



Fettes College

HISTORY AT FETTES

THIRD FORM

Core Study Unit 1. The First World War 1914-1918

KEY THEME	CONTENT	RESOURCES
<p>How did Britain compare with other European countries in 1914?</p> <p>What were the causes of the First World War?</p>	<p>Students complete chart of key characteristics of Britain and other European countries</p> <p>Students complete gap-fill exercise of long term causes</p> <p>Students complete summary of short term triggers</p> <p>Background detail delivered in preparation for a final essay.</p>	<p>Ben Walsh: Modern World History Section I</p> <p>BBC video The First World War 1914-1918</p> <p>www.historylearningsite.co.uk/causes.htm</p>
<p>What were the attitudes to the outbreak of war?</p> <p>Why wasn't the war over by Christmas?</p> <p>What was life like on the Western Front?</p>	<p>An exercise based on studying propaganda and attitudes to war in 1914. Spider chart reflecting the different attitudes.</p> <p>Role play on joining up</p> <p>Map work to deduce key reasons</p> <p>Note taking from video</p> <p>Students draw trench layout</p> <p>Students assess the utility of sources describing the Western Front</p> <p>Students annotate key aspects of the trench system</p> <p>Students assess how useful certain war poems are</p> <p>Students explain why it was difficult to attack with success on the Western Front</p>	<p>BBC video The First World War 1914-18 Veterans</p> <p>Imperial War Museum Posters</p> <p>History File Video: Stalemate</p> <p>Imperial War Museum oral evidence tape</p> <p>Veterans Documentary: Episode Two</p> <p>History File: Living and Dying</p> <p>Blackadder Goes Forth</p> <p>IWM film The Battle of the Somme</p> <p>www.firstworldwar.com/features/trenchlife.htm</p>

Why did Gallipoli fail?	An analysis of the Dardanelles Campaign Students draw up an essay plan outlining key reasons for failure	BBC video The First World War 1914-18 Feature Film: Gallipoli (Mel Gibson) Channel Four Hew Strachan episode on Gallipoli
What was the British contribution to the allied cause?	A detailed examination of the Battle of the Somme, 1916 Students carry out project work based on the Western Front in 1916. Task is to identify what has already happened, why victory has not been attained and what might be done to secure a breakthrough	Martin Middlebrook The First Day on the Somme Video Leo Mckern on the Somme School Library for Project Work

Haig: hero or villain?	An exercise based on the reputation of an influential individual Students complete source exercise on the historical reputation on Haig.	Timewatch video on Haig SHP textbook Britain and the Great War pp40-45
Why did Germany lose the war?	Events on the Western Front, March-November 1918 Students organise points into themes as part of essay preparation	BBC video The First World War www.historylearningsite.co.uk/timeline_of_world_war_one.htm
What was the contribution of Empire troops to the war effort?	A summary of the contribution made by Empire troops to the allied victory	Internet exercise: Imperial War Graves Commission
How did the war change life in Britain?	Changing attitudes at home, censorship and propaganda, the changing role of women, recruitment and rationing	School library project exercise

Study Unit 2. The Holocaust

KEY THEME	CONTENT	RESOURCES
What is Judaism? What is the Holocaust? In what ways had the Jews of Europe been persecuted before Hitler? How did the Nazis make racism legal?	Word link exercise to introduce the Holocaust Students research fundamental principles and characteristics of Judaism Using information sheet, encourage students to distinguish between different stages of persecution, identification, discrimination, propaganda, separation and murder Role Play (mime only) exercise to identify different types and ways of persecution Annotated timeline of events 1933-39 Source Exercise on Kristallnacht Project Work on Nazi Discrimination 1933-39: pamphlet to outline how the Jews of Germany were persecuted under Nazi rule	Holocaust Educational Trust Video: Chapter One How did the Nazis make racism legal timeline SHP textbook on the Holocaust: Chapter Two SHP textbook on Germany 1918-45 History File: The Master Race Video

