

Scheme of Work

Cambridge O Level History 2147

For examination from 2024



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Introduction

This scheme of work has been designed to support you in your teaching and lesson planning. Making full use of this scheme of work will help you to improve both your teaching and your learners' potential. It is important to have a scheme of work in place in order for you to guarantee that the syllabus is covered fully. You can choose what approach to take and you know the nature of your institution and the levels of ability of your learners. What follows is just one possible approach you could take and you should always check the syllabus for the content of your course.

Suggestions for independent study (**I**) and formative assessment (**F**) and areas where sustainability may be addressed (**SDG**) are included. Throughout the scheme of work we have included reference to the Sustainability Development Goals <https://sdgs.un.org/goals> in the first column, if and where they are relevant and applicable. Opportunities for differentiation are indicated as **Extension activities**; there is the potential for differentiation by resource, grouping, expected level of outcome, and degree of support by teacher, throughout the scheme of work. Timings for activities and feedback are left to the judgment of the teacher, according to the level of the learners and size of the class. Length of time allocated to a task is another possible area for differentiation.

Guided learning hours

Guided learning hours give an indication of the amount of contact time you need to have with your learners to deliver a course. The number of hours may vary depending on local practice and your learners' previous experience of the subject.

Component	Estimated guided learning hours
Core Content (Option A or Option B)	Approximately 65 hours This should include opportunities for learners to practise Paper 1 and Paper 2 questions and time for revision and preparation for formal assessments and/or mock/practice examinations.
Depth Studies (A–E) Centres choose one Depth Study.	Approximately 65 hours This should include opportunities for learners to practise Paper 1 questions and time for revision and preparation for formal assessments and/or mock/practice examinations.

Resources

You can find the endorsed resources on the Published resources tab of the syllabus page on our [public website](#)

Endorsed textbooks have been written to be closely aligned to the syllabus they support and have been through a detailed quality assurance process. All endorsed textbooks are the ideal resource to be used alongside this scheme of work as they cover each learning objective. In addition to reading the syllabus, teachers should refer to the specimen assessment materials.

Teaching tools – designed to help you to deliver interactive classroom activities and engage learners.

Tool to support remote teaching and learning – find out about and explore the various online tools available for teachers and learners.

School Support Hub

The School Support Hub is a secure online resource bank and community for Cambridge teachers, where you can download specimen and past question papers, mark schemes and other teaching and learning resources. This scheme of work is available as PDF and an editable version in Microsoft Word format. If you are unable to use Microsoft Word you can download Open Office free of charge from www.openoffice.org.

Websites

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

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

Scheme of work

How to get the most out of this scheme of work – integrating syllabus content, skills and teaching strategies

We have written this scheme of work for the Cambridge O Level History syllabus and it provides some ideas and suggestions of how to cover the content of the syllabus. We have designed the following features to help guide you through your course.

Focus points help your learners by making it clear the knowledge they are trying to build.

Suggested teaching activities give you lots of ideas about how you can present learners with new information without teacher talk or videos. Try more active methods which get your learners

Focus points

How varied were the impacts of European imperialism on Africans?

Suggested teaching activities

A good start would be to use a blank map of Africa and get learners to research how Africa was carved out by European Powers. Learners can label, key and colour code the map.

Learners in groups can produce handouts for the rest of the class to compare the three case studies of French, British and Belgian imperialism in Africa.

Extension activity: This can be extended for higher ability learners who can rate how fair/unfair the different types of imperial rule were in Africa, citing examples from the handouts and justifying their opinions. A fair/unfair scale can be used in the classroom for learners to pin up their choices and explain their reasons. **(I)**

Learners can use sources showing the various positive and negative impacts of imperialism on Africa. This can be done in groups or individually where learners annotate and interpret sources. A table can be used to write up findings. **(I)**

Learners can be assessed through a whole class debate on the positive vs. negative impact of imperialism on Africa. **(I)**

Good links and resources on the Scramble for Africa and European colonialism:

<http://africanhistory.about.com/od/eracolonialism/a/ScrambleWhy.htm>

Independent study (I)

gives your learners the opportunity to develop their own ideas and understanding with direct

Extension activities provide your abler learners with further challenge beyond the basic content of the course. Innovation and independent learning are the basis of these activities.

Past and specimen papers

Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support **(F)**

Past papers, specimen papers and mark schemes are available for you to download from the [School Support Hub](#)

Using these resources with your learners allows you to check their progress and give them confidence and understanding.

Formative assessment (F) is on-going assessment which informs you about the progress of your learners. Don't forget to leave time to review what your learners have learnt, you could try question and answer, tests, quizzes, 'mind maps', or 'concept maps'. These kinds of

Core content: Option A The nineteenth century: the development of modern nation states, 1848–1914

1 Were the revolutions of 1848 important?

Focus points	Suggested teaching activities
Why had liberalism and nationalism grown in influence by 1848?	<p>Learners complete a heads and tails exercise that links to research of key words, terms and ideas in the nineteenth century such as liberalism, nationalism, constitutionalism, etc. (I)</p> <p>Learners form two groups and research the origins of liberalism and nationalism in Europe in the 19th century. Each group creates a presentation with a handout to summarise the reasons why both ideologies grew in influence by 1848. (I)</p> <p>A good overview of the 19th ideologies can be found here: https://history.hispantic.com/liberalism-and-nationalism-in-the-19th-century/</p> <p>Past papers: Nov 2021 Paper 11 Q1 Nov 2021 Paper 13 Q1 Jun 2021 Paper 11 Q1 Jun 2019 Paper 12 Q1</p>
Why were there so many revolutions in 1848?	<p>Learners, in groups, create a mind map of the causes of the 1848 revolutions and higher ability learners try to explain links between them using resources from the teacher.</p> <p>Learners revise for a spelling and meaning quiz on the causes of the 1848 revolutions and the key words and terms used. Some learners spell the words and other learners have to use the word in a sentence to demonstrate their understanding.</p> <p>A good introduction video can be found here: www.youtube.com/watch?v=0ig4ISwJZUA</p>
Did the revolutions have anything in common?	<p>Learners construct a table which vertically lists the revolutions that took place in 1848 and in a separate column identify the important aspects of each one. Recurring comparable themes showing similarities should be highlighted and colour coded. (I)</p> <p>Learners draw and label a map of Europe showing where the revolutions took place in 1848. (I)</p> <p>This covers all of the 1848 revolutions for good comparisons and excellent maps: www.age-of-the-sage.org/history/1848/revolution_of_1848.html</p> <p>A timeline of the revolutions: https://www.hoddereducation.co.uk/media/Documents/magazine-extras/20th%20Century%20History%20Review/MHR%20Vol%2019%20No%202/HistoryReview19_2_Centrespread.pdf?xt=.pdf</p> <p>Past paper: Mar 2019 Paper 12 Q1</p>
Why did most of the revolutions fail?	<p>Learners consider the reasons why the revolutions failed and could include these in another column in their table completed above. Differences can be highlighted and explained by higher ability learners. (I)</p>

Focus points	Suggested teaching activities
	<p>Past papers: Jun 2021 Paper 11 Q2 Nov 2020 Paper 13 Q1</p>
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. (I)</p> <p>Examine a number of historical sources that deal with the revolutions. Learners give written responses to the usefulness of the sources in telling historians the impact of the revolutions of 1848. (F)</p> <p>This link contains some cartoon sources on 1848 revolutions: https://www.google.com/search?q=1848+revolutions+cartoons&rlz=1C1ONGR_en-GBGB992GB992&source=Inms&tbn=isch&sa=X&ved=2ahUKEwihYP3pp33AhWEQEEAHfssCwMQ_AUoAXoECAEQAw&biw=1280&bih=569&dpr=1.5</p> <p>Past and specimen papers: 2024 Specimen Paper 1, Q1 Nov 2021 Paper 12 Q1 Jun 2021 Paper 12 Q1 Mar 2021 Paper 12 Q1 Nov 2020 Paper 12 Q1 Nov 2019 Paper 11 Q1 Nov 2019 Paper 13 Q1</p>

2 How was Italy unified?

Focus points	Suggested teaching activities
Why was Italy not unified in 1848–49?	<p>Learners draw and label a map that shows the Italian states in 1848. (I)</p> <p>Learners research Italy for a homework exercise and discuss the reasons why Italy wasn't unified in 1848–1849, examining the roles of Charles Albert and Mazzini as well as the reasons for the fall of the Roman Republic.</p> <p>Learners, in groups, produce a summary diagram which radiates out from the centre showing the key factors in the failure of Italian nationalism Mar–Jun 1849.</p> <p>Blank map of Italy: www.abcteach.com/Maps/italy.htm</p> <p>Online essay focusing on Mazzini: www.fordham.edu/halsall/mod/1852mazzini.asp</p> <p>Past papers: Nov 2020 Paper 11 Q1 Jun 2020 Paper 11 Q1</p>

Focus points	Suggested teaching activities
<p>How important was Garibaldi's contribution to unifying Italy?</p>	<p>Nov 2019 Paper 21 Q1</p> <p>Learners consider the role played by Garibaldi in the unification of Italy and examine how important he was in this. Garibaldi's role can be shown as a character study. (I)</p> <p>Extension activity: Learners produce an obituary for Garibaldi to put forward his achievements and disappointments in his work towards Italian unification. (I)</p> <p>Produce a bubble diagram or double bubble diagram comparing Garibaldi as a soldier and Garibaldi as a politician.</p> <p>Good overview of Italian unification: http://www.sparknotes.com/history/european/1871/section3/</p> <p>Good information about Garibaldi's life: https://www.britannica.com/biography/Giuseppe-Garibaldi</p> <p>Past papers: Mar 2021 Paper 12 Q2 Nov 2019 Paper 22 Q1 Nov 2019 Paper 23 Q1</p>
<p>Did Cavour help or hinder the unification of Italy?</p>	<p>Learners produce a table to compare the impact of Cavour on the unification of Italy. (I)</p> <p>Learners hold a class debate on the topic 'Cavour hindered rather than helped unification'.</p> <p>Or</p> <p>Discuss 'Was Garibaldi more important than Cavour to Italian unification?'</p> <p>Learners draw and label a map that shows how Italy looked in 1870. Higher ability learners can explain similarities and differences between the 1870 map and the 1848 map. (I)</p> <p>Good links to other relevant information on Italian unification: www.age-of-the-sage.org/historical/biography/camillo_cavour.html</p> <p>Blank map of Italy: www.abcteach.com/Maps/italy.htm</p> <p>Past paper: Mar 2020 Paper 12 Q1</p>
<p>How important for other European countries were moves towards Italian unification?</p>	<p>Learners undertake research and create small five-minute presentations on the impact of Italian unification on other countries, including France and Austria. (I)</p> <p>Learners examine a number of historical sources that deal with Italian unification using them as a Paper 2 approach. Relevant question types can be asked to examine the messages and purposes of these sources and teacher assessed. (F)</p> <p>Information about the growth of nationalism: https://www.historydiscussion.net/world-history/europe/growth-of-nationalism-in-europe/1576</p> <p>Contains some sources on Italian unification: www.fordham.edu/halsall/mod/1861italianunif.asp</p>

Focus points	Suggested teaching activities
	<p>Contains some cartoon sources on Italian unification: www.cartoonstock.com/vintage/directory/i/italian_unification.asp</p> <p>Past and specimen papers: 2024 Specimen Paper 1, Q2 Nov 2021 Paper 11 Q2 Jun 2021 Paper 21 Q1 Jun 2021 Paper 22 Q1 Jun 2021 Paper 23 Q1 Nov 2020 Paper 12 Q2 Nov 2020 Paper 13 Q2 Jun 2020 Paper 12 Q1 Jun 2019 Paper 11 Q1</p>

3 How was Germany unified?

Focus points	Suggested teaching activities
<p>Why was Germany not unified in 1848–50?</p>	<p>Learners label a map that shows the German states in 1848–1850. (I)</p> <p>Learners use statement cards to examine the reasons why Germany wasn't unified in 1848–1850. This should include The Zollverein, the Frankfurt Parliament, the Treaty of Olmutz and the re-establishment of Austrian influence. A mind map can be produced in groups or as a whole class. (I)</p> <p>Blank map of Germany: http://commons.wikimedia.org/wiki/File:Germany_map_modern.png</p> <p>Useful site on the failure of the revolutions: https://courses.lumenlearning.com/suny-hccc-worldhistory2/chapter/the-german-revolutions-of-1848/</p> <p>Past paper: Jun 2020 Paper 11 Q2</p>
<p>How did Bismarck bring about Austria's defeat of 1866?</p>	<p>Learners draw an outline of Bismarck on both sides of a piece of A3 plain paper. On one side, they write the reasons for Bismarck's defeat of Austria in 1866. (I)</p> <p>Past papers: Mar 2020 Paper 12 Q2 Nov 2019 Paper 13 Q2</p>
<p>How did Bismarck bring about France's defeat of 1870?</p>	<p>Learners use the diagram above. On the other side, they write the reasons for Bismarck's defeat of France in 1870. (I)</p> <p>Extension activity: Learners consider the impact and significance of Bismarck's successes in Germany and its European neighbours. (I)</p> <p>There are several videos about the Franco-Prussian War on You Tube. http://www.youtube.com/watch?v=0DhbgJJ_M1s</p>

Focus points	Suggested teaching activities
	<p>Past papers: Nov 2021 Paper 22 Q1 Nov 2021 Paper 23 Q1 Jun 2020 Paper 13 Q2 Jun 2019 Paper 11 Q2</p>
<p>How far was Bismarck responsible for the unification of Germany?</p> <p>SDG 8</p>	<p>Learners create a table comparing Bismarck's actions with other factors that led to the unification of Germany. These can be colour coded into political, social, economic, military, religious and cultural factors.</p> <p>Learners produce a five-minute speech to the whole class stating which factor was most responsible for the unification of Germany. Learners score the speeches out of 10 and the teacher keeps score to share with the class for debate. (I)</p> <p>Learners examine a number of historical sources that deal with Bismarck and his role, using them as a Paper 2-type exercise that could focus on Bismarck's use of force and use of his skills as a diplomat. (F)</p> <p>Good overview of Bismarck with excellent source links: www.zum.de/whkmla/region/germany/bismarck.html</p> <p>Reasonable overview of Bismarck's accomplishments: http://history1800s.about.com/od/leaders/a/bismarckbio.htm</p> <p>Good PowerPoint with some political cartoons: www.slideshare.net/whats hern ame/ch16section2</p> <p>Good document sources on German unification: www.fordham.edu/halsall/mod/germanunification.asp</p> <p>Past papers: Nov 2021 Paper 21 Q1 Jun 2021 Paper 13 Q2 Mar 2021 Paper 22 Q1 Nov 2020 Paper 11 Q2 Jun 2020 Paper 12 Q2 Jun 2019 Paper 12 Q2</p>

4 Why was there a civil war in the United States and what were its results?

Focus points	Suggested teaching activities
<p>How far did slavery cause the Civil War?</p> <p>SDG 8</p>	<p>Learners label and colour a map of the USA in 1860 to show slave and free states. (I)</p> <p>Learners illustrate through a Venn diagram the conflicting interests between North and South – economic, social and political. Each aspect should contain enough detail to allow explanation. (I)</p> <p>Learners prepare for a class discussion: they consider how each of the following contributed towards the increasing issue of slavery: Missouri Compromise, Kansas and Nebraska, Dredd Scott, John Brown.</p>

Focus points	Suggested teaching activities
	<p>Blank map of the USA in 1860: www.us-census.org/states/map.htm</p> <p>Good overview with useful links: http://americanhistory.about.com/od/civilwarmenu/a/cause_civil_war.htm</p> <p>Useful summary of causes: www.historylearningsite.co.uk/causes-american-civil-war.htm</p> <p>Past papers: Nov 2021 Paper 11 Q3 Jun 2021 Paper 12 Q2 Jun 2020 Paper 11 Q3</p>
<p>What was the significance of Lincoln's election as President?</p>	<p>Learners draw an outline of Lincoln and create a fact file of the President, his election and the impact he had in the USA. (I)</p> <p>Extension activity: Following research, learners should write an essay which answers the question 'Why was the election of Lincoln as President significant for the South?' (I)(F)</p> <p>Information about the election of Abraham Lincoln: https://www.history.com/topics/american-civil-war/election-of-1860</p> <p>Good timeline and document sources: http://americancivilwar.com/north/abe_lincoln.html</p> <p>Past paper: Jun 2021 Paper 13 Q3</p>
<p>Why was the North able to win the war?</p>	<p>Learners, in groups, create a social, political, military and economic mind map or other diagram to show the reasons why the North won and the South lost.</p> <p>Extension activity: Learners prioritise the different reasons for the North's victory on a scale of 1–10 and explain their conclusions to the rest of the class. (I)</p> <p>Lots of activities and Power Points (membership required): www.activehistory.co.uk/main_area/</p> <p>Past papers: Nov 2021 Paper 13 Q2 Mar 2021 Paper 12 Q3 Jun 2020 Paper 12 Q3 Nov 2019 Paper 11 Q2 Nov 2019 Paper 13 Q3 Mar 2019 Paper 12 Q3</p>
<p>Did the war change anything? SDGs 8, 10</p>	<p>Learners create a whole class timeline from 1861–1877 to show the impact and consequences of the Civil War and Reconstruction.</p> <p>Learners write the mnemonic 'RECONSTRUCTION' down the side of a page and write sentences giving factual information and consequences of Reconstruction on the South. (I)</p>

Focus points	Suggested teaching activities
	<p>Using a collection of historical sources learners should consider the different points of view that existed in the USA during the period 1861–1877. This can be further developed by considering if the views changed over time. The sources could be used to create a living timeline using explanations of their messages. (I)(F)</p> <p>Learners revise the work completed at the end of this section and complete a Cambridge O Level History question paper on this topic. (F)</p> <p>Learners consider the impact of slave emancipation and Reconstruction: www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/african6.html</p> <p>Contains lots of information and sources on Lincoln and Civil War: https://www.history.com/topics/american-civil-war/american-civil-war-history#section_1</p> <p>Past and specimen papers: 2024 Specimen Paper 1, Q3 Nov 2021 Paper 12 Q2 Jun 2020 Paper 13 Q3 Mar 2020 Paper 12 Q3 Jun 2019 Paper 11 Q3 Jun 2019 Paper 12 Q3</p>

5 Why, and with what effects, did nations gain and expand their overseas empires in the nineteenth century?

Focus points	Suggested teaching activities
<p>What were the motives behind European and US imperialism?</p>	<p>A good start will be to define key terms relevant to Key Question 5: empire, imperialism, colony, colonialism, trade, religious, economic, military, geopolitical, cultural, expansion etc. This could be done as a heads and tails exercise. (I)</p> <p>Learners can be split into 10 groups (5 for European and 5 for the USA) and each takes one motive to research and present their findings: economic, geopolitical, cultural, religious and military. This could be done as a PowerPoint to include picture sources/illustrations to add depth. Teacher can use this as a form of assessment based on the quality of presentation. (F)</p> <p>Learners can take notes on each presentation and create their own mind maps/spider diagrams for the motives behind European and US imperialism. (I)</p> <p>Clip on imperialism in Africa: www.youtube.com/watch?v=OJe1W_HIWmA</p> <p>Some cartoons in slide show on African colonialism: www.slideshare.net/michaelrobertpayne/imperialism-power-point</p> <p>Overview of Scramble for Africa: www.bbc.co.uk/history/british/abolition/scramble_for_africa_article_01.shtml</p>

