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# Scheme of work

A-level History 7041/7042

International Relations and Global Conflict, c1890–1941, 2K

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## Introduction

To help teachers in planning a course of study for the new A level qualification, a possible scheme of work is provided below. This is purely illustrative of one way in which this course might be delivered and it is not intended to be in any way prescriptive. Teachers will need to develop schemes which suit the arrangements and time allocations of their own schools and colleges. Teaching arrangements and approaches are likely to differ between institutions. Provided the content as given in the Specification is covered, any sensible approach is legitimate.

## Assumed coverage

The scheme of work which follows is based on two teaching years of 30 weeks per year. It assumes students will receive 2–2.5 hours per week for each of their A-level components and that 6 weeks in each year will be devoted to the NEA.

**Please note that this option will be withdrawn for AS after summer 2020 with final assessment in 2021.**

# Scheme of work

## HISTORY: International Relations and Global Conflict, c1890–1941

Component 2 Depth Study Teacher 2

Teach alongside: Component 1 Breadth Study (Teacher 1) and Component 3 NEA (Teacher 1 and/or 2)

Note that whole course may be delivered by a single teacher

### General Introduction (Component 2)

### Learning Objectives AO1 and AO2

Time taken	Component-specific skills	Specific Guidance	Learning activities	Differentiation and extension	Resources
30 weeks for Part 1  (The remaining 6 weeks of the school /college year to be spent on NEA Component 3)	1. Students are expected to develop an understanding of the process of change and continuity through the study of the interrelationship of a variety of perspectives.	Students should be aware that each depth study has an introductory commentary setting out the focus of the study and the key concepts that apply to it. There is a close interrelationship between the commentary and the content that follows.	Students will need to appreciate the complexity of the historical process through a detailed focus on the period of this depth study.  To demonstrate depth of historical knowledge and understanding, students should be able to make links and comparisons between the aspects of the period studied. It is therefore important that the content should be studied both in its own right and holistically so that links and contrasts are rooted in secure knowledge and understanding.	Students should be encouraged to study the course content in relation to the key concepts and issues, as set out in the introductory commentary, using, as appropriate, a variety of primary source material as well as academic reference books.  Students' understanding of concepts and perspectives should be regularly assessed.	Students should have the opportunity to consult primary sources and academic books whenever possible. Class textbooks, guided reading and worksheets, access to suitable internet sites, on-line journals, podcasts, stimulating lectures, power point presentations and other sources of information will all be valuable.

	<p>2. Students will need to be able to evaluate, with reference to provenance and content, how primary sources contribute to historical understanding.</p> <p>3. Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p>	<p>Please refer to the Specification for the different types of A-level questions.</p>	<p>The suggested learning activities below are intended to develop the required skills but are neither exhaustive nor exclusive. They are intended as <i>suggestions only</i> from which teachers might select. It is not expected that teachers would have time to cover <i>all</i> of these activities.</p>		<p>Note that students will need to practise exam-style questions throughout the course.</p> <p>A-level practice questions can be found on the AQA website and it is recommended that either a source evaluation or essay question is set every 2 weeks throughout the 30 weeks of each part of the course.</p>
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## Learning Objectives AO1 and AO2

### International Relations and Global Conflict, c1890–1941

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
<b>PART ONE: GREAT POWER RIVALRIES AND ENTRY INTO WAR, c1890–1917; Section One: Great Powers: Britain, Germany, France, Russia and Austria-Hungary, c1890–1900</b>					
Week 1	The political structures of the Great Powers	Liberal democracies in Britain and France; the effect of political structures on decision-making	<p>Introduction to the situation in Britain and France in 1890 (PowerPoint and/or relevant video).</p> <p>Create diagrams of the political structures of Britain and France, in particular highlighting the role of the monarch/president and who could vote.</p> <p>For Britain: create a table showing parliamentary reform and the effects of these acts of 1832, 1867, 1872 and 1884.</p> <p>For France: create a table exploring the four main groups in the Chamber of Deputies and their views.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>constitutional monarchy</li> <li>the Third Republic</li> <li>universal male suffrage.</li> </ul> <p>Outlines for the diagrams / tables could scaffold tasks.</p> <p>Appreciation of the key differences between the nations.</p>	<p>YouTube documentaries outlining Britain and France, c1890.</p> <p>Primary written and visual sources as an introduction to source material (for example political cartoons and textbook materials).</p> <p>Guided worksheets and reference material for wider reading.</p>

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Week 2		Autocracies in Germany, Russia and Austria-Hungary; the effect of political structures on decision-making	<p>Introduction to the situation in Germany, Russia and Austria-Hungary in 1890 (PowerPoint and/or relevant video).</p> <p>Create diagrams of the political structures of Germany, Russia and Austria-Hungary, in particular highlighting the role of the leaders in each nation and those with power (e.g. the nobility in Russia).</p> <p>Create biographies of the key leaders in Germany, Russia and Austria-Hungary:</p> <ul style="list-style-type: none"> <li>Germany – Wilhelm II and Caprivi</li> <li>Russia – Alexander III</li> <li>Austria-Hungary – Franz Joseph I.</li> </ul>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>authoritarianism</li> <li>tsardom</li> <li>liberal autocracy.</li> </ul> <p>Templates for the diagrams / tables could scaffold tasks.</p> <p>Appreciation of the key differences between the nations.</p>	<p>YouTube documentaries outlining Germany, Russia and Austria-Hungary, c1890.</p> <p>Primary written and visual sources as an introduction to source material.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 3	Economic strengths and armed forces	The erosion of Britain's economic supremacy; the rise of the German economy	<p>Exploration of the invasion of US and German goods into British markets, examining statistics and primary sources on import/export and production.</p> <p>Create tables comparing British and German systems; for example railways, banking, cartels, education, natural resources and the steel and chemical industries.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>industrialisation</li> <li>free trade</li> <li>Zollverein</li> <li>Long Depression.</li> </ul> <p>Templates could scaffold tasks.</p>	<p>Statistics on the British, German and US economies.</p> <p>Primary written and visual sources on the economic change.</p> <p>Guided worksheets and reference material for wider reading.</p>

