

Scheme of work

Cambridge IGCSE®
History (US)
0416

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Overview

This scheme of work provides ideas about how to construct and deliver a Cambridge IGCSE History course. The syllabus has been broken down into teaching units with suggested teaching activities and learning resources to use in the classroom. It is recommended that this scheme of work is read in conjunction with the syllabus and the Example Candidate Responses (Standards Booklet) for Cambridge IGCSE History (0470).

Outline

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: Germany, 1918–45

Depth Study B: Russia, 1905–41

Depth Study C: The USA, 1919–41

Depth Study D: China, 1945–c.1990

Depth Study E: Southern Africa in the 20th Century

Depth Study F: Israelis and Palestinians, 1945–c.1994

Depth Study G: The Creation of Modern Industrial Society

Depth Study H: The Impact of Western Imperialism in the 19th Century

Teaching order

The suggested order through the units in the scheme of work remains largely unchanged from the order set out in the syllabus content and uses the Key Questions and Focus Points. The Key Questions define the over-arching issues of that part of the syllabus content. The Focus Points identify the issues that need to be addressed if the learners are to gain an understanding of the topic. This approach encourages an issues-based and investigative approach to the delivery of content. The course should be delivered through these Key Questions and Focus Points rather than through the coverage of a block of content. No indication of teaching time is suggested as it is realised that teachers will organise their timetables and teaching time in a variety of different ways. The whole process is based on the idea that the learner is responsible for their learning and that assessment will form part of the learning process.

Teacher support

Syllabus 0416 runs parallel to syllabus 0470 with the same content and assessment structure. For secure online teacher support materials go to Teacher Support at <http://teachers.cie.org.uk> for past question papers, mark schemes and other support materials. We offer online and face-to-face training; details of forthcoming training opportunities are posted on the website. Further resources for learners can be accessed from the Cambridge Learners' History website at www.cambridgelearners.org.uk

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

Resources

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

Textbooks:

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

Farmer, A	<i>An Introduction to Nineteenth Century European History 1815-1914</i> (Hodder 2001) ISBN: 9780340781135
Murphy, D et al	<i>Europe 1760–1871</i> (Harper Collins 2000) ISBN: 9780003271324
Walsh, B	<i>GCSE Modern World History</i> (John Murray 1996) Third Edition ISBN: 9780340981832
Kelly N & Lacey G	<i>Modern World History (Heinemann 2001)</i> ISBN: 911780435'308308
Brodkin et al	<i>Modern World</i> (Heinemann 2009) ISBN: 9780435510220
Chandler, M	<i>Modern World History</i> (Heinemann 2001) ISBN: 0435311417
Rea, T & Wright, J	<i>International Relations 1914–1995</i> (Oxford University Press 1997) ISBN: 9780199171675
Kidd, J. et al	<i>Heinemann History Scheme: Into the Twentieth Century</i> (Heinemann 2001) ISBN: 0435325965
Aylett, J.F	<i>The Twentieth Century World</i> (Hodder and Stoughton 1991) ISBN: 071318552
Peaple, S.	<i>European Diplomacy</i> (Heinemann 2002) ISBN: 0435327348
Heater, D.	<i>Our World this Century</i> (Oxford University Press 1987) ISBN: 01991333247
Collier, M	<i>Colonisation and Conflict</i> (Heinemann 2002) ISBN: 0435323040
Parsons, Q N	<i>A New History of Southern Africa</i> (Macmillan 1982) ISBN: 9780333262207
Roberts, M	<i>South Africa 1948-1994: The Rise and Fall of Apartheid</i> (Longman 2010) ISBN: 9780582473836
Aylett, J.F.	<i>South Africa</i> (Hodder 1996) ISBN: 100340658592
Rea, T & Wright, J	<i>The Arab-Israeli Conflict</i> (Oxford University Press 1997) ISBN: 9780199171705
McAleavy, T	<i>The Arab-Israeli Conflict</i> (Cambridge University Press 1998) ISBN: 9780521629539
Staton, R et al	<i>Three Centuries of Change</i> (Collins 1998) ISBN: 9780003271133
Baycroft, T	<i>Nationalism I Europe</i> (Cambridge University Press 1998) ISBN: 0521598710
Fiehn, T	<i>Russian and the USSR 1905-1941</i> (SHP 1996) ISBN: 0719552559
Cloake, J.A	<i>Germany 1918-1945</i> (Oxford University Press 1997) ISBN: 0199132771

Pearce, R & Stiles, A *The Unification of Italy 1815-70* (Hodder Education 2006) ISBN: 9780340907016
 De Pennington, J. *Modern America: The USA, 1865 to the Present* (Hodder 2005) ISBN: 100719577446
 Fiehn, T et al. *The USA between the Wars 1919-1941* (SHP 2002) ISBN: 0719552605
 Rees, B *Black Peoples of the Americas* (Heinemann 1992) ISBN: 0435314254
 Field, R *African Peoples of the Americas* (Cambridge University Press 1995) ISBN: 0521459117
 Mason, J. *Expansion, Trade and Industry* (Longman 1993) ISBN: 058220738
 Macdonald, H *From Workshop to Empire* (Stanley Thorne 1995) ISBN: 0748719318
 Aylett, J.F *Expansion, Trade and Industry* (Hodder 1993) ISBN: 0340548274
 Shephard, C *Peace and War* (John Murray 1993) ISBN: 0719549779

Websites:

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

<http://unimaps.com>
www.latinamericanstudies.org
www.tqa.tas.gov
www.pbs.org
www.digitalhistory.uh.edu
www.soviethistory.org
www.un.org
www.socialstudiesforkids.com
<http://library.thinkquest.org>
www.ilovehistory.co.uk
www.livinghistoryfarm.org
www.britannica.com
<http://gcsehistory.org.uk>
www.foreignaffairs.com
www.nationsonline.org
<http://countrystudies.us>
www.sahistory.org
www.historywiz.com
www.namib.info
www.historyofwar.org
www.meforum.org
www.virtualjerusalem.com
<http://bigsiteofhistory.com>
www.schoolshistory.org.uk
www.the-map-as-history.com
<http://www-chaos.umd.edu>
www.indianetzone.com
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/

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Option A: 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? And how important were the Revolutions in 1848?

Focus points	Suggested teaching activities	Learning resources
Why were there so many revolutions in 1848?	Learners examine the reasons for so many revolutions taking place in Europe in 1848 in the given countries. Each reason should be recorded on a small piece of card. Learners, in groups, should discuss the relative importance of each reason OR discuss each reason in categories including social, economic, nationalism, liberalism etc. On the card should be recorded the reasons for the position of importance.	Farmer, A. <i>An Introduction to Nineteenth Century European History</i> 1815–1914 Baycroft, T. <i>Nationalism I Europe 1789-1945</i> Chapters 1–4 www.youtube.com/watch?v=0ig4ISwJZUA Good introduction video.
Did the revolutions have anything in common?	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. Learners draw and label a map showing where the revolutions took	www.age-of-the-sage.org/history/1848/revolution_of_1848.html Covers all of the 1848 Revolutions for good comparisons and excellent maps.

Focus points	Suggested teaching activities	Learning resources
	place in 1848.	
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. Again similarities should be highlighted.	
Did the revolutions change anything?	<p>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.</p> <p>Examine a number of historical sources that deal with the Revolutions. Use these to complete an exercise relating to the value of sources for an investigation.</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE question/paper on this topic.</p>	<p>www.mtholyoke.edu/courses/rschwart/hist255/la/1848.html Contains some cartoon sources on 1848 Revolutions.</p> <p>Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

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

2: How was Italy unified?

Recommended prior knowledge

Knowledge gained from 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 unification.

Focus points	Suggested teaching activities	Learning resources
Why was Italy not unified in 1848–9?	Learners draw and label a map that shows the Italian states in 1848. Learners brainstorm the reasons why Italy wasn't unified in 1848–9, examining the roles of Charles Albert and Mazzini as well as the reasons for the fall of the Roman Republic.	Farmer, A. <i>An Introduction to Nineteenth Century European History</i> 1815–1914 www.fordham.edu/halsall/mod/1852mazzini.asp Online essay focusing on Mazzini.
	Produce a summary diagram which radiates out from the centre showing the key factors in the failure of Italian nationalism March – June 1849.	
How important was Garibaldi's contribution to unifying Italy?	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 mind map. OR Produce an obituary for Garibaldi to put forward his achievements and	Pearce, R & Stiles, A <i>The Unification of Italy 1815–70</i> pages 8–105 http://library.thinkquest.org/TQ0312582/unification.html Good overview of

Focus points	Suggested teaching activities	Learning resources
	<p>disappointments in his work towards Italian Unification.</p> <p>Produce a mind map showing Garibaldi as a soldier and Garibaldi as the politician</p>	<p>Italian Unification.</p> <p>www.reformation.org/garibaldi.html Good timeline of Garibaldi's life.</p>
<p>Did Cavour help or hinder the unification of Italy?</p>	<p>Learners produce a mind map of the role played by Cavour in the unification of Italy.</p> <p>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?'</p> <p>Learners draw and label a map that shows how Italy looked in 1870.</p>	<p>www.age-of-the-sage.org/historical/biography/camillo_cavour.html Good links to other relevant information on Italian Unification.</p>
<p>How important for other European countries were moves towards Italian unification?</p>	<p>Learners examine the impact of moves towards Italian Unification and other countries including France and Austria.</p> <p>Examine a number of historical sources that deal with Italian Unification using them as a Paper 2 approach.</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE question paper on this topic.</p>	<p>www.flowofhistory.com/units/eme/18 This website has access to some very good flow diagrams on nationalism in Europe.</p> <p>www.fordham.edu/halsall/mod/1861italianunif.asp Contains some sources on Italian Unification.</p> <p>www.cartoonstock.com/vintage/directori/italian_unification.asp Contains some cartoon sources on Italian Unification.</p> <p>Past questions papers – can be accessed by logging onto the Cambridge Teacher Support website http://teachers.cie.org.uk</p>

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

3: How was Germany unified?

Recommended prior knowledge

Knowledge gained from 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 unification.

Focus points	Suggested teaching activities	Learning resources
Why was Germany not unified in 1848–50?	Learners draw and label a map that shows the German states in 1848–50. Learners examine the reasons why Germany wasn't unified in 1848–50. This should include The Zollverein, the Frankfurt Parliament, the treaty of Olmutz and the re-establishment of Austrian influence.	Farmer, A. <i>An Introduction to Nineteenth Century European History</i> 1815–1914 www.flowofhistory.com/units/eme/18/FC121 Useful flow diagram of German Unification.
How did Bismarck bring about Austria's defeat of 1866?	Learners consider the role played by Bismarck in the events leading to the war with Austria and examine the importance of his contribution.	Peaple, S <i>European Diplomacy 1870–1939</i> page 5
How did Bismarck bring about France's defeat of 1870?	Learners should consider how Bismarck used his skills to bring about the defeat of France.	www.youtube.com/watch?v=cVsYG_fk_wL4 Good four part video on Franco-Prussian War. Peaple, S <i>European Diplomacy 1870–1939</i> pages 2–5

Focus points	Suggested teaching activities	Learning resources
<p>How far was Bismarck responsible for the unification of Germany?</p>	<p>Learners consider the role played by Bismarck in the unification of Germany and examine the extent to which he was important in this.</p> <p>Learners should produce a mind map showing the different influences of Bismarck in the overall unification of Germany. The focus should be on his contribution – militaristic, diplomatic, cunning, deviousness and tact.</p> <p>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.</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	<p>www.zum.de/whkmla/region/germany/bismarck.html Good overview of Bismarck with excellent source links.</p> <p>Peaple, S <i>European Diplomacy 1870-1939</i> pages 2–5</p> <p>http://history1800s.about.com/od/leaders/a/bismarckbio.htm Reasonable overview of Bismarck’s accomplishments.</p> <p>www.slideshare.net/whatshername/ch16section2 Good PowerPoint with some political cartoons.</p> <p>www.fordham.edu/halsall/mod/german_unification.asp Good document sources on German Unification.</p> <p>Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

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

4: Why was there a civil war in the United States?

Recommended prior knowledge

Background knowledge of 19th-century America.

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 State, 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>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.</p> <p>In a class discussion, consider how each of the following contributed towards the increasing issue of slavery – Missouri Compromise, Kansas and Nebraska, Dredd Scott, John Brown.</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>http://americanhistory.about.com/od/civilwar/a/cause_civil_war.htm Good overview with useful links.</p> <p>www.historylearningsite.co.uk/causes-american-civil-war.htm Useful</p>

Focus points	Suggested teaching activities	Learning resources
		summary of causes.
What was the significance of Lincoln's election as President?	Following research, learners should write an essay which answers the question – 'Why was the election of Lincoln as President significant for the South?'	<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>www.civilwarhome.com/lincolnbio.htm Biography of Abraham Lincoln</p> <p>http://americancivilwar.com/north/abe_lincoln.html Good timeline and document sources.</p>
Why was the North able to win the war?	Learners should discuss in groups the reasons for the North's success in the Civil War. The success should be considered only in relation to the main events of the war.	<p>Field, R <i>African Peoples of the Americas</i> pages 40–43</p> <p>www.activehistory.co.uk/main_area/ Lots of activities and Power Points (Membership required)</p>
Did the war change anything?	<p>Learners should consider the consequences of the Civil War and the extent to which it brought change in the period up to 1877.</p> <p>Using a collection of historical sources learners should consider the different points of view that existed in the USA during the period 1861–77. This can be further developed by considering if the views</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>www.digitalhistory.uh.edu/reconstruction/section1/section1_intro.html Deals with the impact of slave emancipation and Reconstruction.</p> <p>www.mrlincolnanfreedom.org/ Contains lots of links, sources and blogs on Lincoln and Civil War.</p>

Focus points	Suggested teaching activities	Learning resources
	<p>changed over time.</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	<p>Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

Option A: 19th century, The Development of Modern Nation States, 1848–1914
5: How effectively had Japan modernised itself by 1914?

Recommended prior knowledge

Background knowledge of Japan prior to 1853.

Context

This unit provides an insight into the modernisation of Japan between 1853 and 1914.

Outline

How effectively had Japan modernised itself by 1914 to make it a Great Power?