Focus points	Suggested teaching activities
	<p>Why did Europeans take over much of the world in the nineteenth century? https://www.cusd80.com/cms/lib6/AZ01001175/Centricity/Domain/721/Five_Reasons_for_Imperialism.pdf</p> <p>A useful collection of primary sources about US imperialism: https://sourcebooks.fordham.edu/mod/modsbook34.asp</p> <p>A good overview of US imperialism: https://courses.lumenlearning.com/boundless-ushistory/chapter/american-imperialism/</p> <p>A short video summarising US imperialism: https://www.youtube.com/watch?v=QfsfoFqsFk4</p> <p>Past papers: Jun 2021 Paper 11 Q3 Nov 2020 Paper 11 Q3 Jun 2020 Paper 13 Q4</p>
<p>How varied were the impacts of European imperialism on Africans? SDGs 8, 10, 16</p>	<p>A good start would be to use a blank map of Africa and get learners to research how Africa was carved out by European Powers. Learners can label, key and colour code the map. (I)</p> <p>Learners in groups can produce handouts for the rest of the class to compare the three case studies of French, British and Belgian imperialism in Africa.</p> <p>Extension activity: This can be extended for higher ability learners who can rate how fair/unfair the different types of imperial rule were in Africa, citing examples from the handouts and justifying their opinions. A fair/unfair scale can be used in the classroom for learners to pin up their choices and explain their reasons. (I)</p> <p>Learners can use sources showing the various positive and negative impacts of imperialism on Africa. This can be done in groups or individually where learners annotate and interpret sources. A table can be used to write up findings. (I)</p> <p>Extension activity: More challenging questions linked to purpose, reliability and usefulness can be used to extend learning with this exercise. (I)</p> <p>Learners can be assessed through a whole class debate on the positive vs. negative impact of imperialism on Africa. (F)</p> <p>Useful website with maps of colonialism in the nineteenth century: https://commons.wikimedia.org/wiki/Atlas_of_colonialism</p> <p>Good links and resources on the Scramble for Africa and European colonialism: http://africanhistory.about.com/od/eracolonialism/a/ScrambleWhy.htm</p> <p>Information and links on direct and indirect rule in Africa: www.historians.org/tl/lessonplans/nc/trask/indirect.htm</p> <p>Overview of European rule in Africa: https://exploringafrica.matrix.msu.edu/colonial-exploration-and-conquest-in-africa-explore/</p> <p>Links and sources on colonialism: https://www.gale.com/intl/primary-sources</p> <p>Video on the Scramble for Africa: www.youtube.com/watch?v=LbT44HwzNrl</p> <p>Past papers:</p>

Focus points	Suggested teaching activities
	Nov 2021 Paper 11 Q4 Nov 2021 Paper 13 Q3 Nov 2019 Paper 11 Q3 Mar 2019 Paper 12 Q4
Why, and with what effects, did Indians resist British rule? SDG 8, 10, 16	<p>Learners could start by creating a timeline of British rule in India using websites and textbooks and then adding descriptions/explanations of the major events. (I)</p> <p>Learners can take part in a cluster exercise to compare the different effects of British rule in India. The teacher needs to make statement cards that are handed to individual learners at the start of a lesson and learners read each other's statements and cluster into categories: political effects, economic effects, military effects, cultural effects, religious effects and scientific/technological effects.</p> <p>A sorting exercise looking at the reasons for the events in India in 1857. Cards can be put into order of importance/significance and explained in detail. (I)</p> <p>Learners can examine the long term and short-term effects of the events of 1857 through sources or statement cards and create a table explaining the reasons for their choices. Individual paragraphs can be written and assessed, and learners can peer-assess answers. (I)(F)</p> <p>Overview of the events of 1857: www.bbc.co.uk/history/british/victorians/indian_rebellion_01.shtml</p> <p>Documentary on the 1857 rebellion: www.youtube.com/watch?v=tbiOfQUWo1E</p> <p>Clip on British imperialism in India: www.youtube.com/watch?v=E9wO-NoP7h4</p> <p>Overview of impact of British rule on India: www.indianetzone.com/40/impact_british_rule_india.htm</p> <p>Some cartoons on Britain in India: www.cartoonstock.com/vintage/directory/b/british_india.asp</p> <p>Images of British rule in India: www.csus.edu/indiv/o/obriene/art109/readings/Partha%20Mitter%20Cartoons%20of%20the%20Raj.pdf</p> <p>Past papers: Nov 2021 Paper 12 Q3 Jun 2021 Paper 12 Q4 Jun 2020 Paper 11 Q4 Mar 2020 Paper 22 Q1 Nov 2019 Paper 13 Q4 Jun 2019 Paper 21 Q1</p>
Why, and with what effects, did the United States gain former Spanish colonies?	Learners need to consider the following: Wars of independence in the Philippines and Cuba, the Spanish-American War and the Treaty of Paris. A timeline of the events using websites and textbooks should be used to highlight the main events and give detailed descriptions. (I)

Focus points	Suggested teaching activities
	<p>Learners create a mind-map of the different reasons why the USA gained former Spanish colonies. Learners should have branches labelled military, geopolitical, religious, economic and social/cultural. (I)</p> <p>Learners can be given a variety of primary sources about the effects of US imperialism in the Philippines and Cuba. Paper 2 style questions could be used from the source collection. (F)</p> <p>Extension activity: More challenging questions linked to purpose, reliability and usefulness can be used to extend learning with this exercise. (F)</p> <p>Learners, in pairs, can write short speeches highlighting the arguments for and against US imperialism. One learner represents the American Anti-Imperialist League and the other the Progressive bloc in Congress that supported imperialism. (I)</p> <p>An online textbook that can be downloaded. It contains learning objectives covers the Spanish-American War, yellow journalism and the debate over imperialism in the US. There is also brief coverage of the war with the Philippines: https://openstax.org/books/us-history/pages/22-2-the-spanish-american-war-and-overseas-empire</p> <p>An online textbook. Covers the Spanish-American War and its consequences: https://www.ushistory.org/us/index.asp</p> <p>A decent overview of the causes and consequences of the Spanish-American War: https://www.history.com/topics/early-20th-century-us/spanish-american-war</p> <p>Specimen paper: 2024 Specimen Paper 2 Q1</p> <p>A look at the nature and impact of the Treaty of Paris: www.history.com/this-day-in-history/treaty-of-paris-ends-spanish-american-war</p> <p>Excellent introduction to yellow journalism with primary sources and activities for students: https://dp.la/primary-source-sets/fake-news-in-the-1890s-yellow-journalism</p> <p>Detailed account of the Cuban War for Independence, the Spanish-American War, the Treaty of Paris and the Philippine-American War. Includes cartoons and is strong on historians' interpretations. A useful site for the teacher: http://peacehistory-usfp.org/1898-1899/</p> <p>A collection of cartoons about the Spanish-American War: https://www.sutori.com/en/story/political-cartoons--LbT8WyXsNcfodq6pHZLsVxEu</p> <p>A short video on the Spanish-American War https://www.youtube.com/watch?v=qpVlvNpyM5M</p> <p>A Library of Congress site with a range of different types of sources on the war with useful background notes and advice on how to use the sources in the classroom: www.loc.gov/classroom-materials/spanish-american-war-the-united-states-becomes-a-world-power/</p> <p>A detailed account of US imperialism in Cuba, 1898–1901:</p>

Focus points	Suggested teaching activities
	<p>http://libcom.org/history/us-imperialism-cuba-1898-1901</p> <p>A useful account of the causes, events and consequences of the Philippine-American War:</p> <p>www.thoughtco.com/philippine-american-war-4846100</p> <p>A large and interesting collection of primary sources on all aspects of the Philippine-American War:</p> <p>www.filipinoamericanwar18991902.com/</p> <p>A short video on the Philippine-American War: https://www.youtube.com/watch?v=7fcqhU-23TA</p>

6 What caused the First World War?

Focus points	Suggested teaching activities
<p>Did the Alliance System and global diplomacy make war more likely or less likely?</p>	<p>Dictionary race involving whole class. Use a class set of dictionaries to introduce new words. The teacher calls out a word and the first person to find and spell the word has to make a sentence out of it. Words could include alliance, imperialism, nationalism, militarism, etc. (I)</p> <p>Learners colour code a pre-prepared map to show the European alliance systems by 1914. As a follow-up activity or homework, learners then research and present timelines of why the different alliances arose. (I)</p> <p>Extension activity: After considering a variety of evidence, including statistics relating to economic and military strength, explain why ‘the alliance system increased tension in Europe’. (I)</p> <p>Useful overview with links and worksheets: www.historyonthenet.com/WW1/causes.htm</p> <p>General introduction to causes of WWI: www.firstworldwar.com/origins/causes.htm</p> <p>Good worksheets, sources and maps (membership required): www.activehistory.co.uk/main_area/</p> <p>Two-part video on the causes of WWI – lots of other videos: www.youtube.com/watch?v=n7kp3vf1uKA</p> <p>Past papers: Jun 2021 Paper 11 Q4 Nov 2020 Paper 13 Q4 Jun 2019 Paper 11 Q4 Jun 2019 Paper 12 Q4</p>
<p>How far did colonial problems create tensions between the Great Powers?</p>	<p>Learners, in pairs, research the colonial problems that affected the great powers, especially relating to Britain, France, Italy and Germany and provide a brief five-minute verbal report to the class who take notes.</p> <p>Extension activity: In small groups, learners consider the extent to which these problems caused tensions between the great powers. The groups write a paragraph explaining their reasons and visit other groups to share their ideas. This could be used to create individual spider diagrams or bullet-pointed notes.</p>

Focus points	Suggested teaching activities
	<p>Two events in Morocco (1905 and 1911) should be considered specifically. Learners can create fact files on these two events and their impact. (I)</p> <p>Learners consider the Anglo-German arms race and the Franco-German military build-up. Using statistics, learners create graphs or bar charts to show the military escalation and analyse the results and possible effects on European relations in 1914. (I)</p> <p>Learners consider the Anglo-German arms race. They write paragraphs on the race (i) on land; (ii) at sea and 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?' (F)</p> <p>Past papers: Nov 2021 Paper 12 Q4 Nov 2020 Paper 12 Q4 Nov 2019 Paper 11 Q4</p>
Why were problems in the Balkans so difficult for the Great Powers to solve?	<p>In relation to 1908–1909, learners, in groups, write up the problems in the Balkans on sugar paper and rate out of 10 how difficult it would be to solve. Groups then swap their sugar paper with other groups and try to explain how they would solve the problems if they were the great powers in 1914. (I)</p> <p>A good introduction to the Balkan crises: https://ww1.habsburger.net/en/chapters/under-crescent-ottoman-empire-and-europe</p> <p>A good video on the First Balkan War: www.youtube.com/watch?v=0LvLr1UjCVw</p> <p>A good video on the Second Balkan War: www.youtube.com/watch?v=q3n0cQXNEEw</p> <p>A full documentary on the Balkan wars (subtitled): www.youtube.com/watch?v=fUmdN1ov_0c</p>
How did the assassination of Franz Ferdinand lead to war?	<p>Learners watch the video documentary on the assassination of Franz Ferdinand on www.youtube.com/user/mrallsop/videos?query=assassination and make notes on the events. Class feedback onto a whole class spider diagram. (I)</p> <p>Learners label a diagram of a series of steps with events on specific dates between the 23 and 31 July 1914. The date should be on the actual step with the event on the riser. A completed diagram gives you the final steps to war. (I)</p> <p>Using the content from the whole of this Key Question, learners should produce a mind map to demonstrate the long-, medium- and short-term causes of the First World War. Links can be shown and explained by higher ability learners. (I)</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?' (F)</p> <p>Hold a class discussion. Select a number of groups, each with four members. Each group should represent a country involved in the steps to war. Each group should present the arguments as to why the country they represent should, or should not, go to war. The presentations should end with a view as to which country was the more responsible. This conclusion might be arrived at by awarding a mark out of 10 to represent the role played in causing war. This can be updated on a chart on a Smart Board.</p>

Focus points	Suggested teaching activities
	<p>Excellent three-part documentary on the assassination of Franz Ferdinand and the Black Hand terrorist group: www.youtube.com/user/mrallsop/videos?query=assassination</p> <p>Video focusing on the assassination of Franz Ferdinand: www.youtube.com/watch?v=ZmHxq28440c</p> <p>Past and specimen papers: 2024 Specimen Paper 1 Q4 Nov 2021 Paper 13 Q4 Jun 2021 Paper 12 Q4 Jun 2021 Paper 13 Q4 Nov 2020 Paper 11 Q4 Jun 2020 Paper 21 Q1 Jun 2020 Paper 22 Q1 Jun 2020 Paper 23 Q1 Mar 2020 Paper 12 Q4 Mar 2019 Paper 22 Q1</p>
Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)	

Core content: Option B The twentieth century: international relations from 1919

1 Was the Treaty of Versailles fair?

Focus points	Suggested teaching activities
<p>What were the motives and aims of the Big Three at Versailles?</p> <p>SDG 10, 16</p>	<p>Produce personal profile charts of the aims and motives for each of the Big Three at the Paris Peace Conference in 1919. Remember to include in each profile how these aims were affected by personal prejudices and popular opinion. (I)</p> <p>Learners, as a class, rate each aim of the Big Three to decide which ones they think are likely to be terms of the Treaty of Versailles.</p> <p>‘Make Germany Pay’ BBC documentary looking at the aims of the ‘Big Three’: www.youtube.com/watch?v=yGJ9ws9I2qQ</p> <p>Past paper: Mar 2019 Paper 12 Q5</p>
<p>Why did all the victors not get everything they wanted?</p>	<p>Learners use statement cards of the terms of the Treaty of Versailles and categorise them into financial/economic, military, territorial and other terms. Additional detail can be added. (I)</p> <p>Learners use an outline map of Germany to colour in and label the territorial losses of German land to other European countries. (I)</p> <p>Extension activity: Learners examine the terms of the treaties which directly punished Germany and list these in a table. In a second column, learners explain how each term would directly affect Germany. (I)</p> <p>Learners take part in a debate as a class or in groups to discuss the statement: ‘The ‘Big Three’ were successful in achieving all their aims.’</p> <p>Good range of PowerPoint presentations and activities (membership required): www.activehistory.co.uk/main_area/</p> <p>Blank map of Germany and its neighbours: https://d-maps.com/carte.php?num_car=6029&lang=en</p> <p>Overview of why the victors did not get everything they wanted in the peace treaties: www.johndclare.net/peace_treaties3_compromise.htm</p> <p>Past and specimen papers: 2024 Specimen Paper 1 Q5 Nov 2021 Paper 12 Q5 Jun 2021 Paper 23 Q2 Nov 2020 Paper 12 Q5 Jun 2020 Paper 12 Q5 Mar 2020 Paper 12 Q5</p>

Focus points	Suggested teaching activities
<p>What was the impact of the Treaty on Germany up to the end of 1923?</p> <p>SDG 8, 10, 16</p>	<p>Learners research and produce a short letter to a German newspaper highlighting the damage that would be caused to the country and the German people by the terms of the Treaty of Versailles. The letter might cover war guilt and reparations, national pride, disarmament and German territories. (I)</p> <p>Learners study and annotate a German political cartoon such as 'Clemenceau the Vampire'. http://roadstothegreatwar-ww1.blogspot.com/2020/01/clemenceau-vampire.html Learners discuss in groups</p> <p>i) its message ii) its purpose iii) its justification. (I)</p> <p>Extension activity: Higher ability learners can research and find relevant contextual knowledge to explain details in the cartoon. (I)</p> <p>Learners consider the political and economic impact of the Treaty on Germany. Divide the class into two groups. One group will prepare a presentation on the political impact of the Treaty and include the Kap Putsch, political assassinations and the Munich Putsch. The second group will prepare a presentation on the Ruhr invasion and the hyperinflation. Both groups should aim for a 10-minute presentation and provide a summary factsheet for the rest of the class (I)</p> <p>Overview and links for Hyperinflation and Ruhr invasion: www.historylearningsite.co.uk/hyperinflation_weimar_germany.htm</p> <p>A good overview of the three crises of 1923- https://history-help.fandom.com/wiki/The_Three_1923_Crises_-_Ruhr_Invasion;_Hyperinflation;_Beer_Hall_Putsch</p> <p>Good interactive diagrams: www.schoolhistory.co.uk/diagrams/</p> <p>Short clip that features the 1923 Ruhr invasion: www.youtube.com/watch?v=TzAcinwTvzU</p> <p>'Make Germany Pay, Part II'- Documentary that covers the Ruhr occupation and hyperinflation: www.youtube.com/watch?v=MIH-4b8zFMw</p> <p>Past and specimen papers: Nov 2021 Paper 11 Q5 Mar 2021 Paper 12 Q5 Nov 2020 Paper 11 Q5</p>
<p>Could the Treaty be justified at the time?</p> <p>SDG 8, 10, 16</p>	<p>Learners examine a number of contemporary historical sources which comment on the Treaty of Versailles. Learners, in groups, write comments about the views in each source. The selected sources should comment from the point of view of the major countries.</p> <p>Extension activity: Higher ability learners could evaluate the bias and opinion using their own contextual knowledge. (I)</p>

Focus points	Suggested teaching activities
	<p>Learners study political cartoons of the time such as 'The Mother To Her Starving Child', 'The Reckoning' or 'Peace and Future Cannon Fodder'. In pairs, learners identify and discuss the messages and purposes of the cartoons. Each pair then draws their own political cartoon and decides on its message for other pairs to try and identify. (I)</p> <p>Learners use a number of statements provided by the teacher, each on a single piece of card, to arrange the statements under the headings of 'Justified' and 'Unjust' or 'Fair' and 'Unfair'. This can be a group task. Complete an individual extended piece of explanatory writing to show opposing views.</p> <p>Extension activity: Higher ability learners can write conclusions that explain their judgements. (I)(F)</p> <p>An overview of verdicts on the Treaty: www.johndclare.net/peace_treaties6.htm</p> <p>Sources on the Treaty of Versailles: spartacus-educational.com/FWWversailles.htm</p> <p>Past papers: Jun 2021 Paper 21 Q2 Jun 2021 Paper 22 Q2 Nov 2019 Paper 13 Q5 Jun 2019 Paper 11 Q5</p>

2 To what extent was the League of Nations a success?

Focus points	Suggested teaching activities
<p>How far did weaknesses in the League's organisation and membership make failure inevitable?</p> <p>SDG 3, 6, 8, 9, 10, 16, 17</p>	<p>Learners should familiarise themselves with the main aims of the League and create a mnemonic for revision purposes (e.g., DIES- Disarmament, Improve living and working conditions, Enforce the Treaty of Versailles, Stop international conflict through collective security). (I)</p> <p>Learners discuss the setting up of a new organisation to preserve peace. Prompt the learners to consider which countries should be involved, how decisions are to be made, how decisions are to be enforced, how the organisation is to function. As this will build up over the discussion, a diagrammatical representation could be completed using PowerPoint projection or Smart Board. (If not available, a pre-printed outline).</p> <p>Learners should consider how this compares with the actual structure of the League. To do this, learners may wish to complete a diagram showing the structure of the League's main bodies. This diagram might cover the Council, the Assembly, the Special Commissions, the Court of International Justice and the Secretariat. For each of these bodies a note of its intended functions, its strengths and its weaknesses should be explained. (I)</p> <p>Learners construct a table with headings such as 'Covenant', 'Structure', 'Membership', 'Idealism' and 'Security' and describe and explain how each one could lead to failure. (I)</p>

Focus points	Suggested teaching activities
	<p>Learners could study a Punch cartoon from the period that focuses on the reasons why the USA did not join. A Paper 2 style question could follow such as “What is the cartoonist’s message?”. A good example of a cartoon would be “The gap in the Bridge” or “Overweighted”. (F)</p> <p>A decent overview of the League’s aims: www.johndclare.net/EL1.htm</p> <p>A decent introduction to the Covenant of the League with a video clip: www.ungeneva.org/en/league-of-nations</p> <p>A good overview of different aspects of the League including structure and membership: https://projectgcse.co.uk/history/league_of_nations</p> <p>A brief overview of the early years of the League: www.nationalgeographic.com/history/article/league-nations-doomed-before-began</p> <p>Good and detailed examination of the League’s organisation, membership and successes: www.gcsehistory.org.uk/modernworld/interwarperiod/index.htm</p> <p>A good selection of political cartoons relating to the League of Nations: www.alamy.com/stock-photo/the-league-of-nations-cartoon.html</p> <p>A short clip on why the USA did not join the League: https://www.youtube.com/watch?v=ltkpDINEySo</p> <p>Past papers: Nov 2021 Paper 21 Q2 Nov 2020 Paper 13 Q6 Jun 2019 Paper 12 Q5</p>
<p>How successful were the League’s attempts at peacekeeping in the 1920s?</p> <p>SDG 16</p>	<p>Learners use sources and research to create a living timeline to measure the successes and failures of the League in the 1920s. Explanations can be added and conclusions reached by higher ability learners. The timeline can be colour coded to show political, military, social and economic successes and failures. Ensure that the Aaland Islands dispute, the Vilna dispute, the Corfu crisis and Bulgarian-Greece crisis are included. (I)</p> <p>Lots of information, sources and podcasts on the League of Nations: www.johndclare.net/league_of_nations1.htm</p> <p>A brief overview of the disputes in the 1920s: https://projectgcse.co.uk/history/league_of_nations/border_disputes</p> <p>Good and detailed examination of the League’s organisation, membership and successes: www.gcsehistory.org.uk/modernworld/interwarperiod/index.htm</p> <p>Decent overview of the successes of the League in the 1920s: www.historylearningsite.co.uk/leagueofnations.htm</p> <p>An overview of the Corfu incident, 1923: https://bootcampmilitaryfitnessinstitute.com/2022/03/07/what-was-the-corfu-incident-1923/</p> <p>A brief summary of the Greek-Bulgarian conflict, 1925: https://timesofindia.indiatimes.com/blogs/desires-of-a-modern-indian/war-of-the-stray-dog-a-war-sparked-by-ridiculous-reasons/?source=app&fmapp=yes</p>