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Week 4		Economic reform in Russia; the relative strengths of armed forces of the Great Powers	<p>Students could construct a mind-map exploring Russia's economic situation in the late 19<sup>th</sup> Century:</p> <ul style="list-style-type: none"> <li>• population change</li> <li>• the role of agriculture</li> <li>• peasantry</li> <li>• industrial areas</li> <li>• reforms.</li> </ul> <p>Exploration of Witte's economic policies; card sort on the strengths and weaknesses of accelerated industrialisation.</p> <p>Comparison of the armed forces of the Great Powers; tables could be used demonstrating the numbers in the army, images of equipment available, etc.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>• Russification</li> <li>• backwardness.</li> </ul> <p>Templates could scaffold tasks.</p> <p>A suggestion could be made as to who from the Great Powers might win a potential war in 1900.</p>	<p>Statistics and reference material on the Russia economy c.1890-1900.</p> <p>Statistics on the size of the armed forces and equipment available for the Great Powers, images where possible.</p> <p>Guided worksheets and reference material for wider reading.</p>

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Week 5	Empires and rivalries	The 'Scramble for Africa'	<p>Exploration of the reasons for imperialism in Africa through reference material and primary sources; each research a reason and share with the group (eg global markets, raw materials, German and Italian expansion). Consider the most important reasons for the Scramble.</p> <p>Students to colour / create a key for Africa, showing European colonisation. Use the map to suggest potential problems / issues between the Great Powers following the Scramble.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>imperialism</li> <li>Weltpolitik.</li> </ul> <p>Maps could range from completely blank, to some small missing parts.</p>	<p>A map of Africa and the colonies.</p> <p>Primary written and visual sources on the Scramble and its impact eg cartoons.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 6		Russo-Austro-Hungarian rivalry in the Balkans; Russia and the Ottoman Empire	<p>Exploration of the reasons why Russia and Austria-Hungary were interested in the Balkans; maps of the region could be highlighted to show nationalities, access to warm water, etc.</p> <p>Examine the ongoing conflicts between Russia and the Ottoman Empire (Russo-Turkish Wars), particularly in the Balkan region. List the reasons for the rivalry and make reference to the decline of the Ottoman Empire.</p> <p>Create a list of potential problems that Europe could face given the rivalry in the Balkans.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>nationalism</li> <li>Slav.</li> </ul> <p>Potential problems could be ranked.</p>	<p>A map of the Balkan region, highlighting nationalities and changing territories.</p> <p>Guided worksheets and reference material for wider reading.</p>

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Week 7	The state of international relations by 1900	Anglo-French rivalry; Anglo-German relations	<p>Suggest why past events made Britain and France enemies (eg Napoleonic Wars). Explore the causes and consequences of the Fashoda Incident (1898).</p> <p>Examine the impact of Weltpolitik and Wilhelm II aggressive policy on Anglo-German relations.</p> <p>Create a timeline of key events c1871–1900 (eg German unification, rise of Wilhelm II and downfall of Bismarck) and colour coordinate to show if the event improved or worsened Anglo-French and/or Anglo-German relations (could then be revisited in weeks 14–16).</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>Balance of Power</li> </ul> <p>Templates could scaffold tasks.</p>	<p>Video on the Fashoda Incident.</p> <p>Primary written sources showing the changing relations from French, British and German points of view.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 8		The Franco-Russia Alliance	<p>List the different reasons for a Franco-Russia alliance in 1894; prioritise these reasons (for example in a card sort).</p> <p>Explore the terms of the alliance and the impact of this alliance on other relations, ie Russia and Germany.</p> <p>Create newspaper reports on the alliance from the point of view of France, Russia and Germany, considering the language that may have been used (ie celebratory, angry, inflammatory).</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>diplomatic isolation</li> <li>Triple Alliance.</li> </ul> <p>Templates could scaffold tasks.</p>	<p>Terms of the 1894 alliance (primary source).</p> <p>Guided worksheets and reference material for wider reading.</p>



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Week 9		Germany's Dual Alliance with Austria-Hungary	<p>Colour-code a map of alliances to show why the Dual / Triple Alliance may have led to the creation of the Franco-Russia alliance (links to Week 8) and concerns about the balance of power in Europe (Week 7).</p> <p>Pairs could examine the terms of the alliance, simplify the language and then present to the class.</p> <p>Consider: who did the alliance threaten most? Why? Was the alliance an aggressive agreement?</p> <p>Compare these answers to the original intent of Bismarck to use this alliance to prevent war.</p>	<p>Return to the contextual understanding of the Balance of Power from Week 7.</p> <p>Consider: did the Dual Alliance make the Franco-Russian Alliance inevitable?</p>	<p>A map of the alliances by 1900.</p> <p>Terms of the 1879 Dual Alliance (primary source).</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 10		Potential for conflict	<p>Create a table to examine the different themes explored so far and rate their potential to cause conflict by the start of the 20<sup>th</sup> Century:</p> <ul style="list-style-type: none"> <li>• economic rivalry</li> <li>• imperialism</li> <li>• alliances.</li> </ul> <p>Practice exam question: for example, main cause of tension? (example questions should be used regularly throughout both years).</p>	<p>Categories could be shared out, group work, scaffold provided.</p> <p>Class debate: was war inevitable by 1900?</p>	<p>Guided worksheets and reference material for wider reading.</p> <p>Detailed essay writing guidance.</p> <p>Practice exam question.</p>

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<b>PART ONE: GREAT POWER RIVALRIES AND ENTRY INTO WAR, c1890–1917; Section Two: The Great Powers and Crises, 1900–1911</b>					
Week 11	Forces of instability	Balkan nationalism and its significance for Austria-Hungary and Russia	<p>Examine the Serb Nationalist groups created between 1900 and 1911 (ie Young Bosnia, Black Hand and Peoples Defence):</p> <ul style="list-style-type: none"> <li>• reasons for their creation</li> <li>• their aims</li> <li>• role of Russia in these groups</li> <li>• role of the Serbian government in the groups.</li> </ul> <p>Research a group each and present to the class.</p> <p>Rank the potential threat of these groups as a whole to European stability, particularly in terms of Austro-Hungarian-Russian relations.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>• extreme nationalism</li> <li>• Pan Slavism.</li> </ul>	<p>A map of the Balkan region, c.1900.</p> <p>Primary sources from Serbian Nationalist groups.</p> <p>Guided worksheets and reference material for wider reading.</p>

