> The work of Stresemann. Rentensmark, Dawes and Young Plan, US loans and the recovery of the German economy. Successes abroad – League of Nations, Locarno Treaties and Kellogg-Briand Pact. How much recovery was there? <p>The rise of Hitler and the Nazis</p> <ul style="list-style-type: none"> Hitler and the German Workers' Party. Changes to the party 1920-22. Causes, events and results of Munich Putsch, 1923. Reorganisation of the Party, 1924-28. Impact of Wall Street Crash. Nazi methods to win support. Goebbels and propaganda and the work of the SA. Events of 1932 to January 1933 including the role of von Papen, von Schleicher and von Hindenburg. Need to know details of political developments from Brüning to Papen. <p>Life in Nazi Germany</p>	<p>Textbook – Ben Walsh chapter on Germany between the Wars</p> <p>The People's Century BBC Landmark series on Youtube</p> <p>The Nazis: A warning from History series, on Youtube</p> <p>Exemplar Qs provided by Edexcel and in-house questions by Dept</p> <p>Provision of past papers from past students as a guide to good exam technique</p> <p>Working in pairs draw up a balance sheet of the successes and shortcomings of the Weimar Constitution.</p> <p>In groups put together a mind map which summarises the key problems faced by the Weimar Republic in the years 1919-23.</p> <p>Students summarise, in a chart, the main steps taken by Stresemann, 1924-29, and the main effects of these actions.</p> <p>Students draw up a balance sheet of the successes and failures of the Weimar Republic 1923-29 and then try to assess how it did overall.</p> <p>In pairs produce a mind maps showing the reasons for increased Nazi support in the years 1929-32. On the mind map:</p> <ul style="list-style-type: none"> Rank order the reasons clockwise beginning with the most important at 12.0. clock Draw lines to show links between the reasons. Explain links along lines. <p>Students produce a time line to show the key developments in the removal of opposition in the years 1933-34.</p> <p>Divide the class into four groups. Each group given one of the following to research and produce a presentation to explain the degree of change under the Nazis for Women, Jews, the young and the Churches.</p> <p>Each student summarises the presentations by producing a table showing the changes for each group in the years 1933-39.</p>	<p>Presentations by students</p> <p>Marking of questions via Edexcel mark schemes</p> <p>All questions/assignments Board based or in style of IGCSE, such as:</p> <p>Why was there so much hatred felt by Germany for Versailles;</p> <p>Explain 2 effects of Hyperinflation in 1923-4; What factors led Hitler getting into power; Impact of Nazism on social groups in Germany (women, workers, youth, Jews etc); what types of resistance did the Nazis face in 1930s?</p> <p>Explanation of requirements expected by markers for good grades in answers.</p> <p>Provision of past papers from past students as a guide to good exam technique</p>	<p>Access to SAW for support to organise answers.</p> <p>Support on Thursday evenings provided by myself in Graham House.</p> <p>Extra time for SEN or EAL students to complete tasks.</p> <p>Extra Questions for able students plus extra reading and research.</p> <p>Answer outlines provided for most questions.</p>

	<ul style="list-style-type: none"> Setting up the Nazi dictatorship through the Reichstag Fire, Enabling Act, and Night of the Long Knives, the police state, censorship and propaganda. Nazi policies towards women, the young, the Churches and the Jews. Policies to reduce unemployment. Were Germans better or worse off under the Nazis? <p>The impact of the Second World War on Germany</p> <ul style="list-style-type: none"> Nazi policies towards the Jews including ghettos, death squads and the Final Solution. The changing role of women, 'total war', rationing and the effects of allied bombing. The growth of opposition to Hitler including the Edelweiss Pirates, the White Rose Group and the Stauffenberg Plot. Defeat and Hitler's death. 	<p>Group tasks.</p> <ul style="list-style-type: none"> Draw up a time chart for Germany to cover the whole period to assist with chronology question. Put together a mind map on A3 summarising the key events in the period 1918-45. 		
