

The Curriculum and Approaches to Learning		Key Programmes / Competitions
<p>In line with the requirements of the (subject) Syllabus 2023, the teaching of (subject) 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. Topics at Upper Sec History include the narrative of Europe in crisis, European rivalries which erupted into two world wars and the rise of authoritarianism. This is followed by the shift in the global balance of power from Europe to the USA and USSR, the emergence of a bi-polar world and the end of the Cold War. The use of an Inquiry question in each unit provides the focal point for students to investigate, extract, order, collate, synthesise and analyse information to formulate and test a hypothesis and reach a conclusion on issues explored in the syllabuses.</p>		<ul style="list-style-type: none"> <li>● Inquiry approach to understanding historical concepts through:               <ul style="list-style-type: none"> <li>○ Source analysis - Perspective taking</li> <li>○ Humanities Talent Development Program (YSS SEA)</li> <li>○ Learning Journey</li> </ul> </li> </ul>
Term / Week	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
<b>Term 1</b>		
Week 1	<b>Introduction</b> <ul style="list-style-type: none"> <li>● Introduction to syllabus</li> <li>● Setting ground rules</li> <li>● Exam Format, Modes of Assessment and Chapters Overview</li> </ul>	Students will be familiar with routines and clear of expectations
Week 2-4	<b>Overview of Colonization in SEA</b> <ul style="list-style-type: none"> <li>● Understand the concept of colonization</li> <li>● Explain the reasons for European dominance in the 16th to 19th centuries</li> </ul> <b>Case Study of Malaya</b> <ul style="list-style-type: none"> <li>● Explain the reasons for British intervention in Malaya.</li> <li>● Establish the impacts of British expansion and rule in Malaya.</li> </ul>	<u>Content Activity:</u> Inquiry into the reasons for British Intervention. Causation exercise on classifying British reasons for intervention in Malaya <u>Skill Focus:</u> SBQ practice – Skills focus – inference and comparison
Week 4-6	<b>Case Study of Dutch Indonesia</b> <ul style="list-style-type: none"> <li>● Explain the reasons for Dutch extension of control in Indonesia.</li> <li>● Evaluate the impact of Dutch extension of power on local Indonesian societies.</li> </ul>	<u>Content Activity:</u> Google Earth exploration  <u>Skill Focus:</u> SBQ and SEQ practices

<p>Week 7-8</p>	<p><b>Overview of World War I [Non-examinable]</b></p> <ul style="list-style-type: none"> <li>● Explain how World War I impacted Europe</li> </ul> <p><b>Aims and Terms of the Paris Peace Conference and its immediate impact on Europe in the 1920s</b></p> <ul style="list-style-type: none"> <li>● Assess German reactions to the Versailles Treaty</li> <li>● Associate the key personalities in the Paris Peace Conference 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> <li>● Assess the validity of the claim that the Treaty of Versailles contributed to World War II</li> <li>● Explain the terms and impact of the Treaty of Versailles</li> <li>● Evaluate if the Treaty of Versailles was fair based on different perspectives</li> </ul>	<p><u>Content Activity:</u></p> <ul style="list-style-type: none"> <li>● Evaluating the fairness of the Versailles Treaty</li> <li>● Perspective-taking through role play</li> </ul> <p><u>Skill Focus:</u></p> <ul style="list-style-type: none"> <li>● SBQ - Inference and Comparison</li> <li>● SEQ - PEEL format</li> </ul>
<p>Week 9-10</p>	<p><b>Re-drawing of national boundaries and the creation of new nation-states</b></p> <ul style="list-style-type: none"> <li>● Identify the different European countries on the map</li> <li>● Identify the territorial disputes in the 1920s.</li> </ul> <p><b>Attempts at collective security in the 1920s)</b></p> <ul style="list-style-type: none"> <li>● Identify the key successes and failures of the League of Nations in the 1920s.</li> <li>● Describe the aims of the League of Nations.</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 during the 1920s.</li> <li>● Evaluate the effectiveness of the League of Nations during the 1920s</li> </ul>	<p><u>Content Activity:</u></p> <ul style="list-style-type: none"> <li>● Map-reading</li> <li>● Evaluate the effectiveness of the League of Nations based on its various roles and responsibilities during the 1920s.</li> </ul> <p><u>Skill Focus:</u></p> <ul style="list-style-type: none"> <li>● SBQ - Purpose (using political cartoons)</li> <li>● SEQ - Explaining the reasons for the League's weakness to its ineffectiveness (focus on linking) <ul style="list-style-type: none"> <li>○ Write an essay using clear signposts /connectors to show the relationship between different parts of the essay.</li> </ul> </li> </ul>