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Week 12		Militarism and the position of the Germany army in the Second Reich	<p>Examine the history of the military in Germany, particularly the Prussian forces and Franco-Prussian War. Create a profile of the military in Germany by 1900.</p> <p>Explore reasons why the German army so important to German politics, considering primary sources. Create a diagram showing the influence of the General Staff on government. Refer back to Wilhelm II's militaristic attitude (Week 2).</p> <p>Suggest potential issues this militaristic attitude could provoke.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>Militarism.</li> </ul> <p>Link to Wilhelm II's attitudes (Weltpolitik, 'A Place in Sun', etc.)</p> <p>Templates could scaffold tasks.</p>	<p>Prussian Military music and history on YouTube.</p> <p>Primary written and visual sources on the role of the military in Germany.</p> <p>Guided worksheets and reference material for wider reading.</p>

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Week 13		The arms and naval races; military plans	<p>Groups to research each nations' changing military and present to the class. Create a table showing how each of the Great Powers engaged in the arms race:</p> <ul style="list-style-type: none"> <li>• spending</li> <li>• conscription</li> <li>• new weaponry</li> <li>• response to military defeats</li> <li>• naval race.</li> </ul> <p>Examine a map of the proposed route of the Schlieffen Plan, explore:</p> <ul style="list-style-type: none"> <li>• the reasons for the plan</li> <li>• potential consequences</li> <li>• strengths</li> <li>• weaknesses of enacting the plan.</li> </ul> <p>Consider contemporary views of the Schlieffen Plan.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>• conscription</li> <li>• expenditure</li> <li>• war on two fronts</li> <li>• dreadnought.</li> </ul> <p>Templates could scaffold tasks.</p>	<p>Statistics on armament / military spending for the Great Powers.</p> <p>Map of the Schlieffen Plan, primary sources on the plan.</p> <p>Guided worksheets and reference material for wider reading.</p>

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Week 14	Evolving alliances	Anglo-French Entente	<p>List the different reasons for an Anglo-French alliance in 1904; prioritise these reasons (for example in a card sort).</p> <p>Examine the three documents in the agreement of 1904 and explain how each of these improved Anglo-French relations (with particular links to imperialism, Week 7).</p> <p>Suggest the impact the alliance may have had on other European relations, ie with Germany.</p> <p>Links may be made with Week 15.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>Entente Cordiale</li> <li>Splendid Isolation.</li> </ul> <p>Consider the differences between the Entente and a more formal alliance.</p>	<p>Terms of the Entente Cordiale, 1904.</p> <p>Primary sources on reactions to the alliance within Europe.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 15		The Moroccan Crises	<p>Groups to represent each side of the crises:</p> <ul style="list-style-type: none"> <li>Morocco</li> <li>Britain</li> <li>France</li> <li>Germany.</li> </ul> <p>Research their role / aims in the crises and the outcome of the crises for their nation.</p> <p>Present to the class and record details, making reference to primary sources.</p> <p>Assess the winners / losers in the crises and the strength of Anglo-French relations by 1911.</p>	<p>Class could stage a summit between the nations to debate the issues at either crisis.</p>	<p>Primary documents from the crises, eg French/British press reaction to Tangiers visit.</p> <p>Guided worksheets and reference material for wider reading.</p>

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Week 16		The formation of the Triple Entente	<p>In groups, create profiles of the three nations and their reasons for forming an alliance by 1907.</p> <p>Create a timeline of key events leading to the creation of the Triple Entente, including the creation of the Triple Alliance.</p> <p>Colour-code a map of the alliances by 1907. Suggest potential issues due to the alliances.</p> <p>Examine contemporary responses to the alliance.</p>	<p>Highlight key turning points on the timeline.</p> <p>Templates could scaffold tasks.</p> <p>Consider: do alliances act as a deterrent to war?</p>	<p>Primary sources on reactions to the alliance.</p> <p>Map of European Alliances by 1907.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 17	The decline of the Ottoman Empire	The weakening of the Empire in Eastern Europe	<p>Students could research and present information on:</p> <ul style="list-style-type: none"> <li>• reasons for the decline of the Empire</li> <li>• consequences of the decline of the Empire.</li> </ul> <p>Consider the role of the rise of nationalism and Russian expansion (links to Weeks 6 and 11).</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>• Sultan</li> <li>• National Awakening.</li> </ul>	<p>Primary sources from the Ottoman Empire.</p> <p>Guided worksheets and reference material for wider reading.</p>

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Week 18		The causes and consequences of the Young Turk Movement	<p>Examine the Young Turk Movement. List the major factors surrounding the movement. Groups might sort the factors into causes and consequences.</p> <p>Rank the importance of the consequences for the Ottoman Empire and wider European relations. Explore primary sources surrounding the events of the Young Turk Revolution.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>• modernisation</li> <li>• westernisation</li> <li>• liberal reform.</li> </ul>	<p>Primary written and visual sources on the Young Turks.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 19	Panslavism and the Bosnian Crisis	The causes of the Bosnian Crisis	<p>Students might research the reasons for the Bosnian Crisis.</p> <p>List the different reasons for the Bosnian crisis and consider the official proclamation by Franz Joseph I versus other reasons for the annexation (primary documents).</p> <p>Prioritise these reasons through a card sort and group discussion.</p>	<p>Differentiation through level of research required (solo or group work).</p> <p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>• Bulgarian independence</li> <li>• annexation.</li> </ul>	<p>YouTube clip introducing the crisis.</p> <p>Primary documents on the reasons behind the Austro-Hungarian annexation of Bosnia.</p> <p>Guided worksheets and reference material for wider reading.</p>

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Week 20		The course and consequences of the Bosnian Crisis	<p>Create a timeline of events from the origins through to the conclusion of the crisis.</p> <p>Consider the impact of the Bosnian Crisis on relations between:</p> <ul style="list-style-type: none"> <li>• Russia and Austria-Hungary</li> <li>• Serbia and Austria-Hungary</li> <li>• Germany and Austria-Hungary</li> <li>• Italy and Austria-Hungary.</li> </ul> <p>Shared research could lead to a class table of notes.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>• Treaty of Berlin (1909)</li> <li>• diplomatic victory.</li> </ul> <p>Templates could scaffold tasks.</p>	<p>Primary documents on reactions to the Austro-Hungarian annexation of Bosnia.</p> <p>Guided worksheets and reference material for wider reading.</p>