Focus points	Suggested teaching activities	Learning resources
What was the impact of Perry's missions on Japan?	Learners should consider how significant for Japan the missions of Perry were. Group debates might focus on the benefits and disadvantages to Japan.	www.history.navy.mil/branches/teach/ends/opening.htm and www.japan-guide.com/e/e641.html Useful introduction to Perry and Japan. www.grifworld.com/perryhome.html Detailed information on Perry's missions to Japan.
Why did the Meiji Restoration occur?	Learners examine the reasons for the Meiji Restoration.	http://aboutjapan.japansociety.org/content.cfm/the_meiji_restoration_era_1868-1889 Detailed resource with timeline. www.youtube.com/watch?v=RQlxcz9U2x0 YouTube video – six part on Edo to

Focus points	Suggested teaching activities	Learning resources
		Meiji Restoration.
How westernised was Japan by 1914?	Through a mind map learners consider the impact of moves towards the westernisation of Japan by the outbreak of the First World War in 1914. Key issues should include the abolition of feudalism, constitutional, social, economic and military changes.	www.youtube.com/watch?v=LSzZlQR-AZU YouTube Power Point lecture on Japan's modernisation.
Was Japan a Great Power by 1914?	<p>Learners in small groups brainstorm the idea – What factors should be considered for a country to be thought of as a great power?</p> <p>Learners to prepare a series of 'PowerPoint' slides to provide the basis of a lecture on the topic – the contribution of Japan's relations with other powers to its rise to Great Power status.</p> <p>Examine a number of historical sources that deal with Japan at this time. How well do these sources reflect the Japanese progress to Great Power status?</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	<p>www.pacificwar.org.au/foundationJapmilaggro/JapModern.html Useful overview of Japan's modernisation from 1867.</p> <p>www.bullshido.net/forums/showthread.php?t=98320&page=1 Cartoon relating to Japan victory over Russia in 1905.</p> <p>Teacher produced pack of relevant historical sources.</p> <p>Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

Option A: 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 Europe, including relations between main European powers.

Context

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

Outline

Core content Option A. Key question 6: What caused the First World War?

Focus points	Suggested teaching activities	Learning resources
Did the Alliance System make war more likely or less likely?	<p>Discuss the meaning of nationalism and militarism as relating to Europe at the turn of the century.</p> <p>Learners colour code a pre-prepared map to show the make up of the Alliance. As a follow-up, consider why these alliances arose.</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’.</p>	<p>www.historyonthenet.com/WW1/causes.htm 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>www.firstworldwar.com/origins/causes.htm 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>

Focus points	Suggested teaching activities	Learning resources
		<p>www.activehistory.co.uk/main_area/ Good worksheets, sources and maps (membership required).</p> <p>www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/causes_war1act.shtml Good activity.</p> <p>www.youtube.com/watch?v=n7kp3vf1uKA Two-part YouTube video on the causes of WWI – lots of other YouTube videos.</p>
<p>How far did colonial problems create tensions between the Great Powers?</p>	<p>Learners research the colonial problems that affected the Great Powers, especially relating to Britain, France, Italy and Germany.</p> <p>In small groups learners consider the extent to which these problems caused tensions between the Great Powers. Findings to be presented to other groups. Presentation could be visual or verbal, or a combination.</p> <p>Two events in Morocco (1905 and 1911) should be considered specifically. Learners may wish to study these events from a German (the Kaiser's) foreign policy perspective, producing arguments as to why tension was increasing.</p> <p>Consider how different a British perspective might be. This could be presented in the form of a report to the British government.</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?'</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, discuss how events of that year in the Balkans increased tension between the countries. How was the threat of war increased by events in the Balkans in 1912–1913?</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>Listen to the story of the Assassination of Archduke Franz Ferdinand.</p> <p>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.</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.</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?'</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 SmartBoard.</p>	<p>www.youtube.com/watch?v=0vaRWhADXwU&feature=related YouTube 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> <p>Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

Option B: 20th century, International Relations since 1919

1: Were the Peace Treaties of 1919–23 fair?

Recommended prior knowledge

Background knowledge of reasons for hostility towards Germany by 1918.

Context

This unit provides an insight into the different peace treaties signed after the ending of the First World War; their impact with particular reference to Germany and views from the time of their justification.

Outline

Core content Option B. Key question 1: Were the Peace Treaties of 1919–23 fair?

Focus points	Suggested teaching activities	Learning resources
What were the motives and aims of the Big Three at Versailles?	Produce personal profiles charts of the aims and motives for each of the 'Big Three'. Remember to include in each profile how these aims were affected by personal prejudices and popular opinion.	<p>www.youtube.com/watch?v=j1V_dnRjrg&feature=related 'Make Germany Pay' BBC Documentary on YouTube, two part.</p> <p>Brodkin, A. et al. <i>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>www.activehistory.co.uk/main_area/ Good range of PowerPoints and activities (membership required).</p>

Focus points	Suggested teaching activities	Learning resources
<p>Why did all the victors not get everything they wanted?</p>	<p>Examine the terms of the treaties which directly punished Germany and list these in a table. In a second column explain how each term would directly affect Germany.</p> <p>Discuss as a class or in groups the statement 'The 'Big Three' were successful in achieving all their aims.'</p>	<p>Brodkin, A. et al. <i>GCSE Modern World History</i> pages 10–13</p> <p>www.johndclare.net/peace_treaties3_compromise.htm Overview of why the victors did not get everything they wanted in the Peace Treaties.</p>
<p>What was the impact of the peace treaty on Germany up to 1923?</p>	<p>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.</p> <p>Study a German political cartoon such as 'Clemenceau the Vampire'. Discuss in groups i) its message ii) its purpose iii) its justification.</p>	<p>Brodkin, A. et al. <i>GCSE Modern World History</i> pages 10–12</p> <p>www.historylearningsite.co.uk/hyperinflation_weimar_germany.htm Overview and links for Hyperinflation and Ruhr Invasion.</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 10–12</p> <p>www.schoolhistory.co.uk/diagrams/ Good interactive diagrams.</p> <p>www.youtube.com/watch?v=TzAcinwTvzU Short clip that features the 1923 Ruhr invasion.</p> <p>www.fotolibra.com/ Clemenceau cartoon.</p>
<p>Could the treaties be justified at the time?</p>	<p>Examine a number of contemporary historical sources which comment on the Treaty of Versailles. Discuss the extent to which the views they expressed were justified. The selected sources should comment from the point of view of the major countries.</p> <p>Study a political cartoon of the time such as 'The Mother To Her Starving Child', 'The Reckoning' or 'Peace and Future Cannon Fodder'. Discuss in groups the motives and views of the artist.</p> <p>From a number of statements provided by the teacher,</p>	<p>Brodkin, A. et al. <i>GCSE Modern World History</i> pages 18–19</p> <p>Relevant written sources from any recommended textbook such as Walsh, Rea and Wright, Brodkin, 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>www.johndclare.net/peace_treaties6.htm</p>

Focus points	Suggested teaching activities	Learning resources
	<p>each on a single piece of card, 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. Try to support a conclusion through your argument.</p> <p>You may wish to relate some of this work to past 0470 Cambridge IGCSE History questions. Examples can be found in many past papers including the papers from the November 2010 examination series.</p>	<p>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>www.abc.edu.sv/seniors/Humanities/History/germany/GERMANYtreaty.htm</p> <p>Sources include 'The Mother To Her Starving Child'.</p> <p>Past question paper Nov 10 Paper 1 at: http://teachers.cie.org.uk</p>

Option B: 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.

Context

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

Outline

Core content Option B. Key question 2: To what extent was the League of Nations a success?

Focus points	Suggested teaching activities	Learning resources
<p>How successful was the League in the 1920s?</p>	<p>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 Smartboard. (If not available, a pre-printed outline.)</p> <p>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.</p>	<p>Brodkin, A. et al. <i>GCSE Modern World History</i> pages 20–25</p> <p>www.johndclare.net/league_of_nations1.htm 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>www.youtube.com/watch?v=TdHA5uT9ocg Good introduction video on YouTube</p> <p>www.bbc.co.uk/learningzone/clips/the-league-of-nations-in-the-1920s/2446.html Good introduction video from the BBC.</p>

Focus points	Suggested teaching activities	Learning resources
	<p>Through political cartoons, consider the view that the 'League of Nations was based on 'American ideology'.' Construct an 'End of Decade Report' for consideration by the leaders of the League. The Report should include explanation of 'successes' and 'failures' and an evaluation of the League's future. Alternatively, each group can make a PowerPoint presentation of their report to their peers.</p>	<p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 24–27</p> <p>www.gcsehistory.org.uk/modernworld/interwarperiod/index.htm</p> <p>Good and detailed examination of the League's organisation, membership and successes.</p> <p>www.historylearningsite.co.uk/leagueofnations.htm</p> <p>Decent overview of the successes of the League in the 1920s.</p> <p>www.slideshare.net/ajlevings/league-of-nations-cartoons</p> <p>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', and 'Security' and then identify and list strengths and weaknesses of these.</p>	<p>Brodkin, A. et al. <i>GCSE Modern World History</i> pages 26–27</p> <p>www.gcsehistory.org.uk/modernworld/interwarperiod/index.htm</p> <p>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 brainstorm ideas and present them to the class. This should include the global impact of America financially, the rise of fascist governments and reducing international cooperation.</p>	<p>Brodkin, A. et al. <i>GCSE Modern World History</i> pages 28–29</p> <p>www.tes.co.uk/teaching-resource/league-of-</p>

Focus points	Suggested teaching activities	Learning resources
		<p>nations-the-depression-6192543/ A variety of resources on the impact of the Depression on the League.</p> <p>www.youtube.com/watch?v=5e0TMmLclnw 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 listen to a teacher presentation and then answer the question, 'What action did the League take over Manchuria and Abyssinia and why was it ineffective?'</p> <p>Using a selection of sources, 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?'</p> <p>You may wish to relate some of this work on this part of the syllabus to past Cambridge IGCSE History questions. Examples can be found in many past papers including the papers from the November 2010 exam session.</p>	<p>Lecture notes.</p> <p>Brodkin, A. et al. <i>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>www.johndclare.net/league_of_nations8.htm Good links, sources and Podcasts on the failure of the League in the 1930s.</p> <p>www.johndclare.net/league_of_nations6.htm Information and sources on the Manchurian Crisis.</p> <p>www.johndclare.net/league_of_nations6b.htm Information and sources on the Abyssinian Crisis.</p> <p>www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/manchuria_video.shtml Short video on Manchuria and Abyssinia</p> <p>www.cartoons.ac.uk/group/league-nations-disarmament-conference Good cartoon sources on the failure of the League.</p> <p>Past question papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

Option B: 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.

Outline

Core content Option B. Key question 3: Why had international peace collapsed by 1939?

Focus points	Suggested teaching activities	Learning resources
What were the long-term consequences of the peace treaties of 1919–23?	Teacher presentation linked to student input from variety of questions based on the teaching input. 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 will help in a scene setting context for study of Hitler's foreign policy.	Brodkin, A. et al. <i>GCSE Modern World History</i> pages 39–40 www.historyonthenet.com/WW2/causes.htm Overview information sheet. www.history.co.uk/explore-history/ww2/treaty-of-versailles.html Information and video that examines the impact of the Treaty of Versailles on Germany.
What were the consequences of the failures of the League in the 1930s?	In a brainstorm session learners to consider the consequences for (i) the victims of aggression; (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.	Many textbooks cover this topic. There is a good section in Kelly & Lacey and also McAleavy. www.activehistory.co.uk/ Contains many activities and worksheets (Membership Required)

Focus points	Suggested teaching activities	Learning resources
		<p>www.johndclare.net/RoadtoWWII7a.htm Sources and information on the consequences of the failure of the League.</p>
<p>How far was Hitler's foreign policy to blame for the outbreak of war in 1939?</p>	<p>Learners to identify Hitler's main foreign policy aims from the time of him coming to power.</p> <p>Construct a diary of events between 1933 and 1937 to show how Hitler attempted to turn his foreign policy into actions. To complete the diary add two further columns. The first to indicate the reasons Hitler gave for his actions and the second to indicate the response made by Britain and France to his actions.</p> <p>Write a response to: 'Explain why Hitler gained encouragement from events in the Saar and the Rhineland and participation in the Spanish Civil War'.</p> <p>Discuss in small groups the cartoon called 'The Goose-Step' that was published in 1936. Each group to make a presentation explaining why this cartoon was published.</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.</p> <p>Following a teacher presentation using PowerPoint, learners describe the events surrounding Anschluss with Austria. This should be followed by an explanation as to why Hitler invaded Austria.</p> <p>Using the source material, learners in small groups should prepare a presentation to put forward arguments as to which of the sources studied was the most useful as evidence about Anschluss.</p>	<p>Brodkin, A. et al. <i>GCSE Modern World History</i> pages 41–44</p> <p>www.johndclare.net/RoadtoWWII1_IGCSEnotes.htm IGCSE notes on Hitler's foreign policy.</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 46–53</p> <p>www.historyhome.co.uk/europe/hitfor.htm Detailed timeline of Hitler's foreign policy.</p> <p>http://timerime.com/en/timeline/782833/Hitlers+foreign+policy/ A more interactive timeline of Hitler's foreign policy.</p> <p>www.schoolhistory.co.uk/gcselinks/modern/hitler.html Good variety of links and resources available.</p> <p>www.youtube.com/watch?v=wflXJAKmyHc Good YouTube clip from 'A Warning from History' 1997.</p> <p>www.activehistory.co.uk/ Excellent links, activities and resources on the Rhineland and the Spanish Civil War.</p> <p>www.johndclare.net/RoadtoWWII3.htm 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>www.punchcartoons.com</p> <p>http://educationforum.co.uk/modernworld.htm</p>

Focus points	Suggested teaching activities	Learning resources
	Learners place these events on a map of Europe.	<p>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. www.punchcartoons.com</p>
Was the policy of appeasement justified?	<p>Learners brainstorm the meaning of appeasement and then arrive at an agreed definition.</p> <p>In groups, learners consider the positive and negative aspects of letting people get what they want. The groups then feedback to the class.</p> <p>The learners construct a table in which they present the arguments for and against appeasement.</p> <p>Learners then consider why no one stopped Hitler.</p>	<p>Brodkin, A. et al. <i>GCSE Modern World History</i> pages 45–46</p> <p>www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/ Video clip on appeasement.</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 54–60</p> <p>www.spartacus.schoolnet.co.uk/2WWappeasement.htm Information, video and primary sources on appeasement.</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 63–66</p> <p>www.cartoons.ac.uk/available-groups Links to a variety of political cartoons on appeasement.</p>
How important was the Nazi-Soviet Pact?	<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.</p> <p>Learners examine a number of historical sources that deal with each aspect of this unit and answer questions that focus on the events that led to war in 1939.</p>	<p>Brodkin, A. et al. <i>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>www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/ Video on Nazi-Soviet Pact.</p> <p>http://history1900s.about.com/od/worldwarii/a/nonaggression.htm Overview of the Nazi-Soviet Pact.</p> <p>www.johndclare.net/RoadtoWWII8.htm Sources and information on the Nazi-Soviet Pact.</p>

Focus points	Suggested teaching activities	Learning resources
	<p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	<p>www.cartoons.ac.uk/available-groups?page=1 Excellent cartoon sources on the Nazi-Soviet Pact.</p> <p>Past question papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

Option B: 20th century, International Relations since 1919

4: Who was to blame for the Cold War?

