

# Scheme of Work – Paper 1 and Paper 2

## European option: Modern Europe, 1750–1921

### Cambridge International AS & A Level History 9489

For examination from 2021



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## Introduction

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This scheme of work has been designed to support you in your teaching and lesson planning. Making full use of this scheme of work will help you to improve both your teaching and your learners' potential. It is important to have a scheme of work in place in order for you to guarantee that the syllabus is covered fully. You can choose what approach to take and you know the nature of your institution and the levels of ability of your learners. What follows is just one possible approach you could take and you should always check the syllabus for the content of your course.

Suggestions for independent study **(I)** and formative assessment **(F)** are also included. Opportunities for differentiation are indicated as **Extension activities**; there is the potential for differentiation by resource, grouping, expected level of outcome, and degree of support by teacher, throughout the scheme of work. Timings for activities and feedback are left to the judgement of the teacher, according to the level of the learners and size of the class. Length of time allocated to a task is another possible area for differentiation.

### Key concepts

This scheme of work is underpinned by the assumption that History is an academic discipline and is underpinned by the study and interpretation of a range of different types of historical evidence. The key concepts are highlighted as a separate item in the new syllabus. Reference to the Key Concepts is made throughout the scheme of work using the key shown below:

#### Key Concept 1 (KC1) – Cause and consequence

The events, circumstances, actions and beliefs that have a direct causal connection to consequential events and developments, circumstances, actions or beliefs. Causes can be both human and non-human.

#### Key Concept 2 (KC2) – Change and continuity

The patterns, processes and interplay of change and continuity within a given time frame.

#### Key Concept 3 (KC3) – Similarity and difference

The patterns of similarity and difference that exist between people, lived experiences, events and situations in the past.

#### Key Concept 4 (KC4) – Significance

The importance attached to an event, individual or entity in the past, whether at the time or subsequent to it. Historical significance is a constructed label that is dependent upon the perspective (context, values, interests and concerns) of the person ascribing significance and is therefore changeable.

#### Key Concept 5 (KC5) – Interpretations

How the past has been subsequently reconstructed and presented by historians.

## Guided learning hours

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 hours for Cambridge International AS Level, and 360 hours for Cambridge International A Level. The number of hours may vary depending on local practice and your learners' previous experience of the subject. The table below give some guidance about how many hours are recommended for each topic.

Topic	Suggested teaching time (hours / % of the course)
France, 1774–1814	It is recommended that this unit should take about 45 hours/25% of the course.
The Industrial Revolution in Britain, 1750–1850	It is recommended that this unit should take about 45 hours/25% of the course.
Liberalism and nationalism in Germany, 1815–71	It is recommended that this unit should take about 45 hours/25% of the course.
The Russian Revolution, 1894–1921	It is recommended that this unit should take about 45 hours/25% of the course.

## Resources

Textbooks endorsed by Cambridge International are listed at [www.cambridgeinternational.org](http://www.cambridgeinternational.org). Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. All textbooks endorsed by Cambridge International for this syllabus are the ideal resource to be used alongside this scheme of work as they cover each learning objective. In addition to reading the syllabus, teachers should refer to the specimen assessment materials.

## School Support Hub

The School Support Hub [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support) is a secure online resource bank and community forum for Cambridge teachers, where you can download specimen and past question papers, mark schemes and other resources. We also offer online and face-to-face training; details of forthcoming training opportunities are posted online. This scheme of work is available as PDF and an editable version in Microsoft Word format; both are available on the School Support Hub at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support). If you are unable to use Microsoft Word you can download Open Office free of charge from [www.openoffice.org](http://www.openoffice.org).

## Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge Assessment International Education is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The website pages referenced in this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

## How to get the most out of this scheme of work – integrating syllabus content, skills and teaching strategies

We have written this scheme of work for the Cambridge International AS & A Level History 9489 syllabus and it provides some ideas and suggestions of how to cover the content of the syllabus. We have designed the following features to help guide you through your course.

**Learning objectives** help your learners by making it clear the knowledge they are trying to build. Pass these on to your learners by expressing them as 'We

**Suggested teaching activities** give you lots of ideas about how you can present learners with new information without teacher talk or videos. Try more active methods which get your learners motivated and practising new skills.

**Syllabus ref. and Key Concepts (KC)**

**Learning objectives**

**Suggested teaching activities**

What were the causes of the Industrial revolution?

To understand the reasons for and impact of the agricultural revolution

### Source activity

Presentation of visual and written sources which shows how Britain changed between 1750 and 1850. Learners take notes on a chart covering

- Economic change
- Social change
- Rural – Urban life
- Transport change
- Political change

### Research task

Learners research on how agriculture changed. [www.youtube.com/watch?v=6QKIts2\\_yJ0](http://www.youtube.com/watch?v=6QKIts2_yJ0)

Learners study textbooks or internet resources such as [www.intriguing-history.com/the-agricultural-revolution/](http://www.intriguing-history.com/the-agricultural-revolution/) and take notes on (I)

- What was enclosure?
- What economic and social impacts did it have?
- How did agricultural production change in this period?
  - Improvements to land
  - Crops grown
- Mechanisation

Each learner prepares a PEEL paragraph in response to one of the questions below. (F) The answers can be discussed around the class or in small groups.

- Did the changes in agriculture constitute a revolution?
- How did agricultural change encourage industrial growth?

### Extension activity

Read the article on this website and add to notes taken in the lesson

[www.bbc.co.uk/history/british/empire\\_seapower/agricultural\\_revolution\\_01.shtml](http://www.bbc.co.uk/history/british/empire_seapower/agricultural_revolution_01.shtml)

**Independent study (I)** gives your learners the opportunity to develop their own ideas and understanding with direct input from you.

**Extension activities** provide your abler learners with further challenge beyond the basic content of the course. Innovation and independent learning are the basis of these activities.

**Formative assessment (F)** is on-going assessment which informs you about the progress of your learners. Don't forget to leave time to review what your learners have learnt, you could try question and answer, tests, quizzes, 'mind maps', or 'concept maps'.

**Past and specimen papers**

**Past papers, specimen papers** and **mark schemes** are available for you to download at: [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support) Using these resources with your learners allows you to check their progress and give them confidence and understanding.

at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support) (F)

## Topic 1: France, 1774–1814

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>What were the causes and immediate outcomes of the 1789 Revolution?</p> <p><b>KC1</b> <b>KC2</b></p>	<p>Understand the problems facing the Ancien Régime and the policies of Louis XVI.</p>	<p><b>Teacher-led introduction</b> Introduction to the Ancien Régime, covering the background to the Ancien Régime and the causes of the French Revolution.</p> <p>Learners are given a set of sources about France in the late 18th century and take notes on the key features of the government, society and economy and list any challenges which France faced at this time.</p> <p><b>Research task</b> Individually or pairs, learners: <b>(I)</b></p> <ul style="list-style-type: none"> <li>• identify principal long-term causes of the Revolution</li> <li>• identify principal medium-term causes of Revolution</li> <li>• identify principal causes of crisis of 1788/89.</li> </ul> <p><b>Class discussion</b> Learners discuss revolutions and definitions of different types of revolution, such as economic/political/social/industrial. What constitutes a ‘revolution’?</p> <p><b>Research task</b> In pairs, learners create a timeline of key events between 1788–1795.</p> <p><a href="http://www.activehistory.co.uk/Miscellaneous/menus/IB/French_Rev_Napoleon/index.php">www.activehistory.co.uk/Miscellaneous/menus/IB/French_Rev_Napoleon/index.php</a>. Some good timeline activities included here.</p>
	<p>Learn about the pressures for change (social, economic and political including the Enlightenment).</p>	<p>Learners watch this short clip and make notes on any causes of discontent they can see in the film. <a href="https://www.youtube.com/watch?v=iYia2DIRQaQ">www.youtube.com/watch?v=iYia2DIRQaQ</a></p> <p>Teacher provides a note-making template on one of the factors with caused pressure for change. It should include model notes suitable for this level of study and be appropriate for further revision.</p> <p><b>Research task</b> Learners use given resources to research the other topics in this section and complete the note-making template provided.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p><b>Classroom task</b> Give each learner one of the factors studied and ask them to consider why this factor was important in creating pressure for change. Learners could get together with others who have been given the same factor and pool their ideas. They could then return to their original groups for a discussion on whether one of these is the most important factor.</p>
	Understand how Louis XVI reacted to attempts to reform.	<p><b>Research task</b> Learners use their textbooks and/or websites to create a timeline which illustrates actions and role of Louis XVI between 1788 and his death.</p> <p><b>Class discussion</b> In what ways did Louis XVI make matters worse for himself?</p> <p>Learners watch the short video clip here <a href="https://www.youtube.com/watch?v=ZQ7xMUf-CZk">https://www.youtube.com/watch?v=ZQ7xMUf-CZk</a> and add to their notes.</p> <p>Learners work in small groups to list factors in response to the question ‘Why was Louis XVI executed?’ and debate the order of priority of the factors they have identified.</p>
	Learn about the responses to Louis XVI’ actions, e.g. Storming of the Bastille, March of the Women, Declaration of the Rights of Man, The August Decrees.	<p>Learners study this painting of the Storming of the Bastille. <a href="https://en.wikipedia.org/wiki/File:Prise_de_la_Bastille.jpg">https://en.wikipedia.org/wiki/File:Prise_de_la_Bastille.jpg</a></p> <ul style="list-style-type: none"> <li>• What impression does this give of the events?</li> <li>• How important was the storming of the Bastille?</li> </ul> <p>Learners research each of the following and note what happened, why the events are important and what does it show about the way French people responded to Louis’ actions.</p> <ul style="list-style-type: none"> <li>• March of the Women</li> <li>• Declaration of the Rights of Man</li> <li>• The August Decrees.</li> </ul>
Why were French governments unstable from 1790 to 1795? <b>KC1</b>	Understand the views and aims of revolutionary and counter-revolutionary groups.	<p><b>Teacher-led introduction</b> Introduction to key events between 1789 and 1795 and identification of the principal groups who opposed the course of the revolution.</p>



Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
KC2 KC3		<p><b>Research task</b> Individually or in pairs, learners identify: <b>(I)</b></p> <ul style="list-style-type: none"> <li>• the principal political groups in France</li> <li>• the principal political groups which opposed the Revolution</li> <li>• what were the aims of those opposition groups?</li> <li>• what obstacles did they face in attaining their objectives?</li> </ul> <p>Whole class discussion on the theme of ‘To what extent did bad leadership on the part of the King lead to the failure of the counter revolutionaries?’</p> <p><a href="http://www.activehistory.co.uk/Miscellaneous/menus/IB/French_Rev_Napoleon/index.php">www.activehistory.co.uk/Miscellaneous/menus/IB/French_Rev_Napoleon/index.php</a></p>
Learn about the changes in government from 1790 to 1795.		<p><b>Teacher-led introduction</b> The rise and fall of the various governments of the period identifying the principal areas for study.</p> <p><b>Research task</b> In pairs, learners:</p> <ul style="list-style-type: none"> <li>• develop a clear timeline of political events from 1790 to 1795</li> <li>• identify the principal reasons for the failure of each government to retain power.</li> </ul> <p><b>Classroom discussion</b> Learners discuss the theme of ‘What are the principal causes of political instability, generally, and what were the causes of political instability in France in this period?’.</p> <p>Learners watch the short video clip here <a href="http://www.youtube.com/watch?v=ZQ7xMUf-CZk">www.youtube.com/watch?v=ZQ7xMUf-CZk</a> and add to their notes.</p> <p><b>Group task</b> Learners work in small groups to list factors in response to the question ‘Why was Louis XVI executed?’ and debate the order of priority of the factors they have identified.</p>
Understand the nature and impact of economic problems.		<p><b>Teacher-led introduction</b> Introduction to the role played by the economy in the build-up to the revolutionary process and in the period to 1795. Social issues should be included as well.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p><b>Research task</b> Learners:</p> <ul style="list-style-type: none"> <li>• identify the main social and economic problems which faced governments from 1789 to 1795</li> <li>• identify what attempts were made, if any, by governments to solve those problems. <b>(I)</b></li> </ul> <p><b>Class discussion</b> Learners discuss the theme of ‘How important a role did social and economic problems play in determining events in the period 1789–1795?’.</p> <p><b>Extension activity</b> Learner development a case/presentation (to be done in 5 minutes maximum) arguing that ‘the best explanation for the course of events in the period lies in looking at what was happening to the economy and society generally’. <b>(I)</b></p>
	Understand the nature and sources of foreign threats and the impact of war on France.	<p><b>Teacher-led introduction</b> Introduction to the international background of the period, the attitudes of foreign powers to the revolutionary process and the execution of the King and the wars that the revolutionaries found themselves involved in.</p> <p><b>Research/group task</b> Learners create a timeline illustrating military and international events relevant to topic in period to 1795:</p> <ul style="list-style-type: none"> <li>• identifying attitudes of foreign countries to events in France</li> <li>• identifying reasons for the war</li> <li>• explaining course of the war.</li> </ul> <p><b>Class discussion</b> Learners discuss the theme of ‘War was to have a dramatic impact on the course of events in France’.</p> <p><b>Homework task</b> ‘To what extent did war determine events in France in the period?’ <b>(I)</b></p>
Why was Napoleon Bonaparte able to overthrow the Directory in 1799? <b>KC1</b> <b>KC2</b>	Learn about the aims and rule of the Directory.	<p><b>Teacher-led introduction</b> Introduction to the period from 1795 to 1799, identifying the main events to focus on in this complex period.</p> <p><b>Research/group task</b> In pairs or groups, learners:</p> <ul style="list-style-type: none"> <li>• draft a timeline of key events, both domestic and foreign, between the beginning of 1795 and the</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<b>KC4</b>		<p>replacement of the Directory by a ‘consulate’</p> <ul style="list-style-type: none"> <li>• identify the key reasons why the Directory took office</li> <li>• identify the principal aims of the Directory and the reasons for their support</li> <li>• identify the methods by which the Directory ruled France.</li> </ul> <p><b>Class discussion</b> Whole class discussion on theme of ‘To what extent was the Directory a reaction against the Terror and extremism?’</p>
	Understand the reputation of and opposition to the Directory.	<p><b>Research task</b> Individually or in pairs, learners:</p> <ul style="list-style-type: none"> <li>• identify the principal domestic policies of the Directory</li> <li>• identify the key foreign/military policies of the Directory. <b>(I)</b></li> </ul> <p><b>Group task</b> In groups, learners draft a case either for or against the view that ‘the Directory deserves credit for what it achieved in very difficult circumstances’.</p> <p><b>Class discussion</b> Whole class discussion following brief presentations of prepared cases on theme of ‘The Directory - an effective administrator of France?’.</p> <p>Learners write a response to a Paper 2 part (a) question on one of the topics covered so far. <b>(F)</b></p>
	Learn about the military reputation and political ambitions of Napoleon Bonaparte.	<p><b>Teacher-led introduction</b> Introduction to the rise of Napoleon to power. The central focus of this part of the topic should be on the man himself and the extent to which he was responsible for his rise to power, and the extent to which he was just in the right place at the right time. <a href="http://www.napoleonguide.com/">www.napoleonguide.com/</a></p> <p><b>Research task</b> Individually or in pairs, learners:</p> <ul style="list-style-type: none"> <li>• identify the principal reasons for the Directory’s unpopularity</li> <li>• identify the key reasons for Napoleon’s popularity</li> <li>• identify the principal reasons for the overthrow of the Directory. <b>(I)</b></li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p><b>Class discussion</b> Learners discuss the theme of 'To what extent was the failure of the Directory inevitable?'.</p> <p><b>Homework task</b> Assess the claim that Napoleon rose to power simply because he was a successful general? <b>(I)</b> <a href="http://www.activehistory.co.uk/Miscellaneous/menus/IB/French_Rev_Napoleon/index.php">www.activehistory.co.uk/Miscellaneous/menus/IB/French_Rev_Napoleon/index.php</a></p>
	Understand the reasons for and impact of the coup of 1799.	<p><b>Teacher-led introduction</b> Introduction to this period of French History with an outline picture of Napoleon's personality and career before 1799.</p> <p>Learners watch the short video here <a href="https://www.youtube.com/watch?v=gUOsMQhiQcQ">www.youtube.com/watch?v=gUOsMQhiQcQ</a> and make outline notes on the Brumaire Coup of 1799. They complete their notes using texts/websites to cover the following:</p> <ul style="list-style-type: none"> <li>• What was the coup?</li> <li>• Why did it take place?</li> <li>• What was the impact of the coup?</li> </ul> <p><b>Research task</b> In pairs, learners identify the ways in which the Consulate differed as a form of government from the Directory.</p> <p><b>Extension activity</b> <a href="https://courses.lumenlearning.com/suny-hccc-worldhistory2/chapter/napoleons-constitution/">https://courses.lumenlearning.com/suny-hccc-worldhistory2/chapter/napoleons-constitution/</a> Learners study the information here and make detailed notes on Napoleon's constitution.</p>
<p>What were Napoleon Bonaparte's domestic aims and achievements from 1799 to 1814?</p> <p><b>KC1</b> <b>KC2</b> <b>KC4</b></p>	Understand Napoleon's initiatives as first consul.	<p><a href="https://www.youtube.com/watch?v=MrbiSUgZEbg">www.youtube.com/watch?v=MrbiSUgZEbg</a> There are four programmes here covering Napoleon's career, rise to power and achievements.</p> <p><b>Research task</b> In pairs or individually, learners identify: <b>(I)</b></p> <ul style="list-style-type: none"> <li>• religious changes</li> <li>• legal changes</li> <li>• economic changes</li> <li>• administrative changes</li> <li>• constitutional changes.</li> </ul> <p><a href="http://www.napoleonguide.com/">www.napoleonguide.com/</a> is a useful website.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p><b>Class discussion</b> Did Napoleon destroy the aims of the French revolution?</p>
	Understand the inauguration of the Empire.	<p><b>Teacher-led introduction</b> Introduction to the process by which Napoleon became Emperor and the reaction in France to it.</p> <p><b>Research task</b> In groups or pairs, learners:</p> <ul style="list-style-type: none"> <li>• identify the key stages by which Napoleon became Emperor</li> <li>• develop a case arguing that he just desired power for its own sake</li> <li>• develop a case defending Napoleon’s actions in taking complete power.</li> </ul> <p><b>Group task</b> Working in pairs learners draw up two lists.</p> <ul style="list-style-type: none"> <li>• Napoleon acted only in his own interests in becoming Emperor.</li> <li>• Napoleon becoming Emperor was in the best interests of France.</li> </ul> <p><b>Class discussion</b> Learners discuss the issues raised in this exercise.</p>
	Learn about the nature and impact of reforms (legal, educational, social and financial).	<p><b>Research task</b> In pairs or individually, learners identify: <b>(I)</b></p> <ul style="list-style-type: none"> <li>• the principal religious changes</li> <li>• the principal legal changes</li> <li>• the principal economic changes</li> <li>• the principal administrative changes</li> <li>• the principal constitutional changes.</li> </ul> <p>Learners are given one of the above topics and prepare a Powerpoint slide on one of the above topics showing the key changes which were introduced.</p> <p>Learners devise a question and mark scheme for a part (b) type question from Paper 2. <b>(F)</b></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	Understand Napoleon's use of propaganda and other means of control.	<p><b>Teacher-led introduction</b> Introduction to the role that propaganda and censorship played in the period and the extent to which Napoleon's rise and period in power were popularly supported.</p> <p><b>Research task</b> In pairs or individually, learners: <b>(I)</b></p> <ul style="list-style-type: none"> <li>• identify the methods used by Napoleon to increase his popularity</li> <li>• identify the methods used by Napoleon to deal with opponents</li> <li>• consider the impact of foreign policy on Napoleon's popularity.</li> </ul> <p>Learners prepare five quiz questions to contribute to a class revision quiz on this topic.</p> <p>Learners prepare and answer a Paper 2 part (b) question on this topic from 9489 History 2021 Specimen Paper 2. <b>(F)</b></p>
<b>Past and specimen papers</b>		
Past/specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational.org/support">www.cambridgeinternational.org/support</a> <b>(F)</b> 9489 History 2021 Specimen Paper 02		