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<b>PART ONE: GREAT POWER RIVALRIES AND ENTRY INTO WAR, c1890–1917; Section Three: The Coming of War, 1911–1917</b>					
Week 21	The First and Second Balkan Wars	Causes; attempts by the Great Powers to impose peace on the region	<p>Groups to explore the main three causes of the First Balkan War:</p> <ul style="list-style-type: none"> <li>the failure of the Ottoman Empire to reform or deal with the rising ethnic nationalism</li> <li>disagreements between the Great Powers over how to deal with the region</li> <li>the creation of the Balkan League in opposition to the Ottoman Empire.</li> </ul> <p>List the varying attitudes of the Great Powers to the region (could create a table); the terms of Treaty of London; (link to map) and how this led to the Second Balkan War. Reference can be made to primary sources here.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>The Balkan League</li> <li>Treaty of London (1913).</li> </ul> <p>Consider: could greater unity between the Great Powers have prevented problems in the Balkans?</p>	<p>Maps showing territorial changes as a result of the First war.</p> <p>Primary sources on the Great Powers response to the Balkan Wars.</p> <p>Guided worksheets and reference material for wider reading.</p>

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Week 22		The impact of the Balkan Wars on the Great Powers and Serbia	<p>Research the impact of the Balkan Wars on:</p> <ul style="list-style-type: none"> <li>• Russia</li> <li>• Austria-Hungary</li> <li>• Serbia.</li> </ul> <p>Create a table explaining the impact for each nation.</p> <p>Suggest why the aftermath of the Balkan Wars brought Russia and Serbia closer together whilst causing a greater divide between them and Austria-Hungary.</p>	<p>Differentiation through level of research required.</p> <p>Templates could scaffold tasks.</p> <p>Consider: who suffered the most in the aftermath of the wars?</p>	<p>Maps showing territorial changes as a result of the both Balkan Wars.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 23	The outbreak of war in the Balkans and July Crisis	Austria-Hungary's and Germany's response to the assassination in Sarajevo	<p>Create a brief storyboard of the assassination, highlighting the major personalities involved:</p> <ul style="list-style-type: none"> <li>• Gavrilo Princip</li> <li>• Archduke Franz Ferdinand.</li> </ul> <p>Students take on the roles of Austro-Hungarian, Serbian and German ministers; research their responses and produce official reactions to the assassination, including the ultimatum from Austria-Hungary.</p> <p>Create brief biographies explaining the roles of key decision makers, eg:</p> <ul style="list-style-type: none"> <li>• Bethmann-Hollweg, German chancellor</li> <li>• Berchtold, Austrian Foreign Minister</li> <li>• von Hotzendorf, Austrian chief of staff.</li> </ul>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>• 'Blank Cheque'</li> <li>• Arbitration.</li> </ul> <p>Students could act out events, or create newspaper responses from each side, or neutral points of view (eg British).</p>	<p>YouTube clip on the assassination.</p> <p>Primary written and verbal sources on the assassination and responses to the assassination.</p> <p>Guided worksheets and reference material for wider reading.</p>

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Week 24		Russia's response to Austria-Hungary's demands on Serbia; the bombardment of Belgrade	<p>Research and create a range of Russian responses to Austria-Hungary's demands on Serbia; eg newspaper / public, official government.</p> <p>Create brief biographies explaining the roles of:</p> <ul style="list-style-type: none"> <li>Nicholas II, Tsar of Russia</li> <li>Sazonov, Russian Foreign Minister.</li> </ul> <p>Assess the roles of officials across Russia, Austria-Hungary and Germany.</p> <p>Consider the bombardment of Belgrade and its implications. Create a full chart of events leading to the bombardment.</p>	Students could act out events, or create newspaper responses from a more neutral point of view (eg British).	<p>Primary written and verbal sources on the Russia's response to Austria-Hungary's demands on Serbia.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 25	General war in Europe	Mobilisation of German and Russian forces.	<p>Create a timeline of events from June 28<sup>th</sup> to Aug 1<sup>st</sup> including:</p> <ul style="list-style-type: none"> <li>the bombardment of Belgrade</li> <li>the mobilisation of German forces</li> <li>the mobilisation of Russian forces.</li> </ul> <p>Colour-code the events to show which of the nations was making an aggressive move and suggest who was more responsible for the escalation of events.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>bombardment</li> <li>mobilisation</li> </ul> <p>Consider: did Russian mobilisation make the First World War inevitable?</p>	<p>Primary written and verbal sources on mobilisation and reactions to mobilisation.</p> <p>Guided worksheets and reference material for wider reading.</p>

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Week 26		The implementation of the Schlieffen Plan and the invasion of Belgium; Britain's declaration of war.	<p>Compare the original Schlieffen Plan to the actual implementation of the plan; study maps/videos of the plan versus actual events.</p> <p>Create a table that lists the differences and suggests reasons for the differences. Research to complete the table.</p> <p>List the reasons why Britain declared war and prioritise (eg card sort). Explore primary sources showing different attitudes.</p> <p>Consider whether the Treaty of London was the most important factor.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>• encirclement</li> <li>• resistance</li> <li>• Treaty of London (1839).</li> </ul> <p>Templates could scaffold tasks.</p> <p>Consider: why did Germany believe that Britain would not uphold the Treaty of London?</p>	<p>YouTube clips on the Schlieffen Plan (idea and in action).</p> <p>Maps and sources showing the original Schlieffen plan and actual military action.</p> <p>Primary sources on British reaction to Germany's invasion of Belgium.</p> <p>Guided worksheets and reference material for wider reading.</p>