Recommended prior knowledge

An understanding of the differences of opinion and ideologies between the West and the East that became apparent in 1945.

Context

This unit seeks to explain how the USA and USSR began to distrust each other during the Cold War.

Outline

Core content Option B. Key question 4: Who was to blame for the Cold War?

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.</p> <p>Learners consider the meaning of the words ‘capitalism’ and ‘communism’, researching them and understanding how the end of the Second World War saw these two ideologies clash with one another.</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.</p> <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</p>	<p>McAleavy, T <i>Twentieth Century History</i> pages 96–121</p> <p>Brodkin, A. et al. <i>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>www.activehistory.co.uk/main_area/ Excellent resources, activities and worksheets (membership required).</p> <p>www.johndclare.net/cold_war4.htm Information, Podcasts and sources.</p>

Focus points	Suggested teaching activities	Learning resources
	<p>script to reflect what the leader might have made to the citizens of their own country to highlight the proceedings. Record the 'broadcast'.</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'.</p>	<p>www.johndclare.net/cold_war3.htm Comparisons of capitalism and communism, sources/cartoons and Podcasts.</p> <p>www.johndclare.net/cold_war4_YaltavPotsdam.html Interactive diagram of the similarities and differences at Yalta and Potsdam.</p> <p>www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/ Short clips of the origins of the Cold War, Yalta and Potsdam.</p>
How had the USSR gained control of Eastern Europe by 1948?	<p>Learners consider the cartoon, the 'Iron Curtain' and extracts of the speeches made by Churchill and Stalin at the time. Consider the question, 'How far would Churchill have been surprised by what Stalin said?'</p> <p>Learners annotate a map of Eastern Europe showing those countries annexed by the USSR, those becoming Communist and those remaining independent.</p>	<p>Brodkin, A. et al. <i>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>www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/ Short video clip available.</p> <p>www.johndclare.net/cold_war1_redruth.htm Overview of Soviet expansion.</p> <p>www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/sovietexpansionineasterneuroperev1.shtml Useful map of Soviet expansion.</p>
How did the USA react to Soviet expansionism?	<p>Learners write an answer to 'Explain how events in both Greece and Czechoslovakia affected American policies in Europe.'</p> <p>Using the two cartoons – one titled 'Neighbours' and the other showing Uncle Sam delivering dollars to all parts of the world, discuss in small groups 'How far do these artists' views agree?'</p>	<p>Brodkin, A. et al. <i>GCSE Modern World History</i> pages 64–65 (Including 'Neighbours' cartoon page 65)</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>

Focus points	Suggested teaching activities	Learning resources
	<p>Learners consider the implications of the Truman Doctrine and the Marshall Plan and the reaction of the USSR to the implementation of these.</p>	<p>http://punch.photoshelter.com/gallery/Cold-War-Cartoons/G0000FF70D40KNvU Cold War cartoons relating to several topics (Punch).</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 78–80 (political cartoons).</p> <p>www.johndclare.net/cold_war8.htm Sources and information on the Truman Doctrine and Marshall Plan.</p> <p>www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/ 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.</p> <p>Study the 'Bird watcher' cartoon. In groups consider why the artist produced the cartoon. An alternative might be – Discuss if the cartoonist was Russian or British.</p> <p>Learners consider the effects of the Blockade with specific reference to the establishment of NATO and the Warsaw Pact.</p>	<p>Brodkin, A. et al. <i>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>www.johndclare.net/cold_war9.htm Causes and consequences of the Berlin Blockade with sources and video clip links.</p> <p>www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/ Berlin Blockade and Airlift video clip.</p> <p>www.punchcartoons.com</p> <p>www.history.com/topics/formation-of-nato-and-warsaw-pact Overview of the formation of NATO and the Warsaw Pact.</p>

Focus points	Suggested teaching activities	Learning resources
		<p>www.3ad.com/history/cold.war/nato.landcarte.1.htm 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. The verdicts that can be reached are:</p> <ul style="list-style-type: none"> (i) The USSR was most to blame (ii) The USA was most to blame (iii) The USA and USSR were equally to blame (iv) Blame cannot be attached to either the USA or the USSR – the Cold War was inevitable. <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	<p>Brodkin, A. et al. <i>GCSE Modern World History</i> pages 68–69</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> page 85</p> <p>www.activehistory.co.uk/main_area/ Good activities relating to blame (membership required).</p> <p>www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/ Video clip on who was to blame.</p> <p>www.johndclare.net/cold_war1_answer.htm Good comparison of arguments relating to blame.</p> <p>http://punch.photoshelter.com/gallery/Cold-War-Cartoons/G0000FF70D40KNvU Cold War political cartoons.</p> <p>Past question papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

Option B: 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.

Context

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

Outline

Was the USA successful in its attempts to contain the spread of Communism?

Focus points	Suggested teaching activities	Learning resources
Case Study – Cuba		
How did the USA react to the Cuban Revolution?	<p>Learners, in groups, consider the background to the rise to power of Fidel Castro in Cuba and examine the initial courses of action that the USA took in response.</p> <p>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.</p>	<p>Brodkin, A. et al. <i>GCSE Modern World History</i> pages 70–72</p> <p>www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/</p> <p>Intro video clips on the Cuban Missile Crisis.</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 90–91</p> <p>Chandler, M. <i>Modern World History</i> pages 282–285</p>

Focus points	Suggested teaching activities	Learning resources
<p>Why did Khrushchev put nuclear missiles on Cuba?</p> <p>Why did Kennedy react as he did?</p> <p>How close did the world come to nuclear war?</p> <p>Was the USA successful?</p>	<p>As a whole class debate the wisdom of the Cuban invasion (Bay of Pigs).</p> <p>Learners write a newspaper report to show how the invasion might have been reported in Cuba.</p> <p>Using an appropriate map learners locate Cuba and consider the potential effect that the placement of missiles would have on the area.</p> <p>Learners study a wide variety of sources. Using evidence from these sources write the reasons why Khrushchev put missiles on Cuba, each on a separate card. Learners rank the cards according to how important each reason was to Khrushchev. The most important reason to be ranked 1.</p> <p>Learners discuss with a partner reasons for choice of order. For homework learners write an answer to the question ‘Why did Khrushchev place missiles on Cuba?’</p> <p>Look at the possible alternatives available to Kennedy in response to the sighting of missiles on Cuba. Learners discuss both ‘for’ and ‘against’ for each and decide what Kennedy should do next.</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.</p> <p>Learners look at cartoons from the period to develop skills. Using these two British cartoons consider – ‘Would the two cartoonists have held similar views?’</p> <p>Learners consider the outcome of the crisis assessing the extent to which the USA achieved its aims. How was Khrushchev affected? What was the result for Castro’s Cuba? What were the consequences for future relations between the USA and USSR.</p>	<p>www.activehistory.co.uk/Miscellaneous/menus/GCSE/cuba_vietnam.htm Excellent activities and resources (membership required).</p> <p>www.spartacus.schoolnet.co.uk/COLD/cubanmissile.htm Primary sources and information on the Cuban Missile Crisis.</p> <p>Brodkin, A. et al. <i>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>http://unimaps.com/cuba-crisis/print.html Useful printable map.</p> <p>www.youtube.com/watch?v=Jwz7YAQj-r0 Excellent six part video ‘Defcon 2’ on the causes and consequences of the Cuban Missile Crisis.</p> <p>www.latinamericanstudies.org/missile.htm 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>Brodkin, A. et al. <i>GCSE Modern World</i></p>

Focus points	Suggested teaching activities	Learning resources
<p>Whose tactics were the most successful?</p> <p>Why was there opposition to the war in America?</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.</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? In groups learners consider how different a Communist report would look.</p> <p>Learners 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.</p>	<p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 104–109, 138–139 for sources</p> <p>www.pbs.org/battlefieldvietnam/ Resources and timeline of the Vietnam conflict.</p> <p>www.history.com/topics/vietnam-war Excellent range of video clips and resources.</p> <p>www.youtube.com/watch?v=5KBPggSgku0 Video: 'Vietnam War History' parts 1–4</p> <p>www.digitalhistory.uh.edu/modules/vietnam/index.cfm Huge number of links to primary and secondary sources on US involvement in Vietnam.</p> <p>Brodkin, A. et al. <i>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>Brodkin, A. et al. <i>GCSE Modern World History</i> pages 90–93</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 112–117, 140–141 for sources</p>

Focus points	Suggested teaching activities	Learning resources
<p>How successful was America in containing Communism?</p>	<p>Learners examine a number of historical sources that deal with the war and answer questions that focus on the extent to which American involvement in the war was successful/failure.</p>	<p>Chandler, M. <i>Modern World History</i> pages 112–117 (Sources pages 136–147)</p> <p>www.spartacus.schoolnet.co.uk/VNprotest.htm Primary sources on opposition to the Vietnam War.</p> <p>www.youtube.com/watch?v=L3u0DZNnXw Video on YouTube of Vietnam War protests in the USA.</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 118–123</p> <p>http://everything2.com/title/The+Failure+of+Containment+During+the+Cold+War Essay on success of containment.</p> <p>www.mccord-museum.gc.ca/scripts/explore.php?Lang=1&tableid=11&tablename=theme&elementid=11_true Cold War cartoons.</p>

Option B: 20th century, International Relations since 1919
6: How secure was the USSR’s control over Eastern Europe, 1959–c.1989

Recommended prior knowledge

An understanding of how the USSR had gained control over Eastern Europe and the reasons for this.

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 consider the causes of the uprising in Hungary in 1956. Discuss which of these causes might be the most threatening to the USSR.</p> <p>Learners consider in groups the discussion point ‘Was the Soviet response too aggressive?’</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> <p>Kelly and Lacey <i>Modern World History</i> pages 246–258</p>
<p>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>	<p>Consider as a class ‘Why did the Soviet Union feel threatened by events in Czechoslovakia in 1968?’</p> <p>In small groups choose one of these two events. Using ICT produce a short script for a radio news bulletin to be broadcast to the west immediately after the Soviet response. For the other event produce a script to be broadcast in the Soviet Union. Where possible details should be based on material from the time. Following presentations</p>	<p>Herblock – ‘She Might have Invaded Russia’, (Washington Post, 1968). It is printed in the OCR <i>GCSE History</i> (Heinemann) textbook. www.loc.gov/picture</p> <p>Chandler, M. <i>Modern World History</i> page 279</p>

Focus points	Suggested teaching activities	Learning resources
	the different approaches should be discussed.	<p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 128–134</p> <p>www.activehistory.co.uk/Miscellaneous/menus/GCSE/decline_collapse_soviet_control_eastern_europe_igcse.htm</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.	<p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 128–134</p> <p>www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/</p> <p>Video clips for Hungary and Czechoslovakia.</p> <p>www.johndclare.net/cold_war14.htm</p> <p>Hungarian Uprising information and sources.</p> <p>www.youtube.com/watch?v=LVdQ9PK9Q5o</p> <p>Overview of Hungarian Uprising YouTube video clip.</p> <p>www.youtube.com/watch?v=8e9nXDOQ-78</p> <p>YouTube clip on Prague Spring: ‘Seven Days to Remember’ (53 minutes).</p> <p>www.historylearningsite.co.uk/prague_spring_1968.htm</p> <p>Prague Spring 1968 information.</p>
Why was the Berlin Wall built in 1961?	Learners examine the reasons why the Berlin Wall was built in 1961 and its consequences. Working in pairs, produce notices of	Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 135–137

Focus points	Suggested teaching activities	Learning resources
	<p>explanation as to the purpose of the Wall. Produce one notice for the West German side and one for the East German side.</p>	<p>Chandler, M. <i>Modern World History</i> pages 280–281</p> <p>www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/ Video clip on Berlin Wall.</p> <p>www.dailysoft.com/berlinwall/photographs/berlinwall-1961.htm Photos of the Berlin Wall.</p> <p>www.johndclare.net/cold_war15b.htm 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 to examine the reasons for the rise of Solidarity in Poland in 1980 and the reasons for the changing relations with government in 1981.</p> <p>Using ICT, produce a front page of a newspaper showing the achievements of Solidarity as an organisation which was successful in undermining Communism.</p>	<p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 140–141</p> <p>www.rferl.org/content/article/1060898.html Overview of Solidarity in Poland.</p> <p>www.soviethistory.org/index.php?page=subject&SubjectID=1980solidarity&Year=1980 Information and good links on Solidarity.</p> <p>www.youtube.com/watch?v=peT3-xSzi08 YouTube 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.</p> <p>In groups, learners research and list the reasons for the collapse of</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>

Focus points	Suggested teaching activities	Learning resources
	<p>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. Each group reports back to the rest of the class giving a summary of their 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.</p> <p>From a collection of historical sources that deal with the collapse of Soviet control in Eastern Europe learners should consider how each source supports/does not support the conclusion reached in the previous task.</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	<p>Aylett, J.F. <i>The Twentieth Century World</i> pages 88–95</p> <p>www.activehistory.co.uk/ Good range of activities and resources (membership required).</p> <p>www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/ Good video clip on the fall of Communism.</p> <p>www.spartacus.schoolnet.co.uk/COLDgorbachev.htm Primary sources on Gorbachev.</p> <p>www.schoolhistory.co.uk/lessons/coldwar/coldwar_end.html 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>Past questions papers can be accessed on Teacher Support at http://teachers.cie.org.uk</p>

Option B: 20th century, International Relations since 1919
7: How effective has the United Nations Organisation been?

Recommended prior knowledge

Knowledge of the lessons learnt as a result of the failure of the League of Nations and the determination of nations to make the United Nations a success.

Context

This unit presents an insight into the organisation and workings of the United Nations using two Case Studies: the Korean War and the Congo.

Outline

How effective has the United Nations Organisation been?

Focus points	Suggested teaching activities	Learning resources
<p>What are the functions of the UNO?</p>	<p>Learners consider the functions of the UN and complete a diagram that illustrates these. Learners complete the diagram boxes with description of these functions.</p>	<p>Various textbooks including Rea and Wright <i>International Relations 1914–1995</i> pages 168–178.</p> <p>Kidd, J. <i>Heinemann History Scheme: Into the Twentieth Century</i> pages 191–193</p> <p>www.youtube.com/watch?v=tNnGirxl3zM YouTube video clip of the functions of the UNO.</p> <p>www.historylearningsite.co.uk/united_nations1.htm Overview, timeline and information on the UNO.</p>

Focus points	Suggested teaching activities	Learning resources
		www.un.org/en/aboutun/history/ Historical overview of the UNO.
How far has the organisation of the UNO hindered its effectiveness?	Learners research the work undertaken by the different sections of UN and list these in a table. In another column the learners make a comment on how effective this work has been.	www.historylearningsite.co.uk/united_nations1.htm Overview, timeline and information on the UNO. www.un.org/en/aboutun/history/ Historical overview of the UNO.
Case studies of the UNO in action: the Korean War and the Congo.	<p>Learners research the Korean War and the Congo, using newsreel and video clips, documentation produced at the time and factual sources of information, examining reasons for, and action taken by the UN and the effects of this on the two countries. This work should consider the effectiveness of the UN.</p> <p>Learners examine a number of historical sources that deal with the UN and answer questions that focus on examining the level of UN success.</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	www.historylearningsite.co.uk/united_nations_korean_war.htm UNO and the Korean War. www.youtube.com/watch?v=bKuqn1TLiZO UN and the Korean War YouTube video clip. www.historylearningsite.co.uk/united_nations_congo.htm UNO and the Congo Crisis. www.youtube.com/watch?v=vLV9szEu9Ag Congo Crisis YouTube video clip. Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk

Depth Study A: Germany, 1918–45

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

Was the impact of the Weimar Republic on Germany significant?

