DIS History
Vital Documents
V2. 2025-26

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What is the vision and mission of the History department?

To develop curious and critical learners who can communicate effectively with excellent reading, writing, speaking and listening skills through a curriculum which is engaging, enjoyable and challenging. We want students to develop empathy and confidently share their informed, balanced viewpoints about different people, places and issues, understanding and questioning the world around them. To enable students to have every opportunity available to them as a global citizen, and becoming aware of the world around them and the connections between their studies and global events.

How should students present their work?

Students will work in a purple exercise book, on a device, or in a workbook.

All work should be presented in accordance with the whole school presentation policy:

- Write in black pen
- Dates and titles to be underlined
- Self and peer marking in green pen
- Teacher marking/feedback in red pen
- Highlighters may be used when appropriate
- No graffiti
- All sheets stuck in neatly
- Pencils for drawings and diagrams, pen used for all writing

The expectation is that students' assessments will be marked swiftly, and that student notes will be checked at least once a half term, and / or will include self and peer marking in green pen.

DIS History Marking Codes

To help provide consistency and specificity of written feedback in History, the following codes have been developed to allow your teacher to quickly inform you of the strengths and areas for improvement within your written work. They can also be used by you and your peers when undertaking self-assessment and peer-assessment.

Codes will be used to indicate the strength of those abbreviations below:

/ (tick) - good

~ (squiggle) - mixed

X (cross) - missing

General Literacy

- P - punctuation
- sp - spelling
- gr – grammar (EG CL for capital letter)
- pres – Presentation (headings underlined, clear hand-writing etc.)

Habits and features of Historical excellence

- EX – explanation / analysis of your points (? - Unclear idea)
- CK – Contextual knowledge (facts)
- J – Judgments
- PROV - Provenance (the nature, origin and purpose of historical sources)
- ATQ – Answer the question! (Focus on key word eg change, significance)
- L – Link factors
- Q – Quotes
- CEV – Evaluation – using CK to judge authors' views
- PER - Perspectives
- T – A target that the teacher is setting you. This may require a short-term written response or be a more long-term goal for you to work on. These will be numbered and refer to aspects within what you've written.
- STR – Structure (// = new paragraph)

What is the structure of the History department?

- Head of Department – Ed Long
- History teachers: Teresa McGrath & Louise Tickle

What resources can I use with my classes?

Any that you believe will strengthen learning and progress.

We recommend:

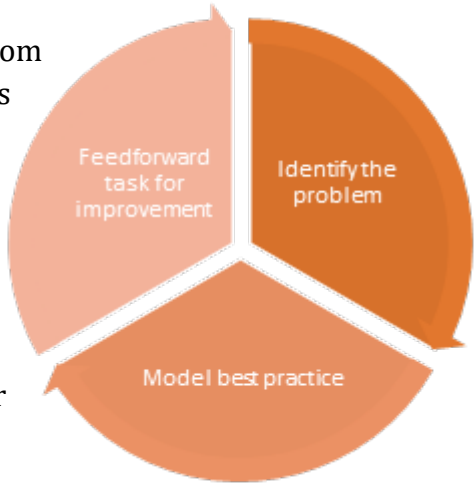
- The library
- JSTOR
- Podcasts, for example 'The Rest is History'
- Journals, for example 20th Century History Review or The Economist
- Historical Documentaries, for example 'The Bomb and The Cold War' on Netflix.

Please also see individual years' ILPs / packs for more recommendations.

How do we assess and give feedback?

In class – Live responsive feedback

During lessons it is best practise to circulate the classroom with a red pen, identifying misconceptions and mistakes whilst students are working, modelling best practice within students' books or at the front of the class when it is a multi-student issue. Live feedback should be followed up with a 'feed forward' task; this may just be completing/editing the same response after the teacher has provided some advice, it may be another task which presents the same misconception or skill which can be written in the student's book live or copied from the board.



Assessments

Every student will complete a minimum of one assessment per term in line with the units they are being taught. Years 7 – 10 and IB1 will also have formal end of year examinations. Year 11 and IB2 students will have formal mock examinations following the external examination routines and expectations. The resources to prepare for and consequently write these assessments, and revision materials if necessary, will be shared on the class Team.

In advance of summative unit assessments and end of year exams, the following process is required by the class teacher:

- Date, content and revision pack (model responses + top tips) shared with students via Teams as appropriate
- Assessment set on go4school as a homework with the due date set as the day of the test (this is for parental transparency)
- All assessed work (except coursework) should be handwritten unless access arrangements dictate otherwise.

