
Scheme of work

AS/A-level History 7041/7042

Italy and Fascism, c1900–1945, 2L

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.

Scheme of work

HISTORY: Italy and Fascism, c.1900–1945

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 One (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>Part 1 of this SOW is suitable for both AS and A-level students. Please refer to the Specification for the different types of AS and 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>Both AS and 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

Italy and Fascism, c1900–1945

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART ONE: THE CRISIS OF LIBERAL ITALY AND THE RISE OF MUSSOLINI, c1900–1926; Section 1: The Crisis of Liberal Italy, c1900–1915					
Week 1	The political, economic and social condition of Italy, c1900	The legacy of unification	<p>PowerPoint introduction and overview of period c.1900: society, economy and basic political background.</p> <p>Introduction to events between 1859 and their legacy.</p> <p>Complete an outline map of Italy detailing key regions and cities; issues of economic growth and backwardness; regional variations; dialect; religious/political tensions. This can then prompt questions and students to hypothesise about what these issues might tell us about the new state.</p> <p>Consideration of:</p> <ul style="list-style-type: none"> • lack of popular involvement in making Italy • the role of Piedmont-Sardinia and the ruling elite • papal hostility. 	<p>Develop key terminology: Risorgimento; Liberalism; Mezzogiorno.</p> <p>Students could complete background reading on the Risorgimento, especially the roles of Cavour and Garibaldi to add context.</p>	<p>Standard A-level textbooks have useful introductions to the period.</p> <p>Primary and secondary written and visual sources to build a picture of life in late 19th Century. Italy (covering the different class and regional experiences).</p> <p>Outline map.</p>

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Week 2		Divisions between North and South; the conflict between Church and State; class divisions.	<p>Introduce the theory of ‘making Italians’ and ‘legal’ and ‘real’ Italians.</p> <p>Look at divisions and the ‘southern question’. Use at least one primary source to illustrate the problems of backwardness in the south.</p> <p>Analyse the reasons for Papal hostility to the new state, including Liberal anti-clericalism and Papal intransigence. Consider the role of Catholicism in Italian society.</p> <p>Link social tensions including trade unions and political parties to economic growth in the ‘golden triangle’ and the social problems of slum housing, long hours of factory work and poor working conditions.</p> <p>Students could work in groups to research the issues of geography, Church and State and class divisions: which problem posed the greatest threat/challenge to the new state? How could these challenges be overcome?</p>	<p>Understanding of new language and concepts: anticlericalism; socialism; Mezzogiorno; <i>agrari</i>; <i>latifundia</i>.</p> <p>Opportunity for differentiation in research for and presentation of findings.</p>	<p>Primary sources.</p> <p>Statistics.</p> <p>Guided reading.</p>

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Week 3	The political system and Giolittianism.	The role of the monarchy	<p>Students could examine the roles played by each king:</p> <ul style="list-style-type: none"> • Victor Emmanuel II to 1878 • Humbert 1878–1900 • Victor Emmanuel III from 1900. <p>Consider their role within the constitutional monarchy and their influence over foreign policy, the armed forces and the Senate; also the system of prefects.</p>	Extension work may focus on Piedmontese influence and the new state, or the assassination of King Humbert and the growth of anarchism.	<p>Illustrations of the political system.</p> <p>Guided reading of academic historians.</p>
Week 4		The dominance of the government by the liberal oligarchy; anticlericalism	<p>Consider the strengths and weaknesses of the Italian political system and the issue of '<i>transformismo</i>'.</p> <p>Evaluate the impact of the weak party system, corruption and instability.</p> <p>Research the key features of liberal oligarchy in Italy and consider the nature and extent of anticlericalism.</p>	Independent research to study the role of the individual through the careers of Depretis, Crispi and Giolitti, etc.	<p>Contemporary sources from members of the government.</p> <p>Guided reading.</p> <p>Historical articles on Giolitti.</p>

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Week 5		The role of Giolitti	<p>Examine the extent of change during the ‘Giolitti era’.</p> <p>Consider Giolitti’s attempts to incorporate new social and political forces within the political system and his policy of conciliation. Students will need to look at:</p> <ul style="list-style-type: none"> • electoral reform and the franchise • agricultural improvement • education • relations with the Catholic Church • the rise of Socialism • the growth of Nationalism • the impact of economic growth. 	<p>Opportunities for cross-curricular links with students studying A-level politics; they could produce a presentation on key political concepts.</p> <p>Encourage thinking on Giolitti’s impact on Italian government.</p>	<p>Guided reading.</p> <p>Contemporary sources and academic interpretations.</p>
Week 6	Challenges to the ruling elites	Industrialisation and social change	<p>Create a chart detailing the nature of industrialisation and its impact. Include an assessment of the challenges posed to ruling elites: trade union growth, social unrest, for example.</p> <p>Consider social change at this time and link this to potential political challenge.</p>	<p>Industrial growth and statistics provide an opportunity for an exercise in numeracy skills.</p>	<p>Guided reading.</p> <p>Statistics.</p>

