

| The Curriculum and Approaches to Learning  |   | Key Programmes / Competitions   |
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| In line with the requirements of the History Syllabus 2010, the teaching of History at YSS focuses on getting students to understand key Historical concepts and skills to develop in them a critical appreciation of past human experiences and connections between the past and present. |   | Inquiry approach to understanding historical understanding through : <ul style="list-style-type: none"> <li>- Source analysis</li> <li>- Perspective taking</li> </ul>  |
| Term / Week  | Learning Experiences (chapter, activity)  | Learning Outcomes & Assessment  |
| <b>Term 1</b>  |   |   |
| Week 1-2   | Post World War I: Impact of World War I <ul style="list-style-type: none"> <li>● <b>Peace Settlement – Treaty of Versailles and its immediate impact</b></li> </ul> | <b>Content Focus</b> <ul style="list-style-type: none"> <li>● Understand the reasons for the breakdown of the 'old order' and the onset of World War I.</li> <li>● Explain how World War I impacted Europe.</li> <li>● Assess the fairness of the Treaty of Versailles based on different perspectives.</li> <li>● Assess German reactions to the Versailles Treaty</li> <li>● State the terms of the Treaty of Versailles</li> <li>● Identify the different European countries on the map</li> <li>● Associate the key personalities with the countries they represent.</li> <li>● Find out among the countries involved in the Treaty of Versailles negotiations, whose demands were met and whose were not.</li> <li>● Explain which countries benefited and which suffered the most from the Treaty of Versailles.</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>● Evaluate how valid is the claim that the Treaty of Versailles contributed to World War II.</li> </ul> <p><b><u>Skill Focus</u></b></p> <ul style="list-style-type: none"> <li>● Compare perspectives of different countries in assessing the fairness of the Treaty of Versailles.</li> <li>● <u>Identify the use of 'loaded' words in a source</u> (TB12-14)</li> <li>● <u>Write an essay</u> using clear connectors to show relationship between different parts of the essay.</li> </ul>   |
| <p>Week 3-5</p> <p><b>PH - Chinese New Year W4</b></p> | <p>Post World War I: Impact of World War I</p> <ul style="list-style-type: none"> <li>● <b>Attempts at collective security by the League of Nations</b></li> </ul> | <p><b><u>Content Focus</u></b></p> <ul style="list-style-type: none"> <li>● Explore the immediate aftermath of World War I and its impact on political relations.</li> <li>● Describe the aims of the League of Nations.</li> <li>● Identify the territorial disputes in the 1920s.</li> <li>● Identify the key failures of the League of Nations in the 1930s.</li> <li>● Describe the roles and responsibilities of the League of Nations.</li> <li>● Explain how the structural weaknesses of the League and the post-war attitudes of the major powers contribute towards its ineffectiveness.</li> <li>● Evaluate the effectiveness of the League based on its various roles and responsibilities.</li> </ul> <p><b><u>Skill Focus</u></b></p> <ul style="list-style-type: none"> <li>● Link clearly, the reasons for the League's weakness to its ineffectiveness.</li> <li>● Purpose of political cartoonist (TB23-24)</li> </ul> |

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|   |  | <ul style="list-style-type: none"> <li>● Write an essay using clear connectors to show relationship between different parts of the essay.</li> </ul>   |
| Week 6                                  | <ul style="list-style-type: none"> <li>● WA1 and Corrections</li> </ul>  | *WA1: Week 6   |
| Week 7-10                               | <p>Rise of authoritarian regimes and its impact in the interwar years (up to 1939)</p> <p>*Case study of Communist Russia</p> <p><b>Reasons for the rise of Stalin in Russia</b></p> <p>- Struggle for control after Lenin's death</p> | <p><b><u>Content Focus</u></b></p> <ul style="list-style-type: none"> <li>● Explore factors that led to the failure of democracy paving the way for authoritarian regimes.</li> <li>● Describe briefly the February and October Revolutions.</li> <li>● Find out who were the key candidates to succeed Lenin as leader of Soviet Union.</li> <li>● Explain how Stalin became the supreme leader of the Soviet Union.</li> <li>● Evaluate the extent to which Stalin manipulate his way to the position of the supreme leader of the Soviet Union.</li> </ul> <p><b><u>Skill Focus</u></b></p> <ul style="list-style-type: none"> <li>● Differentiate between accounts and explain why historians from different periods may write about an event differently.</li> <li>● Detect tone.</li> </ul> <p>Compare trends or patterns in authoritarian regimes</p> |
| <b>Term / Week</b><br><br><b>Term 2</b> | <b>Learning Experiences</b><br><b>(chapter, activity)</b>  | <b>Learning Outcomes &amp; Assessment</b>  |