		The Nazis: A warning from History series, on Youtube		
'British values' evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?	Comparison between GB as a democracy in Appeasement era versus Nazis totalitarianism, how Nazi People's Courts operated compared to GB judicial system. Communication via: presentations and class discussions Numeracy illustrated with ref to inflationary rates in Weimar and unemployment levels in Germany during the Great Depression	Discussion on the differences between different types of political systems		
Year 10, term 2 (12-15 weeks)	<u>A World Divided: Superpower relations 1943-72 – spring-summer term of Y10</u>	Textbook – Ben Walsh chapter on Germany between the Wars; The People's Century BBC Landmark series on Youtube; Use of the Spartacus Education website; CNN series on Cold War: Comrades	Presentations by students Marking of questions via Edexcel mark schemes All questions/assignments Board based or in style of IGCSE such as: Causes of the Cold War; who was to blame for the Cold War; Explanation of requirements expected by markers for good grades in answers. Use of student scripts from past papers to enhance exam techniques. End of year exam: Paper 1 of IGCSE	Access to SAW for support to organise answers Support on Thursday evenings provided by myself in Graham House. Extra time for SEN or EAL students to complete tasks Extra Questions for able students plus extra reading and research
'British values' evidence? Numeracy? Communication skills?	Comparison of USA (much like UK) and USSR as liberal state versus the totalitarian		Class discussion on comparison between liberal vs totalitarian systems	

Knowledge across diff. areas of learning?	USSR. Define liberal societies of USA/UK compared to totalitarian USSR. Compare Nazis with Soviets from previous term's module			
•	Reasons for the Cold War <ul style="list-style-type: none"> Long-term rivalry between Soviet Union and West. Differences during the Second World War. Key features of the peace conferences at Yalta and Potsdam. Soviet Union and Eastern Europe. Attitude of Truman. Students should be aware of the ideological differences between capitalism and communism	Group task to produce a mind map showing the main reasons for the Cold War: <ul style="list-style-type: none"> Rank order the reasons clockwise beginning with the most important at 12.0. clock Draw lines to show links between the reasons. Explain links along lines. Working in pairs prepare role play/presentation to compare Soviet/communist views to USA/capitalist views on the Early Cold War leading to a class discussion about who was most responsible for the Cold War.	Question: Who caused the Cold War?	
•	Early developments in the Cold War, 1945-49 <ul style="list-style-type: none"> Soviet expansion in Eastern Europe. Churchill and the 'iron curtain'. Truman Doctrine and Marshall Plan. Differences over Germany. Causes, events and results of the Berlin Crisis (1948-9). Setting up of NATO. Students should be aware of developments in China and the Soviet testing of the atomic bomb.	Individual task. To produce a flow chart showing the main developments in the Cold War in the years 1945-49. Paired task – produce two different newspaper front page headlines for the start of the Berlin Crisis – the day after Stalin blocked off access to West Berlin <ul style="list-style-type: none"> For a British or US newspaper For a Soviet newspaper. 	Question: which superpower was the more successful in the period 1945-9, the USA or USSR?	
	The Cold War in the 1950s <ul style="list-style-type: none"> Korean War. Khrushchev and peaceful co-existence. The Warsaw Pact. The impact of Soviet rule on Hungary, Rakosi, de-Stalinisation, Nagy and his demands. Reasons for the Soviet invasion and its effects. 	Paired task. Summarise the key developments in this period using one of the following methods: <ul style="list-style-type: none"> Mind map Bullet points Picture/story board 	Which crisis was more serious: the Korean War or the Hungarian Revolt?	
•	The Berlin Crisis of 1961 <ul style="list-style-type: none"> U2 incident (1960) and its effects on the Paris Summit Conference. Reasons for construction of Berlin Wall (1961). Berlin Wall's effects on relations between East and West and on Germany. Students should be aware of more long term factors and the failure of a negotiated settlement. 	Group tasks. Each group given a grid which has the main crises of 1945-61 including the Berlin Crisis 1948-49, Hungarian Uprising, the U2 Crisis and the Berlin Wall Crisis <ul style="list-style-type: none"> Carried out further research on each crisis Decide which was the most serious giving each a rating of 1-5 with 5 being the highest Give a presentation to the rest of the class explaining their decisions. Paired task. Produce two different headlines for the day after the building of the Berlin Wall <ul style="list-style-type: none"> One for East Berlin One for West Berlin 	Which crisis was the more serious: the Berlin Wall, the Korean War or Hungarian Revolt?	
•	The Cuban Missiles Crisis <ul style="list-style-type: none"> Castro and relations with USA and Soviet Union. Bay of Pigs. Kennedy and missile sites. Key events of Cuban Missile Crisis (this	Individual task. Produce a flow chart showing the main events of the Cuban Missiles Crisis. Group tasks. <ul style="list-style-type: none"> Draw up a time chart for International Relations to cover the whole period to assist with chronology question. Put together a mind map on A3 summarising the key events in the period 1945-62. 	Question: Who won the Cuban Missiles Crisis?	