Focus points	Suggested teaching activities
	<p>A short video on the Corfu incident: www.youtube.com/watch?v=Rv7oPTy1l3s</p> <p>A short clip on the Greece-Bulgaria conflict: www.youtube.com/watch?v=tkmJfKSYit0</p>
<p>How important was the League's humanitarian work?</p> <p>SDG 3, 6, 8, 10</p>	<p>Learners should divide into four groups. Each group will investigate one aspect of the League's humanitarian work and evaluate its successes and failures (agencies linked to refugees, health, working conditions and slavery). Each group can then send one envoy to the other groups to complete a table to summarise the importance of each of the agencies/commissions. (I)</p> <p>Extension activity: High ability learners could also examine other areas of the League's work (minorities or women's rights for example) and find specific examples to support their group.</p> <p>Learners should complete a Paper 1 style question on how far the League's humanitarian work was a success. (F)</p> <p>A good overview of the League's successes and failures in the 1920s including material on the agencies and commissions: http://igcsehistory.weebly.com/the-league-of-nations.html</p> <p>Past paper: Mar 2020 Paper 12 Q6</p>
<p>How far did the Depression make the work of the League more difficult in the 1930s?</p> <p>SDG 16</p>	<p>Learners watch a clip on the Wall Street Crash in 1929 from www.youtube.com/user/mrallsop/videos?query=wall+street and write down bullet points. A timeline of the events of the Crash can then be made with discussion on how this could affect other countries. (I)</p> <p>Learners create a table to examine the impact of the Depression around the world – this could be divided into economic (unemployment), the rise of extremism (Fascism and Nazism) and the growth of militarism (Germany and Japan). (I)</p> <p>Learners divide into two large groups tasked with investigating the Manchurian and Abyssinian Crises. Each group needs to create a presentation of 10mins in length and focus on the following: the causes of the crisis (why did Japan/Italy invade Manchuria/Abyssinia?); the main events of the crisis (for example, the Mukden Incident; the Wal-Wal incident); the reaction of the League (for example, the Lytton Commission; sanctions against Italy) and the consequences for the League (for example, Japan leaving the League; the Hoare-Laval Pact). The groups need to provide summary sheets for the rest of the class to complete a table comparing the two incidents using the headings above. (I)</p> <p>Extension activity: Higher ability learners can compare and contrast the consequences of each incident for the League and examine the impact it had on future actions by Germany.</p> <p>Learners complete a Paper 1-style question on how far the League failed because of its actions in Manchuria or Abyssinia. (F)</p> <p>Wall Street Crash and Great Depression introduction video: www.youtube.com/user/mrallsop/videos?query=wall+street</p> <p>Podcast on the League in the 1930s: www.youtube.com/watch?v=laHnardBqj4</p> <p>Overview of the impact of the Depression on the League's work: www.youtube.com/watch?v=5e0TMmLclnw</p>

Focus points	Suggested teaching activities
	<p>A decent overview of the Manchurian invasion: https://history.state.gov/milestones/1921-1936/mukden-incident</p> <p>Overview with links to resources on the League in the 1930s: www.johndclare.net/league_of_nations6.htm</p> <p>Link to some useful primary sources on the Abyssinian Crisis: www.nationalarchives.gov.uk/education/leaders-and-controversies/g3/cs3/</p> <p>A short clip on the Manchurian Crisis: www.youtube.com/watch?v=E7OoAluM7uM</p> <p>A short clip on the Abyssinian Crisis: www.youtube.com/watch?v=OIPCZ_9T490</p> <p>A focused video on the League's failures in the 1930s: www.youtube.com/watch?v=U5j0hgj7bug</p> <p>Past papers: Nov 2021 Paper 11 Q6 Nov 2021 Paper 22 Q2 Nov 2021 Paper 23 Q3 Jun 2021 Paper 11 Q5 Jun 2021 Paper 12 Q5 Jun 2021 Paper 13 Q5 Jun 2020 Paper 13 Q5 Jun 2019 Paper 11 Q6 Mar 2019 Paper 22 Q2</p>

3 How far was Hitler's foreign policy to blame for the outbreak of war in Europe in 1939?

Focus points	Suggested teaching activities
<p>What were the long-term consequences of the Treaty of Versailles?</p>	<p>Learners re-examine the terms of the peace treaties after the First World War and around each one, identify long-term effects on Britain, France, Germany and the League of Nations. This can be done as a whole class diagram. (I)</p> <p>Learners make detailed notes on a teacher presentation. Presentation should cover long-term impact on Germany, Britain and France, the League of Nations and other major powers. Comment on issues such as the Stresa Front, the Anglo-German Naval Treaty, the Rome-Berlin Axis and the Anti-Comintern Pact. This will help in a scene-setting context for study of Hitler's foreign policy. Key words, terms and phrases should be defined in a glossary. (I)</p> <p>Overview information sheet: www.historyonthenet.com/WW2/causes.htm</p> <p>Information and video that examines the impact of the Treaty of Versailles on Germany: www.youtube.com/watch?v=KfnEy8FuElc</p>

Focus points	Suggested teaching activities
<p>What were the consequences of the failures of the League of Nations in the 1930s?</p>	<p>Learners should examine the following events and consider the consequences of the failures of the League of Nations for the outbreak of war: The Manchurian Crisis, the Abyssinian Crisis and the failure of the Disarmament Conference. Create a simple table examining how each of these events: a) encouraged Hitler to break the terms of the Treaty of Versailles and b) how it helped push Europe towards a Second World War. (I)</p> <p>Extension activity: Higher ability learners could compare and contrast the different failures and write a conclusion on which would be the most important. This could be written as an extended writing piece or presented to the class. (I)</p> <p>Contains many activities and worksheets (membership required): www.activehistory.co.uk/</p> <p>Sources and information on the consequences of the failure of the League: www.johndclare.net/RoadtoWWII7a.htm</p> <p>A good overview of the Disarmament Conference: www.gcsehistory.com/faq/wdoconf.html</p> <p>A short video on the Disarmament Conference, 1932: www.youtube.com/watch?v=eqqdKGQaEGo</p> <p>Past paper: Mar 2019 Paper 12 Q6</p>
<p>How far was Hitler's foreign policy to blame for the outbreak of war in 1939?</p>	<p>Learners use a cut-out of Hitler and write thought bubbles around the figure about his foreign policy aims. A map of Europe could be used to colour and label these aims geographically. (I)</p> <p>Learners, in groups, construct a detailed living timeline of Hitler's foreign policy and rate how far each event led Europe closer to war. Explanations can be added about the reasons Hitler gave for his actions and also to indicate the response made by Britain and France to his actions. This should include rearmament, reintroduction of conscription, the remilitarisation of the Rhineland, the Anschluss with Austria, the Munich Conference, the invasion of Czechoslovakia, the Nazi-Soviet Pact and the invasion of Poland. (I)</p> <p>Learners, in groups, pick one of the events from the timeline and present a news report to the class about the impact and significance of the event on international relations up to 1939. (I)</p> <p>Learners discuss in small groups the cartoon called 'The Goose-Step' that was published in 1936. Each group to make a presentation explaining the cartoon's message and purpose.</p> <p>Extension activity: High ability learners can link this to factual knowledge. (I)</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>Learners create a chronological flowchart of the events surrounding the Anschluss. (I)</p> <p>Learners discuss and vote on which factors, so far, they believe most led to the outbreak of war in 1939.</p> <p>IGCSE notes on Hitler's foreign policy: www.johndclare.net/RoadtoWWII1_IGCSEnotes.htm (suitable for O Level)</p> <p>Detailed timeline of Hitler's foreign policy: www.historyhome.co.uk/europe/hitfor.htm</p>

Focus points	Suggested teaching activities
	<p>Another timeline of Hitler's foreign policy: www.timetoast.com/timelines/hitler-s-foreign-policy-a457c2c2-8810-44b0-b80d-51ba45a21c0e</p> <p>Good variety of links and resources available: www.schoolhistory.co.uk/gcse/links/modern/hitler.html</p> <p>Good clip from 'A Warning from History' 1997: www.youtube.com/watch?v=wfIXJkmyHc</p> <p>Excellent links, activities and resources on the Rhineland and the Spanish Civil War (membership required): www.activehistory.co.uk/</p> <p>Sources, information and podcast on Hitler's 'Steps to War': www.johndclare.net/RoadtoWWII3.htm</p> <p>Excellent set of relevant resources including maps of Hitler's foreign policy aims: http://educationforum.co.uk/modernworld.htm</p> <p>Past and specimen papers: 2024 Specimen Paper 1, Q6 Nov 2021 Paper 12 Q6 Jun 2021 Paper 13 Q6 Nov 2019 Paper 11 Q6 Nov 2019 Paper 13 Q6</p>
<p>Was the policy of appeasement justified?</p> <p>SDG 16</p>	<p>Learners discuss the meaning of appeasement and then arrive at an agreed definition. (I)</p> <p>In groups, learners consider the positive and negative aspects of letting people get what they want. The groups can then feedback to the class. (I)</p> <p>Learners construct a table which shows the arguments for and against the policy of appeasement and prioritise the reasons. Higher ability learners can write a paragraph justifying their choices. (I)</p> <p>Extension activity: Learners write a headline for a newspaper entitled: 'Why did no one stop Hitler?' This should contain contextual knowledge to explain the different reasons. (F)</p> <p>Information on the effectiveness of appeasement: https://www.bbc.co.uk/bitesize/guides/zvkn8xs/revision/11</p> <p>Information and primary sources on appeasement: http://spartacus-educational.com/2WWappeasement.htm</p> <p>Links to a variety of political cartoons on appeasement: www.cartoons.ac.uk</p> <p>Sources and information on appeasement: www.nationalarchives.gov.uk/education/resources/chamberlain-and-hitler/</p> <p>Past papers: Nov 2021 Paper 13 Q6 Mar 2021 Paper 12 Q6 Nov 2020 Paper 12 Q6 Jun 2020 Paper 12 Q6 Jun 2020 Paper 13 Q6</p>

Focus points	Suggested teaching activities
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. This video could be used as a starter: https://www.youtube.com/watch?v=Xc352jlpilk (I)</p> <p>Learners examine a number of historical sources about the Nazi-Soviet Pact. Annotate and analyse the messages these sources give about the intentions of the Nazis and the Soviets. (I)</p> <p>Overview of the Nazi-Soviet Pact: http://history1900s.about.com/od/worldwarii/a/nonaggression.htm</p> <p>Excellent cartoon sources on the Nazi-Soviet Pact: www.cartoons.ac.uk</p> <p>Past papers: Jun 2021 Paper 11 Q6 Jun 2020 Paper 11 Q6 Jun 2019 Paper 12 Q6</p>
Why did Britain and France declare war on Germany in September 1939?	<p>Extension activity: Learners consider which factor was most responsible for the outbreak of war in 1939. A whole class debate can be held and verbal responses by individuals can be assessed by the teacher. (I)(F)</p> <p>Past paper: Jun 2021 Paper 12 Q6</p>

4 Who was to blame for the Cold War?

Focus points	Suggested teaching activities
Why did the US-Soviet alliance begin to break down in 1945?	<p>Learners draw a timeline of the years 1945–1956 and place the major events of the Cold War on this as the events are dealt with in the next few lessons. (I)</p> <p>Learners consider the meaning of the words ‘capitalism’ and ‘communism’. Research and teacher resources can be used for the learners, in groups, to create mimes for other groups to guess the main tenets of each of the ideologies – props can be used. (I)</p> <p>Learners consider the implications of the decisions taken at the Yalta and Potsdam Conferences, and the motives of the main politicians in each of these conferences. Character studies can be created and a web diagram can be made to show the feelings, motives and aims of each of the ‘Big Three’ and how they affect each other. (I)</p> <p>Extension activity: Higher ability learners can add detailed background information to illustrate.</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 script to reflect what the leader might have made to the citizens of their own country to highlight the proceedings. Record the ‘broadcast’. (I)</p>

Focus points	Suggested teaching activities
	<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’. (F)</p> <p>Excellent resources, activities and worksheets (membership required): www.activehistory.co.uk/main_area/</p> <p>Information, podcasts and sources: www.johndclare.net/cold_war4.htm www.johndclare.net/cold_war3.htm</p> <p>Video on the origins of the Cold War, Yalta and Potsdam: www.youtube.com/watch?v=q3mRScGa0f0</p> <p>Past papers: Nov 2021 Paper 13 Q7 Mar 2021 Paper 22 Q2 Nov 2020 Paper 11 Q7 Jun 2020 Paper 22 Q2 Nov 2019 Paper 13 Q7</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. Learners annotate these sources and compare the meanings of the sources in group discussions.</p> <p>Learners annotate a map of Eastern Europe showing those countries annexed by the USSR, those becoming Communist and those remaining independent. This map needs to be labelled, colour coded with a key and titled. (I)</p> <p>Short video clip available: www.youtube.com/watch?v=rJyWmvd-y3c</p> <p>Overview of Soviet expansion: www.johndclare.net/cold_war1_redruth.htm</p> <p>Useful information on Soviet expansion: www.bbc.co.uk/bitesize/guides/zqj8fcw/revision/1</p> <p>Past paper: Jun 2020 Paper 21 Q2</p>
How did the United States react to Soviet expansionism?	<p>Learners research and make short PowerPoint presentations of how events in both Greece and Czechoslovakia affected American policies in Europe. These can be presented to the whole class for note-making. (I)</p> <p>Heads and tails exercise introducing terms such as containment, Truman Doctrine, Marshall Plan, etc. (I)</p> <p>Learners use the two cartoons – one titled ‘Neighbours’ and the other showing Uncle Sam delivering dollars to all parts of the world, and discuss in small groups: ‘How far do these artists’ views agree?’</p> <p>Learners write Truman Doctrine in the middle of some sugar paper and create a mind map of the impact on the USSR and possible actions Stalin might make.</p> <p>http://punch.photoshelter.com/gallery/Cold-War-Cartoons/G0000FF70D40KNvU</p> <p>Sources and information on the Truman Doctrine and Marshall Plan: www.johndclare.net/cold_war8.htm</p>

Focus points	Suggested teaching activities
	<p>Information on the Truman Doctrine: www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/7</p> <p>Past papers: Nov 2021 Paper 12 Q7 Jun 2021 Paper 13 Q7 Jun 2020 Paper 23 Q2 Mar 2020 Paper 12 Q7 Mar 2019 Paper 12 Q7</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. (I)</p> <p>Study the 'Bird watcher' cartoon. In groups consider the message and purpose of the artist who produced the cartoon. An alternative might be to discuss if the cartoonist was Russian or British. (I)</p> <p>Extension activity: Learners use texts and sources to identify the consequences of the Berlin blockade. Learners then explain how each of the consequences intensified the Cold War and the breakdown of relations between East and West. (I)</p> <p>Causes and consequences of the Berlin Blockade with sources and video clip links: www.johndclare.net/cold_war9.htm</p> <p>Berlin Blockade and Airlift information: www.britannica.com/event/Berlin-blockade</p> <p>Overview of the formation of NATO and the Warsaw Pact: www.history.com/topics/formation-of-nato-and-warsaw-pact</p> <p>Map and list of nations in both NATO and the Warsaw Pact: www.3ad.com/history/cold_war/nato_landcarte.1.htm</p>
<p>Who was more to blame for starting the Cold War: the United States or the USSR?</p>	<p>Learners consider aspects of the argument as to who was more to blame for the Cold War, using the knowledge from this unit and guidance from the teacher. Learners can create argument cards to put onto a whole class diagram that measures blame. The verdicts that can be reached are:</p> <ul style="list-style-type: none"> (i) The USSR was most to blame (ii) The United States was most to blame (iii) The United States and USSR were equally to blame (iv) Blame cannot be attached to either the United States or the USSR – the Cold War was inevitable and a direct result of the creation of nuclear weapons. <p>Learners then hold a whole class debate on the topic. They can be split into groups for this and assessed by the teacher. (F)</p> <p>Good comparison of arguments relating to blame: www.johndclare.net/cold_war1_answer.htm</p> <p>Cold War political cartoons: http://punch.photoshelter.com/gallery/Cold-War-Cartoons/G0000FF70D40KNvU</p> <p>Learners revise the work completed at the end of this section and complete a question paper on this topic.</p> <p>Past and specimen papers: 2024 Specimen Paper 1 Q7</p>

Focus points	Suggested teaching activities
	Nov 2020 Paper 12 Q7 Jun 2019 Paper 11 Q7 (F)

5 How effectively did the United States contain the spread of communism?

Focus points	Suggested teaching activities
Case Study – the United States and events in Korea, 1950–53	
	Learners watch a video clip on Communist China and create a detailed timeline of Communist China from 1927–89. (I) Learners could debate the influence China has on international relations and the Cold War using the key events on the timeline. Documentary on China and the Cold War: www.youtube.com/watch?v=3YUGfPWWd2k
Why did North Korea invade South Korea in 1950?	Learners use a blank map of Korea and surrounding countries to label and illustrate the invasion of the South. (I) Learners watch a teacher presentation on the background of the invasion and create a timeline of the events from 1904–50. (I) Learners consider the different reasons for the invasion including political, economic, military, cultural and social factors. These can then be mind mapped by learners in groups. Blank map of Korean Peninsula: www.worldatlas.com/webimage/countrys/asia/outline/koreanpnout.htm History Channel website with information on Korea: www.history.com/topics/korean-war Good site for reasons for Korean War: www.johndclare.net/cold_war10.htm Facts and figures relating to the Korean War: www.historylearningsite.co.uk/korean_war.htm Past paper: Jun 2019 Paper 21 Q2
Why did the United States and other nations get involved in the Korean War?	Learners investigate the factors that led to US involvement and counterattack. These can include Soviet and Chinese involvement as part of the Cold War, the Soviet's test of an atomic bomb in 1949, economic interests, the policy of containment, the role of the UN. These can be added to a group mind map and colour coded into political, military/strategic, geographical, economic factors. Extension activity: Learners compare sources showing American and communist views on the Korean War using McAleavy, T, <i>Twentieth Century History</i> page 125. The messages and purposes of the sources can be analysed. (I) Good range of sources on the Korean War:

Focus points	Suggested teaching activities
<p>What was the impact of General MacArthur on the Korean War?</p> <p>How successful was the United States in containing communism in Korea?</p>	<p>www.mtholyoke.edu/acad/intrel/korea/korea.htm</p> <p>Past paper: Jun 2019 Paper 22 Q2</p> <p>Learners create a fact file or character study on General MacArthur to show the impact he had on the Korean War. (I)</p> <p>Using an outline figure of General MacArthur, learners add the different advice he gave on the Korean War including the use of atomic bombs and Chinese invasion. High ability learners can also consider the implications his advice would have on the Cold War. (I)</p> <p>Good biography of General Douglas MacArthur: www.biography.com/people/douglas-macarthur-9390257</p> <p>Examining MacArthur's removal: www.trumanlibrary.gov/education/presidential-inquiries/firing-macarthur</p> <p>Learners, in groups, create a storyboard depicting the rise and fall of MacArthur during the Korean War from 1950–51. Learners then tell their stories to the rest of the class. Learners, using a whole class success/failure scale, use sticky notes to add explanations of how successful the USA was in the Korean War. Each learner justifies their explanation to the rest of the class. Individual versions of the scale can then be completed. (I)</p> <p>Learners write an extended answer to the question of how far the USA succeeded in their policy of containment in Korea. (F)</p> <p>Past papers: Nov 2021 Paper 11 Q7 Jun 2020 Paper 11 Q7 Nov 2019 Paper 11 Q7 Mar 2019 Paper 12 Q8</p>
<p>Case Study – the United States and events in Cuba, 1959–62</p>	
<p>How did the United States react to the Cuban Revolution?</p>	<p>Learners, in groups, create a storyboard about the rise of Castro in Cuba and consider the reactions to this from the United States.</p> <p>How did the United States react? Learners write a commentary for a radio broadcast which attacks Castro and the actions he has taken against US interests in Cuba. Add quotations for Americans who lived in Cuba and were affected. (I)</p> <p>Introductory video clips on the Cuban Missile Crisis: https://www.youtube.com/watch?v=XbKCqYQn5oTc</p> <p>Learners are shown a presentation on the Bay of Pigs invasion and then hold a whole class debate on the following: Was it wise for the United States to invade?</p> <p>Learners can then write a newspaper report to show how the invasion might have been reported in Cuba to show a different interpretation. (I)</p> <p>Excellent resources: www.history.com/topics/cold-war/cuban-missile-crisis</p>