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| <p>Week 1-3</p> <p><b>PH – Good Friday W3</b></p> <p><b>Week 4-5 Revision for MYE</b></p>  | <p>Rise of authoritarian regimes and its impact in the interwar years (up to 1939)</p> <p>*Case study of Communist Russia</p> <ul style="list-style-type: none"> <li>● <b>Impact of Stalin's rule on Russia</b></li> </ul> <p><u>Political</u>: Stalin's dictatorship, culture of fear, persecution and personality cult<br/> <u>Economic</u>: modernisation of Soviet industry and agriculture<br/> <u>Social</u>: controlled society and censorship</p> | <p><b><u>Content Focus</u></b></p> <ul style="list-style-type: none"> <li>● Explore the immediate aftermath of World War I and its impact on political relations.</li> <li>● Explain what life was like under the Stalinist regime.</li> <li>● Compare and contrast Lenin's NEP and Stalin's Collectivisation.</li> <li>● Evaluate the economic policies of Stalin.</li> <li>● Explain the political and social impact of Stalin's rule.</li> <li>● Find out what the effects of Stalin's policies on the different groups of people in Soviet society were.</li> <li>● Explain who benefited or lost out under Stalin's rule.</li> <li>● Evaluate if by 1939 Stalin did realize his ambitions for the Soviet Union.</li> </ul> <p><b><u>Skill Focus</u></b></p> <ul style="list-style-type: none"> <li>● Explore reliability and factors which can affect the author's credibility.</li> <li>● Introduce evaluation</li> <li>● Analysing posters: TB56-57</li> <li>● Scrutinising sources for purpose or motive: TB59-60</li> </ul> |
| <p>Week 6-7</p> <p><b>PH – Labour Day W6</b></p> <p><b>PH - Vesak Day W7</b></p> <p><b>Week 8-9 (corrections + feedback)</b></p> | <p>- Mid-year Exams</p>   |  |

| <p>Week 10 –<br/>Values<br/>Week</p> <p>PH - Hari<br/>Raya Puasa<br/>W10</p>  |   |  |
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| Term /<br>Week  | Learning Experiences<br>(chapter, activity)   | Learning Outcomes &<br>Assessment  |
| Term 3  |   |  |
| <p>Week1-4</p> <p>W2 Youth<br/>Day</p> <p>Week 5-6<br/>Prep,<br/>execution<br/>and<br/>correction<br/>for WA.</p> <p>Week 6 PH<br/>National<br/>Day</p> | <p>Rise of authoritarian regimes and its impact in the interwar years (up to 1939)</p> <p>*Case study of Nazi Germany</p> <p><b>Reasons for the rise of Hitler in Germany</b></p> <ul style="list-style-type: none"> <li>- Weaknesses of the Weimar government</li> <li>Hitler's leadership</li> </ul>  | <p><b>Content Focus</b></p> <ul style="list-style-type: none"> <li>● Explore the political and economic circumstances in Germany after WW1</li> <li>● Describe how the Germans felt towards the Treaty of Versailles.</li> <li>● Identify the weaknesses of the Weimar Government.</li> <li>● Explain the domestic aid that Germany had from Gustav Stresemann.</li> <li>● Discuss the impact of the Great Depression on Germany.</li> <li>● Explain Hitler's leadership abilities.</li> <li>● Find out what problems were caused by the fragmentation of the Weimar Government.</li> <li>● Explain why it was difficult for a strong government to exist during the era of the Weimar Republic.</li> <li>● Evaluate to what extent was Hitler's rise to power due to his leadership abilities.</li> </ul> |
| <p>Week 7-10</p> <p>PH W7<br/>Hari Raya<br/>Haji</p>  | <p>Rise of authoritarian regimes and its impact in the interwar years (up to 1939)</p> <p>*Case study of Nazi Germany</p> <p><b>Impact of Hitler's rule on Germany</b></p> <p><u>Political</u>: consolidation of power and one-party rule</p> <p><u>Economic</u>: reemployment and militarization</p> <p><u>Social</u>: controlled society and persecution of Jewish people and other minority groups</p> | <p><b>Content Focus</b></p> <ul style="list-style-type: none"> <li>● Explain the political, economic &amp; social impact of Hitler's rule.</li> <li>● Identify the key personalities in Nazi Germany.</li> <li>● Describe the Holocaust.</li> <li>● Describe the steps taken by Hitler to consolidate his power.</li> </ul>  |