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.</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.</p>	<p>McAleavy, T <i>Twentieth Century History: International Relations since 1919</i> pages 28, 45, 49</p> <p>Brodkin, A. et al. <i>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>www.bbc.co.uk/history/worldwars/wwone/war_end_01.shtml Overview of Germany at the end of WW1.</p>

Focus points	Suggested teaching activities	Learning resources
		<p>www.activehistory.co.uk/Miscellaneous/menus/GCSE/Weimar_Germany.htm Activities and worksheets (membership required).</p> <p>www.schoolshistory.org.uk/ASLevel_History/week3_impactofwar.htm Excellent links.</p>
<p>What was the impact of the Treaty of Versailles on the Republic?</p>	<p>A starting point should be the terms of the Treaty of Versailles that specifically affect economically and militarily. This should be on one side of a piece of paper. On the other side should be the thoughts expressed by the German people as to the harshness of the Treaty.</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.</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.</p>	<p>McAleavy, T <i>Twentieth Century History: International Relations since 1919</i> pages 18–29</p> <p>Brodkin, A. et al. <i>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>www.youtube.com/watch?v=j1V_dnRjrq&feature=related YouTube clip – ‘Make Germany Pay’ two-part BBC documentary.</p> <p>www.schoolshistory.org.uk http://mrsmaciver10history.wordpress.com</p> <p>http://modernhistory08.edublogs.org</p> <p>www.google.co.uk – Hyperinflation images.</p>
<p>To what extent did the Republic recover</p>	<p>Learners produce a table which down the left-hand column identifies</p>	<p>Brodkin, A. et al. <i>GCSE Modern World</i></p>

Focus points	Suggested teaching activities	Learning resources
after 1923?	the successes of Stresemann between 1923 and 1929 with economic measures and international relations. The right-hand column details how these achievements helped Germany.	<p><i>History</i> pages 157–158</p> <p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 260–263</p> <p>www.bbc.co.uk</p>
What were the achievements of the Weimar period?	<p>Learners discuss in groups the art and cultural revival of the Weimar period and the different attitudes that existed.</p> <p>Learners consider as a class the issue ‘How successful was the Weimar period for Germany?’</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	<p>Brodkin, A. et al. <i>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>www.slideshare.net/cinbarnsley/culture-in-the-golden-years-of-the-weimar-republic</p> <p>Good slideshow and sources on art and culture in Weimar.</p> <p>Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

Depth Study A: Germany, 1918–45

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

What were the circumstances that allowed Hitler to dominate Germany by 1934?

Focus points	Suggested teaching activities	Learning resources
<p>What did the Nazi Party stand for in the 1920s?</p>	<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.</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.</p> <p>Learners produce a diagram showing the beliefs expressed by Hitler in 'Mein Kampf'.</p>	<p>McAleavy, T <i>Twentieth Century History: International Relations since 1919</i> pages 64–86</p> <p>Brodkin, A. et al. <i>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>www.johndclare.net/Weimar_25_point_programme.htm Nazi Party 25 Point Programme.</p> <p>McAleavy, T <i>Twentieth Century History: International Relations since 1919</i> page 45</p> <p>www.spartacus.schoolnet.co.uk/GERmein.htm</p>

Focus points	Suggested teaching activities	Learning resources
<p>Why did the Nazis have little success before 1930?</p>	<p>Following a brainstorming exercise, learners complete a mind map (http://en.wikipedia.org/wiki/Mind_map) to the question 'Why did Hitler and the Nazis have only limited success before 1930?'. This should be party based on previous activities as well as other factors.</p>	<p>Overview of Hitler's ideology in 'Mein Kampf'.</p> <p>www.youtube.com/watch?v=7skCjuATU58 YouTube clip on the 25 Point Programme.</p> <p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 268–271</p> <p>Cloake, J.A. <i>Germany 1918–1945</i> pages 23–26, 32–38</p> <p>www.historylearningsite.co.uk/beer_hall_putsch_of_1923.htm Munich putsch overview</p> <p>www.johndclare.net/Weimar6.htm Overview of the Nazis in the 1920s with sources and links.</p>
<p>Why was Hitler able to become Chancellor by 1933?</p>	<p>Learners discuss as a class the impact on Germany of the Great Depression and the political and economic crisis faced between 1930 and 1933.</p> <p>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.</p> <p>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.</p>	<p>McAleavy, T <i>Twentieth Century History: International Relations since 1919</i> pages 48–49</p> <p>Brodkin, A. et al. <i>GCSE Modern World History</i> pages 163–164</p> <p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 272–273</p> <p>Cloake, J.A. <i>Germany 1918–1945</i> pages 32–38</p> <p>www.johndclare.net/Weimar7.htm Overview, sources and links on Hitler's rise to power.</p>

Focus points	Suggested teaching activities	Learning resources
		<p>'Hitler: The Rise of Evil' – DVD</p> <p>www.marxists.org Election results in Germany 1924–1933.</p>
<p>How did Hitler consolidate his power in 1933–4?</p>	<p>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.</p> <p>Using historical sources as evidence, learners 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.</p> <p>After class discussion learners answer the question – Why was the Enabling Act of 1933 important for Hitler?</p> <p>Learners read the following quote from Hitler. 'I was responsible for the fate of the German people, and therefore I became supreme judge of the German people.' Discuss as a class the validity of Hitler's justification for the 'Night of the Long Knives'.</p> <p>From a collection of cartoons, learners decide if Hitler would have approved of the message they give.</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	<p>Brodkin, A. et al. <i>GCSE Modern World History</i> pages 165–166</p> <p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 274–275</p> <p>Cloake, J.A. <i>Germany 1918–1945</i> pages 39–43</p> <p>www.johndclare.net/Nazi_Germany1.htm Overview, sources and links on Hitler's consolidation of power.</p> <p>www.historyonthenet.com Life in Nazi Germany worksheet booklet</p> <p>www.youtube.com/watch?v=DrEeBbnDYrw&feature=fvst 'Night of the Long Knives' YouTube video clip.</p> <p>www.cartoonstock.com Pack of cartoons related to the 'Night of the Long Knives.'</p> <p>Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

Depth Study A: Germany, 1918–45

3(a): The Nazi regime: How effectively did the Nazis control Germany, 1939–45?

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

Was Nazi Germany a totalitarian state?

Focus points	Suggested teaching activities	Learning resources
How much opposition was there to the Nazi regime?	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 the skilful class teacher will ensure are covered in giving consideration as to which the Nazis might have considered as the greatest threat.	Brodkin, A. et al. <i>GCSE Modern World History</i> pages 169–172 Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 276–279 Cloake, J.A. <i>Germany 1918–1945</i> pages 89–92 www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany/oppositionrev1.shtml Overview of opposition in Nazi Germany.
How effectively did the Nazis deal with their political opponents?	Learners examine the range of organisations which were used by the Nazis to control their opponents including, the SS, Gestapo, concentration camps and loyal judges. The effectiveness of the way the Nazis dealt with their political opponents should be evaluated.	Brodkin, A. et al. <i>GCSE Modern World History</i> pages 173–174 Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 276–279

Focus points	Suggested teaching activities	Learning resources
		<p>Cloake, J.A. <i>Germany 1918–1945</i> pages 44–47</p> <p>www.johndclare.net/Nazi_Germany2.htm Overview and links.</p>
<p>How did the Nazis use culture and the mass media to control the people?</p>	<p>Learners brainstorm ideas on how culture and mass media can be used to control people in society.</p> <p>These ideas are applied to Nazi Germany with specific reference to examples such as the use of propaganda, book burning, rallies, the media and the 1936 Olympic Games. The effectiveness should be evaluated.</p> <p>Using examples of Nazi propaganda learners consider the purpose of each example.</p>	<p>Brodkin, A. et al. <i>GCSE Modern World 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>www.johndclare.net/Nazi_Germany3.htm Information on Nazi control.</p> <p>www.youtube.com/watch?v=Af44Slin7Ig Nazi Propaganda YouTube video clip.</p>
<p>Why did the Nazis persecute many groups in German society?</p>	<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).</p> <p>Learners will then analyse why these groups were persecuted, including the anti-Semitism and the superiority of the Aryan race</p>	<p>Brodkin, A. et al. <i>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>

Focus points	Suggested teaching activities	Learning resources
	<p>beliefs and finally examine the similarities between their persecutions.</p>	<p>www.bbc.co.uk/history/worldwars/genocide/launch_tl_persecution_genocide.shtml Timeline of Nazi genocide.</p> <p>www.youtube.com/watch?v=YpdJhA5aJkA Video timeline of Nazi persecution of minorities.</p> <p>www.spartacus.schoolnet.co.uk/GERAntisemitism.htm Overview and sources on Nazi anti-Semitism.</p> <p>www.socialstudiesforkids.com Kristallnacht.</p>
<p>Was Nazi Germany a totalitarian state?</p>	<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.</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	<p>Cloake, J.A. <i>Germany 1918–1945</i> pages 48–51, 93–95</p> <p>www.thefreedictionary.com</p> <p>Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

Depth Study A: Germany, 1918–45

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

Was Germany a good place to live?

Focus points	Suggested teaching activities	Learning resources
How did young people react to the Nazi regime?	Learners discuss the opportunities in which young people participated in youth groups for both boys and girls and the reasons why they were keen to do so. Learners consider the degree of success of groups including the Hitler Youth and the League of German Maidens.	<p>Brodkin, A. et al. <i>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>www.youtube.com/watch?v=JB45qymNQEO YouTube clip: ‘Hitler’s children’ five-part video.</p> <p>www.historylearningsite.co.uk/hitler_youth.htm Overview and links on Nazi Youth movements.</p>
	Learners research examples of young people not supporting the Nazis. Were the Nazis successful in dealing with these groups?	
How successful were Nazi policies towards women and the family?	Learners examine the role women played in Nazi society and in family life especially including the ways in which they were encouraged to	Brodkin, A. et al. <i>GCSE Modern World History</i> pages 183–184

Focus points	Suggested teaching activities	Learning resources
	<p>have children. Why did the Nazis encourage this role?</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.</p> <p>Learners compare their school timetable with that of a German learner in the 1930s and then compare the experiences of each.</p> <p>Learners discuss how the Nazis view the importance of the family.</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>www.historylearningsite.co.uk/Women_Nazi_Germany.htm Information and links on women and family in Nazi Germany.</p>
<p>Did most people in Germany benefit from Nazi rule?</p>	<p>Learners will examine the ways in which the Nazi Party attempted to meet their promise re–unemployment. Learners should debate – ‘The German workers benefited from the economic policies of Nazis.’</p>	<p>Brodkin, A. et al. <i>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>www.historylearningsite.co.uk/nazi_germany_economic_miracle.htm 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.</p> <p>Learners will examine the impact war had on German people and the effectiveness of changes to Nazi policy in responding to these.</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE question/paper on this topic.</p>	<p>Brodkin, A. et al. <i>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>Past questions papers – can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

Depth Study B: Russia 1905–41

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

Why did the Tsarist regime collapse in 1917 and not 1905?

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 identify the key features of Russian society in 1905 and the role that Tsar Nicholas II played.</p> <p>Learners identify the extent of the opposition to the Tsar in 1905 and the reasons for this.</p> <p>Learners should produce a Venn diagram (www.classroomjr.com/printable-blank-venn-diagrams/) 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>Learners study the historical evidence relating to Bloody Sunday. Learners should offer explanations as to why the images differ.</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>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>www.johndclare.net/Russ2.htm Overview and sources available.</p> <p>http://kenbaker.wordpress.com</p>

Focus points	Suggested teaching activities	Learning resources
		<p>www.ibiblio.org Russian empire</p> <p>www.google.co.uk 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?’.</p> <p>Learners consider in groups –‘The October Manifesto was worthless’ and ‘Was the appointment of Stolypin successful?’.</p>	<p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 304–305</p> <p>Brodkin, A. et al. <i>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>www.bbc.co.uk/schools/gcsebitesize/history/mwh/russia/ Overview and test.</p> <p>www.youtube.com/watch?v=GIER4Cylir8 YouTube lecture clip with slides.</p> <p>http://wewanttoknowmore.blogspot.co.uk 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.</p>	<p>http://ows.edb.utexas.edu/site/kmb2277edc370s/editorial-cartoons 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.</p> <p>Learners investigate the relationship between Rasputin and the royal</p>	<p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 306–309</p> <p>Brodkin, A. et al. <i>GCSE Modern World History</i> pages 203–204</p> <p>Fiehn, T. <i>Russia and the USSR 1905–</i></p>

Focus points	Suggested teaching activities	Learning resources
	<p>family and the extent to which this was a major factor in the Tsar's weakening position during the First World War.</p>	<p>1941 pages 27–29 (Rasputin focus)</p> <p>www.bbc.co.uk/schools/gcsebitesize/history/mwh/russia/ Overview and test.</p>
<p>Why was the revolution of March 1917 successful?</p>	<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.</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.</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</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>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>www.johndclare.net/Russ3.htm Sources on March Revolution 1917.</p> <p>www.youtube.com/watch?v=GQUAW_CdBds&feature=related YouTube four-part series on WWI and March Revolution.</p> <p>Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

Depth Study B: Russia 1905–41

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

Why did the Provisional Governments fail and how did the Bolsheviks gain power?