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Week 7		The rise of Socialism and new political movements	<p>Examine the growth of Socialism in all its forms and the challenge it presented; culminating in 'red week' in June 1914 and the success of reformist Socialists in the Chamber of Deputies.</p> <p>Consider new political movements and the challenges they posed.</p>	Class discussion on the strengths and weaknesses of left-wing groups, extension may focus on the impact on others: the attitude of the Catholic Church and the growth of Nationalism.	<p>Worksheets on new political groups.</p> <p>Guided reading of academic historians.</p>
Week 8	Italian foreign policies	The Triple Alliance; colonial ambitions in Abyssinia and Libya	<p>Make a timeline of the key developments in foreign policy from 1866 to 1914.</p> <p>Students could look at a map of Italy and identify the areas claimed by the Italia Irredenta movement.</p> <p>Consider the impact of the defeat at Adowa (1896) on domestic politics and compare it to the Libya campaign of 1911.</p> <p>Link foreign policy to the growth of Nationalism.</p> <p>Consider Italy's motives for joining the Triple Alliance.</p> <p>Class discussion on Bismarck's view of Italy having 'a large appetite but little teeth'.</p>	<p>Students should consider the role of foreign affairs with reference to national prestige/identity and the self-image of the newly created state.</p> <p>Wider study may contrast the Italian empire building with that of Britain and France.</p>	<p>Historical articles.</p> <p>Guided reading.</p> <p>Primary sources.</p> <p>Map of Italy.</p>

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Week 9		Italy's decision to enter the war in 1915	<p>Consider why Italy did not join the war immediately in 1914.</p> <p>Analyse the decision to join the war on the side of the Entente powers.</p> <p>Examine the terms of the Treaty of London.</p>	Extension work could contrast: the views of the interventionists and the neutralists; the role played by the King; the appearance and aims of the Fasci.	<p>Extracts from the Treaty of London.</p> <p>Guided reading.</p>
Week 10	Review	Italy by 1915	<p>A summative evaluation of the success/failure of Liberal Italy:</p> <ul style="list-style-type: none"> • was it a fatally divided society? • a failed political system? • had Italy overcome the problems of the past? <p>Consider whether the rise of Fascism can be blamed on the Liberal oligarchy; the uncooperative attitude of Catholics; or the rise of Socialism.</p>	<p>Students could develop a positive or negative view of Liberal Italy by 1915: its achievements and limitations.</p> <p>This offers scope for skills work on paragraphing, analysis and essay structure.</p>	<p>Guided reading and source evaluation.</p> <p>Notes from previous lessons.</p>

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PART ONE: THE CRISIS OF LIBERAL ITALY AND THE RISE OF MUSSOLINI, c1900–1926; Section 2: The Collapse of Liberal Italy and Mussolini's Rise to Power, 1915–1922					
Week 11	Italy's war effort	Aims and expectations; military campaigns; Caporetto	<p>Look at Italy's aims on entering the war and the expected outcome.</p> <p>Consider the impact of the battles of Caporetto and Vittorio Veneto in terms of:</p> <ul style="list-style-type: none"> • rising expectations of victory • the promises of reform which followed defeat • raised expectations of reward which followed victory. <p>Italy's experience of war could be analysed as follows:</p> <ul style="list-style-type: none"> • the impact of the war on Italian society • the impact of the 'mutilated victory' • the political impact of the war • the democratic reforms of 1919 • the economic impact of the war. 	Discuss: students studying other modern history alternatives may have knowledge of the experience of other countries such as Britain or Russia to contrast experience of war.	<p>Literature can provide an opportunity to widen student understanding of the historical context: see for example, Hemingway's, 'A Farewell to Arms'.</p> <p>Guided reading.</p> <p>Contemporary sources.</p>

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Week 12		The impact of war and defeat on the Home Front	<p>Students could research the effects on war on the Homefront.</p> <p>Look back to Week 11 and introduce students to techniques in the management of significant amounts of data relating to a common theme. Spider diagrams or mind maps could be used.</p> <p>Consider the impact of defeat; politically, economically and socially.</p>	Opportunities for further differentiated analysis through considering the relative importance of each factor as a reason for the collapse of Liberal Italy.	<p>Academic interpretations.</p> <p>Contemporary sources.</p>
Week 13	Italy and the 'Mutilated Victory'	Reactions within Italy to the post-war peace settlement and treaties	<p>Students could review Italy's aims and expectations (Weeks 9 and 11) and what she wanted from the peace settlement.</p> <p>The Versailles settlement and Italy's difficulties regarding the Treaty of St Germain provide opportunities for evaluation: were Italy's grievances justified? How did the treaty affect the Liberal government?</p>	Language for learning may include: Italia Irredenta; self-determination; the Christmas of blood.	Micha Glenny's 'The invention of Italy' episode 3 could be very useful for this period (BBC radio 4).

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Week 14		The seizure of Fiume by d'Annunzio	<p>Make a timeline on the key events regarding Gabriele d'Annunzio and the occupation of Fiume between 1915 and its takeover by Mussolini in 1923.</p> <p>Consider Fiume's significance in undermining the Liberal state; issues may include:</p> <ul style="list-style-type: none"> • as a measure of Italian dissatisfaction with the settlement • the weakness of the state • the questionable loyalty of the Italian army • d'Annunzio and direct action/mass politics. 	Extension work may focus on links between d'Annunzio and Fascism.	<p>Practice exam-style questions.</p> <p>Guided reading and primary source material.</p>
Week 15	The post-war economic crisis and social unrest	Unemployment and inflation	<p>Students may explore the economic crisis through numeracy work and statistical analysis. They should consider:</p> <ul style="list-style-type: none"> • inflation • unemployment • impact of demobilisation • land hunger • failure of the political system to channel popular unrest and discontent. 	Understanding the link between the war and its aftermath, above all, the increased expectation of social change amongst workers, peasants and demobilized soldiers.	<p>Guided reading using primary sources and reference books.</p> <p>Statistics on the economy.</p>