## Topic 2: The Industrial Revolution in Britain, 1750–1850

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
What were the causes of the Industrial Revolution? <b>KC1</b> <b>KC2</b> <b>KC4</b>	Understand the reasons for and impact of the agricultural revolution.	<p><b>Source activity</b>            Presentation of visual and written sources which shows how Britain changed between 1750 and 1850. Learners take notes on a chart covering:</p> <ul style="list-style-type: none"> <li>• economic change</li> <li>• social change</li> <li>• rural–urban life</li> <li>• transport change</li> <li>• political change.</li> </ul> <p><b>Research task</b>            Learners research on how agriculture changed. <a href="http://www.youtube.com/watch?v=6QKIts2_yJ0">www.youtube.com/watch?v=6QKIts2_yJ0</a>            Learners study textbooks or internet resources such as <a href="http://www.intriguing-history.com/the-agricultural-revolution/">www.intriguing-history.com/the-agricultural-revolution/</a> and take notes on: <b>(I)</b></p> <ul style="list-style-type: none"> <li>• What was enclosure?</li> <li>• What economic and social impacts did it have?</li> <li>• How did agricultural production change in this period?               <ul style="list-style-type: none"> <li>○ improvements to land</li> <li>○ crops grown.</li> </ul> </li> <li>• mechanisation.</li> </ul> <p><b>Classroom/group task</b>            Each learner prepares a PEEL (Point, Evidence, Explanation, Link) paragraph in response to one of the questions below. <b>(F)</b> The answers can be discussed around the class or in small groups.</p> <ul style="list-style-type: none"> <li>• Did the changes in agriculture constitute a revolution?</li> <li>• How did agricultural change encourage industrial growth?</li> </ul> <p><b>Extension activity</b>            Read the article on this website and add to notes taken in the lesson.  <a href="http://www.bbc.co.uk/history/british/empire_seapower/agricultural_revolution_01.shtml">www.bbc.co.uk/history/british/empire_seapower/agricultural_revolution_01.shtml</a></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	Learn about the development of capitalism: investment, trade and commerce.	<p><b>Teacher-led introduction</b> Introduction to the idea of capitalism, the extent to which it existed in the late 18th century and the role it was to play in the industrialisation process.</p> <p><b>Research task</b> Learners study the sources/texts to discover where Britain's wealth came from and how Britain was able to finance an industrial revolution. Each group researches one of the following issues:</p> <ul style="list-style-type: none"> <li>• wealth, the impact of the slave trade, empire and trade</li> <li>• the role of individual entrepreneurs</li> <li>• the importance of credit and banking</li> <li>• the impact of the Napoleonic Wars</li> <li>• the importance of protectionism.</li> </ul> <p>The following websites are useful for this task but learners could conduct their own research online.  <a href="http://www.bbc.co.uk/history/british/empire_seapower/trade_empire_01.shtml">www.bbc.co.uk/history/british/empire_seapower/trade_empire_01.shtml</a>  <a href="http://www.british-history.ac.uk/vch/warks/vol7/pp81-139">www.british-history.ac.uk/vch/warks/vol7/pp81-139</a></p> <p><b>Homework task</b> Learners consider the question 'Why was Britain able to afford an industrial revolution?'. Working in small groups each learner writes a PEEL (Point, Evidence, Explanation, Link) paragraph on their factor. <b>(F)</b></p> <p><b>Class discussion</b> How did Britain's financial status help the development of industrialisation?</p>
	Learn about early mechanisation: steam engines and spinning machines.	<p><b>Teacher-led introduction</b> Overview on the timeline of early mechanisation. There is a useful timeline here <a href="http://www.timetoast.com/timelines/the-industrial-revolution-1750-1900">www.timetoast.com/timelines/the-industrial-revolution-1750-1900</a> and learners could complete their own timeline to show the development of steam power and the mechanisation in the textile industry.</p> <p>Learners watch this short video and take notes on the importance of the development of the steam engine.  <a href="http://www.youtube.com/watch?v=cPlcoaWPclg">www.youtube.com/watch?v=cPlcoaWPclg</a></p> <p><b>Research task</b> Learners consider the impact of early mechanisation covering these issues: <b>(I)</b></p> <ul style="list-style-type: none"> <li>• What was the domestic system?</li> <li>• Where was the textile industry located?</li> </ul>



Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> <li>• When were the first machines developed?</li> <li>• Where were the new factories located?</li> <li>• What impact did early mechanisation have on the lives of the workers?</li> </ul> <p><a href="http://www.bl.uk/georgian-britain/articles/the-industrial-revolution">www.bl.uk/georgian-britain/articles/the-industrial-revolution</a>  <a href="http://www.bbc.co.uk/history/british/victorians/">www.bbc.co.uk/history/british/victorians/</a></p>
	Understand the reasons for and impact of early developments in transport: canals and roads.	<p><b>Teacher-led introduction</b> Introduction to the great changes in communications in the period and their link to the wider industrialisation processes. Primary sources and commentary on the key changes in the period can be found here <a href="https://spartacus-educational.com/U3Ahistory17.htm">https://spartacus-educational.com/U3Ahistory17.htm</a>.</p> <p><b>Research task</b> Learners research the following issues: <b>(I)</b></p> <ul style="list-style-type: none"> <li>• What were the key developments in road transport?</li> <li>• What was the impact of these developments?</li> <li>• What were the key changes in canals and river communications in the period?</li> <li>• What was the impact of the changes?</li> </ul> <p><b>Class discussion</b> What were the links between the agricultural and industrial development and the changes in communications?</p> <p>Learners start to develop an annotated timeline covering the period 1750 to 1850 with the changes they have identified here. They will complete this later in the course with developments in railways and steamships.</p>
Why was there rapid growth of industrialisation after 1780? <b>KC2</b> <b>KC4</b>	Understand the development of the factory system: steam power and machines.	<p><a href="http://www.youtube.com/watch?v=ut0rX2MngL8">www.youtube.com/watch?v=ut0rX2MngL8</a> Learners watch this short film on the beginning of the factory system and take notes on the factors which help industrialisation to take place.</p> <p><b>Research task</b> Learners develop their own timelines to show key developments in the change from domestic industry to factory working. <a href="https://industrialrevolution.org.uk/domestic-system/">https://industrialrevolution.org.uk/domestic-system/</a></p>
	Understand the developments in transport: canals	Learners watch a short video clip on the impact of the transport revolution on industrialisation. <a href="http://www.bbc.com/teach/class-clips-video/the-transport-revolution-britains-canal-network/z6d8qp3">www.bbc.com/teach/class-clips-video/the-transport-revolution-britains-canal-network/z6d8qp3</a>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	railways and steam ships.	<p><b>Research task</b> Learners work in groups to produce a short presentation on the development of one of the forms of transport listed below:</p> <ul style="list-style-type: none"> <li>• canals</li> <li>• railways</li> <li>• steamships.</li> </ul> <p>Groups feedback their findings to the class who use the presentations to complete an annotated timeline of developments. The websites below are useful.  <a href="https://spartacus-educational.com/U3Ahistory17.htm">https://spartacus-educational.com/U3Ahistory17.htm</a>  <a href="https://firstindustrialrevolution.weebly.com/transportation-revolution.html">https://firstindustrialrevolution.weebly.com/transportation-revolution.html</a></p> <p><b>Extension activity</b> Learners produce a spider diagram to show how developments in transport helped industrial development in Britain.</p>
	Understand the importance of raw materials, e.g. iron and coal.	<p>Learners study the map found here <a href="http://pammack.sites.clemson.edu/lec122sts/hobsbawm3.html">http://pammack.sites.clemson.edu/lec122sts/hobsbawm3.html</a>. What can they learn from this map about the development of coal mining and iron manufacture in this period?  <a href="http://www.youtube.com/watch?v=AVo7e5ZExX4&amp;index=10&amp;list=PLvsS9mRi0sXb6sm_-SH9ciODQq3sQuK8Y">www.youtube.com/watch?v=AVo7e5ZExX4&amp;index=10&amp;list=PLvsS9mRi0sXb6sm_-SH9ciODQq3sQuK8Y</a></p>
	Understand the growth of markets (domestic and international) and growth of free trade.	<p><b>Teacher-led introduction</b> Introduction into the arguments which existed over free trade vs protectionism.</p> <p>Learners could use this website to make brief notes on the Corn Laws.  <a href="http://www.britainexpress.com/History/victorian/corn-laws.htm">www.britainexpress.com/History/victorian/corn-laws.htm</a> or watch this short clip.  <a href="http://www.youtube.com/watch?v=-iostWBLJ0M">www.youtube.com/watch?v=-iostWBLJ0M</a></p> <p><b>Research task</b> Learners research using websites and texts to discover answers to the following questions:</p> <ul style="list-style-type: none"> <li>• Why did Britain's overseas markets grow?</li> <li>• Why was there increased demand at home?</li> <li>• What products were traded overseas?</li> </ul> <p><a href="http://www.britishmuseum.org/research/publications/online_research_catalogues/paper_money/paper_money_of_england_wales/the_industrial_revolution/the_industrial_revolution_2.aspx">www.britishmuseum.org/research/publications/online_research_catalogues/paper_money/paper_money_of_england_wales/the_industrial_revolution/the_industrial_revolution_2.aspx</a></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p><b>Group task</b> Learners work in groups to devise a Paper 2 part (a) question and mark scheme on one of the topics covered so far. These can be given to different groups within the class to complete. <b>(F)</b></p>
<p>Why, and with what consequences, did urbanisation result from industrialisation? <b>KC1</b> <b>KC2</b> <b>KC3</b></p>	<p>Study the growth of towns and understand their impact on living conditions, e.g. housing and health.</p>	<p>Learners watch this short video clip and take notes on the growth of towns and living conditions. <a href="http://www.youtube.com/watch?v=jHcWTNodhxA&amp;index=12&amp;list=PLvsS9mRi0sXb6sm_-SH9ciODQq3sQuK8Y">www.youtube.com/watch?v=jHcWTNodhxA&amp;index=12&amp;list=PLvsS9mRi0sXb6sm_-SH9ciODQq3sQuK8Y</a></p> <p>Learners answer the following questions:</p> <ul style="list-style-type: none"> <li>• Explain why industrial towns develop during this period.</li> <li>• Explain how they were developed.</li> <li>• Explain implications of urbanisation on those who lived in the new towns and cities.</li> </ul> <p><b>Source activity</b> In groups or individually, learners work through a series of visual and written sources and make notes about living conditions covering:</p> <ul style="list-style-type: none"> <li>• housing and overcrowding</li> <li>• health and disease</li> <li>• water and sanitation.</li> </ul>
	<p>Learn about working conditions, e.g. child labour, hours, pay and safety.</p>	<p>Learners watch this video <a href="http://www.youtube.com/watch?v=6As8AlbKK5Q">www.youtube.com/watch?v=6As8AlbKK5Q</a> and make notes on working conditions covering:</p> <ul style="list-style-type: none"> <li>• hours, pay and regulation</li> <li>• working conditions and safety</li> <li>• wages</li> <li>• discipline.</li> </ul> <p>This video focuses on accounts of child labourers in different industries. <a href="http://www.youtube.com/watch?v=_6ByG7q74qg">www.youtube.com/watch?v=_6ByG7q74qg</a></p>
	<p>Understand the impacts on different social classes.</p>	<p>The central focus of this part of the topic should be on the way in which industrialisation led to social change, which of course was to lead on to political changes. It is also important to consider how the impact on different groups altered up to 1850.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p><b>Research task</b> Learners are divided in groups and each group is allocated a 'class' to research. The website here has sections on working and middle classes. <a href="https://webs.bcp.org/sites/vcleary/modernworldhistorytextbook/industrialrevolution/ireffects.html">https://webs.bcp.org/sites/vcleary/modernworldhistorytextbook/industrialrevolution/ireffects.html</a>.</p> <p><b>Homework task</b> Assess the impact of industrialisation on the social classes. <b>(I)</b></p>
	<p>Understand the government responses to the consequences of industrialisation: early moves towards regulation and control of working and living conditions.</p>	<p><b>Class discussion</b> Recap on the social consequences of industrialisation and urbanisation.</p> <p><b>Research task</b> Learners research each of the following topics and complete a chart to show:</p> <ul style="list-style-type: none"> <li>• What problem was each piece of legislation designed to address?</li> <li>• What were the main terms of each Act?</li> <li>• How effective was the legislation in addressing the problems?</li> </ul> <p>The following Acts could be considered (but there are others which could be included):</p> <ul style="list-style-type: none"> <li>• the Poor Law Amendment Act 1834</li> <li>• the Mines Act 1842</li> <li>• the Public Health Act 1848</li> <li>• the Factory Acts of 1833 and 1844.</li> </ul> <p>The following websites are useful but learners may use their own books/research  <a href="http://www.nationalarchives.gov.uk/education/resources/1833-factory-act/">www.nationalarchives.gov.uk/education/resources/1833-factory-act/</a>  <a href="https://spartacus-educational.com/Mines_Collieries_Act.htm">https://spartacus-educational.com/Mines_Collieries_Act.htm</a>  <a href="http://www.parliament.uk/about/living-heritage/transformingsociety/towncountry/towns/tyne-and-wear-case-study/about-the-group/public-administration/the-1848-public-health-act/">www.parliament.uk/about/living-heritage/transformingsociety/towncountry/towns/tyne-and-wear-case-study/about-the-group/public-administration/the-1848-public-health-act/</a>  <a href="http://www.workhouses.org.uk/poorlaws/newpoorlaw.shtml">www.workhouses.org.uk/poorlaws/newpoorlaw.shtml</a></p> <p><b>Class debate</b> 'This house believes that government actions to address the consequences of industrialisation were effective.'</p> <p><b>Extension activity</b> Learners design a short quiz to use as a revision guide to test this section of the syllabus. <b>(F)</b></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>Why, and with what consequences, did industrialisation result in popular protest and political change?</p> <p><b>KC1</b> <b>KC2</b></p>	<p>Learn about reactions to mechanisation and economic change, e.g. Luddites and Captain Swing riots.</p>	<p><b>Class discussion</b> Why might mechanisation have been unpopular? Ask learners to read the text of this song. What can they learn from this about the impact of mechanisation? <a href="http://www.bbc.co.uk/history/familyhistory/bloodlines/workinglife.shtml?entry=swing_riots&amp;theme=workinglife">www.bbc.co.uk/history/familyhistory/bloodlines/workinglife.shtml?entry=swing_riots&amp;theme=workinglife</a></p> <p><b>Research task</b> Learners research the Luddites and take notes on the movement covering:</p> <ul style="list-style-type: none"> <li>• aims</li> <li>• activities</li> <li>• impact.</li> </ul> <p><a href="http://www.nationalarchives.gov.uk/education/politics/g3/">www.nationalarchives.gov.uk/education/politics/g3/</a> <a href="http://www.history.com/news/who-were-the-luddites">www.history.com/news/who-were-the-luddites</a></p> <p><b>Homework task</b> Write a 300-word explanation of the reasons for one protest movement against mechanisation and economic change. <b>(F)</b></p>
<p>Understand why there were demands for political reform including Chartists.</p>	<p>Understand why there were demands for political reform including Chartists.</p>	<p><b>Class discussion</b> Why did the changes you have learned about so far in this section of the course, have political consequences?</p> <p>Learners watch this video on the 1832 Reform Act <a href="http://www.youtube.com/watch?v=jvpqgFdjV8o">www.youtube.com/watch?v=jvpqgFdjV8o</a> and take notes on:</p> <ul style="list-style-type: none"> <li>• Why was the reform passed?</li> <li>• What was the impact of the reform?</li> <li>• Why was the act not satisfactory to many of those who wanted political change?</li> </ul> <p><a href="http://www.youtube.com/watch?v=fHFJMG_SHNA">www.youtube.com/watch?v=fHFJMG_SHNA</a> or <a href="http://www.youtube.com/watch?v=mWucd5tXlqY">www.youtube.com/watch?v=mWucd5tXlqY</a> and take notes on:</p> <ul style="list-style-type: none"> <li>• Who were the Chartists?</li> <li>• Why were they unhappy with the reform of 1832?</li> <li>• What were their aims?</li> <li>• How popular/powerful was the Chartist movement?</li> <li>• How far did Chartism achieve its aims?</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p><b>Research task</b> In pairs, learners identify the impact of industrialisation on British politics and government. <a href="http://www.nationalarchives.gov.uk/education/politics/">www.nationalarchives.gov.uk/education/politics/</a></p>
	Learn about the origins of organised labour, e.g. trade unions and cooperative societies.	<p><b>Research task</b> Learners study the information here and draw up a timeline to show the stages in the development of organised labour. <a href="http://www.nationalarchives.gov.uk/pathways/citizenship/struggle_democracy/trade_unionism.htm">www.nationalarchives.gov.uk/pathways/citizenship/struggle_democracy/trade_unionism.htm</a> <a href="http://www.unionhistory.info/timeline/timeline.php">www.unionhistory.info/timeline/timeline.php</a></p> <p>Learners use the resources and virtual museum on this site to create a fact file about the cooperative movement (Rochdale Pioneers). <a href="http://www.rochdalepioneersmuseum.coop/">www.rochdalepioneersmuseum.coop/</a></p>
	Learn how the government reacted to demands for change.	<p><b>Recap activity</b> From what learner have covered so far in this section of the syllabus, how did the government react to demands for change? The discussion could cover these issues:</p> <ul style="list-style-type: none"> <li>• parliamentary reform</li> <li>• mechanisation</li> <li>• Chartism</li> <li>• the growth of Labour</li> <li>• Corn Laws.</li> </ul> <p>Learners watch this short video about the Tolpuddle Martyrs. <a href="http://www.youtube.com/watch?v=lh2dV8rdcAg&amp;list=PLvsS9mRi0sXb6sm_-SH9ciODQq3sQuK8Y&amp;index=13">www.youtube.com/watch?v=lh2dV8rdcAg&amp;list=PLvsS9mRi0sXb6sm_-SH9ciODQq3sQuK8Y&amp;index=13</a></p> <p><b>Class discussion</b> Why did the government react in this way to demands for change?</p>
<b>Past and specimen papers</b>		
Past/specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational.org/support">www.cambridgeinternational.org/support</a> (F) 9489 History 2021 Specimen Paper 02		

