



IBS/H History – U6

Curriculum Intent

Our intent in delivering this course is to give students a clear understanding of key aspects of both nineteenth and twentieth century history. In IB history in the L6 all students study twentieth century history and this focuses upon the Cold War and the establishment and development of two authoritarian states (P2). Additionally, Higher candidates additionally cover one topic from the nineteenth century: Italian and German unification (P3). The intent in the delivery of this course is to instil in students the importance of detailed, relevant and accurate historical knowledge, how to formulate and structure clear and coherent arguments, and the evaluation of different perspectives. Students are taught to apply these skills to two contrasting topics of study. Both papers are designed to align with the skills needed by historians when constructing narratives about the past. This requires a range of very specific skills, including unpacking questions, planning answers, and constructing responses which balance a reasonable level of objectivity with argument. All of the required skills are created to mirror the established methodology by which historians write narratives about the past and, as such, enable us to model to the students scholarly historical practice. The intent is therefore that students witness, and critically engage with, the work of professional historians.

“Indeed, history is nothing more than a tableau of crimes and misfortunes.”- Voltaire

Students will learn:

Paper 1 – The Move to Global War

Intent: The intent of this paper is to teach the students the main themes associated with how the world moved towards global war during the 1930s. It will, through the examination of a wide range of both primary and secondary sources of evidence, examine the main political, economic, military and diplomatic developments in the period after 1919 which led to military expansionism in the years 1919-1941. Students will be required to answer questions and reflect upon key concepts such as: change, continuity, causation, consequence, significance and differing perspectives. Unlike Papers 2 and 3 which are essay based, Paper 1 is source based and, as such, requires students to combine the use of their own knowledge with the ability to assess and use a range of sources in a variety of ways.

Authoritarian States P2 (T4-6)

Students will examine the rise to power of a second single-party state leader, Mao Zedong. They will focus upon the relative importance of the existing conditions, the leadership style and the role of ideology in his ascent to power. Students will then move on to examine the political, social, economic and foreign policy dimensions to Mao's rule. Students will then have to conduct comparative analyses of the two left-wing regimes that they have examined, drawing out and evaluating both similarities and differences between the two.

IB History Paper 3 HL Option 5: Russia, revolutions and the emergence of the Soviet State 1853-1924

Intent: Students will examine the decline of imperial power in tsarist Russia and the emergence of the Soviet state. They will look at the social, economic and political factors that accelerated the process of imperial decline and also consider whether domestic reforms, as well as the impact of war and relationships with foreign powers, hastened or hindered that decline. They will also be exploring the causes and impact of the Bolshevik's coming to power and examine for themselves the key features of the new Soviet state created by Lenin. As well as developing a knowledge of the main issues and comparing and contrasting the main developments that took place in the history of Italy and Germany during this period, students will focus on and develop their understanding of the six key historical concepts of change, continuity, causation, consequence, significance and perspectives.

Key Concepts:

- Total War
- Reparations
- Marxism
- Capitalism
- Libertarianism
- Stalinism
- Purges
- Nationalism
- Totalitarianism
- Estrangement
- Political blocs
- Détente
- Peaceful coexistence
- Sino-Soviet
- Perestroika
- Glasnost
- Ideology
- Economic mismanagement
- Cause
- Effect
- Continuity
- Change
- Ideology
- Cadre
- Mao Zedong Thought
- Cult of personality
- Propaganda
- Coercion
- Purge
- The mass line
- Gigantomania
- Politburo
- Centralisation
- Command economy
- Socialist realism
- Socialism in one country
- Collectivisation
- Industrialisation
- Forced labour
- Reactionary
- Monarchy
- Papacy
- Constitution
- Republic(ans)
- Unification
- Political, economic, social, cultural and religious factors

How will we assess impact?

Our teaching will encourage the development and refinement of key evaluative and analytical skills; acquiring knowledge, developing an argument, extended writing, evaluating sources and recognition of how, where and why opinions differ. These skills will provide the foundation for all future learning and continued interest in historical issues. They will be assessed predominately through timed essay based assessments, linear knowledge tests, classroom discussion and end of year PPEs.



How can learning be enriched at home?

Paper 1

Gruhl, W *Imperial Japan's World War Two.*

lengaga, S *The pacific War 1931-1945.*

Italy and Germany

Adamthwaite, A *The Making of the Second World War.*

Henig, R *The Origins of the Second World War.*

Japan's turn towards militarism in the 1930s:

<https://www.youtube.com/watch?v=uURdHeexelc>

Germany and the Depression:

<https://www.youtube.com/watch?v=EV4v5OVK95E>

Italy in the 1930s:

<https://www.youtube.com/watch?v=ZtTCHQCDINU>

Paper 2

Mao's Great Famine Frank Dikotter (2010)

China Under Mao: A Revolution Derailed Andrew Walder (2017)

Paper 3

Bromley, Jonathan. 2002. *Russia 1848-1917.* Oxford. UK. Heinemann.

Darby, Graham. 1998. *The Russian Revolution.* Harlow, UK. Longman.

Hite, John. 2002. *The Modernisation of Russia 1856-*

1985. Ormskirk. UK. Causeway Press.

Lee, Stephen. 2006. *Russia and the USSR, 1855-1991.* London, UK. Routledge.

What does excellence look like?

The construction of detailed, coherent evaluations of sources based on the appropriate use of accurate contextual knowledge.

An awareness of context and its importance in shaping the events under scrutiny. The ability to use this awareness to comment upon the reliability and usefulness of sources.

The ability to clearly focus upon the concepts of continuity and change, cause and effect and significance.

The ability to critically evaluate sources of evidence in order to reach fully substantiated and succinct judgements.

Course Specific:

Confidently discuss and analyse the key features of the 1930s with a particular focus upon Japan, Italy, Germany and the crucial impact of the Great Depression. They can do this by drawing upon a wide base of accurate factual knowledge.

Understand the specific factors affecting the emergence and development of right-wing fascism in Japan and Italy/Germany.

Have a clear understanding of the myriad effects of the Great Depression on the European situation in the early to mid 1930s.

International Opportunities

Visits Programme

- International exchange programme including visit to UN Geneva
- Community lectures
- Model United Nations conferences

Within the curriculum

- 'Meanwhile elsewhere...' teaching tool
- Analysis of international institutions
- Comparative analysis of communist and democratic political systems



Key Skills

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| <p>SL and HL</p> <ul style="list-style-type: none">• Memorisation• Critical analysis• Independent thinking and research, including wider reading of challenging material.• Creating and sustaining an argument• Provisional thinking• Contextual awareness• Assessing significance• Evaluation of differing perspectives | <p>HL specific</p> <ul style="list-style-type: none">• Distinguishing and evaluating different kinds of evidence (primary and secondary)• Assessing significance• More generally recognising, explaining and analysing cause and consequence, change over time, similarities and differences, human experiences and |
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"The pull, the attraction of history, is in our human nature. What makes us tick? Why do we do what we do? How much is luck the deciding factor?"

D. McCulloch