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|  |  | <ul style="list-style-type: none"> <li>● Explain why the German people accepted Hitler as their leader.</li> <li>● Evaluate to what extent Hitler's rule had brought about more economic gain than social welfare to the German people between 1933 and 1939.</li> </ul> <p><b><u>Skill Focus</u></b></p> <ul style="list-style-type: none"> <li>● Practise assertion-type question TB98-99.</li> <li>● Usefulness &amp; Reliability</li> <li>● Complex SBQ skills are to be taught. Complex SBQ skills refer to the following: <ul style="list-style-type: none"> <li>- Both differ in their account of Stalin, which do you think is true?</li> <li>- How far does the Historian in Source A agree with the president in Source B?</li> </ul> </li> </ul> <p>Sources should comprise a variety, including charts and data.</p> <p><b>*WA: Week 8</b></p> |
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| <b>Term / Week</b>                           | <b>Learning Experiences (chapter, activity)</b>  | <b>Learning Outcomes &amp; Assessment</b>   |
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| <b>Term 4</b>                                |  |   |
| Week1-2<br><br><b>Prep for EYE: Week 3-4</b> | World War II in Europe<br><br><b>Reasons for the outbreak of WWII in Europe</b> <ul style="list-style-type: none"> <li>- Weaknesses of the League of Nations</li> <li>- Hitler's aggressive foreign policy</li> <li>- Policy of appeasement</li> </ul> | <p><b><u>Content Focus</u></b></p> <ul style="list-style-type: none"> <li>● Assess the failures of the League of Nations in the disarmament process and the Abyssinian Crisis.</li> <li>● Explain the motives of Hitler's foreign policy.</li> <li>● Explore what appeasement is about.</li> <li>● Explain reasons for appeasement</li> <li>● Evaluate appeasement – was it justified?</li> <li>● Impact of appeasement on Germany.</li> <li>● Describe how the world began to move towards war.</li> </ul> |

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|           |  | <ul style="list-style-type: none"> <li>Investigate the extent by which peace was challenged in the 1930s in Europe.</li> <li>Find out what the British and French did to appease Hitler.</li> <li>Evaluate if appeasement was a successful policy.</li> </ul> <p><b><u>Skill Focus</u></b></p> <ul style="list-style-type: none"> <li>Historical significance TB131-133</li> <li>Explore symbols in political cartoons TB117.</li> </ul>  |
| Week 5-6  | End-of-Year Exams  |   |
| Headstart | <p>World War II in Europe</p> <p><b>Reasons for the defeat of Germany</b></p> <ul style="list-style-type: none"> <li>USA entry into WWII</li> <li>Overextension of Hitler's army on many fronts</li> </ul> | <p><b><u>Content Focus</u></b></p> <ul style="list-style-type: none"> <li>Examine the reasons for the defeat of Germany in World War II</li> <li>Analyse the roles played by key players in shaping particular forces and developments during this period.</li> <li>Know what aid the USA provided the Allied Forces with.</li> <li>Explain how the Allied Forces took advantage of Germany's mistakes to retaliate against German aggression.</li> <li>Evaluate to what extent did the USA's entry into the war mark a turning point in the Allied fight against Germany.</li> <li>Analyse how Germany's weaknesses and miscalculations led to its defeat.</li> <li>Explain how Allied resistance efforts led to Germany's defeat.</li> <li>Understand the cost of war and ideas taken to the extreme on human lives.</li> </ul> |

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|  |  | <ul style="list-style-type: none"><li>• Empathise with people who have lived through trying times under extreme conditions</li><li>• Understand that decisions and actions by people in the past were made and taken in the context of that time.</li></ul> <p><b><u>Skill Focus</u></b></p> <p>PEEL Given factor SEQ.<br/>Sort decisive or contributing factors.</p> |
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