Focus points	Suggested teaching activities
<p>Why did Khrushchev put nuclear missiles on Cuba?</p>	<p>Primary sources and information on the Cuban Missile Crisis: http://spartacus-educational.com/COLDcubanmissile.htm</p> <p>Learners use a blank map of Cuba and the United States with teacher-provided information on Soviet nuclear missiles such as their range and destructive capacity. They can add illustrations, keys and colour coding to show the danger the missiles in Cuba represented to the United States. (I)</p> <p>Learners are given statement cards with different reasons for Khrushchev placing missiles in Cuba: US missiles in Turkey, nuclear parity with the United States, Khrushchev under pressure from Soviet hardliners in the Communist Party, to support the communists in Cuba and to gain a hold over Berlin. (www.gcsehistory.org.uk/modernworld/coldwar/whyputmissilesoncuba.htm is a good starting point for this activity).</p> <p>Learners then categorise the statement cards and higher ability learners can make supported judgements about the most significant factors and present to the class who vote for the most convincing argument. (I)</p> <p>Blank map of Cuba and the United States: http://onlinemaps.blogspot.co.uk/2011/11/blank-usa-map.html</p> <p>Great for reasons for Khrushchev's placing of missiles in Cuba: www.gcsehistory.org.uk/modernworld/coldwar/whyputmissilesoncuba.htm</p> <p>Excellent six-part video 'Defcon 2' on the causes and consequences of the Cuban Missile Crisis: www.youtube.com/watch?v=Jwz7YAQj-r0</p> <p>Past papers: Nov 2020 Paper 23 Q2 Mar 2020 Paper 22 Q2</p>
<p>Why did Kennedy react as he did?</p>	<p>Learners examine the different choices available to Kennedy in response to the siting of missiles on Cuba. www.latinamericanstudies.org/missile.htm</p>
<p>How close did the world come to nuclear war?</p>	<p>Learners discuss as a class both 'for' and 'against' for each and decide in groups what Kennedy should do next and explain why. The feature film <i>Thirteen Days</i> (2000) starring Kevin Costner is particularly useful.</p> <p>Collect different types of evidence to cover events in the days following 16 October 1962. Learners produce a daily diary which comments on events and considers possible outcomes. This could also be done as a living timeline to measure how close the superpowers came to nuclear war or on a DEFCON chart as a whole class. (I)</p> <p>Learners look at cartoons from the period to develop skills on analysing the message and purpose of source material. Using these two British cartoons consider 'Would the two cartoonists have held similar views and why?' (I)</p> <p>Information and a good cartoon by Herblock entitled <i>Let's Get a Lock for This Thing</i> (1962): www.atomicheritage.org/history/nuclear-close-calls-cuban-missile-crisis</p>
<p>Was the United States successful in containing communism in Cuba?</p>	<p>Learners draw a giant set of scales with the United States on one side and the USSR on the other. In groups, learners assess the results of the Cuban Missile Crisis and place the results on the scale to show which country was more</p>

Focus points	Suggested teaching activities
	<p>successful. High ability learners could then produce speeches to the class arguing who they think was the most successful. (I)</p> <p>Learners write an extended answer to the question: How far was the United States successful at the end of the Cuban Missile Crisis? (F)</p> <p>Past papers: Nov 2020 Paper 21 Q2 Jun 2020 Paper 12 Q7 Nov 2019 Paper 13 Q8</p>
Case Study – American involvement in Vietnam, 1955–75	
<p>Why did the United States involvement in Vietnam increase before 1965?</p>	<p>Learners label and illustrate a map of Vietnam and surrounding countries. The map can show the division into North and South, important cities and geographical features and the Ho Chi Minh Trail. (I)</p> <p>Learners take part in a cluster exercise with statement cards as a whole class to consider the political, economic and military/strategic reasons for US involvement in Vietnam. Learners then transfer these to a whole class or individual spider diagrams and further explain the motives. Domino Theory, containment, President Johnson’s impact should all be included. (I)</p> <p>Extension activity: Learners can present a biography measuring the life and impact of Ho Chi Minh. (I)</p> <p>Blank maps of Vietnam and South-East Asia: www.washburn.edu/cas/history/stucker/SEastAsiaOutline.html</p> <p>Biography of Ho Chi Minh: www.britannica.com/biography/Ho-Chi-Minh</p> <p>Good range of activities and resources (membership required): https://schoolhistory.co.uk/modern/vietnam-war/</p> <p>Past paper: Nov 2020 Paper 22 Q2</p>
<p>What different methods of fighting were used by the United States and the Communists?</p>	<p>Learners now examine written and visual source material from the Vietnam war, examining the tactics used by both sides. Opportunities to view videos and newsreels of the events should be taken. Operation Rolling Thunder (the use of napalm), the impact of agent orange, airstrikes by the USAF, ground-based search and destroy tactics, alliance with the South Vietnamese should be considered for the United States. Guerrilla tactics (ambush, tunnels, traps, snipers), the growth of the Viet Cong in the South, the recycling of US weapons, the support of the peasants in the South, Soviet and Chinese support including weaponry should be considered for the North Vietnamese. Learners can then write up their research into group tables to compare the effectiveness of the different methods used by both sides. (I)</p> <p>Resources and timeline of the Vietnam conflict: www.pbs.org/battlefieldvietnam/</p> <p>Excellent range of video clips and resources: www.history.com/topics/vietnam-war</p> <p>Video: ‘Vietnam War 1962 to 1975’ 3 parts. Part 1: www.youtube.com/watch?v=KHoP6suXZm4</p>

Focus points	Suggested teaching activities
	<p>Huge number of links to primary and secondary sources on US involvement in Vietnam: www.digitalhistory.uh.edu/era.cfm?eraid=18</p>
<p>Whose tactics were the most successful?</p>	<p>This can follow the previous task and become an evaluation of tactics. The importance of My Lai, the Tet Offensive and 'Vietnamisation' should be considered. Facts and figures relating to deaths, wounded and MIA could be used so groups can present their findings to the rest of the class.</p> <p>Learners can rate the tactics by voting on the effectiveness of each method as a class. High ability learners can then write a paragraph explaining their opinions. (I)</p> <p>Two-part documentary on the My Lai massacre: www.youtube.com/watch?v=D0z_nfzYNjY</p>
<p>Why was there opposition to the war in America?</p> <p>SDG 3, 16</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.</p> <p>High ability learners could consider how different a Communist report would look. (I)</p> <p>Learners, in groups, on separate pieces of card, list the reasons for American withdrawal from Vietnam. They should consider the reasons for the withdrawal of American troops from the war assessing the relative significance of each one and the consequences for both the USA and Vietnam. These can then be placed on a whole class scale to prioritise them.</p> <p>Good coverage and primary sources on opposition to the Vietnam War need to scroll down): http://spartacus-educational.com/VietnamWar.htm</p> <p>Video of Vietnam War protests in the USA: www.youtube.com/watch?v=vVNUIOUIMeo</p> <p>Past paper: Mar 2021 Paper 12 Q7</p>
<p>How successful was America in containing Communism in Vietnam?</p>	<p>Learners examine a number of historical sources that deal with the war and plan and answer questions that focus on the extent to which American involvement in the war was a success/failure. (F)</p> <p>Essay on success of containment: http://everything2.com/title/The+Failure+of+Containment+During+the+Cold+War</p> <p>www.mccord-museum.qc.ca/scripts/explore.php?Lang=1&tableid=11&tablename=theme&elementid=11__true</p> <p>Past and specimen papers: 2024 Specimen Paper 2 Q2 Jun 2021 Paper 11 Q7 Jun 2020 Paper 13 Q7</p>

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

Focus points	Suggested teaching activities
<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>SDG 10, 16</p>	<p>Learners colour in a map of Eastern Europe to show the expansion of Soviet control after 1945. Dates and illustrations can be added along with colour coding and a key. (I)</p> <p>Learners consider the causes of the uprising in Hungary in 1956. Discuss which of these causes might be the most threatening to the USSR. This can be put onto a spider diagram for the class to examine.</p> <p>Learners consider in groups the discussion point 'Was the Soviet response too aggressive?' A class debate can be held to hear different opinions.</p> <p>Consider as a class 'Why did the Soviet Union feel threatened by events in Czechoslovakia in 1968?' Learners add sticky notes with reasons to a whole class diagram for discussion. (I)</p> <p>In small groups, learners choose one of these two events. Using ICT, the groups produce a short script for a radio news bulletin to be broadcast to the west immediately after the Soviet response. For the other event, learners produce a script to be broadcast in the Soviet Union. Where possible details should be based on material from the time. Following presentations, the different approaches should be discussed and debated.</p> <p>Good activities and resources (membership required): www.activehistory.co.uk/Miscellaneous/menus/GCSE/decline_collapse_soviet_control_eastern_europe_igcse.htm</p> <p>Blank map of Europe in 1945: www.eduplace.com/ss/maps/pdf/eur_countrynl.pdf and http://fcit.usf.edu/holocaust/MAPS/map011b.pdf</p> <p>Short video on Soviet expansion: www.youtube.com/watch?v=V5D0jmM0Jpo</p> <p>Past papers: Mar 2021 Paper 12 Q8 Nov 2020 Paper 13 Q7 Jun 2020 Paper 13 Q8 Jun 2019 Paper 12 Q7</p>
<p>How similar were events in Hungary in 1956 and in Czechoslovakia in 1968?</p>	<p>Learners construct a table that compares the similarities and differences between each country relating to causes, key players, events and Soviet responses. (I)</p> <p>Hungarian Uprising information and sources: www.johndclare.net/cold_war14.htm</p> <p>Hungarian Uprising information: www.history.com/this-day-in-history/soviets-put-brutal-end-to-hungarian-revolution</p> <p>Short video clip on the Prague Spring: https://www.youtube.com/watch?v=L5CEyKc9qdQ</p> <p>Prague Spring 1968 information: www.historylearningsite.co.uk/prague_spring_1968.htm</p>
<p>Why was the Berlin Wall built in 1961?</p>	<p>Learners add notices to either the East or West side of a giant whole class Berlin Wall. Here they write up detailed reasons for its construction. (I)</p>

Focus points	Suggested teaching activities
	<p>Learners create a storyboard or timeline of the creation of the Berlin Wall. (I)</p> <p>Extension activity: Learners write an extended answer that asks for explanations of the reasons for the Berlin Wall's construction. (I)(F)</p> <p>Video clip on Berlin Wall: www.youtube.com/watch?v=XIfJfa23TIA</p> <p>Photos of the Berlin Wall: www.dailysoft.com/berlinwall/photographs/berlinwall-1961.htm</p> <p>Sources and information on the Berlin Wall: www.johndclare.net/cold_war15b.htm</p> <p>Specimen paper: 2024 Specimen Paper 1 Q8</p>
<p>What was the significance of Solidarity in Poland for the decline of Soviet influence in Eastern Europe? SDG 8</p>	<p>Learners, in groups, create a mind map to examine the reasons for the rise of Solidarity in Poland in 1980 and the reasons for the changing relations with government in 1981. These are then presented to the other groups. Learners can then update and add to their own mind map any additional information they learn.</p> <p>Using ICT, learners produce a front page of a newspaper or poster showing the achievements of Solidarity as an organisation which was successful in undermining Communism. (I)</p> <p>Information on Solidarity: www.rferl.org/a/1060898.html</p> <p>Video clip on the rise of Solidarity in Poland: www.youtube.com/watch?v=peT3-xSzj08</p>
<p>How far was Gorbachev personally responsible for the collapse of Soviet control over Eastern Europe?</p>	<p>Learners research the main events in the collapse of Soviet control in Eastern Europe in 1989 and the eventual collapse of the USSR by 1991. Learners then create a living timeline of the events rating which ones led more to the collapse of the Soviet Bloc.</p> <p>In groups, learners research and list the reasons for the collapse of Soviet control including the part played by Gorbachev. Each reason should be recorded on a separate piece of card. The cards should then be ranked in importance and reasons given for choice.</p> <p>Each group reports back to the rest of the class giving a summary of their 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>Learners use an outline figure of Gorbachev to write around it his personal responsibility for the collapse of the USSR and communism. This should include references to glasnost and perestroika. (I)</p> <p>From a collection of historical sources that deal with the collapse of Soviet control in Eastern Europe learners should consider how far the sources support the idea that Gorbachev was responsible for the collapse of the Soviet Bloc. (F)</p> <p>Good range of activities and resources (membership required): www.activehistory.co.uk/</p> <p>Primary sources on Gorbachev: http://spartacus-educational.com/COLDgorbachev.htm</p> <p>End of Cold War interactive diagram (membership required): www.schoolhistory.co.uk/lessons/coldwar/coldwar_end.html</p>

Focus points	Suggested teaching activities
	<p>Learners revise the work completed at the end of this section and complete a Cambridge O Level History question paper on this topic. (F)</p> <p>Past papers: Nov 2021 Paper 11 Q8 Jun 2021 Paper 12 Q8 Jun 2020 Paper 11 Q8</p>
Past and specimen papers	
Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)	

Depth Study A: The First World War, 1914–18

1 Why was there stalemate on the Western Front?

Focus points	Suggested teaching activities
Why did the Schlieffen Plan fail?	<p>Learners contribute to a whole class diagram, including a map of Europe in 1914 showing the different political alliances, to revise through the causes of WWI.</p> <p>Learners create individual glossaries of key terms, words and phrases relating to WWI such as alliances, alliance system, militarism, imperialism, colonialism, arms race, BEF, etc. (I)</p> <p>Learners use a blank map of Germany and France to add information and illustration on how the Schlieffen Plan was supposed to work and then another to show what actually happened. (I)</p> <p>Learners examine sources relating to the surprise invasion of Belgium by Germany to look at the reactions by Belgium, Britain and other countries. Sources can be annotated, analysed and evaluated by sticking sources onto paper and writing around them for feedback to class. Include propaganda such as news stories that talks of German atrocities to give breadth. (I)</p> <p>Learners create a living timeline of the successes and failures of the British Expeditionary Force in 1914. High ability learners can write balanced explanations of how successful the BEF was in 1914. (I)</p> <p>Learners divide into five groups and take one of the following factors for the failure of the Schlieffen Plan: i) The changes to the plan by von Moltke ii) Belgian resistance iii) BEF entry into the war iv) Russian mobilisation v) Key battles- Mons and Marne. Each group gives a brief presentation and a summary sheet to the rest of the class ready for a class debate. (I)</p> <p>Extension activity: High ability learners could complete fact files on the following key individuals: von Moltke, Joseph Joffre, Sir John French. (I)</p> <p>A Paper 1 style question on why the Schlieffen Plan failed could be used to assess knowledge and understanding. (F)</p> <p>Map of Schlieffen Plan and other information: https://nzhistory.govt.nz/media/photo/schlieffen-plan-and-german-invasion-1914</p> <p>Some good anti-German propaganda: www.historyhit.com/anti-german-propaganda-posters-from-world-war-one/</p> <p>An overview of the Battle of the Marne: www.history.com/this-day-in-history/first-battle-of-the-marne-begins</p> <p>Past and specimen papers: 2024 Specimen Paper 4 Q1(a) Jun 2021 Paper 12 Q9 Jun 2020 Paper 13 Q9 Jun 2019 Paper 12 Q9</p>

Focus points	Suggested teaching activities
<p>Why did a defensive war emerge by the end of 1914?</p>	<p>Learners need to examine the causes of the development of trench warfare and the onset of a stalemate. Complete a whole class diagram on the different factors which should include: the failure of the Schlieffen Plan; the 'race to the sea'; the First Battle of Ypres; new weapons and old tactics. Learners should then research extra detail and examples to add to their copy of the diagram. (I)</p> <p>A mnemonic using the words 'TRENCH WARFARE' is written down the side of a page and sentences about the causes of trench warfare are added. This should include a reference to the Battle of the Marne. (I)</p> <p>Learners complete a formal assessment on why trench warfare emerged by the end of 1914. This could be done as a Paper 1 style question. (F)</p> <p>A good overview of the initial trenches dug in the First World War: www.history.com/this-day-in-history/first-trenches-are-dug-on-the-western-front</p> <p>A site that examines the causes of trench warfare in 1914: www.thoughtco.com/trenches-in-world-war-i-1779981</p> <p>A site that examines the race to the sea including maps: www.historycrunch.com/race-to-the-sea-in-world-war-i.html#/</p> <p>An overview of the First Battle of Ypres in 1914: www.history.com/this-day-in-history/first-battle-of-ypres</p> <p>A wider look at the First Battle of Ypres and the emergence of the Ypres Salient: www.greatwar.co.uk/ypres-salient/battles-ypres-salient.htm</p> <p>A clip on the First Battle of Ypres: www.youtube.com/watch?v=J4OgUnncS9s</p> <p>A clip focusing on the race to the sea: www.youtube.com/watch?v=fUkIpDyYkSY</p> <p>A video looking at why trenches were dug in the First World War: www.youtube.com/watch?v=XqIhpYlhZKQ</p> <p>Overview of battles of the First World War: www.greatwar.co.uk/battles/</p> <p>Links to information and sources on First World War battles: www.firstworldwar.com/battles/</p> <p>Short clip on the causes of trench warfare: www.youtube.com/watch?v=zKUNh7MVQQ0</p> <p>Past papers: Nov 2021 Paper 13 Q9 Nov 2020 Paper 11 Q9 Jun 2020 Paper 11 Q9 Mar 2020 Paper 12 Q9</p>
<p>What was living and fighting in the trenches like?</p>	<p>Learners should draw and label a cross-section of a typical First World War trench. (I)</p> <p>Learners have a picture of a soldier from WWI and write around it all the conditions and experiences that the soldier would have had to put up with in the trenches during WWI. They can do this with a German and a British soldier to compare the trenches on both sides to add depth. (I)</p>

Focus points	Suggested teaching activities
	<p>Learners should research what daily life was like living and fighting in the trenches. They then produce a set of diary entries as if they were soldiers in the front line on the Western Front at the end of 1914/early 1915. Consider the sounds, smells, conditions, impact of weather and psychological problems caused by weeks in the trench conditions. (I)</p> <p>Extension activity: some learners could research the differences between British and German trenches to extend their understanding. (I)</p> <p>Learners should write a short 100-word description of life in the trenches including at least 5 key terms in their accounts. (F)</p> <p>Excellent resources for trench warfare including worksheets on trench system (membership required): www.schoolhistory.co.uk/gcse/links/wars/firstwwlinks/trenches_worksheets.shtml</p> <p>A good summary of trench design including a cross-section of a typical trench: www.historyonthenet.com/ww1-trenches-what-is-a-trench</p> <p>An overview of life in the trenches including photographs: www.history.com/news/life-in-the-trenches-of-world-war-i#:~:text=Trenches%20were%20common%20throughout%20the%20Western%20Front.&text=Long%2C%20narrow%20trenches%20dug%20into,artillery%20attack%20from%20the%20air.</p> <p>Photographs of the trench system: www.theworldwar.org/learn/about-wwi/trench-warfare</p> <p>A short video on the trench system: www.youtube.com/watch?v=CqykKEhfEok</p> <p>Link to outline drawings of WWI soldiers: www.edupics.com/coloring-page-soldierwwi-i4262.html</p> <p>Some primary sources on WWI trenches: www.historylearningsite.co.uk/memories_from_the_trenches.htm</p> <p>Good overview of trench warfare including illustrated diagram: http://spartacus-educational.com/FWWtrenchsystem.htm</p>
How important were new methods of warfare?	<p>A good starter activity is to ask learners to list down as many weapons they think were used in the First World War as possible. Then show them a list and get learners to tick off the correct answers they listed. (I)</p> <p>Learners need to work in pairs. Around the classroom, the teacher needs to pin up information regarding each of the new weapons used in the First World War. Each pair then completes a table which names the weapon, draws a sketch or diagram of the weapon, describes how it worked and explains its impact in the war and the nature of fighting in the trenches. You will need to examine the following weapons: rifles and bayonets; machine-guns; new artillery; gas weapons; the tank; grenades; aircraft; barbed-wire. This can then lead to a class debate on which was the deadliest weapon of the First World War. (I)</p> <p>Extension activity: High ability learners can write a conclusion about the deadliest weapon of the war by comparing the impact of the different weapons researched in the last activity. A Paper 1 question on the impact of the weapons could be completed as well. (F)</p>