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Week 16		Government instability; the rise of the PSI	<p>Students might consider the impact the electoral changes and the introduction of universal male suffrage had on the pre-war system of coalition governments and <i>transformismo</i>.</p> <p>Students could analyse the impact of growing trade union membership; growing militancy and the <i>biennio rosso</i>, as well as the success of the PSI in 1919.</p> <p>Evaluate the impact of these changes on the traditional ruling classes; especially in the context of the Bolshevik Revolution.</p> <p>Create an evaluative paragraph on the importance of the 'fear of Bolshevism' in undermining Italian democracy.</p>	<p>Analysis of the 1919 election results and definition of the political stance of each party grouping.</p> <p>Evaluate and debate the election.</p> <p>Extension work may focus on the weaknesses on the left.</p>	<p>Student presentations on objectives of leading politicians.</p> <p>Fact sheets to aid the debate.</p> <p>Guided reading.</p>

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Week 17		The Popolari and the Fascist party.	<p>Students could research the changing attitude of the Church from 1864 to the creation of the <i>Popolari</i> in 1919.</p> <p>Investigate why Giolitti was unable to gain the involvement of the PSI and PPI in government: a lost opportunity for Italian democracy?</p> <p>Consider: were the Socialists and Catholics to blame for the collapse of Italian democracy?</p> <p>Analysis of the reasons for the popularity of Fascism. Students could create a political timeline of the movement's evolution and change; from its early radicalism to respectability.</p> <p>Students might compare and contrast the Fascist programmes of 1919 and 1921.</p>	<p>Discussion on the strength of the Fascist challenge to Italian democracy.</p> <p>Analysis of the reasons for the party's trebling in size between May and December, 1921.</p>	<p>Guided reading.</p> <p>Contemporary sources.</p>
Week 18	Political breakdown and the rise of extremism	Strikes; political violence	<p>Discussion of the impact of widespread unrest to include:</p> <ul style="list-style-type: none"> • strikes • mutiny • factory occupation • land confiscation. <p>Consider: how did Giolitti respond to these challenges?</p> <p>Examine when the unrest began to decline and how Mussolini exploited the situation.</p>	<p>Consider: how did 'respectable' Italians respond to left-wing violence?</p> <p>Research the rise of rural fascism and the <i>squadristi</i>.</p>	<p>Guided reading.</p> <p>Contemporary source material.</p>

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Week 19		The collapse of parliamentary government	<p>Consider political developments before October, 1922.</p> <p>Create a chart to illustrate how each of its opponents played into the hands of the Fascists during 1922?</p> <p>Consider the aftermath of the 1921 election and the growing respectability of the Fascist party.</p> <p>Examine why Giolitti included the Fascists in his 'National Block'.</p> <p>Look at the role of the Fascist <i>ras</i> and <i>squadristi</i> in the provinces.</p> <p>Analyse the collapse of unity on the left.</p>	<p>Opportunity to analyse the roles played by individual Liberal politicians such as Giolitti or Facta.</p> <p>Evaluate conflicting views on the collapse of parliamentary government.</p>	Mussolini's rise to power is covered in academic books and magazines.
Week 20	Review	Overview of Section 2	<p>Students could consider the relative strength of Italian democracy by 1922.</p> <p>Practice exam-style questions.</p>		Primary sources.

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PART ONE: THE CRISIS OF LIBERAL ITALY AND THE RISE OF MUSSOLINI, c1900–1926; Section 3: Mussolini and the establishment of Fascist Italy, 1922–1926					
Week 21	The appointment of Mussolini as prime minister	Mussolini's tactics and the March on Rome	<p>Research the March on Rome.</p> <p>Students could list Mussolini's tactics and rank them in order of effectiveness.</p> <p>This final crisis in Italian democracy offers the opportunity to evaluate the strength of Fascism in 1922.</p>	<p>Consider if the 'March on Rome' is another myth to add to the 'mutilated victory' and 'Bolshevik threat'?</p>	<p>Guided reading.</p> <p>Contemporary source material.</p>
Week 22		The role of the King; compromises by the ruling elites	<p>Create a chart considering the actions of:</p> <ul style="list-style-type: none"> • the elites • Liberal politician • the army • the king. <p>Students can fill out columns indicating how each group acted when faced by the March on Rome.</p> <p>Look at what motivated each group in their behaviour.</p> <p>Consider whether Italian democracy already collapsed, or it had been betrayed by the Liberal elite.</p>	<p>Students to explain key issues such as: the King's decision and the pressures he faced; the attitudes of other members of the royal family, etc.</p>	<p>Academic interpretations.</p> <p>Guided reading.</p>

