



# IBS/H History – L6

## 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.

*“History is the version of past events that people have decided to agree upon” Napoleon Bonaparte*

### Students will learn:

The course will be taught by two teachers concurrently; one will teach the Standard component (Papers 1 & 2) whilst the other will deliver the Higher component (Paper 3). Both these courses will, to some extent, span both the Lower and Upper Sixth.

#### The Cold War

Students will study the origins and development of the Cold War and the nature of superpower relations in the post-WW2 era. Students will trace why World War allies became Cold war enemies by examining the significance of factors such as: economics, mutual fear and suspicion, long term estrangement and the role of ideology. Students will examine the role of two leaders and produce two case studies where they compare two Cold War crises and the impact on two countries. How the Cold War came to an end will also be examined?

#### Authoritarian States (T3-4)

Students will examine the rise to power of two single-party state leaders (Stalin – L6 Mao – U6). In focusing on Stalin in the L6, students will weigh up the relative importance of the existing conditions, the leadership styles 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 Stalin’s rule.

#### Subject: IB History Paper 3 HL Option 5 Aspects of the History of Europe and the Middle East – Italy 1815-1871 and Germany 1815-1890 (T1-3)

This module deals with the emergence and growth of nationalism in the German states and the Italian peninsula, and the foundation and consolidation of power in these newly established nation states. It requires consideration of the social, economic and political factors involved in the unification process, the role of individuals as well as the significance of foreign involvement in that process. The changing balance of power after 1870-71 and relations with existing European Powers should be considered along with the main domestic policies and problems of the new states. Particular focuses are:

- Revolutions in Italy and the significance of Rome; Austrian Empire and the German states between 1815 and 1848
- The unification of Italy: growth of power of Piedmont-Sardinia; Mazzini, Cavour and Garibaldi; foreign involvement and its effects
- The rise of Prussia 1815-62: political and economic factors including the German Confederation, the Zollverein; Prussian–Austrian relations to 1866
- Decline of Austrian influence: Crimean War; Italy; Austro–Prussian War 1866; Dual Monarchy of Austria Hungary; challenge of nationalism
- Bismarck, Prussia and unification: diplomatic, economic, military reorganization; wars of unification; 1871 Constitution

#### Coursework:

At the end of the L6 a teacher will introduce students to the coursework element (IA) of the course. This is a 2000-word independent research enquiry into a topic area of their choice.

### 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
- Change
- Continuity
- Causation
- Consequence
- Significance
- Perspectives
- Enlightenment
- Revolution
- Romanticism
- Liberalism
- Nationalism



## How can learning be enriched at home?

### Paper 2

*The Cold War: A very short introduction.* McMahon (2003)

*The Cold War* John Lewis Gaddis (2007)

*Stalin: The Court of the Red Tsar.* Montefiore (2014)

*Lenin the dictator.* Sebestyen (2018)

### Paper 3

Beales and Biagini, E. 2002. *The Risorgimento and the Unification of Italy.* London. Longman.

Mack Smith, D. 1996. *Mazzini.* London. Yale University Press.

Duggan, C. *The Force of Destiny: A History of Italy since 1796.* London. Penguin.

Blackbourn, D. 1997. *The Fontana History of Germany 1780-1918: The Long Nineteenth Century.* London. Blackwell.

Breuille, J. 1996. *The Formation of the First German Nation-State.* London, Palgrave.

## What does excellence look like?

The construction of detailed, coherent explanations based on the deployment of accurate and relevant historical knowledge.

An awareness of context and its importance in shaping the events under scrutiny. The ability to use this awareness to identify patterns of continuity and change.

The ability to provide high level analysis of events and factors integrating secure contextual knowledge.

The ability to make comparisons and links between factors and to reflect critically upon significance.

## International Opportunities

### Visits Programme

- International exchange programme including 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

#### SL and HL

- 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

#### HL specific

- 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 synthesising material studied across time/space.

### 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.

*"More and more, I tend to read history and find it to be more up to date than the daily newspapers."*

*J Murray*