Teachers should use the corresponding mark scheme(s) as shared by the HOD/2ic. The teacher should grade the assessment and create a whole class feedback sheet for the class using the History whole class feedback template and marking codes. Grades/marks for each assessment should be recorded on Go4Schools, using QLA (Question Level Analysis) where appropriate.

It is an expectation that all assessments have a full assessment preparation and feedback to feedforward lesson which encourages students to respond to the feedback provided and engage with the mark scheme to support metacognition. The most important part of this process is that students have a feedforward task so that

they can improve on the 'Even Better If (EBI)' areas. Students will record areas and skills to improve upon on a tracker that they will keep in their books/electronically.

Please see the whole school feedback policy for further information.

Peer and Self Assessment

Peer and self-assessment should be built into lessons after tasks that demonstrate skills which will prepare students for formative and summative assessments. Students should use proformas, checklists and criteria to help them assess their own and others' work, including the feedback codes. They should be encouraged to give themselves and others specific targets for improvement and suggest feedforward tasks (EBI). All peer and self-assessment should be completed in green pen.

DIRT

After any peer, self or teacher (whole class or individual feedback) assessment, students should be given directed time to reflect and improve their work based on their targets, feed-forward tasks and EBIs. All DIRT should be completed in green pen and teacher should give house points to students who have reflected and improved their work effectively.

Questioning

It is best practice within the department to incorporate questions which force students to access previous skills and content so that learning is not forgotten, this can be in 'connect the learning (CTL)' activities, multi-content questions, regular low stake quizzes and homework tasks (for KS4 and IB). This is also delivered through an interleaving curriculum which ensures students access all core skills regularly rather than only in one half term per year.

Effective questioning should be a core component of every lesson, and should consider:

- Posing questions to all and personalising questions to target students
- Giving students enough thinking time for the question(s) which has been posed
- Encouraging students to question one another and create their own questions about the learning
- Incorporating a subject-specific question taxonomy
- Allowing students to discuss and share their ideas and responses to questions if appropriate e.g. Pose-Pause-Pounce-Bounce
- Using high-cognitive and open questions to aim for 'desirable difficulty'
- Using statements in place of questions to generate debate and varied responses

Marking mistakes versus misconceptions

There is evidence to show that providing a correction to a mistake will not cause a student to improve in the future – in fact, it is as effective as not marking/ identifying it at all. All evidence suggests that a mistake should be identified, and students asked to reread/ redraft the answer knowing that there is a mistake present. Misconceptions, however, should be modelled to students whilst asking key questions along the way, in these instances a feedforward question is crucial to student progress. This can also be achieved by sharing good, better, best responses or generating 'what not to do' lists.

How do we use independent learning?

- All resources are on the Independent Learning Platform, so students and parents have access to the best and most appropriate resources for each unit of work in KS3 and KS4.
- In KS3, homework will be **'opt in' independent study.** Students will have the option to complete independent learning tasks through the online platform and there will be rewards associated with this. There will no longer be a homework grade recorded for reports.
- In KS4, independent learning will be set with submission dates and tasks can be compulsory. Students will be directed to resources on the independent learning platform and teachers may set their own homework using Go4Schools. Sanctions can be used for students who do not complete compulsory homework set by teachers.
- In KS5, homework tasks will be set using / Go 4 Schools and can be compulsory.
- Throughout all phases there will be a greater emphasis on CAS activities and students pursuing subjects of interest for extended learning rather than homework, especially in KS3.
- For students who are falling behind, teachers can suggest resources and tasks on the independent learning platform that would help them get caught up, liaising with parents to set work with deadlines.

How do I incorporate the DIS10 and IB learner profiles into my lessons?

The DIS10 is a teaching and learning toolkit where all elements should be incorporated into every sequence of learning.

1. Connect the Learning
2. Lesson Transparency
3. Challenge and Differentiation
4. Higher Order Questioning
5. Timely Intervention
6. Model Excellence
7. Real Life
8. Collaboration

9. Metacognition
10. High Quality

The IB Learner Profile includes 10 learner attributes. We should be aiming to give our students the opportunity to be successful in displaying these 10 attributes through our lesson planning.
Some examples could be:
Inquirers - Give the students the opportunity to learn a new topic through flipped learning.
Reflective - Use post assessment time as an opportunity to reflect upon the strengths, weaknesses and to create a feed forward plan.
History specific learner attributes have been created by the department and teachers should display these in their classrooms and use the hand-out versions to help support students or direct them in how to develop or demonstrate these skills.