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.</p> <p>The teacher identifies with the class the reasons for the steady decline of the Provisional Government's authority.</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.</p>	<p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 311–313</p> <p>Brodkin, A. et al. <i>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>www.johndclare.net/Russ4.htm Information and sources on Provisional Government.</p> <p>www.bbc.co.uk/schools/gcsebitesize/history/mwh/russia/ Overview and test.</p>
	Working with a partner, learners consider how Lenin's influence was increasing and what qualities made him a revolutionary leader.	
Why were the Bolsheviks able to seize power in November 1917?	Learners discuss in class how the Bolsheviks were able to seize power with reference to their promises of Peace, Bread and Land as well as the roles played by Lenin and Trotsky.	Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 314–318

Focus points	Suggested teaching activities	Learning resources
		<p>Brodkin, A. et al. <i>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>www.johndclare.net/Russ5.htm Links and sources on November Revolution 1917.</p> <p>www.bbc.co.uk/schools/gcsebitesize/history/mwh/russia/ Overview and test.</p> <p>www.youtube.com/watch?v=u6bhBLQ8zNo Six-part YouTube video documentary.</p>
<p>Why did the Bolsheviks win the Civil War?</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.</p>	<p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 318–323</p> <p>Brodkin, A. et al. <i>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>www.johndclare.net/Russ7.htm Civil War information and sources.</p> <p>www.bbc.co.uk/schools/gcsebitesize/history/mwh/russia/ Civil War overview and test.</p> <p>www.youtube.com/watch?v=M7hkrWM2WM8 Civil War YouTube clip.</p>

Focus points	Suggested teaching activities	Learning resources
	Using a collection of historical sources, learners discuss the value of propaganda to the Bolshevik success.	www.youtube.com Bolshevik propaganda, part 1
How far was the New Economic Policy a success?	<p>Learners will identify the reasons for and features of the New Economic Policy, comparing similarities and differences with War. A table could be constructed which identifies the features, success and failure.</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic</p>	<p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 324–325</p> <p>Brodkin, A. et al. <i>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>www.johndclare.net/Russ8.htm NEP sources and information</p> <p>Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

Depth Study B: Russia 1905–41

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

How did Stalin gain and hold on to power?

Focus points	Suggested teaching activities	Learning resources
Why did Stalin, and not Trotsky, emerge as Lenin's successor?	Learners analyse the differing qualities of Trotsky and Stalin in the battle for the leadership of Russia following the death of Lenin. This should be presented in the format of comparative strengths, weaknesses and support to explain the reasons why Stalin and not Trotsky became leader.	<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>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>www.johndclare.net/Russ9.htm Information and sources on Stalin assuming power in the USSR.</p> <p>http://library.thinkquest.org Stalin and Trotsky fight for power.</p>
Why did Stalin launch the Purges?	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.	<p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 334–335</p> <p>Brodkin, A. et al. <i>GCSE Modern World History</i> pages 221–222</p>

Focus points	Suggested teaching activities	Learning resources
		<p>Fiehn, T. <i>Russia and the USSR 1905–1941</i> pages 105–112</p> <p>www.johndclare.net/Russ12.htm Information and sources on Stalin's Terror.</p> <p>www.bbc.co.uk/schools/gcsebitesize/history/mwh/russia/ Stalin's methods and Purges activities and tests.</p>
<p>What methods did Stalin use to control the Soviet Union?</p>	<p>Learners identify the methods of the control used by Stalin and their necessity in a totalitarian state in ensuring the success of the purges.</p> <p>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'.</p>	<p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 335–340</p> <p>Brodkin, A. et al. <i>GCSE Modern World History</i> pages 223–224</p> <p>Fiehn, T. <i>Russia and the USSR 1905–1941</i> pages 113–119</p>
<p>How complete was Stalin's control over the Soviet Union by 1941?</p>	<p>Learners in groups discuss the extent to which these methods of control were successful and which was the most successful.</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	<p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 335–340</p> <p>Brodkin, A. et al. <i>GCSE Modern World History</i> pages 225–226</p> <p>www.youtube.com/watch?v=C9t6QyEv_fU 'Most evil men in history' YouTube three-part documentary.</p> <p>Past question papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

Depth Study B: Russia 1905–41

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.

Outline

Were Stalin’s economic policies successful?

Focus points	Suggested teaching activities	Learning resources
Why did Stalin introduce the Five-Year Plans?	<p>Learners brainstorm reasons why there was a need to introduce economic reform in Russia. They then complete a diagram identifying the main reasons for such reforms in agriculture and industry. Further discussion can order these reasons, with explanation.</p> <p>Learners complete a separate table identifying the main features of each of the three Five-Year Plans.</p>	<p>McAleavy, T <i>Twentieth Century History: International Relations since 1919</i></p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 328–332</p> <p>Brodkin, A. et al. <i>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>www.johndclare.net/Russ11.htm Five-Year Plans sources and information.</p>
Why did Stalin introduce collectivisation?	<p>Learners debate the meaning of collectivisation and then identify the reasons why Stalin introduced collectivisation and consider to what extent these reasons were valid ones.</p>	<p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 332–333</p> <p>Brodkin, A. et al. <i>GCSE Modern World History</i> pages 229–230</p> <p>Fiehn, T. <i>Russia and the USSR 1905–</i></p>

Focus points	Suggested teaching activities	Learning resources
		<p>1941 pages 95–104</p> <p>www.johndclare.net/Russ10.htm Useful timeline and sources on collectivisation.</p> <p>www.youtube.com/watch?v=FcumJNNX0qc Short YouTube clip on collectivisation.</p>
<p>How successful were Stalin's economic changes?</p>	<p>Learners will identify the results of economic change in Russia with regard to agriculture. Conclusions to be debated and supported from written and visual evidence.</p> <p>Learners will examine the extent to which Stalin's industrial changes were successful.</p> <p>Learners to have access to images of Soviet propaganda relating to the economic plans and discuss the impact this propaganda might have had.</p>	<p>Brodkin, A. et al. <i>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>www.iisg.nl/exhibitions/chairman/sovintro.php Lots of Soviet posters/propaganda.</p>
<p>How were the Soviet people affected by these changes?</p>	<p>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.</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	<p>Walsh, B. <i>GCSE Modern World History</i> (Third Edition) pages 338–340</p> <p>Brodkin, A. et al. <i>GCSE Modern World History</i> pages 233–234</p> <p>www.johndclare.net/Russ14.htm Information and sources on Stalin's impact on society.</p> <p>Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

Depth Study C: The USA, 1919–41

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.

Outline

The American economy in the 1920s and its impact.

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.</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.</p> <p>Learners should conduct a special study into the importance of mass production in the car and consumer durables industries.</p>	<p>McAleavy, T <i>Twentieth Century History: International Relations since 1919</i></p> <p>Brodkin, A. et al. <i>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>www.historylearningsite.co.uk/America_economy_1920s.htm</p> <p>Overview of Boom.</p>

Focus points	Suggested teaching activities	Learning resources
	Discuss how aspects of the 'boom' could be a weakness for the economy in the later years of the 1920s.	www.bbc.co.uk/schools/gcsebitesize/history/mwh/usa/ Video and resources on Boom.
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.	Brodtkin, A. et al. <i>GCSE Modern World History</i> page 244 Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 350–351 Fiehn, T. et al. <i>The USA between the Wars 1919–1941</i> page 35 www.bbc.co.uk/schools/gcsebitesize/history/mwh/usa/ Video and resources. www.ilovehistory.co.uk
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.	Brodtkin, A. et al. <i>GCSE Modern World History</i> pages 245–246 Walsh, B. <i>GCSE Modern World History (Third Edition)</i> page 349 Fiehn, T. et al. <i>The USA between the Wars 1919–1941</i> page 33
Did all Americans benefit from the boom?	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?	Brodtkin, A. et al. <i>GCSE Modern World History</i> page 247–248 Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 350–351 Fiehn, T. et al. <i>The USA between the Wars 1919–41</i> page 34 www.ilovehistory.co.uk

Focus points	Suggested teaching activities	Learning resources
	<p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	<p>Did everyone benefit from the boom?</p> <p>www.schoolhistory.co.uk/lessons/usa192941/noboom1920s.html Interactive diagram on Boom.</p> <p>Past questions papers can be accessed by logging Teacher Support at http://teachers.cie.org.uk</p>

Depth Study C: The USA, 1919–41

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 different aspects of a changing society.

Outline

How far did US society change in the 1920s?

Focus points	Suggested teaching activities	Learning resources
What were the 'Roaring 20s'?	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.	<p>Brodkin, A. et al. <i>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>www.bbc.co.uk/schools/gcsebitesize/history/mwh/usa/ Video and resources.</p> <p>www.schoolshistory.org.uk 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.</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.</p>	<p>Brodkin, A. et al. <i>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</i></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.	<p><i>Wars 1919–1941</i> pages 44–57</p> <p>www.johndclare.net/America5.htm Good sources and links.</p>
Why was Prohibition introduced, and then later repealed?	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.	<p>Brodkin, A. et al. <i>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>www.bbc.co.uk/schools/gcsebitesize/history/mwh/usa/ Prohibition video.</p> <p>www.johndclare.net/America5.htm Good sources and links.</p>
How far did the roles of women change during the 1920s?	Learners brainstorm the influences affecting the roles and responsibilities of women in the 1920s and list them in a table format. Learners then discuss the extent to which all women in American society were affected.	<p>Brodkin, A. et al. <i>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>www.johndclare.net/America5.htm Good sources and links.</p> <p>www.youtube.com/watch?v=3svvCj4yhYc Video on “Flappers”.</p> <p>Past questions papers can be</p>

Focus points	Suggested teaching activities	Learning resources
	Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.	accessed by logging onto Teacher Support at http://teachers.cie.org.uk

Depth Study C: The USA, 1919–41

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

How could a 'boom' become a 'crash'?

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.</p> <p>Learners investigate the role of the stock market and how many Americans were involved in share buying and selling.</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.</p>	<p>Brodkin, A. et al. <i>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>www.bbc.co.uk/schools/gcsebitesize/history/mwh/usa/ 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.</p> <p>Learners produce a Venn diagram (www.classroomjr.com/printable-blank-venn-diagrams/) showing the financial and economic effects of the Wall Street Crash.</p>	<p>Brodkin, A. et al. <i>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>

Focus points	Suggested teaching activities	Learning resources
		<p>www.johndclare.net/America6.htm Sources and links for the Wall Street Crash.</p> <p>www.economicshelp.org</p>
<p>What were the social consequences of the Crash?</p>	<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.</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.</p>	<p>Brodkin, A. et al. <i>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>www.livinghistoryfarm.org Crash</p>
<p>Why did Roosevelt win the election of 1932?</p>	<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.</p> <p>Learners debate the reasons why Roosevelt was successful in winning the 1932 election and the extent to which his policies contributed to the result.</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	<p>Brodkin, A. et al. <i>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>www.britannica.com Franklin D. Roosevelt</p> <p>Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

Depth Study C: The USA, 1919–41

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 Wall Street Crash.

Outline

How successful was the 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 response to economic depression.</p> <p>Learners identify the features of the New Deal introduced in the first hundred days of Roosevelt’s presidency. A chart should be produced showing the intention of each feature. In groups, learners should discuss what Americans might have felt about all the new ideas. Over the study period of the New Deal complete another column in the chart with evidence of success / ineffectiveness of the feature.</p>	<p>Brodkin, A. et al. <i>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 1919–41</i> pages 99–104</p> <p>McAleavy, T <i>Twentieth Century History: International Relations since 1919</i> page 47</p> <p>www.bbc.co.uk/schools/gcsebitesize/history/mwh/usa/ 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.</p>	<p>Brodkin, A. et al. <i>GCSE Modern World History</i> pages 271–273</p> <p>Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 379</p>

Focus points	Suggested teaching activities	Learning resources
		Fiehn, T. et al. <i>The USA between the Wars 1919–41</i> pages 105–109 www.johndclare.net/America8.htm Sources and links.
Why did the New Deal encounter opposition?	Learners consider the level of opposition to the New Deal from individuals such as Father Coughlin and Huey Long and offer reasons why these individuals opposed the New Deal.	Brodtkin, A. et al. <i>GCSE Modern World History</i> pages 274–277 Walsh, B. <i>GCSE Modern World History (Third Edition)</i> pages 380–381 Fiehn, T. et al. <i>The USA between the Wars 1919–41</i> pages 110–115 www.bbc.co.uk The New Deal.
	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.	www.schoolhistory.co.uk Opposition to the New Deal.
Did the fact that the New Deal did not solve unemployment mean that it was a failure?	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. From a collection of posters and cartoons relating to the New Deal, learners, in groups, decide on the message and purpose for each giving reasons for their decisions.	Brodtkin, A. et al. <i>GCSE Modern World History</i> pages 278–283 (includes sources pages 267–283 see below) Brodtkin, A. et al. <i>GCSE Modern World History</i> pages 382–384 (sources pages 377–382 see below) Fiehn, T. et al. <i>The USA between the Wars 1919–41</i> pages 116–122 (sources page 108–125 see below) Cartoons can include ‘The New Chauffeur’, ‘What a Man’, ‘Putting out the Rubbish’, ‘The New Deal Pump’, ‘Trying to change the Umpire’, ‘Step by

Focus points	Suggested teaching activities	Learning resources
	<p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	<p>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>www.johndclare.net/America9.htm Evaluation of New Deal</p> <p>Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

Depth Study D: China, 1945–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 country after World War 2.

Outline

Why did China become a Communist state in 1949?

Focus points	Suggested teaching activities	Learning resources
How far did the Second World War weaken the Nationalist government?	Learners investigate the impact of the Second World War on the 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 1945?	<p>McAleavy, T <i>Twentieth Century History: International Relations since 1919</i></p> <p>Brodkin, A. et al. <i>GCSE Modern World History Active Book CD-ROM</i> pages 10–11</p> <p>Heater, D. <i>Our World this Century</i> pages 116–118</p> <p>www.historylearningsite.co.uk/china_1900_to_1976.htm Good links on China up to 1945.</p>
How far did the Second World War strengthen the Communists?	Learners investigate the impact of the Second World on the Communists in respect to the way they increased their popularity with	Brodkin, A. et al. <i>GCSE Modern World History Active Book CD</i> pages 10–11

Focus points	Suggested teaching activities	Learning resources
	the peasants and their defeat of the Japanese in many areas. Why, then, did the Allies want to reinstate Chiang?	http://gcsehistory.org.uk/impactofwar How far did the Second World War weaken the Nationalist government and strengthen the Communists?
Why was there widespread support for the Communists amongst the peasants?	Learners examine the ways that the Communists won over the peasants and gained support from them during the war and in the years immediately after. How far did this contribute to the Civil War?	Brodkin, A. et al. <i>GCSE Modern World History</i> Active Book CD pages 12–13
Why did the Communists win the Civil War?	<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.</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.</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	<p>Brodkin, A. et al. <i>GCSE Modern World History</i> Active Book CD pages 12–13</p> <p>Heater, D. <i>Our World this Century</i> pages 118–120</p> <p>www.youtube.com/watch?v=Jfhjq8oBBCQ YouTube video on Civil War in China.</p> <p>www.historylearningsite.co.uk/china China 1949 to 1953.</p> <p>Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

Depth Study D: China, 1945–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 ways in which China had changed by the mid–1960s.