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<p><b>Term 2</b></p> <p>Week 1-2</p>	<p><b>Overview on the Rise of Authoritarian Regimes [Non-examinable]</b></p> <ul style="list-style-type: none"> <li>● Identify factors that led to the failure of democracy paving the way for authoritarian regimes.</li> </ul> <p><b>Case Study of Nazi Germany (Circumstances leading to the rise and establishment of authoritarian rule in Germany)</b></p> <ul style="list-style-type: none"> <li>● Examine the political and economic circumstances in Germany after WW1</li> <li>● Examine the weaknesses of the Weimar Government.</li> <li>● Explore the domestic aid that Germany had from Gustav Stresemann.</li> <li>● Discuss and examine the impact of the Great Depression on Germany.</li> <li>● Examine the appeal of Hitler and the Nazi Party</li> <li>● Examine the problem 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> </ul> <p>Evaluate to what extent was Hitler's rise due more so to circumstances rather than the capabilities of the Nazi Party</p>	<p><u>Content Activity:</u></p> <ul style="list-style-type: none"> <li>● Identify characteristics of an authoritarian regime</li> <li>● Understanding Communism through role play</li> <li>● Timeline to understand circumstances that led to Hitler's rise</li> <li>● Evaluate to what extent was Hitler's rise due more so to circumstances rather than the capabilities of the Nazi Party</li> <li>● Differentiate between accounts and explain why historians from different periods may write about an event differently.</li> </ul> <p><u>Skill Focus:</u> SBQ - Detect reliability</p>
<p>Week 3-5</p>	<p><b>Case Study of Nazi Germany (Consolidation of Nazi rule in Germany)</b></p> <ul style="list-style-type: none"> <li>● Examine how the lives of Germans were affected by the following developments under Nazi Rule: <ul style="list-style-type: none"> <li>○ Political: Establishment of Hitler's dictatorship and one-party rule</li> <li>○ Economic: Re-employment and improvement of working conditions and move towards war economy</li> <li>○ Social: German nationalism and persecution of ethnic and minority groups / Control of and responses by German society</li> </ul> </li> </ul>	<p><u>Content Activity:</u></p> <ul style="list-style-type: none"> <li>● Understanding the diversity of experiences through perspective-taking / role play</li> <li>● Evaluate to what extent did Hitler's rule had brought about positive change to the lives of German people between 1933 and 1939</li> <li>● Analysing propaganda posters</li> </ul> <p><u>Skill Focus:</u> SBQ - Reliability and Evaluation</p>

	<ul style="list-style-type: none"> <li>● Identify the key personalities and their roles in Nazi Germany</li> <li>● Describe the reasons and events leading up to the Holocaust.</li> <li>● Describe the steps taken by Hitler to consolidate power</li> <li>● Explain why the German people accepted Hitler as their leader.</li> </ul> <p>Evaluate to what extent did Hitler's rule had brought about positive change to the lives of German people between 1933 and 1939</p>	
Week 6-7	<p><b>Case Study of Militarist Japan (Circumstances leading to the rise and establishment of authoritarian regime in Japan)</b></p> <ul style="list-style-type: none"> <li>● Understand the key developments in Japan before 1912 that contributed to the rise of the military by the 1930s</li> <li>● Explain how the political, economic and social problems faced by Japan from 1912 to 1932 contributed to the failure of parliamentary democracy during this period.</li> <li>● Explain how the ultranationalist faction of the military gained greater influence in Japan due to their actions during the 1930s</li> <li>● Evaluate whether the rise of Japan was due more so to circumstances rather than the appeal of the military</li> </ul>	<p><u>Content Activity:</u></p> <ul style="list-style-type: none"> <li>● Evaluate whether the rise of Japan was due more so to circumstances rather than the appeal of the military</li> <li>● Perspective taking through role-play</li> </ul> <p><u>Skill Focus:</u></p> <ul style="list-style-type: none"> <li>● SBQ - Inference, Reliability</li> <li>● SEQ - Weighing the importance of various factors by analysing their significance</li> </ul>
Week 8-10	<p><b>Case Study of Militarist Japan (Increased influence of the militarists in Japan from the 1930s)</b></p> <ul style="list-style-type: none"> <li>● Examine how the lives of the Japanese were affected by the following developments under Nazi Rule: <ul style="list-style-type: none"> <li>○ Political: Consolidation of military power in the government</li> <li>○ Economic: Increased government control over industry and Campaign for Economic Revitalisation</li> <li>○ Social: Militarisation of education and control of labour unions</li> </ul> </li> <li>● Identify the key personalities and their roles in Militarist Japan</li> <li>● Describe the steps taken by the Japanese military to consolidate power</li> </ul>	<p><u>Content Activity:</u></p> <ul style="list-style-type: none"> <li>● Role-play / Perspective-taking activity</li> <li>● Developing complex SBQ skills: comparisons that require to look at context and purpose to explain views. Sources should comprise a variety, including charts and data.</li> <li>● Jigsaw inquiry into impact of military rule in Japan</li> </ul> <p><u>Skills Focus:</u></p> <ul style="list-style-type: none"> <li>● SBQ - Inference, Reliability</li> <li>● SEQ - Explaining and weighing factors. Essay which considers given and other factors</li> </ul>