## Topic 3: Liberalism and nationalism in Germany, 1815–71

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
What were the causes of the Revolutions in 1848–49? <b>KC1</b> <b>KC2</b> <b>KC4</b>	Understand the impact of Metternich’s System on the States of Germany.	<p>To start the topic, learners need maps of Europe in 1840 and the States of Germany from the same time period. What do they notice about Germany in 1840s?</p> <p><b>Homework task</b> Learners write a short article/text covering:</p> <ul style="list-style-type: none"> <li>• What were the key issues facing the German states in the 1840s?</li> <li>• Who was Metternich?</li> <li>• Why was he so opposed to nationalism and liberalism?</li> <li>• What was ‘Metternich’s system’?</li> <li>• What impact did it have on the German States?</li> </ul> <p>Use this website and create an outline timeline for this topic leaving room to add further details.  <a href="http://www.historyhit.com/1871-unification-germany/">www.historyhit.com/1871-unification-germany/</a></p>
	Understand the influence of liberal ideas and the emergence of the middle class.	<p><b>Recap activity</b> Recap from study of France two key ideas which will be addressed frequently in this unit. Ask learners to explain what they understand by the term ‘liberalism’.</p> <p>Read article/textbook/resources and take notes on ‘How was Germany governed by the 1840s?’ covering:</p> <ul style="list-style-type: none"> <li>• constitutions</li> <li>• developments in Austria and Prussia which limited democratic ideas</li> <li>• German Liberals – what did they want?</li> <li>• How did the growth of the middle class impact on liberal ideas?</li> </ul>
	Learn about the growth of nationalist ideas.	<p>Ask learners to explain what they understand by nationalism.  <a href="https://www.youtube.com/watch?v=Y2SIWfmwQik">www.youtube.com/watch?v=Y2SIWfmwQik</a></p> <p>From what they have seen already learners answer the following questions:</p> <ul style="list-style-type: none"> <li>• Why was this a difficult issue for the German states in the 1840s?</li> <li>• How did nationalism develop and grow in Germany?</li> <li>• What kind of people were attracted to nationalist ideas?</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	Understand the impact of the Zollverein.	<p><b>Research task</b></p> <p>Learners use text and websites to research the Zollverein and its impact.</p> <ul style="list-style-type: none"> <li>• What problems did German trade face in the early 1800s?</li> <li>• Why were customs unions introduced?</li> <li>• How did the formation of the Zollverein help Germany's economy to develop?</li> <li>• How did the Zollverein increase ideas about nationalism?</li> <li>• What was the impact of the Zollverein on Austria?</li> </ul> <p>Learners write a PEEL (Point, Evidence, Explanation, Link) paragraph on one reason why the Zollverein was important. <b>(F)</b></p>
	Learn about the social and economic problems in the 1840s.	<p>Learners use their texts/internet resources to take notes on 'What problems faced Germany in the 1840s?', covering:</p> <ul style="list-style-type: none"> <li>• population</li> <li>• problems in the countryside</li> <li>• urbanisation</li> <li>• industrialisation</li> <li>• economic crisis of 1846–47.</li> </ul> <p><b>Extension activity</b></p> <p>Read the short article here <a href="http://www.ohio.edu/chastain/dh/econcris.htm">www.ohio.edu/chastain/dh/econcris.htm</a> and take notes on the importance of social and economic problems for the outbreak of the 1848 Revolutions in Germany.</p>
<p>What were the consequences of the 1848–49 Revolutions?</p> <p><b>KC1</b> <b>KC2</b> <b>KC4</b></p>	Understand the initial responses of the German States to the 1848–49 Revolutions.	<p>Learners study the information on this website <a href="https://courses.lumenlearning.com/suny-hccc-worldhistory2/chapter/the-german-revolutions-of-1848/">https://courses.lumenlearning.com/suny-hccc-worldhistory2/chapter/the-german-revolutions-of-1848/</a> and complete some or all of the following activities:</p> <ul style="list-style-type: none"> <li>• Make a timeline to show the key events of 1848–49.</li> <li>• What did the revolutionaries hope to achieve?</li> <li>• Why did unrest spread?</li> <li>• Why did the revolutions eventually fail?</li> </ul> <p><b>Class discussion</b></p> <p>Did the 1848–49 Revolutions in Germany achieve anything? If so, what did they achieve?</p>
	Understand the reasons for collapse of the Frankfurt	<p>Learners read the information here and take notes.</p> <p><a href="http://www.bundestag.de/en/parliament/history/parliamentarism/1848/1848-200350">www.bundestag.de/en/parliament/history/parliamentarism/1848/1848-200350</a></p> <ul style="list-style-type: none"> <li>• What was the Frankfurt Parliament?</li> </ul>



Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	Parliament.	<ul style="list-style-type: none"> <li>• What were its aims?</li> <li>• Why did it collapse?</li> <li>• What was its impact?</li> </ul> <p>Learners devise a Part (a) question and mark scheme for Paper 2 on any of the topics covered so far. Alternatively, the teacher could divide the class into groups and get them to devise one question and mark scheme each on one of the sections. The class could then answer one of the questions set by a different group.</p> <p><b>(F)</b></p>
	Understand why there was a reassertion of Austrian power: the perceived 'humiliation of Olmütz'.	<p>Learners watch this very short video to introduce this topic <a href="http://www.youtube.com/watch?v=uKBfKaMoKDU">www.youtube.com/watch?v=uKBfKaMoKDU</a>.</p> <p>Learners study this website <a href="http://www.bbc.com/bitesize/guides/z8r8d2p/revision/8">www.bbc.com/bitesize/guides/z8r8d2p/revision/8</a> and note the following:</p> <ul style="list-style-type: none"> <li>• Why did Austria emerge stronger after 1848?</li> <li>• Why was Prussia weaker after 1850?</li> <li>• What was agreed at Olmütz?</li> <li>• Why was this described as a humiliation?</li> </ul> <p><b>Extension activity</b> What was the impact of this treaty on Prussia and its aims for Germany?</p>
	Understand economic developments after 1849: the growth of industrialisation and the Zollverein.	<p><b>Teacher-led introduction</b> Introduction on economic development after 1849 covering:</p> <ul style="list-style-type: none"> <li>• industrialisation and its impact</li> <li>• impact of the Zollverein.</li> </ul> <p><b>Class discussion</b> What was the likely impact of these features on the prospect of unification for Germany?</p> <p>Learners devise a quiz with each contributing:</p> <ul style="list-style-type: none"> <li>• two definitions questions for terms covered so far</li> <li>• three fact-based questions on topics covered so far.</li> </ul>
What were Bismarck's intentions for Prussia and Germany from 1862	Learn about the reasons for Bismarck's appointment as Minister President: his	<p>Learners skim the article here to create a timeline to show the major developments in Bismarck's policies. <a href="http://www.age-of-the-sage.org/history/german_unification.html">www.age-of-the-sage.org/history/german_unification.html</a></p> <p>Learners could watch one of the videos below as an introduction to this aspect of the topics.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
to 1866? <b>KC1</b> <b>KC4</b>	attitudes towards Liberalism and Nationalism.	<p><a href="http://www.youtube.com/watch?v=TiNgBd0iFO8">www.youtube.com/watch?v=TiNgBd0iFO8</a></p> <p><b>Research task</b> Learners use textbooks and websites to research how the following helped Bismarck's rise to power and to develop his political ideas.</p> <ul style="list-style-type: none"> <li>• his role in the Prussian Diet</li> <li>• his attitude and actions in the Revolutions in 1848–49</li> <li>• his position as Ambassador to Russia</li> <li>• the debate over the reform of the army.</li> </ul> <p>Learners write an A4 fact file for Bismarck for the period from 1847 to 1862.</p>
	Understand Bismarck's impact on Prussian politics: relations with William I and the Landtag.	<p><b>Research task</b> Individual learners, pairs or small groups:</p> <ul style="list-style-type: none"> <li>• create a timeline which identifies the unification process in Germany</li> <li>• fill in a blank map template which identifies the key countries in Europe involved in the process.</li> </ul> <p><b>Teacher-led presentation/source-based activity</b></p> <ul style="list-style-type: none"> <li>• Bismarck's relations with William I</li> <li>• Bismarck's relationship with the Landtag</li> <li>• his attitude towards liberalism</li> <li>• his attitude towards nationalism</li> <li>• Bismarck's attitude towards Austria.</li> </ul> <p>Learners read an extract from the 'Blood and Iron' speech such as <a href="http://ghdi.ghi-dc.org/sub_document.cfm?document_id=250">http://ghdi.ghi-dc.org/sub_document.cfm?document_id=250</a> (the context of this speech may need to be explained). Learners answer the question 'what can you learn from this speech about Bismarck's political ideas?'</p> <p><b>Extension activity</b> Read the article here and decide whether the author of this article thinks Bismarck was a master planner or an opportunist. <a href="http://www.thenewamerican.com/culture/history/item/13040-bismarcks-blood-and-iron-speech-150-years-later">www.thenewamerican.com/culture/history/item/13040-bismarcks-blood-and-iron-speech-150-years-later</a></p>
	Learn about Prussia's relations with, and policies towards,	Learners watch this short lecture <a href="http://www.youtube.com/watch?v=m2q2rt6SR6E">www.youtube.com/watch?v=m2q2rt6SR6E</a> .

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	Austria: war with Denmark (1864), Austria (1866).	<p><b>Research task</b> Using textbook/internet resources learners research the following:</p> <ul style="list-style-type: none"> <li>• What were relations like between Bismarck and Austria in the early 1860s?</li> <li>• How did Bismarck and Austria disagree about German development?</li> <li>• Why was the Polish Revolt of 1863 important for Bismarck?</li> <li>• What was the Schleswig Holstein problem and how did Bismarck deal with this?</li> <li>• Why did Prussia go to war with Austria?</li> </ul> <p><b>Class discussion</b> How had the position and power of Prussia changed between 1862 and 1866?</p>
	Understand the outcomes of the Austro–Prussian War: Treaty of Prague and the North German Confederation.	<p>Learners watch this short film <a href="http://www.youtube.com/watch?v=QZFLHvIND_U">www.youtube.com/watch?v=QZFLHvIND_U</a> and take notes on the reasons for Prussian victory over Austria.</p> <p><b>Class discussion</b> What was the main reason Germany was able to defeat Austria?</p> <p><b>Research task (I)</b></p> <ul style="list-style-type: none"> <li>• What were the terms of the Treaty of Prague?</li> <li>• What was the North German Confederation?</li> <li>• How was it structured?</li> <li>• What was the impact of these developments on unification?</li> </ul> <p>Learners write a part (a) question and mark scheme on this section of the syllabus. These can be circulated and completed by other members of the class. <b>(F)</b></p>
How and why was the unification of Germany achieved by 1871? <b>KC1</b> <b>KC3</b>	Analyse Bismarck's diplomacy towards France.	<p><b>Research task</b> Learners work in groups to produce a 5-slide Powerpoint presentation which shows:</p> <ul style="list-style-type: none"> <li>• the situation between France and Prussia in 1866</li> <li>• a timeline of the key developments in relations between 1866 and 1871</li> <li>• Napoleon III's aims</li> <li>• diplomatic manoeuvring between Bismarck and Napoleon</li> <li>• why diplomacy broke down into war.</li> </ul> <p><b>Extension activity</b> Read the article here which records an interview with Bismarck and a British journalist. What evidence is there</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>here that Bismarck did not want war? How reliable do you think this evidence is?  <a href="https://paperspast.natlib.govt.nz/newspapers/NA19150424.2.11?query=Bismarck%27s%20secret%20revealed&amp;start_date=24-04-1915&amp;end_date=24-04-1915&amp;snippet=true">https://paperspast.natlib.govt.nz/newspapers/NA19150424.2.11?query=Bismarck%27s%20secret%20revealed&amp;start_date=24-04-1915&amp;end_date=24-04-1915&amp;snippet=true</a></p>
	<p>Learn about the importance of the Hohenzollern candidature and the outbreak of war.</p>	<p><b>Teacher-led introduction</b>  Why did relations with France break down into war?</p> <p><b>Research task</b>  Learners research the following issues: <b>(I)</b></p> <ul style="list-style-type: none"> <li>• What was the Hohenzollern candidature?</li> <li>• Why did it lead to a crisis in relations between Prussia and France?</li> <li>• What was the Ems telegram and why was it important?</li> <li>• How did the outbreak of war occur?</li> </ul> <p><b>Class discussion</b>  How far was Bismarck to blame for the outbreak of war with France?</p>
	<p>Understand reasons for Prussian victory in the Franco–Prussian War (1870–71).</p>	<p>Learners watch this video clip and take notes <a href="http://www.youtube.com/watch?v=PpJKSMoiVds">www.youtube.com/watch?v=PpJKSMoiVds</a>.</p> <p><b>Group task</b>  Why did Prussia win the war? Working in groups, learners take one factor each from the list below and research that to feedback to their groups:</p> <ul style="list-style-type: none"> <li>• the impact of the views of other powers such as Russia and Britain</li> <li>• German military preparations</li> <li>• the importance of key battles such as Metz and Sedan</li> <li>• the surrender and eventual armistice</li> </ul> <p>Learners prepare a fact sheet on the impact of victory for Prussia.</p>
	<p>Understand how the German Empire was created (1871).</p>	<p>Teacher-led presentation on the gains Germany made from the Franco–Prussian war and the process by which William was crowned Kaiser in 1871.</p> <p><b>Class discussion</b>  Did German unification come about more through diplomacy or war?</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p><b>Revision activity</b> This section of the syllabus could be divided up between individuals or small groups and each asked to prepare a revision card with key terms, key dates/events and five revision questions on each section.</p> <p>Learners answer a part (b) question from Paper 2 on an aspect of this section of the syllabus. <b>(F)</b></p> <p><b>Extension activity</b> Learners research historian's views on Bismarck, aiming to find two different views of Bismarck's approach</p>
<p><b>Past and specimen papers</b></p>		
<p>Past/specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational.org/support">www.cambridgeinternational.org/support</a> <b>(F)</b> 9489 History 2021 Specimen Paper 02</p>		