Teachers should display the learner attributes that will be developed in each lesson using the Velcro icons on white boards. Each unit across all year groups is assigned several learner attributes and these should be explored in some detail in specific lessons and activities when delivering the scheme.

Please reward all student effort linked to specific learner attributes accordingly.

<u>What do I do when my students are not achieving?</u>

It is the primary responsibility of the classroom teacher to ensure that all students are making progress; this can be monitored through in class observations, completed book work, independent learning, and assessment data. If a student is not meeting the high expectations then the class teacher must intervene either by providing additional academic support to the student (this includes direction to the independent learning platform), discussion with the student, and contact with the parents. Where required it is appropriate to seek advice from the HOD/ HOY/ inclusion team. [Note that recording on go4school alone is not sufficient intervention]. If there is no improvement or an intentional resistance by the student/ parent, then the HOD/ HOY should be consulted and will intervene if appropriate.
Strategies for improving attainment include:

- Knowing the students' strengths and weaknesses: use the QLA from assessments to identify weaknesses and set appropriate improvement tasks (refer to the independent learning platform in the first instance).

- Set intervention work: use resources to support students in completing focused independent learning.
- Seating plan: sit struggling students with students who are achieving slightly better than them – this should allow peer coaching to happen at the "right level".
- Marking: mark the under achieving students work first when doing a whole class (best feedback is always given when starting) and more often than the attaining students.
- Live feedback: when circulating make these students your first visits and your most regular ones too.
- Model Excellence: always ensure that students are clear of the success criteria of the task and how that would look in action.

How do we support key student groups?

We work closely with the inclusion department to ensure SEND students are fully supported. Students with Level 3 needs have a one-to-one LSA in every lesson. Students at level 2 will have additional class support from a whole-class LSA and the class teacher. Students at level 1 have differentiated resources from the class teacher and require close monitoring and support.

All lessons are personalised which adds additional support to inclusion and ensuring that all students feel comfortable accessing personalised resources, tasks and support through quality first teaching. Read student SEN plans/passports on provision Map.

G&T
Our gifted and talented students are challenged within lessons through personalised work and questioning. Students will also be offered opportunities and directed towards competitions.

Emirati
Emirati students should be identified in the seating plan and be seated near the front of the class where possible. At given opportunities, lessons should include references to UAE culture to ensure lessons are relatable for our Emirati students. In addition, schemes of work are planned to showcase local writers and link to international cultures where appropriate.

What are the roles and responsibilities of everyone in the History team?
Teachers

- Ensuring outstanding academic performance within their classes through challenging work and activities to stretch and push all students
- Producing high quality lessons that facilitate outstanding learning through the DIS 10 and Learner Attributes, personalising the learning for every student
- Maintaining data for all classes on G4S
- Intervening with underperforming students in a timely manner
- Working with the inclusion team to support students where appropriate
- Giving effective marking and feedback to students in line with whole-school and department expectations
- Communicating assessment dates and resources in a timely manner to students (through Teams) and parents (through G4S)
- Ensuring consistency is delivered by following SOWs, completing core assessments and ensuring T&L policies are implemented within lessons
- Contribute to the development of the curriculum across all phases and key stages

Head of Department additional duties

- Outstanding academic performance of all year groups
- Adapting and maintaining the curriculum for Years 7 to 13
- Monitoring T+L through QA (book looks, learning walks, lesson observations, student voice)
- Enhance T+L (feedback to staff, CPD)
- Monitor/ intervene with underperformance (students and whole classes)
- Maintain/ oversee assessments (formative/summative, end of year)
- Ensure provision for external exams
- Contribute to whole school development
- Oversee the reporting cycle (QA data, data analysis, actions resulting from data – feedback to department)
- Monitor department policy
- Oversee the transition period in the History Department between KS3 and IGCSE
- Set core assessment tasks at GCSE and IB

What other opportunities are there for History students?

In KS3, Students can join the Newsletter Club (I/C MS), and in KS4-5 the Bull Moosers (Junior and Senior History Societies respectively).

Curriculum Overview:

Y	T1	T2	T3
7	• Key ideas in History • Islamic Golden Age	• Medieval Mali • Ottomans	• Native Americans • (Renaissance & reformation in Europe)
8	• Tudors & • Age of exploration	• Transatlantic Slavery	• British Empire in India • (French Revolution)

9	• WWI • Dictatorships • Inter-war	• WW2 & Holocaust	• Cold War • Civil Rights
10	1.3 Germany 1918-45	1.7 USA Divided Union 1945-74	
11	2.B3 Japan 1853-1945	2.A4 Vietnam	
12	2 Authoritarian states Mao & Hitler Cold War	1 Global War Japan, Germany & Italy	IA
13	3 Russia 1855-1924	3 Russia 1924-2000	

- KS3 overview to add – in development

Exam boards – iGCSE Edexcel (modular from 2025-27 cohort), Y12 & 13 IB.