Focus points	Suggested teaching activities
	<p>Learners, in small groups, each choose one weapon to create a 'top trump' card that rates the firepower, damage, mobility and cost of each of the weapons. Learners will need to research the weapons using ICT and find relevant examples to add on to the card for illustration. (I)</p> <p>Good website that has detailed information on WWI weapons: www.firstworldwar.com/weaponry/</p> <p>A good overview of the new weapons: https://alphahistory.com/worldwar1/weapons/ & www.historynet.com/weapons-of-world-war-i/</p> <p>A site specifically focused on infantry weapons: www.thehistorypress.co.uk/articles/weaponry-in-world-war-i/</p> <p>Documentary on weapons of the First World War: www.youtube.com/watch?v=S0t4afIEw0M</p> <p>A site that examines the impact of the weapons on the fighting: www.ancienthistorylists.com/world-war-1/top-10-deadliest-weapons-of-world-war-1/</p> <p>Past and specimen papers: 2024 Specimen Paper 4 Q1(b) Jun 2021 Paper 11 Q9 Nov 2020 Paper 12 Q9 Nov 2020 Paper 13 Q9 Jun 2019 Paper 11 Q9</p>
<p>What was the significance of the Battles of Verdun and the Somme?</p>	<p>Learners create fact files for presentation on the Battles of Verdun and the Somme to feedback to class. Focus is on significance and impact. This activity can be done in groups. (I)</p> <p>Extension activity: Learners research the importance of the British General Sir Douglas Haig and assess his responsibility for the huge loss of life at the Battle of the Somme. (I)</p> <p>Decent biography of General Haig: www.historylearningsite.co.uk/general_douglas_haig.htm</p> <p>Information and media on the Battles of Verdun and the Somme: www.historylearningsite.co.uk/world-war-one/battles-of-world-war-one/the-battle-of-verdun/ & https://www.historylearningsite.co.uk/world-war-one/battles-of-world-war-one/the-battle-of-the-somme/</p> <p>Information and sources on the Somme: www.historylearningsite.co.uk/somme.htm</p> <p>Focused drama/documentary on the Battle of the Somme: www.youtube.com/watch?v=9BIbdNq1UCE</p> <p>Past papers: Nov 2021 Paper 11 Q9 Nov 2021 Paper 12 Q9 Jun 2021 Paper 13 Q9 Jun 2020 Paper 12 Q9</p>

Focus points	Suggested teaching activities
	Mar 2020 Paper 12 Q10 Nov 2019 Paper 13 Q9
	Learners revise the work completed at the end of this section and complete a Cambridge O Level History question paper on this topic. (F)

2 To what extent was it a world war?

Focus points	Suggested teaching activities
How important was the role of troops from the British Empire on the Western Front?	<p>Start with a map of the British Empire in 1914. Learners research and find out the total number of troops each country in the British Empire sent to fight in the First World War and where they fought. (I)</p> <p>Divide the class into two large groups or four smaller ones. Half of the class will focus on the role of Canadian troops on the Western Front and half of the class will focus on the role of Indian troops on the Western Front. Each group needs to create a large diagram using the following criteria: the battles they took part in; casualties; photographs; how they were treated by the other Allied troops and their experiences in the trenches; how important their role was on the Western Front. Each learner then uses the diagrams to complete a table summarising and comparing the role of Canadian and Indian troops on the Western Front using the headings above. (I)</p> <p>Extension activity: Higher ability learners can write a short speech arguing the case for either the Canadian or Indian troops being more important on the Western Front.</p> <p>Interactive map of the British Empire circa 1914: www.dkfindout.com/uk/history/victorian-britain/british-empire/</p> <p>A good starting point to research the number of troops sent from the British Empire to fight in the First World War: www.iwm.org.uk/history/the-role-of-empire-and-commonwealth-troops-during-the-battle-of-the-somme</p> <p>Good overview of British Empire troops: www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/z749xyc</p> <p>Overview of British Empire troops, not just Canadian and Indian: www.nam.ac.uk/explore/commonwealth-and-first-world-war</p> <p>Canadian War Museum covering many aspects: www.warmuseum.ca/firstworldwar/</p> <p>Canadian veterans site covering all aspects of troop involvement: www.veterans.gc.ca/eng/remembrance/battles-and-stages/battle-of-vimy-ridge/road-to-vimy</p> <p>Essay on the contribution of Indian troops: https://www.bbc.co.uk/news/magazine-33317368</p> <p>30 min Indian news video looking at the contribution of Indian troops in both France and East Africa: www.youtube.com/watch?v=dMbs8KkVmpI</p>

Focus points	Suggested teaching activities
<p>What was the contribution of Indian and South African troops in Africa? SDG 16</p>	<p>Specimen paper: 2024 Specimen Paper 1 Q9</p> <p>Learners should use a blank map of Africa circa 1914 to list the main colonies held by European powers on the eve of war. Extension activity: Learners could pin-point and explain where they think the main areas of conflict might be between the Entente and Alliance powers. (I)</p> <p>In pairs, divide up the responsibility for researching and presenting on either the German East Africa campaign or South West Africa campaign. Each learner should create a 5-minute presentation for the other learner in their pair. Ensure the presentation covers the role of British Empire troops, a short timeline of the campaign, the impact of the war on the troops and the outcome of the campaign. Learners then complete a table to compare and contrast the two campaigns and add more details. (I)</p> <p>Learners draw the outline of a) an Indian soldier and b) a South African soldier. Draw speech bubbles around each soldier giving information about their experiences fighting in Africa. (I)</p> <p>A good map of Africa in 1914: https://mapsontheweb.zoom-maps.com/post/82688393247/africa-at-the-dawn-of-world-war-1-1914</p> <p>A blank map of Africa: www.freeworldmaps.net/printable/africa/</p> <p>A decent introductory video on the First World War in Africa: www.youtube.com/watch?v=2xrbCl0p0T8</p> <p>An overview of the military contributions of South African troops: https://encyclopedia.1914-1918-online.net/article/south_africa_and_the_german_east_africa_campaign_union_of_south_africa & https://encyclopedia.1914-1918-online.net/article/south_african_invasion_of_german_south_west_africa_union_of_south_africa</p> <p>Overview of the contribution of Indian troops on the African front: https://idsa.in/africatrends/indian-army-east-african-campaign-world-war-i_pkgautam_1215 & https://www.westernfrontassociation.com/world-war-i-articles/the-battle-of-the-bees/</p> <p>Articles relating to experiences of fighting in Africa: www.bl.uk/world-war-one/articles/the-first-world-war-in-east-africa</p> <p>Magazine article on East African campaign: www.bbc.co.uk/news/magazine-33329661</p> <p>Short video on the East African campaign: www.youtube.com/watch?v=jA-sG1qwl8M</p> <p>Short video on South West African campaign: www.youtube.com/watch?v=Blz0UAEoZCk</p> <p>Useful overview of impact of war in Africa: www.youtube.com/watch?v=bZIJCRR10ME</p>
<p>What was the contribution of Japan to the Allied victory? SDG 16</p>	<p>Learners produce a mind-map of titled 'Japanese contribution to the Allied victory'. Learners then research and complete the mind-map with a focus on Japanese naval assistance in securing the sea lanes (including the naval escort mission in the Mediterranean) in the Pacific and Indian oceans and the Siege of Tsingtao. (I)</p>

Focus points	Suggested teaching activities
	<p>A summary of Japanese contributions to the war: https://ksww1.ku.edu/japan-in-world-war-1/</p> <p>An overview of Japanese naval missions including in the Mediterranean Sea: https://encyclopedia.1914-1918-online.net/article/navy_squadron_in_the_mediterranean_japan</p> <p>Short introduction to Japanese entry into the First World War: www.youtube.com/watch?v=P2v5ZtjNSVg</p> <p>More detailed video of Japanese campaigns in the Asia Pacific theatre of war: www.youtube.com/watch?v=5fu3Q1BybZk</p> <p>BBC documentary on the Siege of Tsingtao: www.youtube.com/watch?v=teLj4-NEd74</p> <p>Specimen paper: 2024 Specimen Paper 4 Q2</p>
How important was the Arab Revolt?	<p>Create fact files on some of the key individuals involved in the Arab Revolt: Sharif Hussein, T E Lawrence (also known as Lawrence of Arabia) and General Edmund Allenby. Note down their key roles in the events surrounding the Arab revolt. (I)</p> <p>Draw a timeline to note down the key events between 1916-18.</p> <p>Extension activity: Decide how far each event was important to an Allied victory in the region. (I)</p> <p>Learners need to imagine they are a reporter in the region during the Arab Revolt. Write down a number of diary entries or an article describing the events and explain how far they were important to the Allied victory in the First World War. (I)</p> <p>A good overview of the events surrounding the Arab Revolt: https://awayfromthewesternfront.org/campaigns/egypt-palestine-syria-arabia/arab-revolt/</p> <p>A closer look at the exploits of T E Lawrence: www.smithsonianmag.com/history/true-story-lawrence-arabia-180951857/ & https://www.theguardian.com/world/2008/nov/12/lawrence-of-arabia-arab-revolt</p> <p>Covers some of the main events and consequences of the Arab Revolt: www.kinghussein.gov.jo/his_arabrevolt.html</p> <p>Three-page article on the causes, events and consequences of the Arab Revolt: https://nzhistory.govt.nz/war/ottoman-empire/rise-of-arab-nationalism</p> <p>School resources with information on the key players, battle strategies etc.: www.pbs.org/lawrenceofarabia/revolt/index.html</p> <p>Short video on the causes and events of the Arab Revolt: www.youtube.com/watch?v=jJCq5p8HCZo</p> <p>A more detailed video on T E Lawrence: www.youtube.com/watch?v=iqvcjL6ObH0</p> <p>A lecture given to the National WW1 Museum covering the whole topic. Arab Revolt from about 26 minutes in: www.youtube.com/watch?v=pSjhigKBe3Y</p> <p>Learners revise the work completed at the end of this section and complete a Cambridge O Level History question paper on this topic. (F)</p>

3 How important were other fronts?

Focus points	Suggested teaching activities
Who won the war at sea?	<p>Learners create a living timeline of the events of the War at Sea and highlight which side was victorious and why. (I) A good overview can be found in J.Cantrell <i>20th Century history</i> pages 168–173.</p> <p>Learners decide on who won the Battle of Jutland. In pairs, one learner writes a short article explaining why it was a British victory and the other why it was a German victory. Read out the articles and vote on a winner. Then draw a table with evidence from both sides. (I)</p> <p>Create a whole class diagram on the different tactics used by the Allies and Germany during the war at sea: blockades, submarine warfare; Q-ships; convoy systems; mines; rationing on the British Home Front.</p> <p>Extension activity: Learners now have to link together the different tactics explaining the causes of each one. (I)</p> <p>Who won the war at sea? How far did it contribute to Allied victory? Learners answer these two questions for a formal assessment. (F)</p> <p>Links to galleries, maps and information on the War at Sea: www.bbc.co.uk/history/worldwars/wwone/war_sea_gallery.shtml</p> <p>Detailed information on the War at Sea: http://spartacus-educational.com/FWWsea.htm</p> <p>Links to major sea battles during WWI: www.firstworldwar.com/battles/sea.htm</p> <p>Two documentaries about the War at Sea: www.youtube.com/watch?v=2933BcyJ6I and www.youtube.com/watch?v=k6Wpfv4aiDA&list=PLNCsjO9ICs9PdQxQrAu74blstcBGkRYF</p> <p>Past papers: Jun 2021 Paper 11 Q10 Mar 2021 Paper 12 Q9 Nov 2020 Paper 12 Q10 Jun 2020 Paper 12 Q10</p>
Why did the Gallipoli campaign of 1915 fail?	<p>Learners use sources and information about the Gallipoli campaign and create a storyboard of the events leading to failure in 1915. (I)</p> <p>Extension activity: Learners prioritise the main reasons for failure in the Gallipoli campaign and produce short speeches justifying their choices. (I)</p> <p>Information and links on the Gallipoli Campaign: www.historylearningsite.co.uk/gallipoli.htm</p> <p>In-depth overview of Gallipoli Campaign: www.firstworldwar.com/battles/overview_gf.htm</p> <p>Four-part documentary on Gallipoli Campaign: www.youtube.com/watch?v=B3E_OcZXRvK</p> <p>Past papers:</p>

Focus points	Suggested teaching activities
	Jun 2021 Paper 13 Q10 Nov 2020 Paper 13 Q10 Mar 2019 Paper 12 Q9
How important was the Eastern Front?	<p>Learners create a table with two headings: Russian successes on the Eastern Front and Russian failures in the Eastern Front. Research the victories and losses for the Russian army to complete the table ready for feedback. (I)</p> <p>Learners create a mind map of the different reasons why Russia left the war including: shortages at home, the November Revolution 1917 and the role of Lenin and the Bolsheviks, mutiny in the army and the role of the Tsar, Tsarina and Rasputin. (I)</p> <p>Interactive timeline, blog and information on the Eastern Front: www.khanacademy.org/humanities/history/euro-hist/world-war-i-fighting/v/world-war-i-eastern-front</p> <p>Links to information on battles on the Eastern Front: www.firstworldwar.com/battles/ef.htm</p> <p>Colour documentary of the Eastern Front: www.youtube.com/watch?v=RuCDfApqrAg</p> <p>Decent documentary about the Russian Revolution 1917 and withdrawal from WWI: www.youtube.com/watch?v=GQUAW_CdBds</p> <p>Detailed overview of Russia and withdrawal from WWI: www.historylearningsite.co.uk/russia_and_world_war_one.htm</p> <p>Past papers: Nov 2021 Paper 11 Q10 Nov 2021 Paper 12 Q10 Jun 2019 Paper 11 Q10</p>
What was the impact of war on civilian populations?	<p>Learners use source material in groups to create a mind map of the effects of WWI on the Home Front. Excellent source material and activities, including a timeline, can be found in Walsh, B. <i>OCR GCSE Modern World History</i> pages 418–429. (I)</p> <p>Learners then compare sources about the impact of war on other home fronts to create collages comparing the different effects and explaining similarities and differences. (I)</p> <p>Learners examine sources relating to the effect of war on civilians and explain how useful each source is and how similar the effects were. (F)</p> <p>A variety of worksheets on the Home Front including propaganda (membership required): www.schoolhistory.co.uk/gcselinks/wars/firstwwlinks/conscription_worksheets.shtml</p> <p>Good information and links on the British Home Front: www.bbc.co.uk/history/british/britain_wwone/</p> <p>Brief overview of the effects of war on civilians: www.bbc.co.uk/history/trail/wars_conflict/home_front/the_home_front_01.shtml</p>

Focus points	Suggested teaching activities
	<p>Past and specimen papers: 2024 Specimen Paper 1, Q10 Nov 2019 Paper 11 Q9 Nov 2019 Paper 13 Q10</p>
	Learners revise the work completed at the end of this section and complete a question paper on this topic. (F)

4 Why did Germany ask for an armistice in 1918?

Focus points	Suggested teaching activities
What was the importance of America's entry into the war?	<p>Learners research the story of the Lusitania and its impact on the USA. Learners then create posters to inform US citizens and the world about the event and why they will enter the war. (I)</p> <p>Learners create a timeline of 1917–1918 and examine the successes and failures of the USA. (I)</p> <p>Learners create statement cards for the impact of US involvement from the timeline above and then decide as a whole class which impact was most important – this might be economic, political or economic in origin. (I)</p> <p>Information on US entry into the First World War: www.historylearningsite.co.uk/america_and_world_war_one.htm</p> <p>Documentary on US entry into the First World War: www.youtube.com/watch?v=DHn1Egt6Xdg</p> <p>Past papers: Jun 2020 Paper 11 Q10 Jun 2019 Paper 12 Q10</p>
Why was the German offensive of 1918 unsuccessful?	<p>Learners use a blank map of Western Europe to show the planned Spring Offensive and the different battles that took place. (I)</p> <p>Learners discuss the social, political, military and economic reasons the German offensive might fail. Learners then research the different reasons and stick up their findings on a whole class diagram.</p> <p>Learners write an extended answer about what the most important cause of German failure was considering military limitations, economic problems, unrest at home, US involvement and political issues. (F)</p> <p>Good overview of the 1918 Spring Offensive: www.historylearningsite.co.uk/german_spring_offensive_of_1918.htm</p> <p>Story, including sources, about the German offensive: www.firstworldwar.com/diaries/openingofgermanoffensive.htm</p> <p>Video on the Spring Offensive: https://www.youtube.com/watch?v=HH0m527jKE4</p> <p>Past paper: Jun 2021 Paper 12 Q10</p>

Focus points	Suggested teaching activities
<p>Why did revolution break out in Germany in October 1918?</p>	<p>Learners consider the different causes of revolution as a class for debate.</p> <p>Learners are given sources on conditions in Germany in 1918. Learners then create a short role-play or mime to highlight the conditions in Germany and why this would have contributed to the Armistice.</p> <p>Links to information on the Kiel Mutiny, German revolution and the abdication of the Kaiser: www.firstworldwar.com/atoz/kielmutiny.htm</p> <p>A WWI documentary that focuses on the causes and consequences of the German revolution, 1918–1919: www.youtube.com/watch?v=uJhjuT61oW0</p> <p>Past paper: Nov 2020 Paper 11 Q10</p>
<p>Why was the Armistice signed?</p>	<p>Learners, in groups, take part in an activity called ‘Turning Points’. They need to create hand-outs or PowerPoint presentations to argue their case by examining 1916, 1917 and 1918. Learners then vote on which year was the most significant turning point during WWI.</p> <p>Learners can write paragraphs explaining their opinions on the above task which can be formally assessed by the teacher. (F)</p> <p>Learners are given sources on conditions in Germany in 1918. Learners then create a short role-play or mime to highlight the conditions in Germany and why this would have contributed to the Armistice.</p> <p>Learners use a mnemonic of the word ‘ARMISTICE’ down the side of a page to write sentences about the terms and impact of the Armistice on Germany. (I)</p> <p>Extension activity: Learners prioritise the terms of the Armistice in terms of their fairness and justify their choices to the rest of the class, leading to a class debate. (I)</p> <p>Good links and information on the Armistice, 1918: www.firstworldwar.com/features/armistice.htm</p> <p>Excellent review of the terms of the Armistice, 1918: www.firstworldwar.com/source/armisticeterms.htm</p> <p>Detailed documentary on the Armistice, 1918: www.youtube.com/watch?v=R9wgafi8lqU</p> <p>Past papers: Nov 2021 Paper 13 Q10 Mar 2021 Paper 12 Q10 Jun 2020 Paper 13 Q10 Mar 2019 Paper 12 Q10</p>
<p>Past and specimen papers</p>	
<p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)</p>	

Depth Study B: Germany, 1918–45

1 Was the Weimar Republic doomed from the start?

Focus points	Suggested teaching activities
<p>How did Germany emerge from defeat at the end of the First World War?</p>	<p>Learners discuss 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>Overview of Germany at the end of WW1: www.bbc.co.uk/history/worldwars/wwone/war_end_01.shtml</p> <p>Overview of the impact of WW1 on Germany: www.bbc.com/bitesize/guides/z39jgdm/revision/2</p> <p>Activities and worksheets (membership required): www.activehistory.co.uk/Miscellaneous/menus/GCSE/Weimar_Germany.htm</p> <p>Specimen and past papers: 2024 Specimen Paper 4 Q3(a) Nov 2019 Paper 11 Q11</p>
<p>What was the impact of the Treaty of Versailles on the Republic?</p> <p>SDG 1, 2, 3, 8, 9</p>	<p>Learners create a whole class diagram of the different terms of the Treaty of Versailles. The diagram should show the terms categorised into economic, political, territorial, military and other. High ability learners can also find sources from the period to add to the diagram showing the impact on Germany and annotate. (I)</p> <p>Learners examine the impact that the Treaty had on Germany up to and including 1923. Following a group or class discussion, learners should identify, on separate pieces of card, the attempts to overthrow the Weimar (Spartacist uprising, the Kapp Putsch and the Munich Putsch). Further discussion of each event should concentrate on the outcome. Learners can then create individual timelines of Germany 1918–25. (I)</p> <p>Learners to discuss the Ruhr crisis and hyperinflation. This can be through a collection of written and visual sources. There are many cartoons, written sources and photographic evidence relating to hyperinflation and the Ruhr. These could be put into a collection for the learners to interrogate. Learners could write a caption for each visual source in groups and then try and draw their own political cartoons.</p> <p>https://schoolshistory.org.uk/topics/european-history/weimar-nazi-germany/kapp-putsch/</p> <p>http://mrsmaciver10history.wordpress.com</p> <p>Past and specimen papers: 2024 Specimen Paper 4 Q3(b) Jun 2021 Paper 11 Q11</p>