Outline

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

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.</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.</p>	<p>Brodkin, A. et al. <i>GCSE Modern World History</i> Active Book CD pages 14–15</p> <p>Heater, D. <i>Our World this Century</i> pages 120–124</p> <p>www.youtube.com/watch?v=Yd2oUdH5SgA</p> <p>Two-part YouTube 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?</p>	<p>Brodkin, A. et al. <i>GCSE Modern World History</i> Active Book CD pages 18–19</p> <p>http://gcsehistory.org.uk</p> <p>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.</p> <p>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.</p>	<p>Brodkin, A. et al. <i>GCSE Modern World History</i> Active Book CD pages 16–17</p> <p>www.historylearningsite.co.uk/china_five_year_plan.htm</p> <p>Overview of the Five Year Plans in</p>

Focus points	Suggested teaching activities	Learning resources
		China.
	Using a collection of different types of source material identifying the changes brought about in the various industries/agriculture and evaluating success.	
Did the Chinese people benefit from Communist rule?	<p>Learners examine the successes and failures in the way people were affected by economic and social change brought about by Mao's government.</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	<p>Brodkin, A. et al. <i>GCSE Modern World History</i> Active Book CD pages 20–23</p> <p>Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

Depth Study D: China, 1945–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

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

Focus points	Suggested teaching activities	Learning resources
What have been China's changing relationships with neighbouring states?	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.	Brodkin, A. et al. <i>GCSE Modern World History</i> Active Book CD pages 24–25 Heater, D. <i>Our World this Century</i> page 24
Why did China try to improve relations with the USA after 1970?	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.	Brodkin, A. et al. <i>GCSE Modern World History</i> Active Book CD pages 26–27 http://gcsehistory.org.uk/modernworld/maos_china/chinese_us_relations.htm Why did China try to improve relations with the USA after 1970?
How far was China established as a superpower by the time of Mao's death?	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.	Brodkin, A. et al. <i>GCSE Modern World History</i> Active Book CD pages 28–29
How far have China's relations with other countries improved since Mao's death?	Consider in groups what is meant by 'economic liberalism' and apply the criteria to the increase of China's international economic influence between 1976 and c.1990.	Past questions papers can be

Focus points	Suggested teaching activities	Learning resources
	Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.	accessed by logging onto Teacher Support at http://teachers.cie.org.uk

Depth Study D: China, 1945–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

How cruel was Mao's dictatorship in China?

Focus points	Suggested teaching activities	Learning resources
Why did Mao launch the Cultural Revolution?	Learners identify a definition of the Cultural Revolution as introduced by Mao.	Brodkin, A. et al. <i>GCSE Modern World History Active Book CD</i> pages 30–33 www.youtube.com/watch?v=bkt6O4QW45s YouTube video on the Cultural Revolution.
	In groups learners discuss the part played by the Hundred Flowers Campaign. What did Mao intend and what were the results?	http://gcsehistory.org.uk/hundredflowersmovement How successful was 'The Hundred Flowers Movement'?
	Learners investigate the reasons for the Cultural Revolution including the reassertion of his power, elimination of political opposition and the status of the peasants.	

Focus points	Suggested teaching activities	Learning resources
	Using a variety of source materials, learners develop of 'picture' of what happened during the revolution and present this information visually.	
What was the impact of the Cultural Revolution on China?	Learners produce a mind map 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.	<p>Brodkin, A. et al. <i>GCSE Modern World History</i> Active Book CD pages 34–35</p> <p>http://gcsehistory.org.uk/modernworld/maos_china/culturalrevolution_impact.htm</p> <p>Overview of the impact of the Cultural Revolution.</p>
Did the death of Mao lead to improvements in the lives of Chinese people?	<p>Learners consider the extent to which the death of Mao led to improvements in the lives of people in China. The results could be included in a table.</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.</p>	<p>Brodkin, A. et al. <i>GCSE Modern World History</i> Active Book CD pages 38–39</p> <p>http://gcsehistory.org.uk/modernworld/maos_china/leadership.htm</p> <p>Overview of Mao's leadership.</p> <p>www.youtube.com/watch?v=TFKlpWB_e6Xs</p> <p>History Channel documentary on Chairman Mao.</p>
How far did economic development in the 1980s also produce social and political change?	<p>Learners investigate social and political change in China during the 1980s. Learners then consider the factors that led to these changes and consider the importance of economic development in causing these.</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	<p>www.foreignaffairs.com/articles/33618/ross-terrell/china-enters-the-1980s</p> <p>Related essays to China in the 1980s.</p> <p>http://factsanddetails.com/china.php?itemid=79</p> <p>Information on the 1978 Reforms and their impact after Mao.</p> <p>Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

Depth Study E: Southern Africa in the 20th Century

1: Why did whites in South Africa have disputes among themselves, c.1880–1910?

Recommended prior knowledge

Background knowledge of South Africa after 1870.

Context

An insight into British relations with the Boer States.

Outline

Why did whites in South Africa have disputes among themselves, c.1880–1910?

Focus points	Suggested teaching activities	Learning resources
How did the discovery of gold heighten tensions between the British and the Boers?	<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. http://en.wikipedia.org/wiki/Mind_map</p> <p>Learners examine the ways that the discovery of gold created tensions between the Boers and the British.</p>	<p>Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages 12–15</p> <p>Aylett, J.F. <i>South Africa</i> pages 2–3</p> <p>www.youtube.com/watch?v=GwBOgdwZkAI&feature=related YouTube video of the founding of South Africa.</p> <p>www.nationsonline.org/South-Africa-history.htm History of South Africa.</p>
What were the roles played by individuals such as Kruger and Rhodes?	Learners investigate the roles played by Kruger and Rhodes in the development of South Africa. Was one individual more important than	Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages

Focus points	Suggested teaching activities	Learning resources
	the other?	16–17 http://countrystudies.us/south-africa/ Lots of links to useful information on South Africa.
What was the impact of conflict and competition between the British and the Boers on the African peoples of South Africa?	Learners chart British conflict and expansion in South Africa and its impact on African people. The conflict of 1880–81, the Jameson Raid and the growth of Afrikaner nationalism are aspects of this.	Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages 16–17 www.youtube.com/watch?v=jvJ7AhGXGlc YouTube video on Boer Wars. http://africanhistory.about.com/JamesonRaid01.htm The Jameson Raid, 1895.
Why did war break out in 1899, and with what results to 1910?	Learners, following teacher input, identify the reasons for the Second Anglo-Boer War, 1899–1902 and write these on pieces of card. Following group discussion these should be placed in order of significance and the reasons for this order explained to other groups. Findings should be recorded. Learners should examine the results of the War up to 1910 and their contribution to the formation of the Union of South Africa. Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.	Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages 16–17 www.youtube.com/watch?v=c6bZHLyfi0k&feature=related YouTube six-part video on Boer War and its impact. Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk

Depth Study E: Southern Africa in the 20th Century

2: How successful was white rule in South Africa, 1910–48?

Recommended prior knowledge

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

Context

An insight into how far racial segregation had increased under white rule by 1948.

Outline

How successful was white rule in South Africa, 1910–48?

Focus points	Suggested teaching activities	Learning resources
How successfully did the South African economy develop to 1948?	Learners investigate the development of the South African economy between 1910 and 1948 with specific reference to farming and the mining industries considering how individual groups were affected.	Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages 18–27 http://countrystudies.us/south-africa/ www.sahistory.org.za/1910-1948
What was the nature of white rule in South Africa?	Learners investigate the nature of white rule in South Africa including state involvement in the economy, industrialisation and urbanisation and social reform. The impact on different groups of this involvement should be evaluated.	Aylett, J.F. <i>South Africa</i> pages 4–9 www.youtube.com/watch?v=QrCJCmNqHUw Overview YouTube video of white rule I South Africa.
What was the impact of white rule on Africans?	Learners produce a mind map of the discriminatory and segregationist policies of government. The map to be developed to show the impact of these policies on the black population of South Africa.	http://countrystudies.us/south-africa/ South Africa
How effectively did Africans organise themselves against the effects of white rule?	Learners consider the effectiveness of the development of African nationalism and black trade unions in the attempts of Africans to organise themselves against the effects of white rule. The response to be presented as an essay.	Aylett, J.F. <i>South Africa</i> pages 4–9

Depth Study E: Southern Africa in the 20th Century

3: What was the nature of the apartheid state?

Recommended prior knowledge

Background knowledge of what is meant by apartheid.

Context

An insight into the development of apartheid in South Africa.

Outline

What was the nature and impact of white minority rule in South Africa?

Focus points	Suggested teaching activities	Learning resources
Why did the National Party win the election of 1948?	Learners discuss the effects of the Second World War on South Africa and the reasons for the 1948 election victory by the National Party. Learners consider the relative importance of these factors.	Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages 28–29 Aylett, J.F. <i>South Africa</i> page 8 http://countrystudies.us/south-africa/ South Africa
How was the apartheid system established?	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.	Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages 29–32 Aylett, J.F. <i>South Africa</i> .8–13 www-cs-students.stanford.edu/~cale/cs201/apartheid.hist.html History of apartheid in South Africa. www.sahistory.org.za

Focus points	Suggested teaching activities	Learning resources
		The South African Government passes the Group Areas Act.
	Learners should prepare two newspaper front pages using ICT (Publisher). One paper should be sympathetic to the new government and the other representing black South Africans.	
What impact did apartheid have on the peoples of South Africa?	Learners should investigate each of the Acts that they have placed in their chart (above) and identify the effect of the apartheid law had on South Africa. The results should be presented in the form of a PowerPoint presentation.	Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages 33–34, 36–38 www.youtube.com/watch?v=0iLdzt6Jw&feature=related 35-minute YouTube video on apartheid in Africa.
How effective was government repression of opposition to apartheid?	<p>Learners identify who opposed apartheid and by what means, followed by group discussion of the ways the government stifled this opposition.</p> <p>Using a collection of sources provided by the teacher, learners consider the evidence of the Sharpeville massacre to explain what happened.</p> <p>Following teacher-input, learners produce a piece of written work to answer the question, Why were events at Rivonia in 1963 and the subsequent trial a setback to black resistance?</p> <p>Learners examine the Illingworth cartoon commenting on the Mandela sentence and comment on its message to the British public.</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	<p>Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> page 35</p> <p>Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages 40–48 www.sahistory.org.za/topic/people-involved-rivonia-trial-1963 People involved in Rivonia Trial.</p> <p>Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> cartoon page 48</p> <p>Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

Depth Study E: Southern Africa in the 20th Century

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

Why did white minority rule come to an end?

Focus points	Suggested teaching activities	Learning resources
Did anyone benefit from apartheid?	Learners participate in a class discussion on the extent to which anyone benefitted from apartheid.	Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages 49–52, 65–77
Why did opposition to apartheid increase?	Learners identify the growing opposition to apartheid including the campaigns of the African nationalist organisations and the roles of such leaders as Biko and Mandela. The reasons for this growing opposition are examined and its level of success evaluated. Using a variety of source material, learners produce a newspaper report, using ICT, from the point of view of young people about events in Soweto in 1976. In small groups learners then discuss how different the views of the government might have been.	McAleavy, T <i>Twentieth Century History: International Relations since 1919</i> page 93 Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages 54–64, 78–90 Aylett, J.F. <i>South Africa</i> pages.14–19, 26–31
How important were external factors in ending apartheid?	Learners identify examples of international opposition to apartheid and its importance in ending it. The findings should be presented in visual format by separate groups of learners.	Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages 78–80 Aylett, J.F. <i>South Africa</i> pages 24–25

Focus points	Suggested teaching activities	Learning resources
<p>How significant were the roles of Mandela and De Klerk in ending minority rule?</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.</p> <p>Learners in small groups make a collection of material to show the increasing national condemnation of apartheid.</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	<p>Roberts, M <i>South Africa 1948–1994: The Rise and Fall of Apartheid</i> pages 91–124</p> <p>Aylett, J.F. <i>South Africa</i> pages 20–21, 32–45</p> <p>www.historywiz.com/end.htm Links to primary sources on the end of apartheid.</p> <p>www.wisegeek.com/how-did-apartheid-end How did Apartheid End?</p> <p>www.youtube.com/watch?v=c94GKgSz6hY YouTube video on Mandela and the end of apartheid.</p> <p>Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

Depth Study E: Southern Africa in the 20th Century

5: How did Namibia achieve its independence from colonial rule?

Recommended prior knowledge

Background knowledge of Namibia, its method of rule and its people, as it was in the second half of the 19th century.

Context

An insight into the struggle for independence faced by Namibia.

Outline

How did Namibia achieve its independence from colonial rule?

Focus points	Suggested teaching activities	Learning resources
How was Namibia colonised?	<p>Learners investigate Namibia (South West Africa) the Herero, Rehoboth and Bondelswart communities and their economic standing.</p> <p>Learners investigate events leading up to the colonisation of Namibia 1884 including the cheating of Chief Frederiks.</p> <p>Learners investigate how the Germans began to increase control over Namibia including the 'Protection Treaties'.</p>	<p>www.sahistory.org.za/places/namibia Namibia</p> <p>http://news.bbc.co.uk/1/hi/world/africa/1514856.stm Overview of Namibia's colonisation.</p>
What was the impact of colonial rule on the peoples of Namibia?	<p>Learners discover information about the effects of German colonial rule on the Namibian people and the attempts to resist it culminating in the War of National Resistance (1904–1908).</p>	<p>www.youtube.com/watch?v=cuCYLKHj6j0 YouTube video of German colonisation and impact in Namibia.</p> <p>www.kas.de/namibia/en/publications/2022/ PDF document on the impact of German colonial rule.</p>
	<p>Learners investigate how the Germans affected their lives including the increasing effect on agriculture of the numbers of German settlers and their attitude towards the Namibians.</p>	
Why did South Africa resist independence for Namibia?	<p>Learners investigate how German South West Africa came to be controlled by South Africa and the effect of this on the Namibian people</p>	<p>www.namib.info/namibia/uk/history Resistance against South Africa.</p>

Focus points	Suggested teaching activities	Learning resources
	<p>up to 1945.</p> <p>Learners research the reasons for the United Nations deciding to end the South African mandate over Namibia. How was Namibia affected by the apartheid system and South African rule in relation to the United Nations?</p>	
<p>How important were SWAPO and the United Nations Organisation in achieving independence for Namibia?</p>	<p>Learners should produce a mind map showing the different threads moving towards Namibian independence including the importance of SWAPO, the UN's involvement and the role of the Namibian people.</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	<p>www.historyofwar.org/articles/wars_namibia.html Articles and links about Namibian independence.</p> <p>http://africanhistory.about.com/cs/biography/p/bio_toivo.htm Herman Animba Roivo ja Toivo.</p> <p>www.youtube.com/watch?v=5NSsKQjOZ-4 YouTube video on Border War.</p> <p>Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

Depth Study F: Israelis and Palestinians, 1945–c.1994

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.

Context

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

Outline

How was the Jewish state of Israel established?