	The U2 incident (1960) and its effects on the Paris Summit Conference. Reasons for the construction of the Berlin Wall in 1961, including the refugee problem. The effects of the Berlin Wall on relations between East and West Germany and between the Superpowers. The Bay of Pigs invasion, the causes and key events of the Cuban Missile Crisis and the reasons for its outcome. The Soviet invasion of Czechoslovakia – its causes, events and impact, including the Brezhnev Doctrine			
	The thaw: 'Hotline', Test Ban Treaty, Outer Space Treaty and Nuclear Non-proliferation Treaty. Reasons for Détente. SALT talks and treaty. The extent of Détente in 1972.	Students to research on attempts by Superpowers to defuse the Arms Race in this period. Us of Spartacus Educational, Ben Walsh text book, BBC Bitesize website	Question: How successful was Détente?	
Year 11, Autumn term 1: 12 weeks	The USA 1918-41 The Roaring Twenties The economic benefits of the First World War. Reasons for economic boom in the 1920s, Henry Ford and mass production, hire purchase, advertising, consumerism and the popularity of the stock market. Problems in farming, including over-production and mechanisation. The decline of older industries. The leisure industry, cinema, jazz, dancing, sport, radio, advertising and motoring. The changing position of women, including the flappers. 2 Increased social tensions in the 1920s Attitudes and policies towards immigration. The Palmer Raids and the 'Red Scare'. The Sacco and Vanzetti Case. Attitudes towards black Americans. The Ku Klux Klan. Morals and values and the 'Monkey Trial'. Prohibition and the gangsters.	<p>Paired task. Produce a mind map showing the effects of the First World War on the USA</p> <ul style="list-style-type: none"> Rank order the reasons clockwise beginning with the most important at 12.0. clock Draw lines to show links between the reasons. Explain links along lines. <p>Individual task. Produce a grid which compares attitudes to immigration before and after the First World War, clearing showing the key developments and the changes that took place.</p> <p>Paired task. Research the Sacco and Vanzetti Case.</p> <ul style="list-style-type: none"> One student act as defence counsellor and put together evidence in their favour The other student act as prosecution and collect evidence against them. <p>Role play a mock trial.</p> <p>Individual task. Summarise the key features of Prohibition using one of the following methods:</p> <ul style="list-style-type: none"> Mind map Bullets Story board <p>Individual task. Research the career of Al Capone and produce a fact file.</p> <p>Paired task. Research and evaluate the importance of the reasons for economic growth giving each a rating of 1-5 with 5 being the highest. Explain each rating.</p> <p>Group task. Hot seat Henry Ford</p> <ul style="list-style-type: none"> Research Ford's career and achievements Put together a series of questions and answers 	<p>Possible Assignments</p> <p>Mini essays on:</p> <p>Causes of the US boom of the 1920s.</p> <p>How tolerant was the USA in the 1920s?</p> <p>What were the Roaring 20s?</p> <p>Causes of the Crash.</p> <p>Mock exam in January</p>	<p>Access to SAW for support to organise answers</p> <p>Support on Thursday evenings provided by myself in Graham House.</p> <p>Extra time for SEN or EAL students to complete tasks</p> <p>Extra Questions for able students plus extra reading</p>

		<ul style="list-style-type: none"> • Role play the 'hot seating' with one student as Ford and another as the interviewer. <p>Group task. Each group is given one of the following features of the Roaring Twenties</p> <ul style="list-style-type: none"> • Changes in role of women • The cinema, radio and Jazz • Sport • Advertising <p>Research each feature for whole class presentation which should include Power Point.</p> <p>Paired task. Produce two newspaper headlines the day after the Monkey Trial decision.</p> <ul style="list-style-type: none"> • One in support • One against. <p>The teacher reads a contemporary account of the activities of the KKK e.g. a lynching. This is followed by student questions written on post-it-notes. The teacher decides on two or three questions about the KKK. In pairs the students research the KKK and try to answer these questions followed by a class discussion on the KKK and attitudes to black Americans.</p> <p>CBS/BBC People's Century episodes 5, 6, 7 and 8 which all focus on aspects of US society in the 1920s</p>		