## Topic 4: The Russian Revolution, 1894–1921

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>What were the causes and outcomes of the 1905 Revolution up to 1914?</p> <p><b>KC1</b> <b>KC2</b> <b>KC3</b> <b>KC4</b></p>	<p>Understand the nature of the Tsarist regime: pressures for change (social, economic and political) and the reaction of Nicholas II to them.</p>	<p><b>Group task</b> In groups, learners discuss ‘What was the state of Russia in 1894?’. (see headings below for possible questions/ areas to consider)</p> <p><b>Research task</b> Using a selection of sources/materials, learners research the biography of the Tsar. <a href="http://www.alexanderpalace.org/palace/AlexPalaceNRbio.html">www.alexanderpalace.org/palace/AlexPalaceNRbio.html</a>.</p> <p><b>Class discussion</b> Learners discuss the following questions to agree ‘opportunities and threats’ analysis of Russia in 1894 to decide the state of Russia facing Nicholas II on his accession in 1894.</p> <ul style="list-style-type: none"> <li>• How was Russia governed in 1894? <ul style="list-style-type: none"> <li>○ What was the role of the Tsar?</li> <li>○ What was the role of the Church/Army/Police?</li> <li>○ How suited was Nicholas II to his position?</li> <li>○ How representative was the government?</li> </ul> </li> <li>• How developed was the Russia’s economy in 1894? <ul style="list-style-type: none"> <li>○ How developed was industry?</li> <li>○ What was the state of agriculture?</li> <li>○ What problems/issues stood in the way of development?</li> </ul> </li> <li>• How stable was Russian society? <ul style="list-style-type: none"> <li>○ What were the main social groupings?</li> <li>○ Were people in Russia in 1894 contented (and how do you know)?</li> </ul> </li> </ul> <p>Learners write a PEEL (Point, Evidence, Explanation, Link) paragraph in response to the question ‘How stable was Russia in 1894?’. <b>(F)</b></p>
	<p>Understand key events of the Revolution, e.g. ‘Bloody Sunday’, wider risings and the October Manifesto.</p>	<p><b>Research task</b> Individually or in pairs, learners: <b>(I)</b></p> <ul style="list-style-type: none"> <li>• identify the main causes of the 1905 Revolution in Russia</li> <li>• identify the role that the Tsar played in causing the Revolution.</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p><a href="http://www.activehistory.co.uk/Miscellaneous/menus/A_Level/Late_Modern/Russia_and_the_USSR/Tsar_Nicholas_II_and_the_Russian_Revolutions.htm">www.activehistory.co.uk/Miscellaneous/menus/A_Level/Late_Modern/Russia_and_the_USSR/Tsar_Nicholas_II_and_the_Russian_Revolutions.htm</a> includes an interactive tour around Russia and primary source material on the causes, events and results of the 1905 Revolution.</p> <p><b>Teacher-led introduction</b> Introduction to the detailed events of 1905 plus provision of a map showing whole extent of Russia and its empire in 1905.</p> <p><b>Research task</b> Learners: <b>(I)</b></p> <ul style="list-style-type: none"> <li>• identify the main events linked to Bloody Sunday itself, indicating causes and course</li> <li>• identify the main events in the rest of Russia which made up the 1905 Revolution indicating causes and course.</li> </ul> <p><b>Class discussion</b> Whole class discussion on the theme of ‘How revolutionary were the ‘revolutionaries’ of 1905?’.</p> <p><a href="http://www.studyhistory.co.uk/AS/Resources,%20AS,%20index.htm#unit1">www.studyhistory.co.uk/AS/Resources,%20AS,%20index.htm#unit1</a> includes a useful Powerpoint and writing frame about the 1905 Revolution</p> <p><b>Homework task</b> Learners write one paragraph on one reason for the 1905 Revolution. <b>(I) (F)</b></p>
	Understand the reasons for the reassertion of Tsarist authority: the Dumas and Stolypin’s reforms.	<p><b>Teacher-led introduction</b> Introduction to the results and impact of the 1905 Revolution and uprisings in Russia. <b>(W)</b></p> <p><b>Research task</b> In groups, learners:</p> <ul style="list-style-type: none"> <li>• identify the short-term results of the 1905 Revolution</li> <li>• identify the longer-term results of the 1905 Revolution.</li> </ul> <p>Learners read the text here and note what the October Manifesto promises to the people of Russia. <a href="http://academic.shu.edu/russianhistory/index.php/Manifesto_of_October_17th,_1905">http://academic.shu.edu/russianhistory/index.php/Manifesto_of_October_17th,_1905</a></p> <p><b>Teacher-led introduction</b> Introduction to the work of Witte and Stolypin explaining the background of Tsarist government and the role</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>played by the Tsar, the Court and the Duma.</p> <p><b>Research task</b> Working in pairs, learners create a fact file on either Witte or Stolypin <b>(I)</b>. These are then shared with the rest of the group to take notes. They:</p> <ul style="list-style-type: none"> <li>• identify reforms and overall work of Witte</li> <li>• identify the reforms and overall work of Stolypin.</li> </ul> <p><a href="http://www.activehistory.co.uk/Miscellaneous/menus/A_Level/Late_Modern/Russia_and_the_USSR/Tsar_Nicholas_II_and_the_Russian_Revolutions.htm">www.activehistory.co.uk/Miscellaneous/menus/A_Level/Late_Modern/Russia_and_the_USSR/Tsar_Nicholas_II_and_the_Russian_Revolutions.htm</a></p> <p><b>Class discussion</b> Witte and Stolypin did little to benefit Russia and slow the progress towards the collapse of Tsarism.</p> <p><b>Homework task</b> Learners select one of the following writing tasks.</p> <ul style="list-style-type: none"> <li>• Explain the importance of the work of Witte to economic progress Russia.</li> <li>• Explain the importance of the work of Stolypin in strengthening the position of the Tsar in Russia. <b>(F)</b></li> </ul>
	Understand the extent of opposition to Tsarist rule.	<p><b>Class discussion</b> From what they have studied so far, which groups do learners think might oppose Tsarist rule?</p> <p><b>Research task</b> In pairs, learners:</p> <ul style="list-style-type: none"> <li>• identify the principal groups/individuals who opposed Tsarism and/or wished to change the way in which Russia was governed</li> <li>• describe the motives for opposition, and ideas of, each of the groups/individuals who opposed Tsarism</li> <li>• place the groups/individuals in rank order of threat they posed to the Tsar and his government</li> <li>• identify the methods used by the Tsar to deal with opposition.</li> </ul> <p><b>Class discussion</b> Was Tsarism seriously threatened in the years 1906–1914?</p> <p><b>Extension activity</b> Use the evidence here to assess the strength of the Tsarist regime before 1914. <a href="http://www.bbc.com/bitesize/guides/z2prcdm/revision/1">www.bbc.com/bitesize/guides/z2prcdm/revision/1</a></p>



Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
What were the causes and immediate outcomes of the February Revolution in 1917? <b>KC1</b> <b>KC2</b> <b>KC4</b>	Understand the political, social and economic effects of the First World War, impact of military defeats.	<p>Learners could watch this short video which gives an overview of the causes and course of the Revolution. <a href="http://www.youtube.com/watch?v=cV9G1QUIm7w">www.youtube.com/watch?v=cV9G1QUIm7w</a></p> <p><b>Research tasks</b></p> <ul style="list-style-type: none"> <li>• Create a timeline of key events from August 1914 to the creation of the Provisional Government, including major military events (the Campaigns and crises section of this article is useful <a href="http://www.bbc.co.uk/history/worldwars/wwone/eastern_front_01.shtml#two">www.bbc.co.uk/history/worldwars/wwone/eastern_front_01.shtml#two</a>).</li> <li>• Identify the impact of the war on the Russian Army.</li> <li>• Identify the impact of the war on the working classes in Russia.</li> <li>• Identify the impact of the war on middle/upper class in Russia.</li> <li>• Identify the impact of the war on Russia's economy.</li> </ul> <p>Learners write one part (a) question for Question 2 and mark scheme on this section of the syllabus. <b>(F)</b> <a href="http://www.activehistory.co.uk/Miscellaneous/menus/A_Level/Late_Modern/Russia_and_the_USSR/Tsar_Nicholas_II_and_the_Russian_Revolutions.htm">www.activehistory.co.uk/Miscellaneous/menus/A_Level/Late_Modern/Russia_and_the_USSR/Tsar_Nicholas_II_and_the_Russian_Revolutions.htm</a> has a variety of activities on this topic.</p>
	Understand Nicholas II's role as a war leader and the implications of his personal leadership of the war effort.	<p>Learners could watch a section of this video about Nicholas II and the Tsarina Alexandra <a href="http://www.youtube.com/watch?v=QpWyFch-1tE">www.youtube.com/watch?v=QpWyFch-1tE</a>.</p> <p>Learners read the article here and identify the reasons why Nicholas' war leadership was a disaster for Russia and the monarchy <a href="http://www.bbc.co.uk/history/historic_figures/nicholas_ii.shtml">www.bbc.co.uk/history/historic_figures/nicholas_ii.shtml</a></p> <p><b>Class discussion</b>            What was the role of Rasputin in the downfall of the Tsar?</p>
	Understand the reasons for the Revolution of February and the impact of the abdication of Nicholas II.	<p><b>Research task</b>            Learners identify the reasons, in order of importance, for the Tsar's abdication. It is suggested that five to seven reasons are looked for and for learners to prepare to explain their order of importance. <b>(I)</b></p> <p><a href="http://www.activehistory.co.uk/Miscellaneous/menus/A_Level/Late_Modern/Russia_and_the_USSR/Tsar_Nicholas_II_and_the_Russian_Revolutions.htm">www.activehistory.co.uk/Miscellaneous/menus/A_Level/Late_Modern/Russia_and_the_USSR/Tsar_Nicholas_II_and_the_Russian_Revolutions.htm</a> is a useful resource where learners judge when the Tsar lost control.</p> <p>There is a very short video clip here <a href="http://www.bbc.com/bitesize/clips/z8wjmp3">www.bbc.com/bitesize/clips/z8wjmp3</a>.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Learners work in a small group to plan a response to a Paper 2 part (a) question on this section of the syllabus. <b>(F)</b></p> <p><b>Teacher-led introduction</b> Introduction to the final crisis of the Tsar and the formation of the Provisional Government.</p> <p><b>Research tasks</b> In pairs, learners:</p> <ul style="list-style-type: none"> <li>• identify the principal reasons for the first revolution of 1917</li> <li>• identify the principal members of the Provisional Government, their background and aims</li> <li>• identify the principal challenges which the Provisional Government in February 1917 faced.</li> </ul> <p><b>Class discussion</b> Learners discuss the theme of ‘What best explains the revolution of 1917?’.</p>
<p>How and why did the Bolsheviks gain power in October 1917? <b>KC1</b> <b>KC4</b></p>	<p>Learn about the crises of the Provisional Government.</p>	<p><b>Recap activity</b> Recap from what they have studied already about what challenges faced the Provisional government faced in 1917.</p> <p><b>Research task</b> In pairs or small groups, learners research how each of the following creates problems for the Provisional government:</p> <ul style="list-style-type: none"> <li>• return of Lenin</li> <li>• continuation of the war</li> <li>• July Days</li> <li>• Petrograd Soviet</li> <li>• Kornilov Revolt.</li> </ul> <p><b>Class discussion</b> ‘Disastrous mismanagement or limited achievement in very difficult circumstance’, what best describes the work of the Provisional Government?</p>
	<p>Understand the nature and importance of Lenin’s leadership of</p>	<p>Learners take notes from either a short article on Lenin or a short video.</p> <ul style="list-style-type: none"> <li>• Who was Lenin?</li> <li>• What were his main ideas?</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	the Bolsheviks.	<ul style="list-style-type: none"> <li>• Why did his views attract support in Russia in 1917?</li> <li>• Why was he important to the Bolsheviks?</li> </ul> <p>The article here is useful <a href="http://www.bl.uk/people/lenin">www.bl.uk/people/lenin</a>.</p> <p><b>Extension activity</b> Learners conduct their own research and take notes on the following:</p> <ul style="list-style-type: none"> <li>• Why was Lenin a controversial figure?</li> <li>• How have historians viewed Lenin? (find at least 2 views)</li> </ul>
	Understand the role of Trotsky and the Military Revolutionary Committee (MRC).	<p>Learners listen to the first part of this programme <a href="http://www.youtube.com/watch?v=98uw-qzFq88">www.youtube.com/watch?v=98uw-qzFq88</a> which is a 30-minute radio programme on the life of Trotsky.</p> <ul style="list-style-type: none"> <li>• Who was Trotsky?</li> <li>• What were his ideas?</li> <li>• What was his role in 1917?</li> <li>• Why was the Petrograd Soviet important?</li> <li>• Why was the MRC important?</li> </ul> <p><b>Class discussion</b> Why was Trotsky important to the Russian Revolution?</p>
	Learn about the key events of the October Revolution.	<p><b>Recap activity</b> Based on what learners have studied so far, why do they think a second revolution broke out in Russia in October 1917? Why were the Bolsheviks successful? <a href="https://www.youtube.com/watch?v=cV9G1QUIm7w">https://www.youtube.com/watch?v=cV9G1QUIm7w</a> gives an overview.</p> <p><b>Group task</b> The class is divided into groups. Each group is given a set of cards, each containing a reason for Bolshevik success. Groups should explain:</p> <ul style="list-style-type: none"> <li>• How did each factor contribute to Bolsheviks victory?</li> <li>• How important is each factor in relation to the others?</li> </ul> <p>They then should place the cards in order of importance and give feedback on their decision and compare with the rest of the class.</p> <p><a href="http://www.activehistory.co.uk/Miscellaneous/menus/A_Level/Late_Modern/Russia_and_the_USSR/Provisional_Gover">www.activehistory.co.uk/Miscellaneous/menus/A_Level/Late_Modern/Russia_and_the_USSR/Provisional_Gover</a></p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p><a href="#">nment October Revolution.php</a> is very useful for this section.</p> <p><b>Homework task</b> To answer a part (a) or (b) question from Paper 2 on this section of the syllabus in timed conditions. <b>(F)</b></p>
<p>How were the Bolsheviks able to consolidate their power up to 1921?</p> <p><b>KC1</b> <b>KC2</b> <b>KC4</b></p>	<p>Understand the nature of Bolshevik reforms and the establishment of a dictatorship.</p>	<p>Learners to read a short extract from text or internet sources and take notes on the following:</p> <ul style="list-style-type: none"> <li>• What reforms did the Bolsheviks introduce?</li> <li>• Why did the Bolsheviks close the Constituent Assembly?</li> <li>• What was the impact of doing this?</li> </ul> <p>How did life change for the Russians after the Bolshevik seizure of power? <a href="https://spartacus-educational.com/RUSassembly.htm">https://spartacus-educational.com/RUSassembly.htm</a></p>
	<p>Understand the impact of Brest-Litovsk.</p>	<p>A map to show the impact of Brest-Litovsk can be found here <a href="https://alphahistory.com/russianrevolution/treaty-of-brest-litovsk/">https://alphahistory.com/russianrevolution/treaty-of-brest-litovsk/</a>. Learners read the short article here <a href="http://www.centenarynews.com/article/100-years-ago-treaty-of-brest-litovsk">www.centenarynews.com/article/100-years-ago-treaty-of-brest-litovsk</a>.</p> <p><b>Class discussion</b> Learners discuss the following questions:</p> <ul style="list-style-type: none"> <li>• What did Russia lose as a result of the treaty?</li> <li>• Why did Lenin refer to this as a 'shameful peace'?</li> <li>• Why did Lenin agree to the Treaty?</li> </ul>
	<p>Understand the reasons for the Bolshevik victory in the Civil War including War Communism.</p>	<p>Learners use a resource to create a timeline showing the key events of the civil war. <a href="http://www.johndclare.net/ER3.htm">www.johndclare.net/ER3.htm</a></p> <p>Using either of the resources below, learners complete a table to show reasons why the Reds won and the Whites lost the civil war including the following sub-headings:</p> <ul style="list-style-type: none"> <li>• leadership</li> <li>• military strength</li> <li>• resources</li> <li>• support within Russia</li> <li>• foreign support</li> <li>• geographical position</li> </ul>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> <li>• ideology.</li> </ul> <p><a href="http://www.historytoday.com/peter-anderson/why-did-bolsheviks-win-russian-civil-war">www.historytoday.com/peter-anderson/why-did-bolsheviks-win-russian-civil-war</a> Watch the short video and add any extra key points made about why the Reds won and Whites lost to the chart above.</p> <p><a href="http://www.youtube.com/watch?v=2QMTWHhD5cA">www.youtube.com/watch?v=2QMTWHhD5cA</a></p> <p>Start to complete a table to compare War Communism and New Economic Policy (NEP). Complete the table for War Communism only at this point.</p> <ul style="list-style-type: none"> <li>• Principles</li> <li>• Reason for introduction</li> <li>• Impact on the workers</li> <li>• Why controversial</li> <li>• Impact on Bolshevik control</li> </ul> <p><b>Extension activity</b> Did the Reds win or the Whites lose? Learners work in pairs to put a plan together to answer this question.</p>
	Learn about Kronstadt and the introduction of the New Economic Policy (NEP).	<p>Watch the video and take short notes on the Kronstadt rising <a href="http://www.youtube.com/watch?v=evpXz_-X6zs">www.youtube.com/watch?v=evpXz_-X6zs</a>.</p> <ul style="list-style-type: none"> <li>• What was the rising?</li> <li>• Why was it important to the Bolsheviks?</li> <li>• What impact did it have?</li> </ul> <p>Learners read a short resource/section of their textbooks and complete the other half of the chart started above comparing War Communism to New Economic Policy (NEP). <a href="http://www.youtube.com/watch?v=5U5duV94Ocs">www.youtube.com/watch?v=5U5duV94Ocs</a></p> <p>Learners complete a part (a) or (b) question from a past paper on an element of this topic. <b>(F)</b></p>
<b>Past and specimen papers</b>		
Past/specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational.org/support">www.cambridgeinternational.org/support</a> <b>(F)</b>		

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