TERM 1

W/Y	7	8	9
1	Introduction & expectations DIS way	Introduction & expectations DIS way	Introduction & expectations DIS way
2	**Key concepts** and skills in History – significance, similarity and difference, cause and consequence, change and continuity	**8.1 Age of Exploration**: 1 What was the most significant reason for the start of the age of exploration?	**9.1 WWI:** 1 What was the main cause of WWI?
3	**Key concepts** and skills in History – significance, similarity and difference, cause and consequence, change and continuity	2 How significant was Viking exploration? 3 How significant was Polynesian exploration?	2 To what extent did the failure of the Schlieffen Plan lead to Trench warfare developing?
4	**Key ideas in History – Democracy, autocracy, rights, protest, conflict, conquest, empire**	4 How significant was Zheng He?	3 How effective was WWI propaganda? 4 Which was the most effective weapon in WWI?
5	**Key ideas in History – Democracy, autocracy, rights, protest, conflict, conquest, empire**	5 How far should European exploration be considered the start of the age of discovery?	5 What was the main reason for the allies' failure to defeat the Triple Alliance? (Case studies – Gallipoli, Verdun, Somme, Ypres)?
6	Assessment 1 – quiz on understanding of Key concepts and ideas	6 How far did the Ottomans encourage European exploration?	What was the main impact of the Russian Revolution? Why did Germany lose WWI?
7	**7.1. IGA** How significant was the city of Baghdad to the Islamic Golden Age?	Assessment set-up	What was the greatest impact of WWI (Women, Medicine, democracy, Empires, Treaties (esp. TOV))?
8	How significant was the Silk Road to the development of the Abbasid Caliphate?	Assessment 1 – Tudors	Assessment set-up

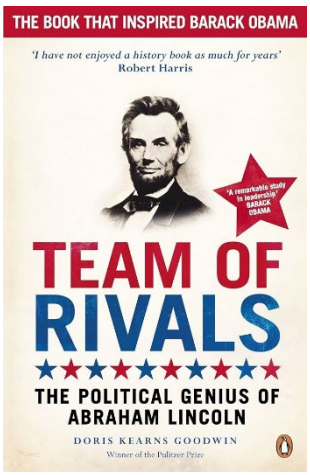
Assessment Overview:

Y	T1	T2	T3
7	WK 11 1. Romans ESS 20	WK 3 2. Islamic GA MSA 20	**Summer Exam**
8	WK 9 1. Tudors ESS 20	WK 5 2. Exploration MSA 20	**Summer Exam**
9	WK 7 1. France SRC 20	WK 4 2. WWI MSA 20	**Summer Exam**
10	WK 10 1 Germany 30	WK 7 1 USA 30	**Summer Exam** **1 GER/ USA 60**
11	**November** **iGCSE modular** **Paper 1**	WK 1-4 Paper 2 Japan 30 **Mock**	WK 1 Vietnam 30
12	WK 13 P1 & P2 39	WK 8 P1 & P2 39	**Summer Exam**
13	WK 11-12 P1 & P2 54 **Mock**	Paper 3	

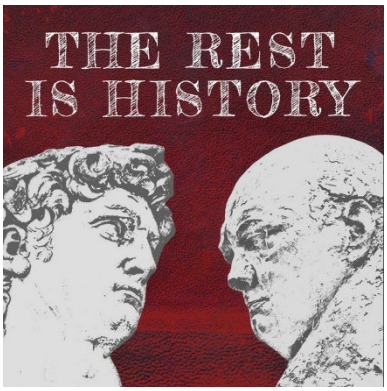
Golden ticket tasks:

YR7-YR9 Golden Ticket Tasks

- Write a summary **review** (200 words max.) of a HISTORY book, article, film or podcast on a topic you're studying, or any area of History that interests you. Be sure to include an image of what you're reviewing!



- Create or draw an **artefact** from the Historical period that you are currently studying. It could be a castle, house, item of clothing, weapon (don't actually build one that works!)



- Make your own **film or podcast** (max 3 minutes long!) on a Historical topic you're studying, or any area of History that interests you.

- Ask your teacher for recommendations if you can't think of anything!