	<p>Roosevelt's New Deal 1933-41 Hoover's reaction to the Great Depression: intervention and volunteerism. The impact of the Depression on banking, agriculture, industry and on people's lives: Hoovervilles and the Bonus Marchers, unemployment and homelessness. 4 Roosevelt and the New Deal, 1933-41 Roosevelt's aims. The Hundred Days, the Alphabet Agencies, including the TVA and policies to deal with agriculture industry and unemployment. The second New Deal, including the Works Progress Administration, welfare for the poor, the old and farmers. The impact of the Social Security Act, the National Labor Relations Act ("Wagner Act") and the Banking Act of 1935. Rural electrification. The achievements and shortcomings of the New Deal. 5 The Opposition to the New Deal The opposition of the Supreme Court, Republicans, business interests, the Liberty League; radical criticism such as Huey Long's Share Our Wealth programme and Father Coughlin's Social Justice campaign.</p>	<p>Us of Spartacus Educational website</p> <p>BBC bitesize website on FDR</p> <p>People's Century BBC/PBS series, the Breadline Episode 9</p>	<p>IGCSE style questions, such as:</p> <p>How far was Hoover a failure?</p> <p>How successful was the New Deal?</p> <p>Which groups supported/opposed the New Deal?</p>	
<p>Year 11, Winter term 2: 10-11 weeks</p>	<p>The changing nature of warfare, 1919-2011 Changes in the nature of warfare, including gas, tanks and heavy artillery.</p>	<p>Group task. To research and give a presentation on the key changes in warfare during the First World War including tanks,</p>		<p>Access to SAW for support to organise answers</p>

	<p>Emergence of submarines and military aircraft – fighter and bomber planes in conflicts in East Asia and Abyssinia. Use of guerrilla tactics in the Spanish Civil War. 2 Changing methods of warfare by land, air and sea, 1939–45 Blitzkrieg in Europe. The Battle of Britain, the Blitz, V weapons and the allied bombing of Germany. Developments in U-boat warfare in the Atlantic. Amphibious and paratrooper operations such as D-Day and Arnhem (1944–45). Civilian resistance movements, especially in France. The importance of aircraft carriers in the Pacific War (1941–45). 3 New forms of conflict – nuclear and guerrilla war versus conventional war, 1945–75 Reasons for dropping atom bombs in 1945. Key developments in the nuclear arms race (1945–75), the development and means of delivering other weapons of mass destruction, MAD theory and nuclear proliferation. Arms limitation and reduction talks. Continuing importance of conventional warfare, especially in Arab-Israeli conflicts. Superpowers and asymmetric guerrilla warfare, especially in Vietnam. 4 Conventional war and the development of ‘new’ wars, 1976– 2000 Continuing importance of conventional warfare, especially in the first Gulf War. The Falklands War and developments in aircraft carrier warfare. Nuclear submarines and first Gulf War. Superpowers and guerrilla warfare, especially in Afghanistan. Further developments in nuclear warfare – ‘Star Wars’ and the end of the nuclear arms race. Edexcel International GCSE in History – Specification Issue 2 – November 2016 © Pearson Education Limited 2016 36 5 Changing methods of warfare at the beginning of the 21st century, 2000–2011 Impact of terrorism, especially 9/11. New wars and high-tech warfare, the importance of ‘surgical’ air strikes in the 21st century wars in the Middle East. The development of drone wars in Pakistan and unmanned land vehicles in Iraq and Afghanistan.</p>	<p>gas, trench warfare, the submarine, anti U – boat measures and developments in air warfare. This could include the use of Power Point. Give a rating of 1-5 for the importance of each development with 5 being the highest.</p> <p>Individual task. Using one of the following methods show the key features of Blitzkrieg</p> <ul style="list-style-type: none"> • Mind map • Annotated sketch • Storyboard <p>Paired task. Produce two maps to show the reasons for the early success and later failure of Blitzkrieg warfare. On each mind map</p> <ul style="list-style-type: none"> • Rank order the reasons clockwise beginning with the most important at 12.0. clock • Draw lines to show links between the reasons. Explain links along lines. <p>Individual task. Annotate a sketch of a guerrilla fighter with the features of guerrilla warfare</p>	<p>IGCSE style questions on warfare over the period 1919-2011, focussing on change and continuity:</p> <p>How far did land warfare change over the period?</p> <p>How far did air war change over the period?</p> <p>How far did sea warfare change over the period?</p> <p>How far did guerrilla/asymmetrical/new technology affect how conflicts were fought over the period?</p>	<p>Support on Thursday evenings provided by myself in Graham House.</p> <p>Extra time for SEN or EAL students to complete tasks</p> <p>Extra Questions for able students plus extra reading</p> <p>Typed notes/outlines for the specific topics studied</p>