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Week 27		The key decision makers and their motives	<p>Develop and / or create brief biographies explaining the roles of key decision makers, eg:</p> <ul style="list-style-type: none"> <li>• Bethmann-Hollweg, German chancellor</li> <li>• Berchtold, Austrian Foreign Minister</li> <li>• von Hoetzendorf, Austrian chief of staff</li> <li>• von Moltke, German Chief of Staff</li> <li>• Sir Edward Grey, British Foreign Secretary</li> <li>• Nicholas II, Tsar of Russia</li> <li>• Sazonov, Russian Foreign Minister.</li> </ul> <p>Create a timeline summarising the events from the assassination through to the Austrian declaration of war on Russia; reflect on who had the biggest impact on the outbreak of war.</p>	<p>Students could take on the roles of key individuals and enact a meeting on July 29<sup>th</sup> as suggested by the British.</p> <p>Templates could scaffold tasks.</p>	<p>Primary sources on / from the key decision makers.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 28	From European to World War	The escalation of the conflict; Italy's motives for war	<p>Create a map explaining troop movements within Europe between August 1914 and December 1914.</p> <p>In groups, explore the reasons for escalation of the conflict:</p> <ul style="list-style-type: none"> <li>• Japan declares war on Germany</li> <li>• Turkey joins the central powers</li> <li>• Italy abandons neutrality.</li> </ul> <p>Colour a world map to show which nations had joined the conflict on which side.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>• Treaty of London (1915)</li> </ul> <p>Templates could scaffold tasks.</p>	<p>Maps showing escalation of the conflict and alliances by 1915.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 29		Reasons for the entry of the USA	<p>Groups to investigate the various factors surrounding US entry to the war through secondary and primary material and present to the class:</p> <ul style="list-style-type: none"> <li>• original neutrality</li> <li>• public opinion</li> <li>• declaration of war.</li> </ul> <p>Suggest why it took so long for the USA to become involved in the First World War.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>• isolationism</li> <li>• Preparedness Movement</li> <li>• unrestricted submarine warfare</li> <li>• Zimmermann Telegram.</li> </ul>	<p>Primary written and verbal sources on US public and official opinion on the First World War.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 30	Overview and Revision	Holistic appraisal of content Part One	<p>Look back at material in this Part and create:</p> <ul style="list-style-type: none"> <li>• a timeline and glossary for each of the three sections of content</li> <li>• some could create a summative wall poster.</li> </ul> <p>Consider the themes of nationalism, militarism and the balance of power; reflect on the causes of war and what makes international diplomacy succeed or fail.</p> <p>Collect several sources to show how each area developed and changed.</p> <p>As a class, reflect, 'What have we learnt?'</p>	<p>Debate: what were the key turning points in the build-up to World War One?</p> <p>Opportunities for differentiation by task and in students' reflection and selection of information.</p> <p>Further opportunities for evaluation of primary source material.</p>	<p>Notes and materials from Part One of this course. Could be presented in the form of a revision guide.</p> <p>Further source material which could be assembled by students.</p> <p>Practice exam-style questions.</p>

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			Consider events and development from different perspectives, eg political or social and economic. Look at the introductory paragraph for this option and reflect on the key issues and concepts of this study.		
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Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
<b>PART TWO: THE FAILURE OF INTERNATIONAL PEACE AND THE ORIGINS OF THE SECOND WORLD WAR, 1917–1941; Section One: The End of the First World War and the Peace Settlement, 1917–1923 (A-level only)</b>					
Week 1	The collapse of the autocratic empires	Russia, Germany, Austria-Hungary and the Ottoman Empire	<p>Groups to explore the collapse of autocracy in:</p> <ul style="list-style-type: none"> <li>• Russia</li> <li>• Germany</li> <li>• Austria-Hungary</li> <li>• the Ottoman Empire.</li> </ul> <p>Students could create timelines to show the collapse; list key figures; and draw diagrams of the new political structures in each nation, sharing findings with the class</p> <p>Examine maps of the changing territories of the empires, suggesting potential issues as a result of the collapse.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>• proportional representation</li> <li>• Bolshevism</li> <li>• abdication</li> <li>• republic.</li> </ul> <p>Templates could scaffold tasks.</p>	<p>Maps of the changing territories.</p> <p>Primary sources on the collapse of the empires.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 2		Nationalist ambitions and the impact on international relations and peace-making	<p>Examine the problems faced by the peacemakers and rank their importance in terms of creating a lasting peace settlement:</p> <ul style="list-style-type: none"> <li>• Russian Civil War</li> <li>• competing nationalisms</li> <li>• desire for revenge</li> <li>• Republican majority in US congress.</li> </ul>	<p>Students could represent each issue and physically move in a line to rank importance.</p>	<p>Guided worksheets and reference material for wider reading.</p>



Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 3	Peace-making, 1919-23	The roles and aims of Clemenceau, Wilson and Lloyd George	<p>Individuals / groups to take on the roles of:</p> <ul style="list-style-type: none"> <li>• Clemenceau</li> <li>• Wilson</li> <li>• Lloyd George.</li> </ul> <p>Research their position through primary sources at the end of the war and their aims.</p> <p>Present these aims to the class attempting to persuade others that their route would be the best solution.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>• the Fourteen Points</li> <li>• revanchism.</li> </ul> <p>Consider: who had the 'best' solution for the conflict. What would be the 'best' solution?</p>	<p>Primary sources from Clemenceau, Wilson and Lloyd George.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 4		The Treaty of Versailles	<p>Create a table showing the different clauses of the Treaty of Versailles and how each of these affected Germany and other nations.</p> <p>Rate the Treaty in terms of harshness; were some terms harsher than others? Why?</p> <p>Discuss the potential issues facing Europe in the aftermath of the Treaty of Versailles.</p> <p>Compare the Treaty to Wilson's original Fourteen Points, explore similarities and differences.</p>	<p>Could also be done as a card sort activity and/or shared within groups.</p> <p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>• War Guilt</li> <li>• reparations</li> <li>• plebiscite</li> <li>• demilitarised.</li> </ul> <p>Templates could scaffold tasks.</p>	<p>The main articles of the Treaty; maps to show territorial changes.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 5		The East and Southern European settlements and the settlement with Turkey	<p>Create a table exploring each of the following treaties:</p> <ul style="list-style-type: none"> <li>• Treaty of St Germain (1919)</li> <li>• Treaty of Trianon (1920)</li> <li>• Treaty of Neuilly (1919)</li> <li>• Treaty of Sevres (1920)</li> <li>• The Sykes-Picot Agreement (1916).</li> </ul> <p>List the terms of each treaty and the effects on the nations involved.</p> <p>Examine maps of Europe in 1914 and 1920 and suggest the potential impact of the changes.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>• Anschluss</li> <li>• Magyar</li> <li>• 'Balkan Prussia'</li> <li>• Fiume</li> <li>• Zionism</li> <li>• Balfour Declaration.</li> </ul> <p>Templates could scaffold tasks.</p>	<p>Maps of Europe in 1914 and 1920 showing territorial change.</p> <p>Terms of the treaties, primary sources on the treaties where possible.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 6	Challenges to the peace settlement	The consequences of the USA's return to isolationism and the League of Nations	<p>Explore primary and secondary sources and suggest the impact of US isolationism on:</p> <ul style="list-style-type: none"> <li>• the Treaty of Versailles</li> <li>• Britain and France</li> <li>• the League of Nations.</li> </ul> <p>Create a diagram showing the organs of the League of Nations.</p> <p>Examine the League of Nations, identifying strengths and weaknesses. Compare responses and come to a conclusion on the potential of the League of Nations to prevent future conflict.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>• isolationists</li> <li>• ratification</li> <li>• arbitration</li> <li>• the Assembly and Council.</li> </ul> <p>Templates could scaffold tasks.</p>	<p>YouTube clip on the League of Nations.</p> <p>Primary sources on US isolationism and attitudes to European affairs.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 7		The responses to the post-war settlement in France, Britain and Germany	<p>In groups, research through primary sources and create responses to the post-war settlement (eg newspaper headlines, posters) from the point of view of the:</p> <ul style="list-style-type: none"> <li>• British</li> <li>• Germans</li> <li>• French.</li> </ul> <p>Consider the view of the government versus the view of the public. Groups could represent each side and reflect this in the created materials.</p>	<p>Class debate between nations, or public vs. government.</p> <p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>• Diktat</li> <li>• stab in the back</li> <li>• concession.</li> </ul>	<p>Primary sources on reactions to the Treaty from each nation.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 8	The state of international relations by 1923	The position of the USA and Russia in world affairs	<p>USA; Explore the extent of American isolationism by 1923, eg through examining:</p> <ul style="list-style-type: none"> <li>• the Knox-Porter Resolution, 1921 (Treaty of Raritan)</li> <li>• the Washington Armaments conference (1921-22)</li> <li>• tariffs and quotas.</li> </ul> <p>Russia: examine the aftermath of the Civil War and relations with, for example, Britain and Germany. Explore issues / events such as:</p> <ul style="list-style-type: none"> <li>• the Comintern</li> <li>• the Spartacist Uprising</li> <li>• the Anglo-Soviet trade agreement.</li> </ul>	<p>Class could be split into two camps to simplify research.</p> <p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>• disarmament</li> <li>• Five Power Treaty</li> <li>• Reds and Whites</li> <li>• World Revolution.</li> </ul>	<p>Primary written and visual sources on US and Russian attitudes to world affairs and responses to these attitudes.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 9		Continuing border disputes	<p>Use maps to explore ongoing disputes over Poland's borders, paying particular attention to;</p> <ul style="list-style-type: none"> <li>the eastern frontier with Russia</li> <li>Upper Silesia.</li> </ul> <p>Examine the significance of these disputes by exploring:</p> <ul style="list-style-type: none"> <li>who settled the disputes</li> <li>who triumphed in these disputes</li> <li>what role did the League of Nations play?</li> </ul>	<p>Students could create their own maps demonstrating the changes to borders.</p> <p>Consider: why did it take so long to set Poland's eastern border with Russia?</p>	<p>Maps showing the border disputes of the early 1920s.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 10		The occupation of the Ruhr and its consequences	<p>Create a timeline of events in the build-up, and course of, the occupation of the Ruhr.</p> <p>Highlight on the timeline which nation was involved in each stage (colour-code).</p> <p>Create a diagram / table showing the role of Britain, France and Germany; the impact of the occupation on each nation; and the potential aftermath, through exploring primary sources.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>passive resistance</li> <li>hyperinflation</li> <li>Stresemann.</li> </ul> <p>Templates could scaffold tasks.</p>	<p>Primary sources on the occupation of the Ruhr from each nations point of view.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
<b>PART TWO: THE FAILURE OF INTERNATIONAL PEACE AND THE ORIGINS OF THE SECOND WORLD WAR, 1917–1941; Section Two: Attempts at Maintaining the Peace, 1923–1935 (A-level only)</b>					
Week 11	The 'Spirit of Locarno'	Consolidation of the post-war settlement	<p>List the reasons for and the terms of the Locarno Treaties. Suggest the potential problems of the treaties through primary sources, particularly the lack of confirmation of Eastern borders.</p> <p>Create biographies of two of the key figures of Locarno:</p> <ul style="list-style-type: none"> <li>• Aristide Briand of France</li> <li>• Gustav Stresemann of Germany.</li> </ul> <p>Discuss and explore Russia and Eastern Europe during the Locarno Era; Russia and Germany; Anglo-Russia Relations and France and eastern Europe. Create a diagram / table explaining these relations.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>• inviolability</li> <li>• 'Spirit of Locarno'</li> <li>• Rapallo (1922)</li> <li>• Fulfilment.</li> </ul> <p>Class debate: did Locarno solve the problems between France and Germany?</p>	<p>Primary written and visual sources on the treaties and their impact on relations in Europe.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 12		Attempts at disarmament and conciliation in international relations, including the Dawes Plan	<p>List the terms of the Dawes Plan; suggest the pros/cons of each recommendation.</p> <p>In teams, examine the response to the Dawes Plan from:</p> <ul style="list-style-type: none"> <li>• the British</li> <li>• the French</li> <li>• the Germans.</li> </ul> <p>Present information to the class and suggest the balance of power following the Dawes Plan.</p> <p>Consider the degree of progress towards disarmament and conciliation.</p>	Consider: what does the Dawes Plan suggest about US isolationism?	<p>Primary written and visual sources on the Dawes Plan and responses to the Dawes Plan.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 13		The Geneva Protocol and the Kellogg-Briand Pact	<p>Examine the terms of, and the reasons for, the failure of the 1924 Geneva Protocol.</p> <p>In groups, explore the support for the protocol from the original proposers, the Labour Party in Britain, and the failure to ratify the Protocol by the Conservatives</p> <p>Create a table / diagram exploring the Kellogg-Briand Pact including: the reasons for its creation; terms of the Pact; signatories; its impact (strengths and weaknesses).</p> <p>The table could be expanded to include the Dawes Plan and Geneva Protocol.</p> <p>Consider whether any further progress had been made towards disarmament and conciliation.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>collective security.</li> </ul> <p>Class debate on the protocol from the points of view of the British government under Labour and the Conservatives.</p> <p>Consider: what does the Kellogg-Briand Pact suggest about US isolationism?</p>	<p>Primary sources from the Geneva Protocol and Kellogg-Briand Pact.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 14	The Depression and its impact on international relations	The impact of the Wall Street Crash on international relations	<p>After an initial introduction (YouTube) groups to research and create brief presentations on:</p> <ul style="list-style-type: none"> <li>the political impact of economic depression <ul style="list-style-type: none"> <li>end of international co-operation</li> <li>the rise of the Nazis</li> <li>spread of Fascism</li> </ul> </li> <li>the failure of disarmament <ul style="list-style-type: none"> <li>the World Disarmament Conference</li> <li>German withdrawal from the LoF.</li> </ul> </li> </ul>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>Gold Standard</li> <li>economic retrenchment.</li> </ul>	<p>YouTube videos to provide an overview of the Wall Street Crash and its initial impact.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 15		The failures of the Lausanne and London Conferences on international debts and reparations	<p>Create a diagram / table exploring the Young Plan (1929), Lausanne Conference (1932) and the London Economic Conference (1933).</p> <p>List the outcomes / terms of each event.</p> <p>Suggest the winners and losers in terms of Germany, France and the US; support with primary material where possible.</p> <p>Assess the impact of the outcome on international relations.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>• currency exchange rates</li> <li>• Hugenberg</li> <li>• Roosevelt.</li> </ul> <p>Templates could scaffold tasks.</p>	<p>Primary sources on the outcomes and response to the conferences.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 16	Changing balance of power	The ambitions of Italy	<p>Explore Fascist Italy's foreign policy from 1922 to 1935, listing its primary aims, such as returning Italy to the glory of the Roman Empire and revenge for the 1896 defeat in Abyssinia.</p> <p>Create propaganda posters selling the aims of Fascist foreign policy to the Italian people, making reference to successes, like Fiume.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>• mutilated victory</li> <li>• Italia Irredenta</li> <li>• Abyssinia.</li> </ul>	<p>Primary sources on Italy's foreign aims.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 17		The ambitions of Japan	<p>Research and list the reasons why Japan desired an empire and rank the importance of these reasons in shaping Japanese foreign policy in the 1930s.</p> <p>Discuss why these aims may have led to conflict with the US and an alliance with Germany.</p>	<p>Use key terms to develop contextual understanding;</p> <ul style="list-style-type: none"> <li>• Asia for the Asians</li> <li>• Manchuria.</li> </ul>	<p>Primary sources on Japan's foreign aims.</p> <p>Guided worksheets and reference material for wider reading.</p>



Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 18		The ambitions of Germany	<p>Research Hitler's foreign policy aims through primary and secondary materials and present explanations for the concepts of:</p> <ul style="list-style-type: none"> <li>• lebensraum</li> <li>• volksgemeinschaft</li> <li>• Aryan race</li> <li>• autarky</li> <li>• anti-Communism.</li> </ul> <p>Include examples of how Hitler and the Nazi would achieve these aims and the moves made by 1935, such as secret rearmament.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>• autarky</li> <li>• lebensraum</li> <li>• Social Darwinism.</li> </ul> <p>Consider: would German ambitions make war inevitable?</p>	<p>Primary sources on Germany's foreign policy aims.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 19	The collapse of collective security	The reasons for and consequences of the failure of the League of Nations in the Manchurian Crisis	<p>In groups examine:</p> <ul style="list-style-type: none"> <li>• why Japan invaded Manchuria</li> <li>• why the LoN took so long to respond</li> <li>• why the LoN failed to stop Japan.</li> </ul> <p>Present to the class and create diagrams to show the progression of the crisis and final conclusion. Identify the role of US isolationism in the crisis.</p> <p>Explore primary sources (particularly political cartoons) on the failure in Manchuria, suggesting the various consequences of this failure.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>• Lord Lytton.</li> </ul> <p>Templates could scaffold tasks.</p> <p>Consider: did the Manchurian crisis mark the beginning of the Second World War?</p>	<p>Primary verbal and written sources on the Manchurian Crisis.</p> <p>Maps of the areas involved.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 20		The reasons for and consequences of the failure of the League of Nations in the Abyssinian Crisis	<p>Create a timeline showing the build-up, and course of, the Abyssinian crisis, beginning with the Italo-Ethiopian Treaty of 1928 and ending with the Italian capture of Addis Ababa in 1936.</p> <p>Examine maps of the region and link back to Week 16 in terms of Italian claims to Abyssinia.</p> <p>List the reasons why the League failed and suggest the impact of this failure (for instance, the move to appeasement by Chamberlain).</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>sanctions</li> <li>Hoare-Laval Pact.</li> </ul> <p>Highlight key turning points on the timeline: could the LoN have stopped Mussolini?</p>	<p>Primary verbal and written sources on the Abyssinian Crisis.</p> <p>Maps of the areas involved.</p> <p>Guided worksheets and reference material for wider reading.</p>

**PART TWO: THE FAILURE OF INTERNATIONAL PEACE AND THE ORIGINS OF THE SECOND WORLD WAR, 1917–1941; Section Three: The Coming of War, 1935–1941 (A-level only)**