3 Germany: development of dictatorship, 1918–45

What students need to learn:

1	**The establishment of the Weimar Republic and its early problems**	The Abdication of the Kaiser and the German Revolution of 1918–19. The strengths and weaknesses of the new Republic and its Constitution. Reactions to the Treaty of Versailles. Challenges from Right and Left, including the Kapp Putsch and the Spartacist uprising. French occupation of the Ruhr. Causes and effects of hyperinflation.
2	**The recovery of Germany, 1924–29**	The work of Stresemann. Rentenmark, Dawes and Young Plans, US loans and the recovery of the German economy. Successes abroad – League of Nations, Locarno Treaties and Kellogg-Briand Pact.
3	**The rise of Hitler and the Nazis to January 1933**	Hitler and the German Workers' Party. Changes to the party (1920–22). Causes, events and results of Munich Putsch, (1923). Reorganisation of the Party (1924–28). Impact of the Great Depression. Nazi methods to win support. The role of the SA. Events of 1932 to January 1933, including the role of von Papen, von Schleicher and von Hindenburg.
4	**Nazi Germany 1933–39**	Setting up the Nazi dictatorship through the Reichstag Fire, Enabling Act, Night of the Long Knives and Hitler as Führer. The methods of Nazi control and the extent to which they were successful, including the police state, censorship and propaganda. Nazi policies towards education, women, the young, the Churches and their impact. Nazi racial policies and increasing persecution of Jews. Policies to reduce unemployment and their impact. The Labour Service, the Labour Front and Strength Through Joy.
5	**Germany and the occupied territories during the Second World War**	Nazi policies towards the Jews, including ghettos, death squads and the Final Solution. The Home Front, including changing role of women, 'total war', rationing and the effects of allied bombing. The growth of opposition to Hitler, including the Edelweiss Pirates, the White Rose Group and the July Bomb Plot (1944). Hitler's death and the end of the Third Reich.

7 A divided union: civil rights in the USA, 1945–74

What students need to learn:

1	**The Red Scare and McCarthyism**	Reasons for the Red Scare, including the Cold War (1945–50), Hiss and Rosenberg cases, the FBI, the HUAC and the Hollywood Ten. Methods used by McCarthy and the growth of opposition. Reasons for his downfall. Overall impact of McCarthyism on the USA.
2	**Civil rights in the 1950s**	Segregation and discrimination. The influence of the Supreme Court and Congress. The importance of Brown v Board of Education of Topeka (1954), death of Emmett Till (1955) and the key events and significance of the Montgomery Bus Boycott (1955–56) and Little Rock (1957). The significance of the Civil Rights Act, 1957. Revival of the Ku Klux Klan (KKK).
3	**The impact of civil rights protests, 1960–74**	Freedom riders, Anniston fire bombing, sit-ins and voting rights and the Meredith Case. The methods and activities of Martin Luther King. The Birmingham Campaign, the Washington March and the 'Dream' speech. The Mississippi Freedom Summer. The impact of protest on civil rights legislation of the 1960s. Selma and voting rights. The Nation of Islam and the work of Malcolm X. Reasons for the growth of Black Power and its impact, including the 1968 Olympics; the influence of Stokely Carmichael. The impact of race riots especially in the Watts District. The Black Panther movement and the roles of Bobby Seale and Huey Newton.
4	**Other protest movements: students, women, anti–Vietnam**	Reasons for the growth of protest movements. The student movement and links to war in Vietnam, including the anti-Vietnam War movement. The Berkeley Free Speech movement. Students for a Democratic Society and 'hippies'. Betty Friedan, Eleanor Roosevelt, NOW, women's liberation movement and abortion. Phyllis Schafly and opposition to the women's movement.
5	**Nixon and Watergate**	Reasons for and key features of the Watergate Scandal. Impact on Nixon, US politics and new laws, including the War Powers Act (1973), the Election Campaign Act (1974), the Privacy Act (1974) and the Congressional Budget Control Act (1974); Gerald Ford and the presidential pardon.

Paper 2

B3 Japan in transformation, 1853–1945

This unit comprises five key topics, each centred on crucial developments in the history of this period. The following themes run through the key topics:

- external influences on Japan
- Japan awakens – military expansionism from seclusion to world power and defeat
- the modernisation of the economy – the problems of industrialisation
- social transformation in a modern world
- political change.

These themes will be the focus of Paper 2, sub-question (c), which will normally draw on the content of two or more topics.