<p>Or China (JCH’s class): winter term, 10-11 weeks</p>	<p>: conflict, crisis and change, 1900–89</p> <p>1 The fall of the Qing, Warlordism and chaos, 1900–34</p>	<p>The impact of the Boxer Uprising: self-strengthening and reform. The causes, events and results of the 1911 Revolution. China under the Warlords. The May the Fourth Movement. Sun Yat-sen, Chiang Kai-shek and the Guomindang. The emergence of the Chinese Communist Party, the United Front and the influence of the Soviet Union. The Northern Expedition and the Shanghai Massacres. The Extermination Campaigns.</p>	<p>Critical Thinking Problem Solving Analysis Reasoning / Argumentation</p>	<p>Support provided by J Malan in Avison House.</p> <p>Extra time for SEN or EAL students to complete tasks</p>

	<p>2. The triumph of Mao and the CCP, 1934–49</p> <p>3. Change under Mao, 1949–63</p> <p>4. The Cultural Revolution and its impact, 1965–76</p> <p>5. China, 1976–89</p>	<p><u>Teaching Activity Ideas:</u> Students analyse the reasons (causes) of the fall of the Qing dynasty and the development of a civil war G. Stewart Ideology, Conflict and Retreat: The USA in Asia 1950–73 (Pearson 2009)</p> <p>The events and importance of the Long March 1934–35. War with Japan 1937–45 – the role of the CCP, especially the Red Army and the limitations of the Guomindang. Key features of the Civil War 1946–49. The Battle of Huai-Hai. Military, political, economic and social reasons for the success of Mao and the CCP in the Civil War.</p> <p><u>Teaching Activity Ideas:</u> Students analyse the reasons (causes) for Mao's control of China Edexcel International GCSE Conflict, Crisis and Change: China, 1900–1989 (Pearson 2017)</p> <p>Changes in agriculture and industry, including the first Five-year Plan, attack on landlords, the Agrarian Reform Law, cooperatives and collectives. Changes in the role of women. Political changes, including the Thought Reform, the Three- and Five-anti Campaigns. The Hundred Flowers Campaign. The reasons for, key features and effects of the Great Leap Forward. The influence of the Soviet Union on developments in China.</p> <p><u>Teaching Activity Ideas:</u> Students analyse the changes in agriculture and industry in China from 1949 to 1963. Students examine the similarities and differences on the role of women in China from 1949 to 1963 Free Edexcel International GCSE student notes on Pearson Qualifications website</p> <p>Mao's motives for the Cultural Revolution. Key features of the Cultural Revolution. The Red Guards, education and the 'cult of Mao'. Impact of the Cultural Revolution on China and Mao's position. The effects of the Sino-Soviet split on the Chinese economy.</p> <p><u>Teaching Activity Ideas:</u> Students examine the effects of external relations with the Sino-Soviet split on the Chinese economy R Bunce, Mao's China 1945-76 (Pearson, 2016)</p> <p>The rise and fall of the 'Gang of Four'. Changes under Deng in education, birth control, agriculture and industry. Deng's opposition to political reform. Emergence of privatisation and westernisation. Origins of Democracy Movement (1979). The 'Democracy Wall' movement and Wei Jingsheng. Support of university students from 1986. Features and aims. Reaction of Deng. Tiananmen Square (1989). <u>Teaching Activity Ideas:</u> Students analyse changes to agriculture and industry in China in the years 1976-89.</p>	<p>Critical Thinking Problem Solving Analysis Reasoning / Argumentation</p> <p>Critical Thinking Problem Solving Analysis Reasoning / Argumentation</p> <p>Critical Thinking Problem Solving Analysis Reasoning / Argumentation</p> <p>Critical Thinking Problem Solving Analysis Reasoning / Argumentation</p>	<p>Extra Questions for able students plus extra reading</p> <p>Typed notes/outlines for the specific topics studied</p>
--	--	---	---	---

		<p>Students examine the extent of change, similarity and difference in Chinese history of the following key topics in the period 1900-1989: Civil conflict, order and disorder, external influences, economic and social transformation and the role of leadership L.Benson, China since 1949</p>		
--	--	---	--	--