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Week 23	The Fascist movement	The ideology of Fascist revolution; the different political factions within the Fascist Party	<p>Students should be secure in their knowledge of Fascist ideology.</p> <p>Students might compare and contrast the nature of the Fascist movement in 1922 with the position in 1926. Look at:</p> <ul style="list-style-type: none"> • Mussolini's efforts to control the movement • the creation of the Grand Council • the development of the Fascist Militia • the MSVN. <p>Examine the party conference of 1925 as a key moment in Mussolini's successful control over the movement.</p> <p>Discuss the nature of Mussolini's relationship with the party, including radical fascists and the Matteotti affair.</p>	Students should be encouraged to look at the careers of leading figures in the movement, for example, the marginalisation of Farinacci.	<p>Sources from prominent newspapers and cartoonists, showing foreign, in particular British, attitudes towards Mussolini's rise to power.</p> <p>Academic texts and primary views.</p>
Week 24		Fascist propaganda; Mussolini as leader	<p>Students could split into groups to research the nature of Fascist propaganda:</p> <ul style="list-style-type: none"> • Mussoliniaism • the cult of Il Duce • links with ancient Rome • posters • newspapers. 	Students could collect and display examples of visual imagery or compose a pro-Mussolini newspaper editorial summarising his achievements by 1926.	<p>Guided reading of academic historians.</p> <p>Conflicting views from contemporary sources.</p>

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Week 25	Mussolini's consolidation of power	Compromises with the elites; the use of terror and violence	<p>Consider Mussolini's actions to win over the conservative establishment. Look specifically at:</p> <ul style="list-style-type: none"> the <i>Confindustria</i> and the <i>Agrari</i> the impact of the merger with the Nationalists the PPI and the Pope the acceptance of the Acerbo bill the continuing support by the king. <p>Violence and the use of terror may be focused on when evaluating the April 1924 election and why Mussolini survived the Matteotti Affair.</p>	<p>Debate: was political violence key in Mussolini's rise to power?</p> <p>Students could create newspaper style coverage of the 1924 election, or the Matteotti Affair from various perspectives (Fascist, Catholic, Liberal or Socialist).</p>	<p>Guided reading of academic historians.</p> <p>Conflicting views from contemporary sources.</p> <p>Exam-style questions.</p>
Week 26		Constitutional change and moves towards a one-party state	<p>Create a timeline tracing the growth of Mussolini's dictatorship.</p> <p>Constitutional moves towards dictatorship should analyse the impact of:</p> <ul style="list-style-type: none"> the Acerbo Law of November 1923 the Aventine Secession from June 1924 Mussolini's speech of January 1925 the decrees of 1925–6 establishing a one-party state banning political parties banning trade unions establishing control over the press and local government. <p>Consider how the one-party state had been achieved by 1926.</p>	<p>Explain why the Aventine Secession took place in 1924.</p> <p>Could lead to a discussion on the strength of Mussolini's position after his appointment as Head of Government, or why Mussolini's opponents failed to resist his consolidation of power.</p>	<p>Guided reading using primary sources and reference books.</p>

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Week 27		Exploitation of the popularity of Fascist economic and foreign policy successes	<p>Consider the contrast between early fascist economic aims and the liberal economics of the period 1922–1925; the role of De Stefani and the compromises with the business and agricultural elites; the growth in exports and decline in unemployment.</p> <p>Popularity and consensus may focus on the economic growth in the period 1922–25.</p> <p>Consider the successes in foreign policy:</p> <ul style="list-style-type: none"> • Fiume • Corfu • Libya • the Locarno Pact. <p>Explain how Mussolini exploited these successes.</p>	Differentiation by research tasks Opportunities for additional extension reading. Perhaps focusing on economic and foreign policy success through Mussolini's image as the man who could restore national pride.	<p>Overviews on Mussolini's Foreign policy and the Fascist economy across the 1920s and 1930s.</p> <p>Guided reading.</p>
Week 28	The Fascist state by 1926	The extent of Mussolini's political control	<p>Explore the various aspects of Mussolini's twin-track policy to consolidate his own power:</p> <ul style="list-style-type: none"> • his control over both the state and the fascist movement • his image as Il Duce • the use of violence and intimidation • compromises with the ruling elites. <p>Consider to what extent Mussolini was politically in control by 1926.</p>	<p>Class debate or round table discussion: was Mussolini's rise to power by 1926 mainly due to his creation of 'a block of consensus'?</p> <p>Or: why did the democratic opposition fail to stop Fascism in the period 1922 to 1926?</p>	<p>Guided reading and worksheets, including primary source material.</p> <p>Practice source based questions.</p>

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Week 29		The extent of popular support for Mussolini's regime; the extent of opposition and dissent	<p>Using the 1924 election results students can create a list of the supporters of the new government and also evaluate the weaknesses of opposition to the regime. Consider issues such as:</p> <ul style="list-style-type: none"> the exile of opponents attempts on Mussolini's life divisions within the political opposition to Mussolini. <p>Make an A3 chart to illustrate the range of support and opposition to the regime, ranging from popular support, through passive acceptance to active opposition.</p>	<p>Debate issues of popular support, active opposition or consent.</p> <p>Different groups could look at different sections of Italian society and analyse their support or acceptance or opposition to the regime.</p>	<p>Information sheets and guided reading.</p> <p>Primary sources.</p>
Week 30	Overview	Holistic appraisal of Part One	<p>Look back at material in this Part and create:</p> <ul style="list-style-type: none"> a timeline and glossary for each of the three sections of content some could create a summative wall poster. <p>Consider the influence of key figures across the period, eg Mussolini, the King, Liberal politicians. (Could hold balloon debate to determine the most influential).</p> <p>Consider developments from different perspectives: political; economic, cultural and social. Collect several sources to show how</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.</p> <p>Further source material which could be assembled by students.</p> <p>Practice exam-style questions.</p>