What students need to learn:

1	**Japan opening up to China and the West, 1853–67**	The Perry Mission – experiencing the West, opening the ports – the political, economic and social effects. Causes of the fall of the Tokugawa – corruption and incompetence within the government; the 'other' Japanese – Choshu and Satsuma.
2	**Transformation, 1867–1895**	Impact on economy and society of the fall of the Tokugawa. Political modernisation as represented in the Meiji Constitution. The impact of the Cultural Revolution and the breakup of the Restoration Coalition (1873). Meiji culture – civilisation, Enlightenment and relations with Christianity.
3	**An emerging power, 1895–1919**	Impact of industrial and commercial revolution in the Meiji period. Emperor Taisho and power transfer from oligarchy to Taisho Democracy (1912). Changes in Taisho culture and society for Taisho Youth, women, village and urban cultures. Relations with China and the West, including the advance of Japanese influence and possessions in Korea and China following the Sino-Japanese War (1895), Boxer Rebellion (1900), Russo-Japanese War (1904–05), Anglo-Japanese Alliance (1902) and the Treaty of Versailles (1919).
4	**Political and economic challenges, 1919–31**	Political conflicts, including the struggle over universal suffrage, an emerging labour movement and the Public Security Preservation Law (1925). Economic decline in the 1920s: the impact of The Great Kanto Earthquake of 1923 and the effects on society, trade and industry of world Depression from 1929.
5	**Depression, empire and collapse, 1931–45**	Political and social effects of Tenko (rejecting communism). The causes and political effects of a return to military dictatorship in the 1930s. Strained relations with the West and especially the USA; the Great East Asia Co-Prosperity Sphere, including Manchukuo (1931) and relations with the League of Nations. The effects on people at home and in occupied countries of Konoe's New Order during the War in Southeast Asia (1937–45). The effects of Hiroshima and Nagasaki, including the surrender of the Showa Emperor.

A4 The Vietnam Conflict, 1945–75

What students need to learn:

1	**The struggle against France for independence, 1945–54**	The origins of the First Indochina War, especially the aims of the Vietminh. The tactics of General Giap; the search for a diplomatic solution; the French defeat at Dien Bien Phu and its immediate consequences.
2	**US policy and intervention, 1954–64**	The aims of the Geneva Conference (1954) and the US response, Eisenhower and the Domino Theory, the formation of South Vietnam. Life in North and South Vietnam under Ho Chi Minh and Ngo Dinh Diem. The impact of Ho's policies to unite Vietnam, the NLF, and the Ho Chi Minh Trail. The response of US, the Strategic Hamlet Programme, the fall of Diem (1963), the Gulf of Tonkin incident (1964).
3	**Confrontation in the Vietnam War, escalation 1964–68**	The nature of the Second Indochina War, the roles of Johnson, McNamara, Westmoreland and the jungle war (1965–68), Search and Destroy; the bombing campaign, Operation Rolling Thunder. A televised war; the siege of Khe Sanh to the Tet Offensive and the Battle of Hue (1968).
4	**Nixon and Ford's policies – Vietnamisation, peace and Communist victory, 1969–75**	Failure of peace talks; widening the war in Cambodia and Laos, 'secret bombing'. Relations with China and the roles of Kissinger and Le Duc Tho in the Paris peace talks (1972). Nixon's policy of Vietnamisation and withdrawal by 1973 and the renewed North Vietnamese offensive, the effects of Ford's diplomatic response, the final offensive (March–April 1975) and the fall of Saigon.
5	**The impact of conflict on civilians in Vietnam and attitudes in the USA**	The effects of the war on civilians in Vietnam. US response to guerrilla warfare, Hearts and Minds, My Lai, Phoenix Programme, defoliation, bombing. The effects of the war in the US, university protests; media coverage, opposition to war in USA; pro-war demonstrations. The Fulbright Hearings (1971).

international-gcse-in-history-modular-specification.pdf

IB Overview

Paper One SL AND HL (20%)			
Which ONE prescribed subject will you teach? Choose one and teach BOTH case studies.	Prescribed Subject: 3. The move to global war	Case study 1: Japan	Case Study 2: Germany & Italy
		You must teach all bullet points.	You must teach all bullet points.

Paper Two SL AND HL (25%)		
Which TWO World history topics will you teach? Choose two and teach examples from TWO regions	10. Authoritarian States Hitler & Stalin	12. Cold War Berlin Crisis 1961 Cuban Missile Crisis 1962
	You must teach all bullet points and select relevant examples from two regions.	You must teach all bullet points and select relevant examples from two regions.