Focus points	Suggested teaching activities
<p>To what extent did the Republic recover after 1923? SDG 8, 9</p>	<p>Learners produce a table which down the left-hand column identifies the successes of Stresemann between 1923 and 1929 with economic measures and international relations. The right-hand column details how these achievements helped Germany. (I)</p> <p>Past papers: Nov 2021 Paper 12 Q11 Mar 2021 Paper 12 Q11 Nov 2020 Paper 13 Q11 Jun 2020 Paper 12 Q11 Jun 2020 Paper 13 Q11 Mar 2019 Paper 12 Q11</p>
<p>What were the achievements of the Weimar period? SDG 10</p>	<p>Learners examine sources on examples of German culture in the mid to late 1920s and create a labelled diagram or drawing to show a typical scene in Germany during the Golden Age. (I)</p> <p>Learners consider as a class the issue 'How successful was the Weimar period for Germany?' A scatter graph of the different ideas can be added with learners then using this to make their own individual diagrams. (I)</p> <p>Extension activity: Learners write a balanced answer considering the successes and failures of the Weimar Republic up to 1929. These are read to the class while learners take notes or fill in a table. (I)</p> <p>Good slideshow and sources on art and culture in Weimar: www.youtube.com/watch?v=9hQ-Eu93Zss and www.youtube.com/watch?v=vW53_bUhgOI</p> <p>Past papers: Nov 2021 Paper 13 Q11 Jun 2019 Paper 11 Q11</p>
	<p>Learners revise the work completed at the end of this section and complete a Cambridge O Level History question paper on this topic. (F)</p>

2 Why was Hitler able to dominate Germany by 1934?

Focus points	Suggested teaching activities
<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. (I)</p>

Focus points	Suggested teaching activities
	<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. (I)</p> <p>Learners produce a spider diagram showing the beliefs expressed by Hitler in <i>Mein Kampf</i>. This can be fed back to the teacher on a whole class diagram. (I)</p> <p>Extension activity: Learners place the different policies of the Nazi 25 Point Programme on a political spectrum scale. Are there any surprises? This can be returned to at the end of the Key Question and Depth Study for further evaluations. (I)</p>
<p>Why did the Nazis have little success before 1930?</p>	<p>Following a discussing 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 partly based on previous activities as well as other factors. (I)</p> <p>Nazi Party 25 Point Programme: www.johndclare.net/Weimar_25_point_programme.htm</p> <p>Overview of Hitler's ideology in <i>Mein Kampf</i>: www.historyplace.com/worldwar2/riseofhitler/kampf.htm</p> <p>Munich Putsch overview: www.historylearningsite.co.uk/beer_hall_putsch_of_1923.htm</p> <p>Overview of the Nazis in the 1920s with sources and links: www.johndclare.net/Weimar6.htm</p> <p>Past papers: Jun 2021 Paper 12 Q11 Jun 2020 Paper 11 Q11</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. Ideas can be fed back to the teacher for further study.</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. (I)</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. (I)</p> <p>Learners write an extended answer that compares the different reasons for gaining the Chancellorship in Germany in 1933. Reasons should include the Depression, Nazi propaganda, political events involving Hindenburg, von Schleicher and von Papen, the fear of communism, etc. (F)</p> <p>Overview, sources and links on Hitler's rise to power: www.johndclare.net/Weimar7.htm</p> <p>Election results in Germany 1924–1933: www.marxists.org</p> <p>Past papers: Nov 2020 Paper 11 Q11 Nov 2020 Paper 12 Q11</p>

Focus points	Suggested teaching activities
	Nov 2019 Paper 13 Q11 Jun 2019 Paper 12 Q11
How did Hitler consolidate his power in 1933–34?	<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. (I)</p> <p>Using historical sources as evidence, learners, in groups, piece together the evidence relating to the Reichstag fire in the form of a forensic report. The strength of evidence against van der Lubbe should then be considered. A trial could be held putting van der Lubbe on trial.</p> <p>Learners write the mnemonic 'ENABLING ACT' down the side of the page and write sentences about why it was so important to Hitler. (I)</p> <p>Learners create a detailed and illustrated storyboard of the Night of the Long Knives. (I)</p> <p>Extension activity: Learners consider the impact of the Night of the Long Knives on Hitler's power. Handouts can be created for the rest of the class. (I)</p> <p>Learners revise the work completed at the end of this section and complete a Cambridge O Level History question paper on this topic. (F)</p> <p>Overview, sources and links on Hitler's consolidation of power: www.johndclare.net/Nazi_Germany1.htm</p> <p>Life in Nazi Germany worksheet booklet: www.historyonthenet.com/nazi-germany-the-reichstag-fire</p> <p>Sources and activities related to the Night of the Long Knives: www.mrbuddhistory.com/uploads/1/4/9/6/14967012/night_of_the_long_knives.pdf</p> <p>Past and specimen papers: 2024 Specimen Paper 4 Q4 Nov 2021 Paper 11 Q11 Jun 2021 Paper 13 Q11 Mar 2020 Paper 12 Q11</p>
	Learners revise the work completed at the end of this section and complete a Cambridge O Level History question paper on this topic. (F)

3 The Nazi regime

(a) How effectively did the Nazis control Germany, 1939–45?

Focus points	Suggested teaching activities
<p>How much opposition was there to the Nazi regime?</p>	<p>Learners discuss the extent of opposition to the Nazi regime. Opposition from the Church, the SPD and KPD, the upper classes, some youth groups and the growing opposition during the war are the main areas that need to be examined.</p> <p>Learners use the discuss above to create mind maps of the opposition in Nazi Germany. (I)</p> <p>Overview of opposition in Nazi Germany: www.bbc.co.uk/bitesize/guides/zsvhk7h/revision/4</p> <p>Past papers: Jun 2021 Paper 12 Q12 Jun 2019 Paper 12 Q12</p>
<p>How effectively did the Nazis deal with their political opponents?</p>	<p>Learners, in groups, create 5-minute presentations to the class on the use of the SS and police, the Gestapo, concentration camps, Nazi judges, etc. to deal with opposition.</p> <p>Overview and links: www.johndclare.net/Nazi_Germany2.htm</p> <p>Past papers: Nov 2021 Paper 13 Q12 Nov 2020 Paper 13 Q12</p>
<p>How did the Nazis use culture and the mass media to control the people?</p>	<p>Learners discuss ideas on how culture and mass media can be used to control people in society. Learners could bring in examples of propaganda to illustrate this and create a whole class collage.</p> <p>Extension activity: Learners use sources and research to examine how the Nazis kept control with specific reference to examples such as the use of propaganda, Goebbels, book burning, rallies, the media and the 1936 Olympic Games. The effectiveness should be evaluated. (I)</p> <p>Using examples of Nazi propaganda, learners consider the message and purpose of each example and answer exam style questions. (F)</p> <p>Information on Nazi control: www.johndclare.net/Nazi_Germany3.htm</p> <p>Nazi Propaganda video clip: www.youtube.com/watch?v=Af44Slin7Iq</p> <p>Past and specimen papers: 2024 Specimen Paper 1 Q11 Mar 2019 Paper 12 Q12</p>
<p>Why did the Nazis persecute many groups in German society? SDG 10, 16</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</p>

Focus points	Suggested teaching activities
	<p>used (Kristallnacht, the Final Solution, concentration and extermination camps, and medical methods). Learners then split into groups to create handouts and a presentation on one of the groups to the rest of the class.</p> <p>Learners research Nazi racial and anti-Semitic beliefs and create a diagram to show these. (I)</p> <p>Learners create a storyboard or living timeline to show the treatment of Jews and others considered undesirable in Nazi Germany. This board or timeline should demonstrate the rising violence towards the Jews from 1933–45. (I)</p> <p>Timeline of Nazi genocide: www.bbc.co.uk/history/worldwars/genocide/launch_tl_persecution_genocide.shtml</p> <p>Video timeline of Nazi persecution of minorities: www.youtube.com/watch?v=YpdJhA5aJkA</p> <p>Overview and sources on Nazi anti-Semitism: http://spartacus-educational.com/GERantisemitism.htm</p> <p>Kristallnacht: www.socialstudiesforkids.com</p> <p>Past papers: Nov 2021 Paper 12 Q12 Nov 2020 Paper 11 Q12</p>
Was Nazi Germany a totalitarian state?	<p>Learners debate the meaning of 'totalitarian state' and then examine the extent to which Germany had become a totalitarian state under the rule of Hitler and the Nazi party. This could be done under two whole class titles on the wall or Smart Board labelled 'Totalitarian' and 'Not Totalitarian'.</p> <p>www.bbc.co.uk/bitesize/guides/zgtyvcw/revision/1</p> <p>www.thefreedictionary.com/totalitarian+state</p> <p>Past papers: Nov 2021 Paper 11 Q12 Jun 2020 Paper 11 Q12</p>
	Learners revise the work completed at the end of this section and complete a Cambridge O Level History question paper on this topic. (F)

(b) What was it like to live in Nazi Germany?

Focus points	Suggested teaching activities
<p>How did young people react to the Nazi regime?</p> <p>SDG 4, 5, 10</p>	Learners investigate the role of the Hitler Youth and League of German Maidens. They then produce a pamphlet to advertise to German children living in Nazi Germany why they should join. (I)

Focus points	Suggested teaching activities
	<p>Learners also investigate the role of other youth groups in Germany and their relative success compared to the Nazi youth organisations. (I)</p> <p>Learners research examples of young people not supporting the Nazis. Were the Nazis successful in dealing with these groups? A report from the point of view of a Nazi newspaper or an opposition newspaper could be written in groups.</p> <p><i>Hitler's children</i> five-part video: www.youtube.com/watch?v=JB45gymNQEO</p> <p>Overview and links on Nazi Youth movements: www.historylearningsite.co.uk/hitler_youth.htm</p> <p>Past papers: Jun 2021 Paper 11 Q12 Mar 2020 Paper 12 Q12 Jun 2019 Paper 11 Q12</p>
How successful were Nazi policies towards women and the family?	<p>Learners examine the role women played in Nazi society and in family life, especially including the ways in which they were encouraged to have children. Learners create a spider diagram. (I)</p> <p>Learners examine the role of education in Nazi Germany and the differences between their personal experiences and that of a young person living in Germany during the 1930s. A study of a timetable from the time would be a useful stimulus. (I)</p> <p>Extension activity: Learners compare their school timetable with that of a German learner in the 1930s and then compare the experiences of each and explain the impact of Nazi indoctrination. (I)</p> <p>Learners discuss how the Nazis viewed the importance of the family. Learners then, in groups, produce a piece of Nazi propaganda promoting the family and annotate their ideas. Information and links on women and family in Nazi Germany: www.historylearningsite.co.uk/Women_Nazi_Germany.htm</p> <p>Past papers: Mar 2021 Paper 12 Q12 Jun 2020 Paper 12 Q12 Jun 2020 Paper 13 Q12</p>
Did most people in Germany benefit from Nazi rule?	<p>Learners use a whole class scale to research the positive and negative social, economic and political impacts of Nazi rule. Learners then produce a speech rating the different groups out of 10. (I)</p> <p>Information on the Nazi economic miracle: www.historylearningsite.co.uk/nazi_germany_economic_miracle.htm</p> <p>Specimen paper: 2024 Specimen Paper 1 Q12</p>
How did the coming of war change life in Nazi Germany?	<p>Learners will examine the changes that war brought to Germany, including a change to a wartime economy, the bombing of German cities and the effects of fighting a war on two fronts. Sources can be used to investigate this and write a report that can be teacher-assessed. (F)</p>

Focus points	Suggested teaching activities
	<p>Teacher presentation that examines the impact war had on German people and the effectiveness of changes to Nazi policy in responding to these. Learners, in groups, create mind maps of their evidence and compare each other's findings.</p> <p>Past papers: Nov 2020 Paper 12 Q12 Nov 2019 Paper 11 Q12 Nov 2019 Paper 13 Q12</p>
	<p>Learners revise the work completed at the end of this section and complete a Cambridge O Level question paper on this topic. (F)</p>
<p>Past and specimen papers</p>	
<p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)</p>	

Depth Study C: Russia 1905–41

1: Why did the Tsarist regime collapse in 1917?

Focus points	Suggested teaching activities
<p>How well did the Tsarist regime deal with the difficulties of ruling Russia up to 1914?</p> <p>SDG 1, 8, 9, 16</p>	<p>Learners use facts, figures and maps of Russia in 1905 to create a whole class spider diagram on why Russia was so difficult to rule. Consider geographical issues, Tsarist autocracy, backward economy, growing opposition in Russia, the Russo-Japanese War, Marxism and liberalism, multi-ethnic and multi-religious society, etc.</p> <p>Extension activity: Learners list the different roles and powers of the Tsar. Learners then identify and explain the problems these may causes for Russia. (I)</p> <p>Learners research the different oppositions that the Romanov Dynasty faced and present the findings as PowerPoints to the rest of the class. (I)</p> <p>Learners should produce a Venn diagram (www.classroomjr.com/printable-blank-venn-diagrams/) showing why there was there a war between Russia and Japan in 1904–5. Was the result of this war the main reason for the 1905 revolution? (I)</p> <p>Extension activity: Learners study the historical evidence relating to Bloody Sunday. Learners should compare different views and opinions and write diary entries from the point of view of the marchers led by Father Gapon and the Tsar. (I)</p> <p>Learners could also create a character study of the Tsar, Nicolas II. (I)</p> <p>Overview and sources available: www.johndclare.net/Russ2.htm</p> <p>http://kenbaker.wordpress.com</p> <p>Russian empire: www.ibiblio.org</p> <p>Past papers: Nov 2020 Paper 13 Q13 Mar 2020 Paper 12 Q13</p>
<p>How did the Tsar survive the 1905 Revolution?</p>	<p>Learners study the Russian cartoon entitled ‘The Russian Tsars at Home’ before considering ‘How well does this cartoon reflect the influence of Rasputin on the Tsar and Tsarina?’ The cartoon should be annotated by learners, in groups, and put into context. Source E; https://www.johndclare.net/Russ_work4.htm</p> <p>Learners consider in groups ‘The October Manifesto was worthless’ and ‘Was the appointment of Stolypin successful?’. A whole class debate is held on the two issues.</p> <p>Lecture clip with slides: https://www.youtube.com/watch?v=9Jxzolu4Vbo</p> <p>Past and specimen papers: 2024 Specimen Paper 4 Q5 Jun 2021 Paper 12 Q13</p>

Focus points	Suggested teaching activities
	Nov 2020 Paper 12 Q13 Jun 2020 Paper 11 Q13 Jun 2019 Paper 12 Q13
How far was the Tsar weakened by the First World War?	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. Learners present a series of small role-plays identifying the role of Rasputin in the fall of Tsarism in Russia. Overview: www.bbc.co.uk/bitesize/guides/ztyk87h/revision/3 Specimen paper: 2024 Specimen Paper 1 Q13
Why was the revolution of March 1917 successful?	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. (I) A comparison of the 1905 and 1917 revolutions is discussed in an attempt to identify why in 1917 the Tsar decided to abdicate. Learners produce a diagram showing the relationship between the Provisional Government and the Petrograd Soviet (Dual Power) including the dual role of Kerensky. (I) Sources on March revolution 1917: www.johndclare.net/Russ3.htm Four-part series on WWI and March revolution: www.youtube.com/watch?v=GQUAW_CdBds&feature=related Past papers: Nov 2021 Paper 11 Q13 Nov 2019 Paper 11 Q13
	Learners revise the work completed at the end of this section and complete a Cambridge O Level History question paper on this topic. (F)

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

Focus points	Suggested teaching activities
How effectively did the Provisional Government rule Russia in 1917? SDG 16	Learners examine the problems facing the Provisional Government in 1917 and present these in the form of a Venn diagram. (I) The teacher identifies with the class the reasons for the steady decline of the Provisional Government's authority.

Focus points	Suggested teaching activities
	<p>The problems from the two exercises above can be set out down the left side of a table. Learners then research and identify government action in relation to each. A final column should comment as to how effective the Provisional Government action was. This should include the conditions of workers and peasants, opposition parties, Lenin and the Bolsheviks, the First World War and its impact. (I)</p> <p>Information and sources on Provisional Government: www.johndclare.net/Russ4.htm</p> <p>Overview: https://alphahistory.com/russianrevolution/provisional-government/</p> <p>In pairs, learners examine the April Theses and summarise the main aims of Lenin and the Bolshevik Party in 1917. (I)</p> <p>Extension activity: Learners could compare these ideas with other opposition parties such as the SRs and the Kadets. (I)</p> <p>Past paper: Jun 2019 Paper 11 Q13</p>
<p>Why were the Bolsheviks able to seize power in November 1917?</p>	<p>Learners create a storyboard of the events leading up to the November 1917 seizure of power. This should include the roles of Lenin and Trotsky, Bolshevik propaganda (Peace, Bread, Land), the July Days, the Kornilov Affair, the continuation of the First World War, etc. (I)</p> <p>Extension activity: Learners compare extracts from both Soviet and Western historians as well as modern revisionist interpretations to decide how far the November seizure of power was a people's revolution. (I)</p> <p>Links and sources on November revolution 1917: www.johndclare.net/Russ5.htm</p> <p>Video documentary: www.youtube.com/watch?v=tNRqMZ0Z00s</p> <p>Past and specimen papers: 2024 Specimen Paper 4 Q6(a) Jun 2021 Paper 11 Q13</p>
<p>Why did the Bolsheviks win the Civil War?</p>	<p>Learners watch a video clip of the Civil War in Russia and write and share notes to pin up on a whole class diagram. (I)</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>Learners make a glossary of key terms and phrases such as Cheka, requisitioning, Commissar, War Communism, etc. (I)</p> <p>Extension activity: Learners complete a map of Russia to show the areas held by the Reds and Whites 1918–1921, the positions of the White armies and details about their leaders, aims and conflicts plus the roles played by other nations. (I)</p> <p>Using a collection of historical sources, learners discuss the value of propaganda to the Bolshevik success. Learners annotate the sources and present to the class.</p> <p>Civil War information and sources: www.johndclare.net/Russ7.htm</p> <p>Civil War clip: www.youtube.com/watch?v=M7hkrWM2WM8</p>

Focus points	Suggested teaching activities
	<p>Bolshevik propaganda, part 1: www.youtube.com</p> <p>Past and specimen papers: 2024 Specimen Paper 4 Q6(b) Nov 2021 Paper 12 Q13 Nov 2021 Paper 13 Q13 Mar 2021 Paper 12 Q13 Nov 2020 Paper 11 Q13 Jun 2020 Paper 13 Q13 Nov 2019 Paper 13 Q13</p>
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 Communism. A table could be constructed which identifies the features, successes and failures. (I)</p> <p>NEP sources and information: www.johndclare.net/Russ8.htm</p> <p>Specimen and past papers: 2024 Specimen Paper 4 Q6(b) Jun 2020 Paper 12 Q13 Mar 2019 Paper 12 Q13</p>
	<p>Learners revise the work completed at the end of this section and complete a Cambridge O Level History question paper on this topic. (F)</p>

3 How did Stalin gain and hold on to power?

Focus points	Suggested teaching activities
Why did Stalin, and not Trotsky, emerge as Lenin's successor?	<p>Learners take part in a Trotsky versus Stalin debate. This could be done as hot seating exercise.</p> <p>Learners produce a timeline of the Trotsky versus Stalin debate up to Stalin's ascension to power in the party. Higher ability learners may want to demonstrate the shifting political views of Stalin on this timeline. (I)</p> <p>Learners research the main ideas of Stalinism and create a whole class diagram.</p> <p>Information and sources on Stalin assuming power in the USSR: www.johndclare.net/Russ9.htm</p> <p>Stalin and Trotsky fight for power: https://spartacus-educational.com/U3Ahistory39.htm</p> <p>Past and specimen papers: 2024 Specimen Paper 1 Q14</p>