			<p>each area developed and changed during the course of the period (also note what stayed the same).</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>		
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PART TWO: FASCIST ITALY, 1926–1945; Section 1: Fascist society, 1926–1940 (A-level only)					
Week 1	Propaganda and the cult of Il Duce	Control of the media	<p>Students might consider the aims and methods of Mussolini's propaganda; creating consent and public approval as opposed to coercion.</p> <p>Students could explore the various aspects of propaganda, especially 'Mussolinianism' and the image of Il Duce, but also the instruments of propaganda:</p> <ul style="list-style-type: none"> • use of radio and cinema • posters • school books • rallies and mass activities • newspapers • Fascist art and culture. 	<p>Debate the success of Fascist propaganda.</p> <p>How can success /effectiveness be measured:</p> <ul style="list-style-type: none"> • through the lack of overt opposition • the conformity of most Italians • election results of 1929? 	<p>Guided reading of academic historians.</p> <p>Contemporary source materials.</p>
Week 2		Education as propaganda; the role of Fascist organisations	<p>Students could examine the methods used by the regime to spread propaganda through education; indoctrination with Fascist values and the Cult of Mussolini, including the compulsory use of the government textbook, the <i>libro unico</i>.</p> <p>Discuss the cautious and limited nature of Fascist policies in education.</p> <p>Students might consider how the regime spread propaganda through:</p> <ul style="list-style-type: none"> • the role of Mussolini's Press Office • the Ministry of Popular Culture • the key role played by Dopolavoro. 	<p>Education provides a useful topic for evaluating the impact of propaganda; issues include the continuing role of the Church in education, illiteracy as an issue throughout the period and limited impact in the south and amongst the peasantry.</p>	<p>Guided reading of academic historians.</p> <p>Contemporary source materials.</p>

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Week 3	The police state	The machinery of Fascist repression	<p>Evaluate the extent of Mussolini's success in suppressing political opposition. Consider the the nature of the regime; its use of repression; the secret police and prison camps to remove opposition and dissent. Reflect: was it a totalitarian regime?</p> <p>Create a timeline of repression evaluating the importance of the various laws of 1925–6 and the creation of OVRA.</p>	Students could compare the nature of coercion in Fascist Italy with other regimes such as those of Hitler or Stalin.	<p>Guided reading and contemporary source material.</p> <p>Worksheets to support research tasks.</p>
Week 4		Methods to deal with opposition and dissent; the race laws of 1938	<p>Research the various aspects of repression including:</p> <ul style="list-style-type: none"> • censorship • special tribunals • the MVSN • OVRA • confino • exile. <p>Evaluate the effects of each feature of repression.</p> <p>Look at the race laws. Create a timeline illustrating the features of each law.</p>	The use and effectiveness of confino provides opportunities to develop skills in the analysis of primary sources. See in particular, Carlo Levi's 'Christ stopped at Eboli'.	<p>Guided reading and contemporary source material.</p> <p>Worksheets to support research tasks.</p> <p>TES Connect allows teachers to share resources and contains several examples of very useful teaching ideas on Mussolini's Italy.</p>

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Week 5	Fascist economic policies	The establishment and implementation of the Corporate State	<p>Students look at the aims and nature of the Corporate state. Consider the nature of Fascism and Mussolini's own political vision.</p> <p>Define the corporate state.</p> <p>Create a timeline of the development of the Corporate state from the Palazzo Vidoni Pact of 1925 to the creation of the Chamber of Fasces and Corporations in 1939.</p> <p>Analyse what the Corporate state tells us about the nature of the Fascist regime.</p>	<p>Develop key terminology: confindustria, corporations, autarky, syndicates, etc.</p> <p>Student group work activities on the aims and effects of Mussolini's key economic battles: the battle for the Lira; the battle for grain and the battle for the Marshes.</p> <p>Debate the achievements of the Corporate state: was it a new 'Third way' or an elaborate fraud?</p>	<p>Guided reading.</p> <p>This is an excellent topic to use with primary sources focusing on skills in numeracy.</p> <p>YouTube clips.</p> <p>TES Connect has an excellent teacher produced overview and sorting exercise on the Fascist economy.</p>
Week 6		Fascist economic policies in response to the 1930s Depression	<p>Consider the nature of the regime's response to the Great Depression. Compare its impact on the Italian economy to that of other states.</p> <p>Case study on the growth of state intervention in the economy and the role of the IMI and IRI.</p> <p>Examine the success of Public Works schemes.</p>	<p>Class discussion: the relative impact of the Great Depression on the Italian economy.</p>	<p>Guided reading.</p> <p>Primary sources and contemporary views.</p> <p>Economic statistics and data.</p>

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Week 7		Living standards; the impact on the economy of Fascist military expansion	<p>Consider why falling living standards, increasing working hours, the decline in real wages, and rural depopulation did not lead to a rise in political opposition or social instability.</p> <p>How did the regime maintain popular support at a time of economic difficulty? Look at the key reasons and evaluate their importance:</p> <ul style="list-style-type: none"> • repression • propaganda • welfare-the role of EOAs • leisure and the OND. <p>Look at the policy of autarky and the economic effects of rearmament and empire. Group work could research the impact of the campaigns in Abyssinia, Spain and Albania as well as the Lira balance of payments and the structure of the economy.</p> <p>Consider Italy's growing economic dependence on Germany.</p>	<p>Assess the success of Dopolavoro.</p> <p>Extension: evaluate the condition of the Italian economy in 1940.</p>	<p>Guided reading.</p> <p>Primary source material.</p> <p>Economic statistics.</p>