Focus points	Suggested teaching activities	Learning resources
What was the significance for Palestine of the end of the Second World War?	<p>Learners look at a map of Palestine and the surrounding countries in 1939.</p> <p>Through the use of source material, learners examine the impact of terrorism that blighted British rule in Palestine and its implications for ending British rule.</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, Jewish immigration and nationalism.</p>	<p>https://maps.google.co.uk/</p> <p>McLeavey, T. <i>The Arab–Israeli Conflict</i> pages 4–9, 15–26</p> <p>www.bbc.co.uk/news/world-middle-east-14628835 Overview of Israel and useful map.</p>
What were the causes of conflict between Jews and Arabs in Palestine?	<p>Learners examine the causes of conflict between Jews and Arabs in Palestine, including differences in cultures, races, languages and nationalism.</p> <p>Consider why the evidence gives different views of the reasons for the Arab flight from Palestine.</p>	<p>McLeavey, T. <i>The Arab–Israeli Conflict</i> pages 8–9, 28</p> <p>www.historylearningsite.co.uk/palestine_1918_to_1948.htm Palestine 1918 to 1948</p>

Focus points	Suggested teaching activities	Learning resources
<p>Why did the Arabs reject UNO plans to partition Palestine?</p>	<p>Learners look at the map previously used which now has the proposed UN Partition Plan marked.</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.</p>	<p>McLeavey, T. <i>The Arab–Israeli Conflict</i> page 19</p> <p>www.historylearningsite.co.uk/israel_and_the_1948_war.htm Overview of causes of 1948 War.</p> <p>http://avalon.law.yale.edu/20th_century/res181.asp UNO Resolution to partition Palestine.</p>
<p>Why was Israel able to win the war of 1948–49?</p>	<p>Learners examine the reasons why Israel was able to win the war of 1948–49 and present their findings under the headings of 'Israeli strengths' and 'Arab weaknesses'.</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	<p>McLeavey, T. <i>The Arab–Israeli Conflict</i> page 20</p> <p>www.jewishvirtuallibrary.org/jsource/History/1948_War.html Overview of 1948 War with maps and sources.</p> <p>www.youtube.com/watch?v=5OhdZcz44U8 Three-part YouTube clip that covers the formation of Israel and the 1948–9 War.</p> <p>Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

Depth Study F: Israelis and Palestinians, 1945–c.1994

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

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

Focus points	Suggested teaching activities	Learning resources
<p>Why was Israel able to win the wars of 1956, 1967 and 1973?</p>	<p>In small groups learners debate the reaction of the Arab states to their defeat in 1948–49 and the increasing involvement of Egypt in Arab-Israeli affairs.</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.</p> <p>Following a teacher presentation, learners write an essay to explain why Israeli was successful, but to a limited extent.</p> <p>Learners using a variety of material produce a chart to show the causes, main events and outcomes of the wars of 1967 and 1973 and Israeli incursions into Lebanon. An answer to ‘How was Israel able to survive four major wars against her neighbours?’ should now be written.</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>www..youtube.com/watch?v=CyYm4hnzx1c 1956 War YouTube clip.</p> <p>www.historylearningsite.co.uk/causes/suez-crisis-1956 Overview.</p> <p>McLeavey, T. <i>The Arab–Israeli Conflict</i> pages 29–36</p> <p>www..youtube.com/watch?v=E63AKJpa1Tk Six-part YouTube video on 1967 Six Day War.</p>

Focus points	Suggested teaching activities	Learning resources
		www..youtube.com/watch?v=fzw2ff7b6zU&feature=fvwrel Four-part YouTube 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.	McLeavey, T. <i>The Arab–Israeli Conflict</i> pages 20–36 www..mitpressjournals.org/doi/abs/10.1162/152039706775212058?journalCode=icws PDF document from Journal on Superpower involvement. Variety of sources including cartoons provided by the teacher.
Why have Israel's neighbours become more ready to accept her existence?	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.	McLeavey, T. <i>The Arab–Israeli Conflict</i> pages 43–46, 52–32 Variety of sources including cartoons provided by the teacher.
By the 1990s, how far had the problems which existed between Israel and her neighbours been solved?	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. Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.	McLeavey, T. <i>The Arab–Israeli Conflict</i> pages 54–62 Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk

Depth Study F: Israelis and Palestinians, 1945–c.1994

3: What has been the impact on the Palestinians of the existence of Israel?

Recommended prior knowledge

Background knowledge of Israeli-Palestinian conflict.

Context

An insight into the response of Palestine to Israel's existence.

Outline

What has been the impact on the Palestinians of the existence of Israel?

Focus points	Suggested teaching activities	Learning resources
Why were so many Palestinians refugees?	Learners study a variety of pieces of evidence relating to Palestinian Refugees to consider why there are so many, why Israel will not allow them to return. What was life like in the refugee camps? Learners could also explore whether the evidence explains why some became Fedayeen.	McLeavey, T. <i>The Arab–Israeli Conflict</i> pages 21–26
How effective has the PLO been in promoting the Palestinian cause?	Learners investigate the formation and activities of the PLO. The activities could be presented in the form of a chart or diagram. Learners consider the extent to which this was successful in promoting the Palestinian cause, including the violent tactics and the role of Arafat and world opinion. Learners may wish to hold a discussion – ‘Were members of the PLO terrorists or freedom fighters?’	McAleavy, T. <i>Twentieth Century History: International Relations since 1919</i> page 142 McLeavey, T. <i>The Arab–Israeli Conflict</i> pages 7–42 http://news.bbc.co.uk/1/hi/events/israel_at_50/history/78655.stm Overview of PLO. www.meforum.org/1237/the-plo-and-israel Links to various articles on PLO and Israel.
Why have Arab states not always supported the Palestinians?	Learners investigate the nature of Arab states' perception of Palestinian tactics towards Israel and consider the reasons why they	McLeavey, T. <i>The Arab–Israeli Conflict</i> page 42

Focus points	Suggested teaching activities	Learning resources
	have not always supported them.	
How have international perceptions of the Palestinian cause changed over time?	<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.</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	<p>Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

Depth Study F: Israelis and Palestinians, 1945–c.1994

4: What has been the effect of the Arab-Israeli conflict on life in Israel?

Recommended prior knowledge

Background knowledge of Arab-Israeli conflict.

Context

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

Outline

What has been the effect of the Arab-Israeli conflict on life in Israel?

Focus points	Suggested teaching activities	Learning resources
How has the hostility of her Arab neighbours influenced the lives of the people of Israel?	Learners consider the extent to which the lives of Israelis have been affected by the hostility of its Arab neighbours. These factors could include social organisation, national service and increased security. Learners find out the reasons for the Palestinian uprising in the occupied territories and the effects of the Intifada.	McLeavey, T. <i>The Arab–Israeli Conflict</i> pages 47–51
What has been the political significance of Judaism within Israel?	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.	McLeavey, T. <i>The Arab–Israeli Conflict</i> pages 47–51 www.jewfaq.org/israel.htm Good links to articles on Judaism www.virtualjerusalem.com/ Good articles and resources on Judaism in Israel
What differences have existed amongst Israelis about how to treat the Palestinians?	Learners, in small groups, carry out a brainstorming exercise to consider how the treatment of Palestinians has changed over time.	McLeavey, T. <i>The Arab–Israeli Conflict</i> pages 47–51
Have Palestinians within Israel and the occupied territories been more or less fortunate than Palestinians in exile?	Learners, using source material explore the extent to which Palestinians living in Israel have been more fortunate than those living in exile. Produce a montage to show life in the occupied territories.	

Focus points	Suggested teaching activities	Learning resources
	Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.	Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk

Depth Study G: The Creation of Modern Industrial Society

1: Why did industry develop rapidly during the 19th century?

Recommended prior knowledge

Background knowledge of social and economic history of 18th-century Britain.

Context

An insight into the development of industrialisation.

Outline

Why did industry develop rapidly during the 19th century?

Focus points	Suggested teaching activities	Learning resources
<p>Why was there increasing demand for iron and steel, coal and textiles, and how was this demand met?</p>	<p>Learners produce a chart to show reasons for the increase in demand for each of the industries following a brainstorming exercise in groups.</p> <p>Learners identify which reasons apply to all of the industries and give reasons why that is the case.</p>	<p>Shephard, C. <i>Peace and War</i> section 3</p> <p>Mason, J. <i>Expansion, Trade and Industry</i> pages 10–16 and 24–32</p> <p>Collier, M. <i>Colonisation and Conflict 1750–1990</i> pages 52–61</p> <p>www.historylearningsite.co.uk/indrevo.htm</p> <p>Overview and links to information on different aspects of industrialisation.</p> <p>http://bigsofhistory.com</p> <p>Textiles, coal and Iron, the industrial society.</p>

Focus points	Suggested teaching activities	Learning resources
<p>How important were technological developments in the development of industry?</p>	<p>Learners investigate the technological developments which brought about change in these industries and how each was affected in terms of organisation, location and methods of production. This work should then be written up to complete the chart.</p>	<p>Mason, J. <i>Expansion, Trade and Industry</i> pages 32–47</p> <p>Collier, M. <i>Colonisation and Conflict 1750–1990</i> pages 53–61</p> <p>Aylett, J.F. <i>Expansion, Trade and Industry</i> pages 8–21</p> <p>Macdonald, H. <i>From Workshop to Empire</i> pages 39–45</p> <p>www.youtube.com/watch?v=QmccCmzY6Y0 YouTube short documentary on the Industrial Revolution.</p>
<p>How were workers affected by the industrial changes and the development of the factory system?</p>	<p>Learners discuss the new factory system after studying a number of pieces of evidence. This discussion should include the working conditions and attitude of the employers that workers had to endure especially in the coal and cotton industries.</p>	<p>Mason, J. <i>Expansion, Trade and Industry</i> pages 47–51</p> <p>Collier, M. <i>Colonisation and Conflict 1750–1990</i> pages 62–63</p> <p>Aylett, J.F. <i>Expansion, Trade and Industry</i> pages 68–71 (includes sources)</p> <p>Macdonald, H. <i>From Workshop to Empire</i> pages 61–62</p> <p>www.historylearningsite.co.uk/indrevo.htm Living and working conditions information and links.</p>
<p>How important were (a) individuals, and (b) legislation, in improving working conditions?</p>	<p>Learners identify how modern-day industrial workers in their country are protected from by legislation.</p> <p>Learners explore the factory reform movement in 19th-century Britain</p>	<p>Mason, J. <i>Expansion, Trade and Industry</i> pages 119–122</p> <p>Collier, M. <i>Colonisation and Conflict</i></p>

Focus points	Suggested teaching activities	Learning resources
	<p>and consider how far the work of individuals (e.g. Shaftesbury and Owen) and legislation (Factory and Mines Acts) improved working conditions.</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	<p>1750–1990 pages 62–63</p> <p>Shephard, C. <i>Peace and War</i> pages 20–21</p> <p>Aylett, J.F. <i>Expansion, Trade and Industry</i> pages 119–122</p> <p>www.historyworld.net History of the Industrial Revolution.</p> <p>http://americanhistory.about.com Overview fo the Industrial Revolution.</p> <p>Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

Depth Study G: The Creation of Modern Industrial Society

2: How significant were improvements to transport in the 19th century?

Recommended prior knowledge

Background knowledge of limitations to movement in 18th-century Britain.

Context

An insight into the development of roads, canals and railways.

Outline

How significant were improvements to transport in the 19th century?

Focus points	Suggested teaching activities	Learning resources
<p>What were the disadvantages of roads and canals for Britain's transport needs in the early 19th century?</p>	<p>Learners identify conditions of roads in the 18th century and the ways in which the canals were unable to meet the growing industrial demand of Britain. Find written and visual evidence to support your findings from available source material.</p>	<p>Staton, R et al <i>Three Centuries of Change</i> (Collins 1998) pages 74–103</p> <p>Collier, M. <i>Colonisation and Conflict 1750–1990</i> pages 64–67</p> <p>Shephard, C. <i>Peace and War</i> pages 32–33</p> <p>Aylett, J.F. <i>Expansion, Trade and Industry</i> pages 28–31</p> <p>Macdonald, H. <i>From Workshop to Empire</i> pages 46–50</p> <p>www.youtube.com/watch?v=4cJT9DeHTcw School produces overview of canals.</p> <p>www.schoolshistory.org.uk/IndustrialRevolution/transport.htm Links to activities and sources on canals and roads.</p>

Focus points	Suggested teaching activities	Learning resources
Why and how did Britain develop a railway system?	<p>Learners consider the major reasons for the development of a railway system and the opposition to and problems faced in the development of a railway network. The finding to be presented in the form of a chart.</p> <p>Learners identify the work of early railway builders with reference to the work of George and Robert Stephenson and Isambard Kingdom Brunel in developing the railway network. A script for radio or television should be written to commemorate their contribution to advancing transport. This tribute should be recorded using ICT.</p>	<p>Collier, M. <i>Colonisation and Conflict 1750–1990</i> pages 67–68</p> <p>Shephard, C. <i>Peace and War</i> pages 64–51</p> <p>Aylett, J.F. <i>Expansion, Trade and Industry</i> pages 32–33</p>
How did conditions for passengers improve during the 19th century?	Learners examine the improvements in safety and comfort for railway passengers in the 19th Century together with the impact of government legislation in improving safety. Discuss the improvements compared to today's situation.	Aylett, J.F. <i>Expansion, Trade and Industry</i> pages 34–35
How significant were the social and economic consequences of the railways?	<p>Learners identify the roles of government and private finance in creating a national railway system.</p> <p>Learners in groups investigate the social and economic effects of the development of the British railway network. The results should be presented in the form of a chart showing linkages. This work should be supported by a number of historical sources.</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	<p>Aylett, J.F. <i>Expansion, Trade and Industry</i> pages 34–35</p> <p>Collier, M. <i>Colonisation and Conflict 1750–1990</i> pages 69–71</p> <p>www.schoolhistory.co.uk/lessons/social/railways.html Interactive diagram.</p> <p>Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

Depth Study G: The Creation of Modern Industrial Society

3: What were the causes of urbanisation, and its effects on living conditions during the 19th century?

Recommended prior knowledge

Background knowledge of living conditions in 18th-century Britain.

Context

An insight into urbanisation and the attempts to improve public health and housing.

Outline

What were the causes of urbanisation, and its effects on living conditions during the 19th century?