Paper Three HL ONE region of the world ONLY (35%)			
Which THREE sections will you teach? Choose three and teach ALL bullet points.	12. Russia 1855-1924	16. Russia 1924-2000	
	You must teach all bullet points.	You must teach all bullet points.	You must teach all bullet points.

IA (20%)

- **Paper 1 (HL & SL)**

Prescribed subject 3: The move to global war

This prescribed subject focuses on military expansion from 1931 to 1941. Two case studies are prescribed, from different regions of the world, and **both** of these case studies must be studied. The first case study explores Japanese expansionism from 1931 to 1941, and the second case study explores German and Italian expansionism from 1933 to 1940. The focus of this prescribed subject is on the causes of expansion, key events, and international responses to that expansion. Discussion of domestic and ideological issues should therefore be considered in terms of the extent to which they contributed to this expansion, for example, economic issues, such as the long-term impact of the Great Depression, should be assessed in terms of their role in shaping more aggressive foreign policy.

Case studies	Material for detailed study
Case study 1: Japanese expansion in East Asia (1931–1941)	Causes of expansion • The impact of Japanese nationalism and militarism on foreign policy • Japanese domestic issues: political and economic issues, and their impact on foreign relations • Political instability in China Events • Japanese invasion of Manchuria and northern China (1931) • Sino-Japanese War (1937–1941) • The Three Power/Tripartite Pact; the outbreak of war; Pearl Harbor (1941) Responses • League of Nations and the Lytton report • Political developments within China—the Second United Front • International response, including US initiatives and increasing tensions between the US and Japan
Case study 2: German and Italian expansion (1933–1940)	Causes of expansion • Impact of fascism and Nazism on the foreign policies of Italy and Germany • Impact of domestic economic issues on the foreign policies of Italy and Germany • Changing diplomatic alignments in Europe; the end of collective security; appeasement Events • German challenges to the post-war settlements (1933–1938) • Italian expansion: Abyssinia (1935–1936); Albania; entry into the Second World War • German expansion (1938–1939); Pact of Steel, Nazi–Soviet Pact and the outbreak of war Responses • International response to German aggression (1933–1938) • International response to Italian aggression (1935–1936) • International response to German and Italian aggression (1940)

- **Paper 2 (HL & SL)**

World history topic 10: Authoritarian states (20th century)

This topic focuses on exploring the conditions that facilitated the rise of authoritarian states in the 20th century, as well as the methods used by parties and leaders to take and maintain power. The topic explores the emergence, consolidation and maintenance of power, including the impact of the leaders' policies, both domestic and foreign, upon the maintenance of power. Examination questions for this topic will expect students to make reference to specific authoritarian states in their responses, and may require students to make reference to examples of states from two different regions of the world. In order for students to be able to make meaningful comparisons across all aspects of the prescribed content, it is recommended that a minimum of three authoritarian states should be studied.

Topic	Prescribed content
Emergence of authoritarian states	• Conditions in which authoritarian states emerged: economic factors; social division; impact of war; weakness of political system • Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda
Consolidation and maintenance of power	• Use of legal methods; use of force; charismatic leadership; dissemination of propaganda • Nature, extent and treatment of opposition • The impact of the success and/or failure of foreign policy on the maintenance of power
Aims and results of policies	• Aims and impact of domestic economic, political, cultural and social policies • The impact of policies on women and minorities • Authoritarian control and the extent to which it was achieved

Suggested examples

Please note that the examples provided here are **suggestions only.** Teachers are free to use examples from this list or any other appropriate examples, depending on the particular needs and interests of the teacher and students.

Africa and the Middle East: Tanzania—Nyerere; Egypt—Nasser; Iraq—Saddam Hussein; Kenya—Kenyatta; Uganda—Amin

The Americas: Argentina—Perón; Cuba—Castro; Chile—Pinochet; Haiti—Duvalier; Nicaragua—Somoza

Asia and Oceania: China—Mao; Indonesia—Sukarno; Pakistan—Zia ul Haq; Cambodia—Pol Pot

Europe: Germany—Hitler; USSR—Lenin and Stalin; Italy—Mussolini; Spain—Franco; Poland—Pilsudski

World history topic 12: The Cold War: Superpower tensions and rivalries (20th century)

The Cold War dominated global affairs from the end of the Second World War to the early 1990s. This topic focuses on how superpower rivalries did not remain static but changed according to styles of leadership, strength of ideological beliefs, economic factors and crises involving client states. The topic aims to promote an international perspective on the Cold War by requiring the study of Cold War leaders, countries and crises from more than one region of the world. Examination questions may require students to make reference to examples from two different regions of the world.