When, where, how and why did the Holocaust happen?	To analyse and evaluate the causes of the Holocaust Study persecution of the Jews before Hitler To select, organise and deploy relevant information to produce a structured narrative on the Holocaust Using maps to identify the location of the Holocaust Construct a timeline of events of the Holocaust Students plan and write an essay on how the war changed Nazi racial policy Source Exercise on Wannsee Conference	Education Trust Pack on the Holocaust BBC video The Nazis, A Warning from History BBC video People's Century A Master Race World at War episode Genocide Term Reader: Either Primo Levi: If this is a Man or Arek Hersch: A Detail of History BBC DVD: Auschwitz Feature Film: The Pianist (excellent portrayal of the Warsaw Ghetto) Feature Film: Conspiracy (first half hour gives and excellent introduction to the Conference)
The Holocaust: what issues remain?	To explore a range of questions relating to our understanding of the Holocaust, and to understand that the answers to them have not necessarily been found. The role of individuals and organisations in maintaining and opposing the Holocaust Students compile a comparison of different historical sources: pictorial, written and verbal.	Film: Life is Beautiful Primo Levi: If this is a Man
What was the impact of Nazi persecution on individuals?	An analysis of the literature, art and drama of the Holocaust	Primo Levi If this is a Man The Diaries of Anne Frank Holocaust Education Trust visit

Study Unit 3. World War Two

KEY THEME	CONTENT	RESOURCES
What were the causes of the Second World War?	Students list key causes from watching a video Students complete gap fill exercise Students discuss the four most important causes	History File: Causes of World War Two www.historyonthenet.com/WW2/causes.htm
What happened in the Second World War?	Students produce timeline of key turning points Students put the key events in the right order	Ben Walsh: Modern World History Section 10
Why were the Germans so successful 1939-40	Students annotate Blitzkrieg diagram Students produce spider diagram of reasons	World at War: France falls
Was Dunkirk a triumph for Britain?	Source Exercise on how historical interpretations differ	SHP textbook: Peace and War pp158-161
Why did Britain win the Battle of Britain?	Students organise reasons into a structured essay plan	Spitfire Ace Series
Who was evacuated and why?	Students predict the main groups of evacuees Students explain reasons using sources	www.learningcurve.gov.uk/homefont/evacuation/britain/default.htm

What was women's contribution to the war?	Students organise women's contribution into themes Students detail restrictions for each of these aspects of contribution	Walsh pp303-305 www.historylearningsite.co.uk/womenWW2.htm
Why did Russia win the war on the Eastern Front?	Source Exercise on the Eastern Front: focus on reliability and usefulness	SHP Peace and War pp172-175 BBC series War of the Century
Why did America enter the war?	Source Exercise on Pearl Harbor:	SHP Peace and War pp

GCSE

History at GCSE revolves around the twentieth century and the individuals and events that shaped that *troubled century*. The rise of Hitler in Germany and dictatorships in Italy and Spain, the road to war and the breakdown of relations between the United States and the Soviet Union all feature highly in the syllabus. Over two years you will pick up the key skills of an historian and learn about events that shape our lives today. A GCSE historian will develop an appreciation and understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations.

If you have enjoyed studying the First World War, the Holocaust and other events in the Third Form, then you will find that the topics in the Fourth and Fifth Forms are just as interesting and build on your existing knowledge. The OCR Modern World History GCSE course covers the years between the two World Wars (1919-39), and examines in depth the rise and fall of Nazism in Germany (1918-45). Additionally we look at social and political changes in Britain at the turn of the twentieth century such as the suffragist struggle to gain votes for women. It looks at some of the most interesting and world shattering events of the Twentieth Century, all of which reveal something about the world which we live in today. You will study many features of the past which still exist today: negative elements such as wars, dictatorships, terrorism and genocide, as well as positive elements such as peace treaties, international co-operation and scientific achievements. The GCSE course engenders a lasting interest in history for many of our students.

The GCSE course will allow you to develop your knowledge of Twentieth Century events and to consider in more detail the effects of the two World Wars on International Relations. The course will build on your existing knowledge of history, as well as help to develop your skills of writing, discussion and debate. You will learn how to evaluate and analyse source material and apply your own knowledge to decide between truth and propaganda. The course will help you to understand more clearly the world in which you live.

The History GCSE Course

Core Content: The Inter-War Years 1919-39

Depth Study Paper One: Germany 1918-1945: Democracy to Dictatorship

Depth Study Paper Two: Britain 1890-1918

Coursework: Historical Enquiry: The Russian Revolution and Stalin's Russia

Coursework consists of one 2000 word assignment and accounts for 25% of the total mark. The question setting parameters will be set by OCR in the form of controlled assessment tasks and the assignment will be carried out in the Autumn Term of the Fifth Form. Outside the classroom students are encouraged to attend the Historical Society, and in November 2009 we welcomed Dr Pertti Ahonen who talked about the Berlin Wall on the twentieth anniversary of its fall. In December 2009 40 Fifth Form students had the opportunity to visit Berlin to see for themselves places of historical significance and interest.