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Week 8	Fascist society	Relations between the Fascist regime and the Church	<p>Students could consider the place of the Church in Mussolini's Italy. This could be an evaluation of the 'totalitarian nature of the regime, the myth of 'nothing outside the state'.</p> <p>Research key events such as the Lateran Pacts of 1929 and the many shared values such as opposition to socialism and conservative views on the place of women in society.</p> <p>Draw up a table focusing on rivalry and collaboration to examine the regime's successes and failures in its relationship with the Church, from the long-term issue of resolving the 'Roman question' to the Pope's public criticism of the anti-Semitic measures of 1938.</p>	<p>Assess the 'battle of births' and the shared attitudes towards women of the Fascist regime and the Catholic Church.</p> <p>Assess the role of the Church in the Italian education system, and the importance of Catholic Action.</p> <p>Debate: 'In the years 1924 to 1929, Mussolini's regime achieved complete political dominance in Italy.'</p>	<p>Guided reading.</p> <p>Academic periodicals.</p> <p>Contemporary sources.</p>

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Week 9		The impact of Fascist organisations on women, youth, peasants and workers	<p>Examine the regime's policies towards the young in both education and youth movements.</p> <p>Discuss the aims of indoctrination: what values did the regime attempt to impose?</p> <p>Evaluate the weaknesses in the regime's measures, in particular the existence of alternative groups and ideologies.</p> <p>Make a chart examining the regime's policies towards women, looking at aims, methods, successes and failures.</p> <p>The regime's relationship with peasants provides the opportunity to examine Mussolini and the South, including issues such as poverty, isolation migration and the mafia.</p> <p>Consider Fascist relations with the workers; political opposition and repression and the impact of the OND.</p>	<p>Consider the ways in which success or failure in capturing hearts and minds might be evaluated.</p> <p>Assess the reasons for the failure of the battle for births.</p>	<p>TES Connect includes a useful workscheme on the aims, policies and results of Mussolini's social policies.</p> <p>Guided reading of academic historians.</p>
Week 10		The extent of 'Fascistisation' of society by 1940	<p>Consider the attempts at radicalisation in the late 1930s (including the adopting of anti-Semitism) and evaluate their effectiveness.</p> <p>Time for revision and pulling ideas studied so far together.</p> <p>Analyse Mussolini's success in 'making Italians'.</p>	<p>Essay skills practice could involve issues such as 'Fascist attempts to transform Italian society in the years 1925 to 1939 completely failed to achieve their aims.'</p>	<p>Guided reading.</p> <p>Contemporary source materials.</p> <p>Practice questions.</p>

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PART TWO: FASCIST ITALY, 1926–1945; Section 2: Fascist foreign policies, 1926–1940 (A-level only)					
Week 11	Mussolini's foreign policy ambitions	The restoration of prestige	<p>Consider the key influences in Mussolini's ambitious, expansionist foreign policy:</p> <ul style="list-style-type: none"> • personal glory and prestige • Italy's experience of the First World War and the 'Mutilated Victory' • frustrated Nationalism • fascist ideology • the sense of History; Italy's ancient past and more recent failings. <p>Examine why prestige needed to be restored; the legacy of Liberal Italy.</p>	Document exercise on Mussolini's foreign policy aims.	<p>Guided reading.</p> <p>Primary sources for practising exam-style questions.</p>
Week 12		The Mediterranean and 'Mare Nostrum'; empire in Africa	<p>Consider the key events in the Adriatic, the Mediterranean and North Africa in the period 1922 to 1935, from the Corfu incident to the Stresa Front. Create a chart of the main events and outline Mussolini's achievements.</p> <p>Examine the myth and reality of Italian involvement in North Africa in the 1920s.</p>	Understanding of the concept of 'Mare Nostrum' and Mussolini's vision of the Mediterranean sea as an Italian sphere of influence. What challenges prevented Mussolini from achieving this aim?	<p>The Road to War: Italy (BBC) 1989 remains the best programme on Italy's foreign policy.</p> <p>Guided reading.</p> <p>Map of Mare Nostrum.</p>

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Week 13	Mussolini the statesman	Relations with Britain and France	<p>Consider British and French attitudes towards Mussolini.</p> <p>Examine Mussolini's 'makeweight' policy and his role as a mediator.</p> <p>Case study: Mussolini at Locarno, 1925.</p>	Examine the views of Austen Chamberlain on Mussolini.	<p>Material on Mussolini's foreign policy in the 1920s and 1930s.</p> <p>Contemporary sources.</p>
Week 14		Italian influence in Austria; the Stresa Front	<p>Make an illustrated chart showing key issues in the relationship between Italy and Austria, include and explain issues including:</p> <ul style="list-style-type: none"> • the Brenner pass • Italian support for Dollfus • the Friendship Treaty of 1930 • Italy's response to the assassination of Dollfus • the Rome Protocol • the South Tyrol. 	<p>Analyse the wider implications of the German-speakers in the South Tyrol across the period, including their treatment by the regime.</p> <p>How far was the period 1922–1932 'a decade of good behaviour' in Italian foreign policy?</p>	<p>Guided reading.</p> <p>YouTube clips.</p> <p>Primary materials.</p>
Week 15	Mussolini and Empire	The invasion of Abyssinia and the conduct of the war	<p>Consider the impact of the invasion on wider foreign relations, including: Britain and France; the League of Nations; Germany.</p> <p>Examine Mussolini's motives for launching the campaign.</p> <p>Consider the conduct of the war and the impact of the campaign on the Italian economy?</p>	Examine the role of the monarchy in the Abyssinian campaign: what conclusions may be made?	The National Archives website has an excellent online resource on Mussolini and Abyssinia.