	<ul style="list-style-type: none"> <li>● Explain why the Japanese people accepted military rule</li> <li>● Evaluate to what extent did military rule bring about positive change to the lives of Japanese people during the 1930s</li> </ul>	
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<p><b>Term 3</b></p> <p>Week 1-3</p>	<p><b>War in Europe and Asia (Key developments leading to the outbreak of World War II in Europe)</b></p> <ul style="list-style-type: none"> <li>● Identify the key personalities and their roles in leading towards the outbreak of World War II in Europe</li> <li>● Outline the events leading up to the outbreak of World War II</li> <li>● Explain the reasons for Hitler's expansionist policies</li> <li>● Explain how Hitler's expansionism led to the outbreak of World War II in Europe</li> <li>● Explain the reasons for the policy of appeasement</li> <li>● Explain how the weaknesses of the League of Nations contributed to the outbreak of World War II in Europe</li> </ul> <p>Evaluate who was to be blamed for the outbreak of World War II in Europe</p>	<p><u>Content Activity:</u></p> <ul style="list-style-type: none"> <li>● Understanding Appeasement and Hitler's foreign policy through political cartoons.</li> <li>● Studying events and key actions of Germany and France.</li> <li>● Differentiate between accounts and explain why historians from different periods may write about an event differently (Page 141 to 142 of TB)</li> <li>● In-depth exploration of the League of Nations failure during the Abyssinian Crisis</li> </ul> <p><u>Skill Focus:</u></p> <ul style="list-style-type: none"> <li>● SBQ - Inference, Evaluation</li> <li>● SEQ - Explaining and weighing factors. Essay which considers given and other factors.</li> </ul>
<p>Week 4-6</p>	<p><b>War in Europe and Asia (Key developments leading to the outbreak of World War II in Asia Pacific)</b></p> <ul style="list-style-type: none"> <li>● Identify the key personalities and their roles in leading towards the outbreak of World War II in Asia Pacific</li> <li>● Outline the events leading up to the outbreak of World War II in Asia Pacific</li> <li>● Explain the reasons for the military government's expansionist policies</li> <li>● Explain how Japan's expansionism led to the outbreak of World War II in Asia Pacific</li> <li>● Explain the reasons for USA's policy towards Japan during the 1930s</li> </ul>	<p><u>Content Activity:</u></p> <ul style="list-style-type: none"> <li>● Living graph to chart the key developments leading to the outbreak of World War II in Asia Pacific</li> <li>● Evaluate whether the outbreak of World War II was due to historical circumstances or the actions of Japan / United States</li> </ul> <p><u>Skill Focus:</u></p> <ul style="list-style-type: none"> <li>● SEQ - Learning to write good conclusions</li> </ul>

	<ul style="list-style-type: none"> <li>● Explain how the weaknesses of the League of Nations contributed to the outbreak of World War II in Asia Pacific</li> <li>● Evaluate whether the outbreak of World War II was due to historical circumstances or the actions of Japan / United States</li> </ul>	
Week 7-8	<b>War in Europe and Asia (Reasons for end of World War II)</b> <ul style="list-style-type: none"> <li>● Outline the events leading up to the defeats of Germany and Japan</li> <li>● Explain the roles of various actors in contributing to their surrender</li> <li>● Explain the circumstances leading to their surrender</li> </ul>	<u>Content Activity:</u> <ul style="list-style-type: none"> <li>● Living graph to evaluate the significance of each actor in causing the defeat</li> </ul> <u>Skill Focus:</u> <ul style="list-style-type: none"> <li>● SEQ – Evaluating the reasons for the defeat of Germany and Japan</li> </ul>
Week 9 - 10	<b>End-of-Year Exams Revision</b>	

<b>Term / Week</b>	<b>Learning Experiences (chapter, activity)</b>	<b>Learning Outcomes &amp; Assessment</b>
<b>Term 4</b>		
Week 1 - 3	<b>End-of-Year Exams Revision</b> <ul style="list-style-type: none"> <li>● SEQ Content (Chapters 1-5) <ul style="list-style-type: none"> <li>○ The Paris Peace Conference and the League of Nations in the 1920s</li> <li>○ Rise of Authoritarian Regimes: Case study of Nazi Germany</li> <li>○ Rise of Authoritarian Regimes: Case study of Militarist Japan</li> <li>○ Key developments leading to the Outbreak of World War II in Europe</li> <li>○ Key developments leading to the Outbreak of World War II in Asia-Pacific</li> </ul> </li> <li>● SBQ Skills Revision <ul style="list-style-type: none"> <li>○ Inference</li> <li>○ Purpose</li> <li>○ Comparison</li> <li>○ Reliability</li> <li>○ Evaluation</li> </ul> </li> </ul>	<u>Content Activity</u> <ul style="list-style-type: none"> <li>● Mind Maps / Graphic Organisers</li> <li>● Analysing essay questions and coming up with essay outlines</li> <li>● TYS Practices</li> </ul>

Week 4 - 7	<b>End of Year Exams</b> <b>Script-checking</b>	
Week 7 - 10	<b>Post-exam Activities</b>	