Focus points	Suggested teaching activities
	Mar 2021 Paper 12 Q14 Jun 2020 Paper 11 Q14
Why did Stalin launch the Purges? SDG 16	<p>Learners identify the reasons why Stalin thought the Purges and Great Terror were necessary and their outcome. The information gathered could be presented in a table. (I)</p> <p>Learners, in groups, could hold a mock trial to demonstrate how so many innocent people were removed during Stalin's Purge.</p> <p>Information and sources on Stalin's Terror: www.johndclare.net/Russ12.htm</p> <p>Stalin's methods and Purges detailed information: https://spartacus-educational.com/RUSpurge.htm</p> <p>Past papers: Nov 2021 Paper 12 Q14 Nov 2020 Paper 13 Q14</p>
What methods did Stalin use to control the Soviet Union?	<p>Learners create a colour coded mind map, using sources and research, to show the different methods of control used by Stalin in the Soviet state. (I)</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'. A written answer can be assessed by the teacher. (F)</p> <p>Past papers: Nov 2021 Paper 13 Q14 Jun 2020 Paper 12 Q14 Nov 2019 Paper 11 Q14</p>
How complete was Stalin's control over the Soviet Union by 1941?	<p>Extension activity: Learners in groups discuss the extent to which these methods of control were successful and which was the most successful. Five-minute speeches can be delivered to the class for a vote or ranking.</p> <p><i>Most evil men in history</i> three-part documentary: www.youtube.com/watch?v=C9t6QyEv_fU</p> <p>Past paper: Nov 2020 Paper 12 Q14</p>
	<p>Learners revise the work completed at the end of this section and complete a Cambridge O Level History question paper on this topic. (F)</p>

4 What was the impact of Stalin's economic policies?

Focus points	Suggested teaching activities
Why did Stalin introduce the Five-Year Plans?	<p>Learners discuss reasons for the Five-Year Plans and create a flow chart to explain them including competition with the USA, modern economy, ideological reasons linked to capitalism versus communism, preparation for future conflict, etc. (I)</p> <p>Learners complete a table identifying the main features of each of the three Five-Year Plans. Include facts and figures. (I)</p> <p>Five-Year Plans sources and information: www.johndclare.net/Russ11.htm</p>
Why did Stalin introduce collectivisation?	<p>Learners are given statement cards with reasons for collectivisation. Learners cluster into groups into the following categories: socialism in the countryside (ideological), modern farming methods, stop famine, feed the workers and soldiers in urban areas, and removal of the Kulaks. (I)</p> <p>Useful timeline and sources on collectivisation: www.johndclare.net/Russ10.htm</p> <p>Short clip on collectivisation: www.youtube.com/watch?v=FcumJNNX0qc</p> <p>Past papers: Nov 2020 Paper 11 Q14 Jun 2020 Paper 13 Q14</p>
<p>How successful were Stalin's economic changes?</p> <p>SDG 1, 2, 8, 9</p>	<p>Extension activity: Learners are given figures of production in industry and agriculture from 1928–41. Learners create charts or graphs to show the fluctuations and analyse their results. (I)</p> <p>Learners are given figures of Stalin's Five-Year Plans and compare them to targets set by the Soviet government to answer the question: How successful were Stalin's Five-Year Plans? (F)</p> <p>Learners, have access to images of Soviet propaganda relating to the economic plans and discuss the impact this propaganda might have had in urban and rural areas. These sources can be annotated with notes to demonstrate how accurate the evidence is.</p> <p>Soviet posters/propaganda: www.iisg.nl/exhibitions/chairman/sovintro.php</p> <p>Past papers: Jun 2021 Paper 11 Q13 Jun 2021 Paper 12 Q14 Jun 2021 Paper 13 Q14 Mar 2020 Paper 12 Q14 Nov 2019 Paper 13 Q14 Jun 2019 Paper 11 Q14 Jun 2019 Paper 12 Q14</p>

Focus points	Suggested teaching activities
<p>How were the Soviet people affected by these changes? SDG 5, 10</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. Learners could present reports covering each group.</p> <p>Information and sources on Stalin's impact on society: www.johndclare.net/Russ14.htm</p> <p>Past papers: Nov 2021 Paper 11 Q14 Mar 2019 Paper 12 Q14</p>
	<p>Learners revise the work completed at the end of this section and complete a Cambridge O Level History question paper on this topic. (F)</p>
Past and specimen papers	
<p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)</p>	

Depth Study D: The United States, 1919–41

1: How far did the US economy boom in the 1920s?

Focus points	Suggested teaching activities
<p>On what factors was the economic boom based? SDG 8, 9</p>	<p>Learners discuss reasons why economic boom happens and the factors that play a part in this.</p> <p>Extension activity: 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. (I)</p> <p>Learners should conduct a special study into the importance of mass production in the car and consumer durables industries. This can be presented in groups using ICT or handouts.</p> <p>https://schoolshistory.org.uk/topics/world-history/america-c1920-1941/economic-boom-in-the-1920s-causes/</p> <p>Extension activity: Learners prepare short reports on how aspects of the boom could be a weakness for the economy in the later years of the 1920s.</p> <p>Resources on the boom: www.bbc.co.uk/bitesize/guides/zsggdxs/revision/1</p> <p>Past papers: Jun 2021 Paper 12 Q15 Jun 2020 Paper 13 Q15 Jun 2019 Paper 11 Q15</p>
<p>Why did some industries prosper while others did not? SDG 8, 9</p>	<p>Learners construct a table listing the industries that prospered and those that failed to do so. Reasons for success and failure can be added to this table and explained. (I)</p> <p>Diagram of who did and did not benefit: https://getrevising.co.uk/diagrams/who_didnt_benefit_from_the_1920s_boom</p> <p>Past papers: Nov 2020 Paper 11 Q15 Mar 2020 Paper 12 Q15 Nov 2019 Paper 13 Q15</p>
<p>Why did agriculture not share in the prosperity? SDG 12</p>	<p>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. (I)</p>
<p>Did all Americans benefit from the boom?</p>	<p>Learners identify the groups of Americans who benefitted from the boom and those who didn't. The results could be presented in a chart. What reasons can be given as to why many failed to benefit? Groups should include the workers in old industries such as coal and textiles; black Americans; immigrants; farmers. (I)</p>

Focus points	Suggested teaching activities
SDG 10	<p>Learners write an extended answer on which groups they think benefited the most and why compared to other groups. (F)</p> <p>Which groups of Americans benefitted least from the boom?: www.bbc.com/bitesize/guides/zw9wb82/revision/4</p> <p>Past and specimen papers: 2024 Specimen Paper 1 Q15 Nov 2021 Paper 12 Q15 Jun 2021 Paper 11 Q15</p>
	<p>Learners revise the work completed at the end of this section and complete a Cambridge O Level History question paper on this topic. (F)</p>

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

Focus points	Suggested teaching activities
What were the 'Roaring 20s'? SDG 5	<p>Learners, in groups, investigate the extent to which the USA changed socially and culturally during the 1920s, in respect of women (flappers), movies, sport, music and radio. Each group to make a presentation on one of the topics to the rest of the class OR each group to use ICT to present a magazine article to explain what was happening in their selected area.</p> <p>Learners create a whole class collage showing images of the 'Roaring 20s'.</p> <p>Resources: www.history.com/topics/roaring-twenties</p> <p>The American Dream: https://schoolshistory.org.uk/topics/world-history/america-c1920-1941/roaring-twenties/</p> <p>Specimen paper: 2024 Specimen Paper 4 Q7(a)</p>
How widespread was intolerance in US society? SDG 10	<p>Learners discuss 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 findings to be presented in the form of a mind map. (I)</p> <p>Extension activity: 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. (I)</p> <p>Good sources and links: www.johndclare.net/America5.htm</p> <p>Past papers: Mar 2021 Paper 12 Q15 Nov 2020 Paper 13 Q15</p>

Focus points	Suggested teaching activities
<p>Why was Prohibition introduced, and then later repealed? SDG 3</p>	<p>Jun 2020 Paper 12 Q15</p> <p>Learners carry out a mini study using packs of source materials to consider the meaning of Prohibition and the reasons why it was introduced. They then consider the effects of such a policy with specific reference to moonshine, smuggling, organised crime and the extent to which these affected the decision to repeal Prohibition.</p> <p>Learners complete a character study on Al Capone and organised crime in Chicago as a case study for presentation or display. (I)</p> <p>Learners contribute to a whole class timeline of Prohibition which includes pictures and statistical evidence from 1919–33.</p> <p>A short video about prohibition: www.youtube.com/watch?v=uU9GMJ8a5w</p> <p>Good sources and links: www.johndclare.net/America5.htm</p> <p>Past and specimen papers: 2024 Specimen Paper 4 Q7(b) Nov 2021 Paper 11 Q15 Nov 2020 Paper 12 Q15 Jun 2020 Paper 11 Q15 Jun 2019 Paper 12 Q15</p>
<p>How far did the roles of women change during the 1920s? SDG 5</p>	<p>Learners discuss the roles of women in today’s society.</p> <p>Learners use source material to show both continuity and change and annotate and stick onto a continuity-change diagram for the whole class. (I)</p> <p>Extension activity: Learners have a five-minute hot seat to give their arguments on how far life for women improved in 1920s USA. (I)</p> <p>Good sources and links: www.johndclare.net/America5.htm</p> <p>Video on Flappers: www.youtube.com/watch?v=QeglgnarTH4</p> <p>Past papers: Nov 2021 Paper 13 Q15 Nov 2019 Paper 11 Q15 Mar 2019 Paper 12 Q15</p>
	<p>Learners revise the work completed at the end of this section and complete a Cambridge O Level History question paper on this topic. (F)</p>

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

Focus points	Suggested teaching activities
<p>How far was speculation responsible for the Wall Street Crash?</p>	<p>Learners refresh memories with regard to previously discussed weaknesses in the American economy in the boom years.</p> <p>Learners create a timeline of the Wall Street Crash, identifying periods of crisis. (I)</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. (I)</p> <p>What caused the Wall Street Crash of 1929? www.economicshelp.org</p> <p>BBC video on the Wall Street Crash: www.youtube.com/watch?v=QeqlgnarTH4</p> <p>Past and specimen papers: 2024 Specimen Paper 4 Q8(a) Nov 2021 Paper 12 Q16 Jun 2021 Paper 12 Q16 Jun 2020 Paper 11 Q16</p>
<p>What impact did the Crash have on the economy?</p> <p>SDG 8</p>	<p>Learners produce a diary of the events of October 1929 that triggered the Crash. (I)</p> <p>Learners produce a Venn diagram (www.classroomjr.com/printable-blank-venn-diagrams/) showing the political, social and economic effects of the Wall Street Crash.</p> <p>Sources and links for the Wall Street Crash: www.johndclare.net/America6.htm</p> <p>Overview of the impacts: www.historylearningsite.co.uk/America_economy_1920s.htm</p> <p>Specimen and past papers: 2024 Specimen Paper 4 81(b) Nov 2020 Paper 11 Q16 Jun 2019 Paper 12 Q16 Mar 2019 Paper 12 Q16</p>
<p>What were the social consequences of the Crash?</p> <p>SDG 1, 2, 3</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 (Hoovervilles). Learners then produce illustrated news reports on the social effects. (I)</p> <p>Extension activity: The effects of the Crash can also be studied in the way they were reflected in song, rhyme and stories and other evidence from the time. Learners could produce a poem or song to illustrate this. (I)</p> <p>Crash: www.livinghistoryfarm.org</p> <p>Past and specimen papers: 2024 Specimen Paper 4 Q8(b)</p>

Focus points	Suggested teaching activities
	Nov 2021 Paper 13 Q16 Jun 2020 Paper 13 Q16
Why did Roosevelt win the election of 1932?	Learners examine the policies of both Franklin D Roosevelt and Herbert Hoover, the presidential candidates. They should then, using ICT, prepare an election poster for both candidates comparing their ideas. (I) Learners could set up a mock election by dividing the class into Republican and Democrat. Flyers could be produced and the other classes could be invited in to vote. Franklin D Roosevelt: www.britannica.com Past papers: Mar 2021 Paper 12 Q16 Nov 2020 Paper 12 Q16 Nov 2019 Paper 13 Q16
	Learners revise the work completed at the end of this section and complete a Cambridge O Level History question paper on this topic. (F)

4 How successful was the New Deal?

Focus points	Suggested teaching activities
What was the New Deal, as introduced in 1933?	Learners discuss ideas on how governments might respond to economic depression and create a glossary of key words and terms about the New Deal and the Presidency such as 100 Days, New Deal, Alphabet Agencies, pump priming, etc. (I) Learners complete a table showing the aim and impact of each of the Alphabet Agencies in trying to address the problems of the Depression for different groups in the USA. (I) Information on the New Deal: www.history.com/topics/great-depression/new-deal
How far did the character of the New Deal change after 1933?	Learners identify the similarities and differences between the first and second New Deal in respect of government intervention, focus of the intervention, the scale of the projects and the level of popular support afforded of each New Deal. A whole class diagram can be completed to compare. Sources and links: www.johndclare.net/America8.htm Past paper: Mar 2020 Paper 12 Q16
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, the Supreme Court and the Republicans. Learners split into groups and present their cases to the whole class. Learners study sources about opposition to the New Deal and annotate these to examine their message and purpose.

Focus points	Suggested teaching activities
	<p>Learners study a pack of six or seven pieces of evidence material related to opposition to the New Deal from the Republicans and the Supreme Court, answering a series of evidence-based questions.</p> <p>Past and specimen papers: 2024 Specimen Paper 1 Q16 Nov 2021 Paper 11 Q16 Jun 2021 Paper 11 Q16 Jun 2019 Paper 11 Q16</p>
<p>Why did unemployment persist despite the New Deal?</p> <p>Did the fact that the New Deal did not solve unemployment mean that it was a failure?</p>	<p>Learners review the measures of the New Deal and consider the extent to which these were successful. A table partially constructed earlier can now be completed. (I)</p> <p>Learners use source material from the time, including facts and figures on unemployment, to hold a whole class debate on the successes and failures of the New Deal.</p> <p>Extension activity: Learners decide on their opinion on the success of the New Deal and offer ways in which the New Deal could have been improved and make short speeches to the rest of the class to make notes on. (I)</p> <p>Evaluation of New Deal: www.johndclare.net/America9.htm</p> <p>Past and specimen papers: Jun 2021 Paper 13 Q16 Jun 2020 Paper 12 Q16 Nov 2019 Paper 11 Q16</p> <p>Learners revise the work completed at the end of this section and try a Cambridge O Level History question paper. (F)</p>
<p>Past and specimen papers</p>	
<p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)</p>	

Depth Study E: The Second World War in Europe and the Asia-Pacific, 1939–c.1945

1 How did the Second World War in Europe develop?

Focus points	Suggested teaching activities
<p>To what extent had Nazi Germany gained control of Europe in 1940?</p>	<p>Learners add detailed annotations on a map of Nazi occupied Europe in 1940- this could be stuck into the middle of some A3 paper or done on laptops/tablets. They need to write short description next to each country about when and how it was occupied by the Nazis by 1940. (I)</p> <p>Learners divide themselves into two large groups. Group 1 will examine the Nazi occupation of France including the establishment of the Vichy Government. Group 2 will examine the Allied evacuation at Dunkirk as part of Operation Dynamo. Create two presentations along with detailed handouts for the rest of the class. (I)</p> <p>Learners write an account of the evacuation at Dunkirk as if they were a British or French soldier. (I)</p> <p>Learners complete a Paper 1 style question on how far the Germans had gained control of Europe by 1940. (F)</p> <p>A good map of Nazi occupied Europe in 1940: https://encyclopedia.ushmm.org/content/en/map/occupied-western-europe-1940</p> <p>A series of useful maps which show the progress of the war: https://encyclopedia.ushmm.org/content/en/gallery/world-war-ii-maps</p> <p>Article which traces the fall of Europe. Supported with photographs and maps: www.english-heritage.org.uk/visit/places/dover-castle/history-and-stories/fall-of-france/</p> <p>Article on the evacuation at Dunkirk: www.english-heritage.org.uk/visit/places/dover-castle/history-and-stories/operation-dynamo-things-you-need-to-know/</p> <p>A short video focused on Blitzkrieg and the fall of France: www.iwm.org.uk/history/the-german-lightning-war-strategy-of-the-second-world-war</p> <p>A full documentary on the fall of France: www.youtube.com/watch?v=VxxJCvD50Uk</p> <p>Dunkirk: The Great Escape (full documentary): www.youtube.com/watch?v=igT2rs3za6E</p> <p>The escape from Dunkirk as told by those who were there (full documentary): www.youtube.com/watch?v=RrY-I0iyPhU</p> <p>Interviews with eight survivors of Dunkirk: www.bbc.co.uk/history/worldwars/wwtwo/dunkirk_audio.shtml</p> <p>Specimen paper: 2024 Specimen Paper 4 Q9(a)</p>
<p>Why was Germany unable to conquer Britain?</p>	<p>Learners create fact files on Herman Goering and Air Marshal Dowding. (I)</p> <p>Learners write newspaper articles- one from the German perspective of Operation Sealion and the Battle of Britain and the other from the British perspective. Articles are read out to the class to make notes on. (I)</p>

Focus points	Suggested teaching activities
	<p>Learners create a flow diagram or comic book strip showing the major events of Operation Sealion and the Battle of Britain which include information on the following: Operation Sealion- the plan; British defences and Bomber Command; Radar; Luftwaffe preparations; the phases of the battle (targeting naval convoys, bombing airfields and radar stations, 'Eagle Day', bombing of London and the beginning of the Blitz).</p> <p>Extension activity: Learners highlight and explain the key turning points in the Battle of Britain and why the Nazis failed to conquer Britain. (I)</p> <p>Learners consider the consequences of the Battle of Britain and consider whether it was a turning point in the war. This can be completed as an extended answer. (F)</p> <p>An excellent overview of Operation Sealion and the Battle of Britain: www.rafmuseum.org.uk/research/online-exhibitions/history-of-the-battle-of-britain/the-battle-of-britain-phase-five/</p> <p>A summary of Operation Sealion: www.historylearningsite.co.uk/world-war-two/world-war-two-in-western-europe/operation-sealion/</p> <p>An activity with sources and questions on the Battle of Britain. The site has links to other online resources: www.johndclare.net/wwii6.htm</p> <p>A BBC page on the victory in the Battle of Britain: www.bbc.co.uk/teach/what-was-the-secret-to-winning-the-battle-of-britain/z7m3t39</p> <p>A short video on Operation Sealion: www.youtube.com/watch?v=79iXbl7YhAc</p> <p>Full documentary on Operation Sealion: www.youtube.com/watch?v=3zWIDYgjlqE</p> <p>Short video on how the Battle of Britain was won: www.youtube.com/watch?v=6JB3bgzLCA0</p> <p>Specimen: 2024 Specimen Paper 4 Q9(b)</p>
Why did Hitler invade the Soviet Union in 1941?	<p>Learners create a diagram of the reasons for Hitler's invasion of the Soviet Union in 1941 (Operation Barbarossa). You will need four branches labelled- i) Destroy communism ii) Lebensraum iii) Failure to defeat Britain iv) Resources (I)</p> <p>Extension activity: Learners draw a German propaganda poster/cartoon explaining to the civilian population why they are launching an invasion of the Soviet Union. Learners can then pass their posters around the class, and they have to work out the message and purpose of each poster. (F)</p> <p>Short article on Operation Barbarossa including a map of the plan: https://historyforce.com/50-interesting-facts-about-operation-barbarossa-you-probably-didnt-know/</p> <p>An overview of Operation Barbarossa: www.history.com/topics/world-war-ii/operation-barbarossa#:~:text=Hitler%20wanted%20to%20neutralize%20an,invaded%20its%20next%20target%3A%20Poland.</p> <p>Operation Barbarossa including photos: www.iwm.org.uk/history/operation-barbarossa-and-germanys-failure-in-the-soviet-union</p>