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Week 16		The impact of the war on Mussolini's popularity and prestige at home and abroad	Was this Mussolini's 'finest hour'? Use primary and secondary sources to examine the attitudes of most Italians towards the war. Consider how the war affected Mussolini's prestige.	TES Connect contains a useful chronology and sorting exercise on Mussolini's foreign policy in the 1930s. What were the consequences of Mussolini's decision to invade Abyssinia?	Guided reading. YouTube clips.
Week 17		Mussolini's prestige at home and abroad	Look at the behaviour of the League of Nations, Britain and France. Why did they fail to take decisive action against Italy? Discuss the impact of Italy's invasion of Abyssinia on his position at home and abroad.	Assess the impact of the war on Britain.	Guided reading. YouTube or video. Primary materials.

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Week 18	The slide towards war	The Spanish Civil War	<p>Consider the advantages and disadvantages of Italian involvement in the Spanish Civil War.</p> <p>Examine the scale of Italian intervention.</p> <p>Create a mind map on the various effects of the war:</p> <ul style="list-style-type: none"> • economic • political • military • international. <p>Analyse the link between the Spanish Civil War and Italy's growing rapprochement with Nazi Germany.</p>	<p>Case study on the Battle of Guadalajara: an Italian victory?</p> <p>Extension work: a comparison of the careers of Mussolini and Franco.</p> <p>'Great, respected and feared'. How successful was Mussolini's foreign policy, 1922 to 1938?</p>	<p>Italy's experience of the Spanish Civil War is well-covered in Granada's, <i>The Spanish Civil War: 3/6 Battleground for Idealists</i>.</p> <p>YouTube clips.</p> <p>Guided reading.</p>
Week 19		Changing relations with Hitler's Germany; the Pact of Steel	<p>Create a timeline of key developments in Italy's relationship with Nazi Germany from 1933.</p> <p>Consider the importance of the Anti-Comintern Pact of November 1937 and the implications of the Pact of Steel in May 1939: did the pacts make war inevitable?</p> <p>Assess the debate between historians regarding Mussolini's move away from Britain and France towards an alliance with Nazi Germany.</p>	<p>Investigate the issue of the Anschluss and its impact on Italy. Was Austria the first victim of the Axis?</p> <p>Was the Pact of Steel a major blunder?</p>	<p>Guided reading.</p> <p>Contemporary sources and conflicting views.</p>

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Week 20		The invasion of Albania; the neutrality of Italy in 1939 and the extent of Italy's military preparedness by 1940	<p>Examine the reasons behind the Italian invasion of Albania in April 1939.</p> <p>Consider why Italy did not enter the war in 1939.</p> <p>Develop a spider diagram analysing Italian preparedness in 1940, include issues such as:</p> <ul style="list-style-type: none"> • military resources • military aims/strategy • the economy • the attitudes of ordinary Italians • the views of leading figures towards war. 	<p>Consider what Mussolini's non-belligerent status in 1939 tells us about the nature of his power in Italy.</p> <p>Evaluate and debate the success or failure of Mussolini's foreign policies between 1923 and 1940.</p>	<p>Academic interpretations.</p> <p>Contemporary materials.</p> <p>Guided reading.</p>
PART TWO: FASCIST ITALY, 1926–1945; Section 3: Fascist Italy and war, 1940–1945 (A-level only)					
Week 21	The decision to enter the war	Mussolini's war aims; Italy's contribution to the conquest of France	<p>Discuss Italy's lack of a coherent strategy, uncertainty and ill-preparedness for war in 1940.</p> <p>Investigate Mussolini's motivation: what did he hope to achieve?</p> <p>Students could individually research the key concepts behind Mussolini's war aims: ideology, fear and greed.</p> <p>Consider the role of Italy in the conquest of France.</p>	<p>Analyse the implications of the secret memorandum of March 1940.</p> <p>In what ways was the French campaign a missed opportunity?</p>	<p>Guided reading.</p> <p>Contemporary source material.</p>