A LEVEL & IB

A qualification in History is highly respected, both by universities and employers. The skills learned through the study of History are applicable to many professions, including law, politics, diplomacy, management, journalism and finance. History complements many other subjects studied in the Sixth Form, and the skills learned in the History classroom are helpful in many other areas.

The study of History allows the development of important communication skills, both written and oral. It encourages the collection of evidence and use of own knowledge to form effective arguments, to select and deploy relevant information, and to put forward personal ideas in a coherent and incisive way. The study of historical sources enables students to distinguish truth from propaganda and to appreciate the validity of different views.

A LEVEL

The OCR syllabus allows a degree of flexibility in terms of the content studied. History at AS and A2 levels is a modular subject with two units being taken at the end of the Lower Sixth and two units in the Upper Sixth. One of the units in the Upper Sixth is an Individual Investigation undertaken in the student's own time, and it can be on any topic in History which s/he chooses. Such an option allows you to read and work independently on a topic which really interests you.

Following the OCR syllabus opens up two paths. An Early Modern option covers Britain and Europe from 1485-1745, and a Modern option covers Britain and Europe from 1890-1964. The new A Level specification has proved very popular with our students as it allows for more independence of thought and study than the previous version. The AS History qualification is made up of two units, and candidates must do one British and one non-British unit. One of those units tests document based skills and the other the art of essay writing. A further two units are studied at A2 in the Upper Sixth Form, one of which is a coursework based assignment and the other a synoptic unit studying historical themes which is examined at the end of the Upper Sixth. Early Modern topics currently available include the Renaissance, the Reformation, Philip II and France 1498-1610. Modern topics include Mussolini's Italy, Twentieth Century Britain, American Civil Rights and the Russian Revolution. Please note that we will try to accommodate those students with a genuine desire to pursue a particular period in history but this is not always possible.

IB

IB History is taught at both Standard and Higher Levels. The History course at IB is attractive in terms of both its range and depth. It is exclusively modern History, although importantly there is unlikely to be much repetition of topics studied at GCSE. Nevertheless the skills learned at GCSE level will prepare students as well for IB as they do for A Level.

At Standard Level students will be prepared for two papers. One is document-based and will centre on Twentieth Century International Relations, whilst the other is a broad essay based paper on Twentieth Century World History. The themes in Paper 2 include Single Party States, and The Causes, Practices and Effects of War. There is also a coursework element here which constitutes 25% of the overall mark and allows students a choice on which topic and aspect of history they wish to investigate. The emphasis on individual research and learning is strong here as it is throughout the IB syllabus.

At Higher Level students will be prepared for an additional paper in which they are required to answer three 50 minute timed essays from the regional options. The regional option that we cover is Europe and candidates will be expected to demonstrate an in-depth historical understanding of this region in the period 1750-1995 through the acquisition, selection, effective use and synthesis of

knowledge. The Department is well resourced to deal with the IB syllabus and is made up of a core of teachers who are experienced in delivering the syllabus in an exciting and accessible manner.

The unique place of History as a subject is also reflected in its place within the Theory of Knowledge core, and important links and connections are drawn in normal lessons as well as in specific ToK sessions. History is also the most popular choice for Extended Essays, and this has enabled students to study an incredibly diverse range of topics and subject areas over the last two millennia. It is an excellent opportunity for Historians to develop their understanding of topics they may have encountered in lessons or pursue a completely new line of enquiry and personal interest.

Outside the classroom students are encouraged to pursue their interest in History through the Historical Society which meets two or three times a term. Recent speakers include Professor Hew Strachan on the Great War, David Gilmour on British Rule in India and Professor Andrew Pettegree on the French Wars of Religion. Recent trips to Moscow and St Petersburg, Berlin and Krakow and the First World War Battlefields have been a great success and further adventures are being planned.

HISTORY DEPARTMENT RESULTS 2003-2009

GCSE Results 2003-9

	A*	A	B	C	D
2003	6	17	22	4	3
2004	21	17	13	1	3
2005	17	16	7	9	3
2006	24	35	12	7	1
2007	30	16	15	4	1
2008	51	11	3	1	2
2009	36	11	5	0	0

A Level Results 2003-9

	A	B	C	D
2003	10	10	4	0
2004	19	6	7	0
2005	15	6	1	0
2006	24	13	3	0
2007	28	6	3	1
2008	20	16	3	0
2009	12	13	3	1

IB Results 2008

Higher Level

	7	6	5
2008	14	3	0

Standard Level

	7	6	5
2008	3	1	0

IB Results 2009

Higher Level

7	6	5	3
16	4	2	1

Standard Level

7	6	5
3	2	1