Focus points	Suggested teaching activities
	<p>Examines some of the reasons behind the invasion: www.facinghistory.org/holocaust-and-human-behavior/chapter-8/invasion-soviet-union</p> <p>Short clip about Operation Barbarossa: www.youtube.com/watch?v=gr_-HjefPi0 & https://www.youtube.com/watch?v=qPMqYC0sXos</p>
<p>Why was the Battle of Stalingrad a turning point?</p>	<p>Learners should divide up into pairs. One writes an account of the Battle of Stalingrad from the German perspective and the other from the Soviet perspective. These are then read out to the class for discussion. (I)</p> <p>Learners create a comic strip of the events of the Battle of Stalingrad based on their own research. It needs to include the reason why Germany lost and the consequences it had for Germany's eastern front. (I)</p> <p>Learners complete a Paper 1 style question about why Stalingrad was a turning point in the war. (F)</p> <p>Good article on the Battle of Stalingrad: www.history.com/topics/world-war-ii/battle-of-stalingrad</p> <p>There is a gallery of photographs from Stalingrad which could be used for a source-based exercise: www.rferl.org/a/stalingrad-photo-gallery/24691866.html</p> <p>Short video clip on the battle: www.youtube.com/watch?v=Aupnv5n19K4</p> <p>Full documentary covering the battle in detail: www.youtube.com/watch?v=-Y7HeYmR7M0</p> <p>Specimen paper: 2024 Specimen Paper 1 Q17</p>
	<p>Learners revise the work completed at the end of this section and complete a Cambridge O Level History question paper on this topic. (F)</p>

2 How did the Second World War in the Asia-Pacific develop?

Focus points	Suggested teaching activities
<p>How did US–Japanese relationships deteriorate?</p>	<p>Learners create a spider diagram to detail the reasons behind the Japanese attack on Pearl Harbor- this should contain branches on i) deteriorating US–Japanese relations and economic sanctions ii) control of the Pacific iii) colonial expansion iv) preventative strike. (I)</p> <p>A good overview of the background to the attack: www.history.com/news/why-did-japan-attack-pearl-harbor</p> <p>An article in four short sections about how relations deteriorated and the attack on Pearl Harbor: www.bbc.co.uk/history/worldwars/wwtwo/pearl_harbour_01.shtml</p> <p>A link to a good video: www.iwm.org.uk/history/why-did-japan-attack-pearl-harbor</p> <p>Two short clips considering the reasons behind the attack on Pearl Harbor: www.youtube.com/watch?v=X8cqnKrUAq8 & www.youtube.com/watch?v=9_e_1fNH2aI</p>

Focus points	Suggested teaching activities
How successful was the Japanese attack on Pearl Harbor?	<p>Learners research and create a two columned table on the relative success and failure of the attack on Pearl Harbor. This can then be turned into the basis of a whole class debate and a vote at the end. (I)</p> <p>Extension activity: Learners write a balanced response to the question and give a conclusion with their final judgement in a Paper 1 style assessment. (F)</p> <p>A short article from the Pearl Harbor National Monument which considers whether the attack could be described as a victory for Japan: https://pearlharbor.org/japan-didnt-succeed-pearl-harbor/</p> <p>A factsheet with good evidence to support success and failure: www.census.gov/history/pdf/pearl-harbor-fact-sheet-1.pdf</p> <p>This site examines the attack and its consequences in both the short and long term for the war in the Asia-Pacific: www.history.com/topics/world-war-ii/pearl-harbor</p> <p>Full documentary on Pearl Harbor: https://www.youtube.com/watch?v=XxilMWYBFDk</p>
Why were the Japanese successful in the initial stages of the war?	<p>Learners create a timeline of the early stages of the war in the Asia-Pacific theatre.</p> <p>Extension activity: Learners can highlight and explain why and to what extent each event was a victory for Japan. (I)</p> <p>Learners write the mnemonic "JAPAN" down the side of a page and then write sentences giving the reason for Japan's initial successes in the war. (I)</p> <p>Learners complete a Paper 1 style question on why Japan was successful as a formal assessment. (F)</p> <p>This article is detailed and gives a lot of background on the war in the Pacific. However, it is broken down into small sections and these could be used separately: https://courses.lumenlearning.com/boundless-ushistory/chapter/the-early-war-in-the-pacific/</p> <p>An overview of the war in the Asia-Pacific theatre: www.nationalww2museum.org/war/articles/pacific-strategy-1941-1944</p> <p>A good summary of the major motives, events and consequences of the war in the Asia Pacific region: www.britannica.com/topic/Pacific-War</p> <p>A short clip covering aspects of the war in the Asia-Pacific: www.youtube.com/watch?v=ivQ9O-yB0dw</p>
Why was the Battle of Midway a turning point?	<p>Learners create a timeline of the main events of the Battle of Midway and note when wither Japan or the USA have the advantage. (I)</p> <p>Learners divide into large groups. The first group will argue the case that the Battle of Midway was a major turning point of the war in the Asia Pacific. The other group will argue the opposite viewpoint. Each group creates a presentation along with speeches and factsheets to argue their point. These are presented to the whole class. (I)</p> <p>A short introductory article on the Battle of Midway: www.nationalww2museum.org/war/articles/battle-midway & https://www.history.com/topics/world-war-ii/battle-of-midway</p> <p>A closer examination of the battle: www.britannica.com/event/Battle-of-Midway</p>

Focus points	Suggested teaching activities
	<p>A detailed article with a picture gallery: www.history.com/topics/world-war-ii/battle-of-midway & https://www.history.navy.mil/browse-by-topic/wars-conflicts-and-operations/world-war-ii/1942/midway.html</p> <p>A good narrative of the battle: www.smithsonianmag.com/history/true-story-battle-midway-180973516/</p> <p>A good video on how the USA won the Battle of Midway: www.youtube.com/watch?v=wyFZ3cJRrcg</p> <p>An animated video of the battle: www.youtube.com/watch?v=6HkBW7X7LaU</p> <p>A three-part series on the Japanese perspective of the battle: www.youtube.com/watch?v=Bd8_vO5zrjo</p>
	<p>Learners revise the work completed at the end of this section and complete a Cambridge O Level History question paper on this topic. (F)</p>

3 What was the impact of war on civilian populations in Europe and the Asia-Pacific?

Focus points	Suggested teaching activities
<p>What was the impact on civilians of the bombing of Britain (1940–41) and Germany (1943–45)?</p> <p>SDG 16</p>	<p>Learners list down all of their suggestions about the impact a bombing raid would have. These are then written up on the board to use later. (I)</p> <p>Learners, in pairs, research the impact of the bombings on Britain and Germany. They then create a detailed article for a newspaper highlighting the different effects the bombing had: include the following- damage and destruction; evacuation; casualties; economic impact; emotional and psychological impact; reactions of the authorities. (I)</p> <p>Learners create a collage of the impact using photographs and diary extracts they find online or from textbooks.</p> <p>Extension activity: Learners write a conclusion about the most significant impact the bombings had on civilians and whether the raids were more impactful in Britain or Germany. (F) There is a short section on the Blitz in this chapter which is informative and accessible: https://courses.lumenlearning.com/boundless-worldhistory/chapter/the-european-front/</p> <p>Sources and questions on the Blitz. Good links to other online resources which include eyewitness accounts and film clips: www.johndclare.net/wwii6b.htm</p> <p>This site covers bombing raids against Germany for the whole war. Has useful photographs and accessible text: www.iwm.org.uk/history/raf-bomber-command-during-the-second-world-war</p> <p>Contains a detailed source investigation into the bombing of Hamburg: www.nationalarchives.gov.uk/education/worldwar2/index-of-resources/western-europe/hamburg/</p> <p>Two full documentaries on the Blitz and the bombing of Dresden: www.youtube.com/watch?v=ZEPtuye4AgY & www.youtube.com/watch?v=Jp17koVI-2k</p> <p>Specimen paper: 2024 Specimen Paper 1 Q18</p>

Focus points	Suggested teaching activities
<p>How did Japanese control impact on peoples' lives?</p> <p>SDG 3, 11</p>	<p>Learners need to create two PowerPoint presentations that investigate the occupations in Malaya and Singapore by the Japanese in the Second World War. This should include illustrated photographs where possible or other primary sources as well as key events. Learners present to the whole class. (I)</p> <p>Learners should complete a table that examine the following aspects of the Japanese occupations of Malaya and Singapore: government and policing; collaboration; propaganda; prisoners of war; ethnic cleansing. (I)</p> <p>Extension activity: Learners research and write an account of the Sook Ching Massacre. (I)</p> <p>A good overview of the Japanese battles and occupations of Malaya and Singapore: https://ww2db.com/battle_spec.php?battle_id=47</p> <p>A short article which considers life in internment camps: www.iwm.org.uk/history/a-short-history-of-civilian-internment-camps-in-the-far-east</p> <p>This article covers the progress of the war in the Pacific in short sections. The later sections cover the impact of Japanese occupation on civilians and captured troops: https://www.nam.ac.uk/explore/far-east-campaign</p> <p>This is the third of three videos about the fall of Singapore which focuses on surrender and occupation: www.youtube.com/watch?v=XQSYCSVMJKE</p> <p>This video from the IWM covers life under occupation in Europe and Asia Pacific. It also covers resistance and collaboration. (15 minutes). Should be watched first. Follows the experiences of six individuals: www.youtube.com/watch?v=6FZKqXt482o</p> <p>A focused video on the Sook Ching massacre: www.youtube.com/watch?v=fN97FNMpnRQ</p> <p>Specimen paper: 2024 Specimen Paper 4 Q10</p>
<p>What were the experiences of civilian populations in Nazi-occupied Europe?</p> <p>SDG 10</p>	<p>The teacher should give an overview of Nazi policies towards political opponents and racial minorities which examines the following: race theory (Aryan race and Untermenschen); anti-Semitism; Lebensraum; Germanisation.</p> <p>Learners will now need to make a spider diagram of the Nazi policies towards the Polish population. (I)</p> <p>Learners need to be given different cards representing different groups in Poland. They then research and write up a detailed account of what happened to their group under Nazi occupation. The following groups could include: Polish communist party official; Polish trade union member; Polish police officer; Romani gypsy; Jewish family; Polish family with German roots and German racial features; Polish political leader. (I)</p> <p>Learners draw up a table describing the experiences of each different group. (I)</p> <p>Learners create a timeline from 1939 to 1945 detailing the policies towards the Jews and gypsies in Poland. (I)</p> <p>Learners complete a formal assessment asking why the Nazis treated different groups the way they did. (F)</p> <p>A useful collection of eyewitness accounts of the Nazi occupation of Poland: www.eyewitnesstohistory.com/poland.htm</p>

Focus points	Suggested teaching activities
	<p>An overview of the occupation: www.spiegel.de/international/europe/germany-s-wwii-occupation-of-poland-when-we-finish-nobody-is-left-alive-a-759095.html</p> <p>A useful page with photos on the Nazi occupation: https://en.truthaboutcamps.eu/thn/poles-under-german-occu/15596.Poles-under-German-Occupation.html</p> <p>Good links to aspects of the Holocaust in Poland: www.het.org.uk/</p> <p>Holocaust sources and articles: www.hmd.org.uk/resources/</p> <p>Short clip about Nazi occupied Poland: www.youtube.com/watch?v=6Vfz7WhXoI4</p> <p>Video on the Nazi occupation of Poland: www.youtube.com/watch?v=u6haKM9MyXU</p> <p>A personal account of the occupation: www.youtube.com/watch?v=-JD1s8xoHac</p> <p>A focused video on the Warsaw Ghetto: www.youtube.com/watch?v=I9ptKdhdoqQ</p> <p>Holocaust survivor talks about the concentration camps: www.youtube.com/watch?v=sUE4j-oia0w</p>
How effective were resistance movements in Europe and the Asia-Pacific?	<p>Learners have two case studies to complete. The first is on the Malayan resistance to Japanese occupation and the second is on the French resistance to German occupation. In pairs, each learner will investigate either the Malayan People's Anti-Japanese Army or the French Resistance. They will need to create a presentation on the different methods used by these groups against the occupying forces. (I)</p> <p>Learners need to then complete a table to compare the different methods and their effectiveness. (I)</p> <p>Extension activity: Learners give a rating out of 10 for each resistance group and write a paragraph justifying their decision. (F)</p> <p>Two articles on the Malayan People's Anti-Japanese Army: https://eresources.nlb.gov.sg/infopedia/articles/SIP_905_2004-12-23.html#:~:text=By%201943%2C%20the%20resistance%20movement,the%20Japanese%20Army%20throughout%20Malaya. & https://en-academic.com/dic.nsf/enwiki/7340427</p> <p>An overview of the French Resistance: www.historytoday.com/reviews/history-french-resistance & www.historylearningsite.co.uk/world-war-two/resistance-movements/the-french-resistance/</p> <p>Short video on the Malayan People's Anti-Japanese Army www.youtube.com/watch?v=8Nb8hZwbq8I</p> <p>Video on the actions of the French Resistance movement: www.youtube.com/watch?v=ZhpXIN0jQFk</p>
	Learners revise the work completed at the end of this section and complete a Cambridge O Level History question paper on this topic. (F)

4 How did the Allies achieve victory over the Axis powers?

Focus points	Suggested teaching activities
<p>What was the importance of the Allied advance through Italy?</p>	<p>Learners create a detailed timeline of the Allied invasion of Italy highlighting the key events that led to Italy's defeat. (I)</p> <p>Learners create a detailed spider-diagram outlining the impact the defeat of Italy had on the war in Europe and the defeat of Germany in 1945. (I)</p> <p>Extension activity: Learners decide on a rating between 1-10 for the defeat of Italy in terms of defeating Germany. They write a paragraph explaining their argument considering the strategic, military, political and economic implications this had for Germany and the Axis powers. They can then return to this at the end of the Key Question and decide if they still agree with their initial judgement.</p> <p>A good overview of the Allied invasion of Italy and the victory over the German forces: www.history.com/this-day-in-history/allies-invade-italian-mainland</p> <p>A short article on the invasion of Sicily: www.nationalww2museum.org/war/articles/us-invasion-italy</p> <p>A detailed timeline of the invasion of Sicily and the defeat of Italy: https://nzhistory.govt.nz/war/the-italian-campaign/timeline</p> <p>A short video on the invasion of Sicily: www.youtube.com/watch?v=HWUa6bJY0Ps</p> <p>A more detailed examination of the invasion and occupation of Italy: www.youtube.com/watch?v=P13i7P_V9M4</p> <p>Two-part series on the downfall of Italy in the Second World War: www.youtube.com/watch?v=Dd5cROjiEOE</p>
<p>Why was Nazi Germany on the point of collapse by April 1945?</p>	<p>Learners need to examine the D-Day landings in the West and the Russian advance in the East. In pairs, one learner investigates the D-Day Landings and the other the Russian advance in the East after the defeat of the Germans at Stalingrad. This can then be used to complete the next task. (I)</p> <p>Create a class presentation called "The Race to Berlin". On the left, place the Western Allies and draw a line to the centre which should be labelled "Berlin". On the right, place the Soviet Union with a line drawn to the centre. Learners need to research different dates from 1943-45 and add them in chronological order as a timeline pointing towards Berlin in the centre. Brief descriptions can be given of the events and brief explanations of their overall impact towards the defeat of Germany in 1945. (I)</p> <p>Learners consider all of the reasons for Germany's defeat in 1945. Create a mind-map considering the following: a) economic factors b) military and strategic factors c) strength of the Axis and Allies d) political and military leadership. Prioritise each factor by assigning a number.</p> <p>Extension activity: Write a concluding paragraph explaining which reason you think was the most important for the fall of Germany by April 1945. (F)</p> <p>A short and interesting article based on an interview with author Tom Holland about his view of the reasons why Germany lost the war: www.history.com/news/how-did-the-nazis-really-lose-world-war-ii</p>

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	<p>A presentation which shows key developments on a series of maps and photographs. A transcript is available: www.khanacademy.org/humanities/us-history/rise-to-world-power/us-wwii/v/1945-end-of-world-war-ii</p> <p>A good overview of Operation Overlord and the D-Day landings: www.iwm.org.uk/history/the-10-things-you-need-to-know-about-d-day</p> <p>Detailed account of the D-Day landings: www.army.mil/d-day/history.html & www.history.com/topics/world-war-ii/d-day</p> <p>A brief overview of the Eastern Front: https://encyclopedia.ushmm.org/content/en/article/the-soviet-union-and-the-eastern-front</p> <p>Two articles on Russia's advance into Berlin in 1945: www.bbc.co.uk/history/worldwars/wwtwo/berlin_01.shtml & www.military-history.org/cover-feature/the-battle-of-berlin.htm</p> <p>Archive video of the D-Day landings: www.youtube.com/watch?v=0wg5x5WaZPo</p> <p>Short video on Operation Overlord: www.youtube.com/watch?v=c9Z-1sFq96g</p> <p>Video on the assault on Berlin in 1945: www.youtube.com/watch?v=WbX6c47JYPk</p>
<p>Why were the Allies able to achieve victory over Japan?</p>	<p>Learners need to research the following four topics relating to Japan's defeat in the Second World War. Divide the class into four groups with each producing a presentation on one of the following factors: the battles of Guadalcanal and Okinawa; the US strategy of island-hopping; US bombing campaign of Japan; the dropping of the two atomic bombs on Hiroshima and Nagasaki. For each presentation consider the impact it had on the Japanese military and government and give it a rating out of 10 based on how far it helped the Allies defeat Japan. Present the research as a PowerPoint and provide handouts for the rest of the class. (I)</p> <p>Learners need to write the four factors onto card and then in their groups put them into priority order explaining their decisions.</p> <p>Extension activity: Learners then write a full Paper 1 answer to the question of how far the dropping of the atomic bombs was the most important reason for Japan's defeat in 1945. (F)</p> <p>Overview of the Battle of Guadalcanal: www.britannica.com/event/Battle-of-Guadalcanal</p> <p>Overview of the Battle of Okinawa: www.history.com/topics/world-war-ii/battle-of-okinawa</p> <p>Links to lots of resources on the Battle of Okinawa: www.history.navy.mil/browse-by-topic/wars-conflicts-and-operations/world-war-ii/1945/battle-of-okinawa.html</p> <p>Articles that explain the policy of island hopping: www.studentsofhistory.com/war-in-the-pacific & https://ww2-history.fandom.com/wiki/Island_Hopping</p> <p>Examines VJ Day after the dropping of the atomic bombs: www.history.com/topics/world-war-ii/v-j-day & www.britannica.com/place/Japan/World-War-II-and-defeat</p> <p>Video about the defeat of Japan: www.youtube.com/watch?v=P0DQNSipiuA</p>

Focus points	Suggested teaching activities
	<p>Full documentary on the fall of Japan: www.youtube.com/watch?v=hmy1QH09VTg</p> <p>Documentary asking whether the atomic bombs needed to be dropped for Japan to surrender: www.youtube.com/watch?v=qltrQGcLcAU</p>
<p>How did the Allies consolidate their victories in Germany and Japan?</p>	<p>Learners need to compare the strategies used to deal with the defeated Axis powers at the end of the war. In pairs, one learner needs to research how the Allies dealt with Germany and the other Japan. Consider the following categories: territory; reparations; government and Allied control; military restrictions; war crimes. (I)</p> <p>Learners should draw up a table comparing and contrasting how the Allies consolidated their victories over the defeated powers.</p> <p>Extension activity: Decide who was treated more harshly. Germany or Japan? Explain your answer. (F)</p> <p>An article examining the division of Germany at the end of the war: https://europe.unc.edu/the-end-of-wwii-and-the-division-of-europe/#:~:text=A%20Divided%20Germany,divided%20into%20four%20occupied%20zones.</p> <p>An article examining the occupation of Japan: https://history.state.gov/milestones/1945-1952/japan-reconstruction</p> <p>An overview of the Japanese surrender and occupation: www.history.com/this-day-in-history/japan-surrenders</p> <p>Overview of the Nuremberg and Tokyo Trials: www.nationalww2museum.org/war/topics/nuremberg-trials & https://www.nationalww2museum.org/war/topics/tokyo-war-crimes-trial</p> <p>Videos on the division of Germany: www.youtube.com/watch?v=Kce4BdCc5ts & https://www.youtube.com/watch?v=x-HvB1Eh_5U</p> <p>Short clip on the occupation of Japan: www.youtube.com/watch?v=Lg4tQOEqU30</p> <p>Video clips on the Nuremberg and Tokyo Trials: www.youtube.com/watch?v=szhpgDz5iC8 & https://www.youtube.com/watch?v=E3sKqsRNBqM</p>
	<p>Learners revise the work completed at the end of this section and complete a Cambridge O Level History question paper on this topic. (F)</p>
<p>Past and specimen papers</p>	
<p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)</p>	

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