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Week 22		The implications for Italy of the continuation of the war	<p>Research details on the implications for Italy regarding the following issues:</p> <ul style="list-style-type: none"> • military strategy • military resources • economy • society • politics • Mussolini's personal position. 	<p>Primary source activity on public opinion and the declaration of war.</p> <p>Why was Fascist Italy unable to cope with the Second World War?</p>	<p>Primary sources as illustrations of public opinion.</p> <p>Guided reading.</p>
Week 23	Italy's war effort	Military campaigns; the impact of the war on the economy and the Italian people	<p>Map work on Italy at war representing the various campaigns between 1940 and 1943.</p> <p>Individual student research to share and debate evidence of Italy's military performance in particular campaigns, e.g. Greece or North Africa.</p> <p>Assess the impact of war on the Italian economy. How did the regime fail to meet the demands of 'Total War'?</p> <p>Consider how the Italian people were affected by the war.</p>	<p>Students could use primary and secondary sources to analyse the impact of the war on the civilian population. Issues include: morale; support for the regime; rationing and food supply; the impact of the bombing campaign; invasion.</p>	<p>Academic texts.</p> <p>Map of campaigns.</p> <p>Primary sources and academic interpretations.</p>
Week 24		The relationship with Nazi Germany	<p>Investigate the growing dominance of Nazi Germany and the collapse of the 'parallel war'.</p> <p>Consider the decision to invade Greece and the impact of German intervention on the wider course of the war.</p>	<p>How far was Mussolini able to follow an independent foreign policy between 1939 and 1943?</p>	<p>Guided research using primary sources where available.</p> <p>Reading of academic texts.</p>

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Week 25	The fall of Mussolini in 1943	Allied invasion of Sicily and the crisis of the Fascist regime; the overthrow of Mussolini by the Fascist Grand Council and the King	<p>Analyse the factors which made it possible to remove Mussolini in July 1943:</p> <ul style="list-style-type: none"> • King Victor Emmanuel III • Fascist Grand Council • Mussolini • Nazi Germany • Allie invasion of Sicily • Communist resistance. <p>Consider why 24th–25th July 1943 is known as the “palace coup”.</p> <p>Explain why leading fascists turned against Mussolini in 1943.</p>	<p>How was Mussolini able to be removed so easily from power in July 1943?</p> <p>There are very useful primary sources available on this issue for exam question practice.</p> <p>Consider why Mussolini’s regime, ‘melted like snow in the sun’.</p>	<p>See, ‘The World at War’ Episode 13 ‘Tough Old Gut’.</p> <p>YouTube clips.</p> <p>Primary sources.</p> <p>Guided reading.</p>
Week 26		The ‘Forty Five Days’ and the continuation of war and civil war in Italy	<p>Consider why the new Italian regime of General Badoglio failed to make peace in 1943.</p> <p>Create a timeline to illustrate the key events and developments of the Forty Five Days.</p> <p>Consider who was to blame for the missed opportunities of the ‘Forty Five Days’.</p>	Case study: the massacre on Kefhalonia, September, 1943	There are opportunities for innovative use of extracts from fiction and film resources here, with Louis De Berniere’s novel, <i>Captain Corelli’s Mandolin</i> and the feature film version.

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Week 27	The final collapse of Fascism	The restoration of Mussolini; the Fascist policies of the Salo Republic	<p>Create a diagram analysing the weaknesses of the Salo Republic.</p> <p>Assess the Republic's viability; note key strengths including the support of Germany and the Republic's powerful militia.</p> <p>Examine the continuing appeal of Mussolini and Fascism.</p>	<p>Explain why the Italian Social Republic was created in July 1943.</p> <p>Investigate the later career of hardline fascists such as Farinacci.</p>	<p>Primary sources on Italian attitudes towards the Republic.</p> <p>YouTube clips on the liberation of Rome.</p>
Week 28		The intensification of civil war and the role of the partisans	<p>Consider the nature of the partisans and the variety of anti-fascist groups.</p> <p>Evaluation of the importance (or otherwise) of the internal resistance movements in contributing to the defeat of the RSI and its German allies in 1943–1945.</p> <p>Study the role of key groups and personalities including:</p> <ul style="list-style-type: none"> • the Communist partisans • the role of Palmiro Togliatti, • Ferruccio Parri and the Action party. 	<p>Consider why it took so long for military resistance to develop against Fascism.</p> <p>Some might like to undertake an extension comparison with the role of the French resistance in the period 1944–5.</p>	<p>Britannica provides a useful introduction to this topic.</p> <p>Guided reading. Primary sources.</p>

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Week 29		The end of German occupation; the death and legacy of Mussolini	<p>Look at the end of the German occupation and its impact on the Fascist regime.</p> <p>Consider why the Fascist regime collapsed in 1945. Investigate the complex mix of foreign and domestic, long and short-term issues.</p> <p>Discuss the positives and negatives of Mussolini's rule.</p> <p>Analyse the position of Italy in 1945:</p> <ul style="list-style-type: none"> • the political and economic collapse • the loss of Empire • the collapse of both Fascism and the monarchy • the political reaction to communism • the resurgence of 'Liberal Italy'. 	<p>Class discussion: consider 'the fatal friendship'. Was Mussolini's decision to tie himself to Nazi Germany fatal for his regime?</p> <p>What was the importance of the 'resistance myth'?</p>	<p>Guided reading.</p> <p>Primary sources.</p>
Week 30	Overview	Holistic appraisal of Parts One and Two	<p>Look back at material in this Part and create:</p> <ul style="list-style-type: none"> • a timeline and glossary for each of the three sections of content • some could create a summative wall poster on each section • create a student-made revision pack on key aspects of the course. 	<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 2.</p> <p>Further source material which could be assembled by students.</p>

			<p>Consider developments from different perspectives political: political, economic, cultural and social. Collect several sources to show how each area developed and changed during the course of the period (also note what stayed the same).</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>		Practice exam-style questions, both document-based and essay.
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