Focus points	Suggested teaching activities	Learning resources
Why was there a rapid growth of towns in the 19th century?	Learners identify the reasons why there was a rapid growth of towns in the 19th Century placing each reason on an individual piece of card. Following group discuss the cards should be placed in the order of most important to least important and the reasons for choice given.	<p>Staton, R et al <i>Three Centuries of Change</i> pages 104–113</p> <p>Collier, M. <i>Colonisation and Conflict 1750–1990</i> pages 35–39</p> <p>Macdonald, H. <i>From Workshop to Empire</i> pages 57–58</p> <p>www.historylearningsite.co.uk/industry1/revolution_towns.htm Overview of towns and living conditions.</p>
Why did the rapid growth of towns lead to insanitary conditions?	<p>Learners use source material to examine the extent of the insanitary conditions associated with this growth. They then consider the reasons why this happened placing these reasons in order of importance.</p> <p>The findings for the previous two pieces of work could be presented as a mind map .</p>	<p>Mason, J. <i>Expansion, Trade and Industry</i> pages 17–23</p> <p>Collier, M. <i>Colonisation and Conflict 1750–1990</i> pages 17–23</p> <p>http://socials9industrial.pbworks.com/ Focus on examples of towns and living conditions.</p>

Focus points	Suggested teaching activities	Learning resources
Why did it take so long to improve conditions in the towns?	Learners brainstorm the reasons why change was slow to take place in public health including ineffective legislation and government and local attitudes.	<p>Collier, M. <i>Colonisation and Conflict 1750–1990</i> pages 41–45</p> <p>Macdonald, H. <i>From Workshop to Empire</i> pages 63–64</p>
Why had there been some improvement in conditions by 1900?	<p>Learners identify the extent to which improvements had taken place by 1900 with respect to legislation (e.g. 1848 and 1875 Public Health Acts), the role of individuals (e.g. Joseph Chamberlain) and model towns (e.g. Bourneville). Explanations should be given as to the success of the improvements.</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	<p>Macdonald, H. <i>From Workshop to Empire</i> pages 64–65 www.schoolshistory.org.uk/publichealth</p> <p>Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

Depth Study G: The Creation of Modern Industrial Society

4: How successful were 19th century working-class movements?

Recommended prior knowledge

Background knowledge of 18th-century working-class movements in 18th-century Britain.

Context

An insight into the development of working-class movements in 19th-century Britain.

Outline

How successful were 19th century working-class movements?

Focus points	Suggested teaching activities	Learning resources
What attempts were made to organise the working classes?	Learners consider what type of movements existed for working-class people at the beginning of the 19th century (e.g. trade clubs and Friendly Societies). Produce a chart to show what these societies and groups offered, at what cost and who might benefit.	<p>Staton, R et al <i>Three Centuries of Change</i> pages 144–161</p> <p>Aylett, J.F. <i>Expansion, Trade and Industry</i> pages 38–41</p> <p>Macdonald, H. <i>From Workshop to Empire</i> pages 82–83</p> <p>www.bbc.co.uk/history/british/victorians/ Links to information on working-class movements.</p>
	Learners identify the newer movements of the first 40 years of the century including the Combination Acts, the Tolpuddle Martyrs, the GNCTU and the Co-operative movement. These should be added to the chart.	<p>Macdonald, H. <i>From Workshop to Empire</i> pages 82–83</p> <p>www.tolpuddlemartyrs.org.uk/ Good overview of Tolpuddle martyrs.</p>
	Learners investigate individually the Chartists and then report back to their group their findings about their leaders, organisation, aims and activities. The group could make a presentation in the form of a mind map.	<p>Mason, J. <i>Expansion, Trade and Industry</i> pages 87–92</p> <p>Collier, M. <i>Colonisation and Conflict</i></p>

Focus points	Suggested teaching activities	Learning resources
		<p>1750–1990 pages 88–92</p> <p>Shephard, C. <i>Peace and War</i> pages 92–95</p> <p>Aylett, J.F. <i>Expansion, Trade and Industry</i> pages 42–43</p> <p>www.spartacus.schoolnet.co.uk/chartism.htm Excellent range of sources and documents on Chartism.</p> <p>www.bbc.co.uk/history/british/victorians/chartist The Chartist Movement 1838 to 1848.</p>
<p>Why were working-class movements generally weak in the first half of the 19th century?</p>	<p>Learners discuss in groups why the provision was weak and participate in a discussion about the vulnerability and exploitation of the working classes.</p>	
<p>How successful were the courts and Parliament in limiting the power of the unions?</p>	<p>Learners draw up a table of court decisions and Acts Parliament that affected working-class movements in the second half of the 19th century. In a second column should be the judgement or the new law and in a third column the impact this had.</p>	<p>Collier, M. <i>Colonisation and Conflict 1750–1990</i> pages 96–98</p> <p>www.unionhistory.info/timeline/1850_1880.php 'New Model' unionism.</p>
<p>How different was 'new unionism' from the New Model unions?</p>	<p>Learners identify the growth of New Unionism and the major developments between 1870 and 1900. This should be from the use of source material. Learners then draw up a table that identifies the features of New Unionism. In groups the learners should discuss the difference between the two.</p> <p>Learners revise the work completed at the end of this section and</p>	<p>Macdonald, H. <i>From Workshop to Empire</i> pages 82–83</p> <p>www.historyhome.co.uk/peel/trade-us The New Model Trade Unions, 1851 onwards.</p> <p>www.unionhistory.info/timeline/1850_1880.php Good history of Trade Unionism.</p> <p>Past questions papers can be</p>

Focus points	Suggested teaching activities	Learning resources
	complete a past Cambridge IGCSE History question paper on this topic.	accessed by logging onto Teacher Support at http://teachers.cie.org.uk

Depth Study H: The Impact of Western Imperialism in the 19th Century

1: Why did Europeans take over much of the world in the 19th century?

Recommended prior knowledge

Background knowledge of imperialism.

Context

An insight into the early development of European imperialism.

Outline

Why did Europeans take over much of the world in the 19th century?

Focus points	Suggested teaching activities	Learning resources
What had been the impact of imperialism by the start of the 19th century?	<p>Learners brainstorm the meaning of imperialism, its main features and countries that might be involved in it.</p> <p>Learners consider the extent of imperialism by the start of the 19th century.</p>	<p>www.aldridgeshs.eq.edu.au Effects of Imperialism.</p> <p>http://punch.photoshelter.com/gallery/ Set of cartoons on imperialism.</p> <p>www.youtube.com/watch?v=Qm9NIYfjqXw&feature=fvwrel YouTube clip on the British Empire.</p> <p>www.youtube.com/watch?v=iHd9mgNN-DU&feature=related British Empire in colour documentary, two-part on YouTube.</p> <p>www.mrfought.org</p>

Focus points	Suggested teaching activities	Learning resources
		McAleavy, T <i>Twentieth Century History: International Relations since 1919</i> pages 92 and 93
How did imperialism develop during the 19th century?	Learners identify how much and how far imperialism had spread during the 19th century and record their findings on a map using a variety of colours.	Baycroft, T. <i>Nationalism in Europe 1789-1945</i> pages 61–71 www.the-map-as-history.com/maps/1_history-europe-XIX-congress-vienna.php Good selection of animated maps.
What social, political, military, economic and religious factors encouraged imperialism?	Learners identify the social, political, military, economic and religious reasons which encouraged imperialism and mark these on a chart. Each of the factors should be explained followed by an explanation as to importance.	www.slideshare.net/leonardstern/imperialism-18691914 Slideshow on the causes of imperialism.
How was imperialism justified at the time?	Learners investigate European attitudes towards imperialism, and towards non-European races and present reasons as to how imperialism was justified at the time. Learners examine a number of historical sources that deal with imperialism and answer questions that focus on all aspects relating to the above material. Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE question/paper on this topic.	Mason, J. <i>Expansion, Trade and Industry</i> pages 67–69 http://web.whittier.edu/history/worldhistory/Imperialism.pdf PDF file on justification of imperialism. http://punch.photoshelter.com/gallery/imperialism-and-Colonialism-Cartoons/G0000vKN2v8ZjQ.g Excellent set of cartoons on imperialism.

Depth Study H: The Impact of Western Imperialism in the 19th Century

2: What was the nature and impact of 19th-century imperialism in China?

Recommended prior knowledge

Background knowledge of China.

Context

An insight into the spread of imperialism into China.

Outline

What was the nature and impact of 19th-century imperialism in China?

Focus points	Suggested teaching activities	Learning resources
What was the nature of Chinese society in the early 19th century?	Learners identify the main features of Chinese society and in groups discuss their attitude towards foreigners before c.1840.	No recommended textbook remains in print. www-chaos.umd.edu/history/toc.html Good overview of Chinese history. http://condensedchina.com/china4.html#Qing Beginners history of China.
How did Western countries extend their influence in China in the 19th century?	Learners write a piece of extended writing to identify and explain the causes and results of the Opium Wars. Learners examine the actions of the Western powers in China and the role of the missionaries.	www-chaos.umd.edu/history/modern.html#western www.youtube.com/watch?v=6Pw1MEyT-qU YouTube clip on Western imperialism in China.
How did the Chinese react to European intervention?	Learners discuss the implications of the reaction of the Chinese to European intervention including the Self-Strengthening Movement.	http://afe.easia.columbia.edu/main_pop/kpct/kp_imperialism.htm Bullet points on China and European imperialism.
How significant was the impact of Western	Learners consider the impact of Western intervention on Chinese	www-chaos.umd.edu/history/toc.html

Focus points	Suggested teaching activities	Learning resources
intervention for China?	<p>society and culture including the Sino-Japanese war and its consequences for China and the significance of the Boxer rising. The impact should be presented in the form of a diagram.</p> <p>Learners examine a number of historical sources that deal with China and answer questions that focus on all aspects relating to the above material.</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	<p>Good overview of Chinese history.</p> <p>Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>

Depth Study H: The Impact of Western Imperialism in the 19th Century

3: What was the nature and impact of 19th-century imperialism in India?

Recommended prior knowledge

Background knowledge of India at the beginning of the 19th century.

Context

An insight into the nature of British influence in India and its impact.

Outline

What was the nature and impact of 19th-century imperialism in India?

Focus points	Suggested teaching activities	Learning resources
What was the nature of British rule before 1857?	<p>Learners investigate Indian society, religions and culture under British rule in the first half of the 19th century.</p> <p>Learners examine the nature of British rule and especially the impact of Bentinck and Dalhousie.</p>	<p>Macdonald, H. <i>From Workshop to Empire</i> pages 25–27</p> <p>Collier, M. <i>Colonisation and Conflict 1750-1990</i> pages 22–24</p> <p>www.indianchild.com/british_empire_in_india.htm</p> <p>The British in India up to 1857.</p> <p>www.bbc.co.uk/history/british/victorians/indian_rebellion_01.shtml#three</p> <p>History before the 1857 Rebellion.</p> <p>www.historyhome.co.uk</p>
Why did rebellion against British rule occur in 1857, and why did it fail?	<p>Learners identify the reasons for the Indian Mutiny of 1857. These are placed on individual pieces of card. In small groups the reasons are placed in order of significance with reasons for the choice. The findings are recorded.</p> <p>Learners chart the events of the Mutiny and explain the reasons for its failure.</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>

Focus points	Suggested teaching activities	Learning resources
		www.bbc.co.uk/history/british/victorians/indian_rebellion_01.shtml Overview of the 1857 rebellion.
How much were British attitudes and the nature of their rule changed by the events of 1857?	Learners consider the immediate and longer-term effects of the Mutiny and the extent to which changes in the nature of British rule were brought about.	Collier, M. <i>Colonisation and Conflict 1750-1990</i> page 26 www.youtube.com/watch?v=4E9cXw-TXBI&feature=related YouTube documentary on the 1857 Rebellion.
How much was 19 th -century India changed by British rule?	<p>Learners brainstorm the extent to which India was changed by British rule in the 19th century and record their findings in the form of a mind map.</p> <p>Learners examine a number of historical sources that deal with India and answer questions that focus on all aspects relating to the above material.</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	www.youtube.com/watch?v=IRyI5b_qLxY YouTube clip on British imperialism and racism in India. www.indianetzone.com/40/impact_british_rule_india.htm Overview of impact of British rule on India. www.cartoonstock.com/vintage/directory/b/british_india.asp Some cartoons on Britain in India. www.collectorsprints.com/antiqueprints/britishrajandindiapoliticalcartoons/454 Images of British rule in India. Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk

Depth Study H: The Impact of Western Imperialism in the 19th Century

3: What was the nature and impact of 19th-century imperialism in Africa?

Recommended prior knowledge

Learners should have an awareness of the reasons for the growth of 19th-century imperialism.

Context

How Africa was changed by imperialism.

Outline

The impact of European countries' imperialistic policies on Africa.

Focus points	Suggested teaching activities	Learning resources
Why was there a scramble for colonies in Africa in the 19th century?	Learners investigate the different reasons for European interest in Africa. These could be presented in the form a table.	<p>Collier, M. <i>Colonisation and Conflict 1750-1990</i> pages 31–32</p> <p>www.youtube.com/watch?v=OJe1W_HIWmA YouTube clip on imperialism in Africa.</p> <p>www.slideshare.net/michaelrobertpayne/imperialism-power-point Some cartoons in slide show on African colonialism.</p> <p>www.bbc.co.uk/history/british/abolition/scramble_for_africa_article_01.shtml Overview of Scramble for Africa.</p> <p>www.mrfaught.org Why did Europeans take over much of the world in the 19th century?</p>
What different methods of rule were used in Africa by the Europeans?	Learners investigate what was meant by the phrase 'The scramble for Africa' and describe the events and outcomes of the Berlin Conference that formalised aspects of European rule in Africa	<p>http://africanhistory.about.com/od/eracolonialism/a/ScrambleWhy.htm Good links and resources on the</p>

Focus points	Suggested teaching activities	Learning resources
	Learners explore what was meant by 'Direct' and 'Indirect' rule. The methods used by individual countries should be identified.	<p>Scramble for Africa and European colonialism.</p> <p>www.historians.org/tl/lessonplans/nc/trask/indirect.htm Information and links on direct and indirect rule in Africa.</p>
How were Africans affected by European rule?	Learners in groups research the effects of European rule on Africans. Each group should then write a script for a radio or TV broadcast to present their findings as part of a history programme on Africa.	<p>http://voices.yahoo.com/european-colonial-rule-africa-215475.html Overview</p> <p>www.fresno.k12.ca.us/divdept/sscienc/history/imperialism_colonialism.htm Links and sources.</p> <p>www.youtube.com/watch?v=CM2Xa12YsX0 Short clip on British and French colonialism in Africa.</p>
Did Europeans benefit from their colonies in Africa?	<p>Learners should brainstorm the extent to which Europeans benefitted from their colonies in Africa including colonial rivalry and trade and present their findings as the second part of the broadcast mentioned above.</p> <p>OR</p> <p>The findings for 4.3 and 4.4 should be presented as a mind map.</p> <p>Learners examine a number of historical sources that deal with Africa and answer questions that focus on all aspects relating to the above material.</p> <p>Learners revise the work completed at the end of this section and complete a past Cambridge IGCSE History question paper on this topic.</p>	<p>http://exploringafrica.matrix.msu.edu/students/curriculum/m7b/activity2.php Some links and maps.</p> <p>Past questions papers can be accessed by logging onto Teacher Support at http://teachers.cie.org.uk</p>