Week 21	Germany's challenges to the Treaty of Versailles	The aims and actions of Hitler	<p>Research the actions taken by Hitler to undo the Treaty of Versailles from leaving the League of Nations to the Anschluss.</p> <p>Make a human timeline of the events in Hitler's undoing of the Treaty of Versailles, ask students to organise themselves in order to rank the significance of the events, turning points, etc.</p> <p>Explore primary sources on Hitler's aims and the attitudes of the German nation to the Treaty of Versailles.</p>	<p>Each factor could be shared within the class / groups.</p> <p>Consider: were Hitler's actions the inevitable result of the harshness of the Treaty of Versailles?</p>	<p>Primary verbal and written sources on Hitler's actions in undoing the Treaty of Versailles.</p> <p>Guided worksheets and reference material for wider reading.</p>
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Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 22	The international response to German, Italian and Japanese aggression	The Rhineland Crisis; the Anschluss	<p>Research the incidents of the Rhineland Crisis and the Anschluss, suggesting why they changed the balance of power in Europe through examining maps of the region.</p> <p>In two groups, explore the British and French response to the events, create a table outlining both incidents and the reasons for the minimal international response.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>• Saar Plebiscite</li> <li>• non-aggression</li> <li>• 'Back-garden'</li> <li>• German-speaking nations.</li> </ul>	<p>Primary verbal and written sources on both the Rhineland Crisis and Anschluss.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 23		The Spanish Civil War; Italy and Albania	<p>Identify the nations involved in the Spanish Civil War and create a diagram to show which side each nation supported and why.</p> <p>Discuss / debate the significance of divided nations.</p> <p>Examine the Italian invasion of Albania: list the reasons for the invasion and rank the importance of each reason (could be a card sort).</p> <p>Suggest the strengths and weaknesses of the invasion and its aftermath using primary sources.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>• the Nationalists</li> <li>• the Republicans</li> <li>• Pact of Steel.</li> </ul> <p>Templates could scaffold tasks.</p>	<p>Primary sources on Italy and Albania.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 24		War in China; alliances amongst the aggressors.	<p>Research the role of the Germans, Soviets and Americans in the war in China. Create a table to show the role played by each nation</p> <p>Research the Anti-Comintern Pact: the nations involved; terms of the pact; and reasons for its creation.</p> <p>Create a mind-map / poster on the Pact.</p>	<p>Create a wall display for Weeks 22–24.</p> <p>Key terms:</p> <ul style="list-style-type: none"> <li>• Sino-Japanese</li> <li>• Anti-Comintern.</li> </ul>	Guided worksheets and reference material for wider reading.
Week 25	The outbreak of war in Europe	Appeasement; the Czech Crisis	<p>In groups, represent the sides of the Crisis:</p> <ul style="list-style-type: none"> <li>• Britain</li> <li>• France</li> <li>• Germany</li> <li>• Soviet Union</li> <li>• Czechoslovakia.</li> </ul> <p>Research the crisis and present your case for the result you want to see in the crisis and why.</p> <p>Create a summary timeline of the Czech Crisis, suggesting why appeasement was the only feasible outcome at this time through exploration of primary sources.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>• Sudetenland</li> <li>• Appeasement.</li> </ul> <p>Consider: was the sacrifice of Czechoslovakia worth it given that it bought time for Britain and others to prepare for war?</p>	<p>Primary sources on the Czech Crisis and varying views on appeasement.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 26		The crisis over Poland and the Nazi-Soviet Pact	<p>List the reasons why Poland became a turning point in appeasement and identify the terms of the Polish Guarantee.</p> <p>Examine the reasons for the creation of the Nazi-Soviet Pact and rank the importance of these reasons (card sort).</p> <p>Examine primary source materials on the causes and consequences of the Pact.</p> <p>Decide which nation was most responsible for the Pact: Poland, Britain/France, the Soviet Union or Germany? Explain why?</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>the Polish Guarantee</li> <li>Ribbentrop-Molotov Pact.</li> </ul> <p>Consider: why was the Nazi-Soviet pact such a shock to the wider world?</p>	<p>Primary sources on the Polish Guarantee and the Nazi-Soviet Pact.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 27		The outbreak of war; the reaction of Italy to the outbreak of war	<p>Examine the reasons why Italy did not immediately support Germany in September 1939 despite the Pact of Steel and why Italy joined the war on June 10<sup>th</sup> 1940.</p> <p>As a class, create an extended timeline of events leading to the outbreak of war, for example starting with Hitler's appointment as chancellor and ending with the British declaration of war.</p> <p>Discuss / debate key turning points in the timeline.</p>	<p>Consider: when did war become inevitable? What can be pinpointed as the starting point for the build-up to the Second World War?</p> <p>Templates could scaffold tasks.</p>	<p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 28	From Western European to World War	The reasons for the escalation to world war; the entry of the Soviet Union	<p>Explore the events leading up to, and the issues surrounding the entry of the Soviet Union into the Second World War. Research and debate the following issues, referring to past content:</p> <ul style="list-style-type: none"> <li>• had the Nazis always planned to invade</li> <li>• why did the Nazis invade in 1941</li> <li>• why did Stalin ignore the initial invasion</li> <li>• did Stalin believe that Germany would not attack the Soviet Union</li> <li>• did Stalin plan to start a war in 1939 between the capitalist aggressors?</li> <li>• or was Stalin hopeful of avoiding Soviet involvement in the war?</li> </ul>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> <li>• Munich Agreement</li> <li>• Red Army</li> <li>• the purges</li> <li>• Operation Barbarossa.</li> </ul> <p>Groups could be assigned fact sheets to prompt discussion.</p>	<p>Primary sources on the Soviet entry to World War Two, particularly from the Soviet point of view.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 29		Japan, Pearl Harbor and the entry of the USA	<p>In groups, represent the Japanese and Americans and research the reasons for, and reactions, to Pearl Harbor. Explain the events of Pearl Harbor from both points of view in a class discussion.</p> <p>Examine primary sources and create posters / speeches justifying and disagreeing with the entry of the USA to the Second World War to the American public.</p>	<p>Class debate: if it wasn't for Pearl Harbor the USA would not have entered the Second World War.</p>	<p>Primary sources on the US entry to the Second World War.</p> <p>Guided worksheets and reference material for wider reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 30	Overview /Revision	Holistic overview of Parts One and Two.	<p>Look back at material in Parts One and Two and, taking the themes of nationalism, militarism and the balance of power, reflect on the causes of war and what makes international diplomacy succeed or fail.</p> <p>Create:</p> <ul style="list-style-type: none"> <li>• a timeline and glossary for each war</li> <li>• a summative wall poster for each theme.</li> </ul> <p>Collect or index sources for each area and for the key individuals studied.</p> <p>As a class, reflect, 'What have we learnt?'</p> <p>Consider events and development from different perspectives, eg political or social and economic. Look at the introductory paragraph for this option and reflect on the key issues and concepts of this study.</p>	<p>Opportunities for differentiation and stretch by task and in students' reflection on and selection of information.</p> <p>Templates could scaffold tasks.</p>	<p>Notes and materials from Part One and Part Two of this course, could be presented in the form of a revision guide.</p> <p>Further reference and source material which could be assembled by students.</p> <p>Practice exam-style questions.</p>

Version: DRAFT June 2015