Topic	Prescribed content
Rivalry, mistrust and accord	• The breakdown of the Grand Alliance and the emergence of superpower rivalry in Europe and Asia (1943–1949): role of ideology; fear and aggression; economic interests; a comparison of the roles of the US and the USSR • The US, USSR and China—superpower relations (1947–1979): containment; peaceful co-existence; Sino-Soviet and Sino-US relations; detente • Confrontation and reconciliation; reasons for the end of the Cold War (1980–1991): ideological challenges and dissent; economic problems; arms race
Leaders and nations	• The impact of two leaders, each chosen from a different region, on the course and development of the Cold War • The economic, social and cultural impact of the Cold War on two countries, each chosen from a different region
Cold War crises	• Cold War crises case studies: detailed study of any two Cold War crises from different regions: examination and comparison of the causes, impact and significance of the two crises

Suggested examples

Please note that the examples provided here are **suggestions only**. Teachers are free to use examples from this list or any other appropriate examples, depending on the particular needs and interests of the teacher and students.

Examples of leaders

Truman, Stalin, Khrushchev, Nixon, Mao, Castro, Brezhnev, Reagan, Gorbachev, Nasser, Brandt

Examples of Cold War crises

Africa and the Middle East: Suez Crisis (1956); Congo (1960–1961); outbreak of Angolan Civil War (1975)

The Americas: Cuban Missile Crisis (1962); US intervention in Chile (1973); Contra War (1981–1990)

Asia and Oceania: Chinese Offshore Island Crises (1954/1958); North Korean invasion of South Korea (1950); Soviet invasion of Afghanistan (1979)

Europe: Berlin blockade (1948–1949), Berlin Wall (1958–1961); Hungary (1956); the Prague spring (1968); the USSR and eastern Europe (1981–1989)

- **Paper 3 (HL only)**

12: Imperial Russia, revolution and the establishment of the Soviet Union (1855–1924)

This section deals with modernization and conservatism in tsarist Russia and the eventual collapse of the tsarist autocracy, as well as the revolutions of 1917, the Civil War and the rule of Lenin. There is a focus on the concepts of change and continuity, with examination and consideration of the social, economic and political factors that brought about change.

- Alexander II (1855–1881): the extent of reform
- Policies of Alexander III (1881–1894) and Nicholas II (1894–1917): economic modernization, tsarist repression and the growth of opposition
- Causes of the 1905 Revolution (including social and economic conditions and the significance of the Russo-Japanese War); consequences of the 1905 Revolution (including Stolypin and the Dumas)
- The impact of the First World War and the final crisis of autocracy in February/March 1917
- 1917 Revolutions: February/March Revolution; Provisional Government and dual power (Soviets); October/November Revolution; Bolshevik Revolution; Lenin and Trotsky
- Lenin's Russia/Soviet Union; consolidation of new Soviet state; Civil War; War Communism; New Economic Policy (NEP); terror and coercion; foreign policy

16: The Soviet Union and post-Soviet Russia (1924–2000)

This section examines the consolidation of the Soviet state from 1924 and the methods applied to ensure its survival, growth and expansion inside and outside the borders of the Soviet Union. It explores the rise and nature of the rule of Stalin, Khrushchev, Brezhnev and their policies. East–West relations post-1945 in relation to Soviet aims and leadership should also be considered. Finally, the decline and collapse of the Soviet Union should be considered, as well as political and economic developments in post-Soviet Russia.

- Soviet Union (1924–1941): Stalin and the struggle for power (1924–1929); defeat of Trotsky; Stalin's policies of collectivization and the Five-Year Plans; government and propaganda under Stalin; the purges and the Great Terror
- The impact of the Great Patriotic War (1941–1945); events in the Soviet Union (1945–1953): political and economic developments
- Khrushchev and Brezhnev: domestic policies and foreign relations
- Transformation of the Soviet Union (1985–1991): Gorbachev (aims, policies and extent of success); political developments and change
- Collapse of the Soviet Union; post-Soviet Russia to 2000; role and policies of Yeltsin; political and economic developments to 2000

IA - Independent Assessment (20%)

- **2024-5 Deadlines**

- **Thu 5 Sep Section 1 draft (6)**
- **Fri 11 Oct Section 2 draft (15)**
- **Fri 29 Nov Section 3 draft (4)**

- **3 Feb Final Submission to ELO (25)**
- **1 March Final marks to IBIS**

PLEASE ALSO SEE INDIVIDUAL STUDENT BOOKLET