



SSIS Scope and Sequence

Grade 11 – IBDP HL History



Overview

- Averaging 19 weeks per semester (38 weeks per year)
- End of semester varies dependent upon Chinese New Year – Units may need to be moved accordingly

month week	Aug	September					October				November				December			January		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
SEMESTER 1	What is history?	Imperial Russia, Revolutions, emergence of the Soviet State 1853 - 1924																		

month week	February			March				April				May				June		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
SEMESTER 2	The Soviet Union and Eastern Europe 1924 - 2000																	Internal Assessment

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Unit of Work	SSIS OILs	IB Framework	Unit Skills, Content or Knowledge	Common Assessments
What is history?	13	ToK	<p>Students discuss the question ‘What is history?’</p> <p>History and the theory of knowledge (Activity 1)</p> <ul style="list-style-type: none"> • Why study history? • Is knowledge of the past ever certain? • Does the study of history widen our knowledge of human nature? • Can history help in understanding the present or predicting the future? • To what extent does emotion play a role in an historian’s analysis? Is (historical) objectivity possible? • Why do accounts of the same historical events differ? Whose history do we study? • What determines how historians select evidence and describe/interpret or analyze events? • What problems are posed for the study of history by changes in language and culture over time? • Can history be considered in any sense “scientific”? <p style="text-align: right;"><i>Questions from DP History Guide, 2010, pg. 14</i></p> <p>Activity 2: Aim:</p> <ul style="list-style-type: none"> • To understand the difference between history and historiography • To understand the nature of and problems posed by historical facts • Appreciate the roles of bias and selection on the historical process 	Class presentation on their findings

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<p>Imperial Russia, Revolutions, emergence of the Soviet State 1853 - 1924</p>	<p>1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13</p>	<p>Cross – curricular links:</p> <p>ToK</p> <p>Interpretations of historical knowledge and how historians evaluate information.</p> <p>Fundamental aspects of Human nature in the relationship between peace and war, self interest and altruism</p> <p>Analysis as to whether human nature tends to certain fixed patterns or evolves.</p> <p>Does the study of history widen our knowledge of human nature – Case study</p> <p>Integrating areas of knowledge – human science and ethics.</p>	<p><i>This section deals with the decline of imperial power in Tsarist Russia and the emergence of the Soviet State. It requires examination and consideration of the social, economic and political factors that inaugurated and accelerated the process of decline. Attempts at domestic reform and the extent to which these hastened or hindered decline should be studied, together with the impact of war and foreign entanglements.</i></p> <ul style="list-style-type: none"> • Alexander II (1855-81): emancipation of the serfs; military, legal, educational, local government reforms; later reaction • Policies of Alexander III (1881-94) and Nicholas II (1895-1917): backwardness and attempts at modernization; nature of tsardom; growth of opposition movements • Significance of the Russo-Japanese War; 1905 Revolution; Stolypin and the Duma; the impact of the First World War (1914-18) on Russia • 1917 Revolutions: February/March Revolution; Provisional Government and Dual Power (Soviets); October/November Bolshevik Revolution; Lenin and Trotsky • Lenin’s Russia (1917-24): consolidation of new Soviet state; Civil War; War Communism; NEP; terror and coercion; foreign relations 	<p>Essay based</p> <p>End of ‘bullet point’ class test. Past essay exam questions.</p> <p>End of ‘bullet point’ class test. Past essay exam questions.</p> <p>End of ‘bullet point’ class test. Past essay exam questions.</p> <p>End of ‘bullet point’ class test. Past essay exam questions.</p> <p>End of ‘bullet point’ class test. Past essay exam questions.</p>
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<p>The Soviet Union and Eastern Europe 1924 - 2000</p>	<p>1, 2,3, 4,5,6, 7, 8, 9,10, 11,12, 13</p>	<p>Cross – curricular links:</p> <p>ToK:</p> <p>The media is the message – use of propaganda</p> <p>Integrating ways of knowing – emotion and reason</p> <p>Integrating areas of knowledge – human sciences and ethics</p>	<p><i>This course deals with the consolidation of the Soviet state from 1924 and the methods applied to ensure its survival, growth and expansion inside and outside the borders of the Soviet Union. Bolshevik rule under Lenin, the rise and nature of the rule of Stalin, Khrushchev, Brezhnev and the policies and practice of Sovietization (post-1945) in Central and Eastern Europe are areas for examination. East–West relations post-1945 in relation to Soviet aims and leadership should also be considered.</i></p> <ul style="list-style-type: none"> • Stalin (1924-53): power struggle; collectivization and industrialization; Five Year Plans; constitution; cult of personality; purges; impact on society; foreign relations to 1941. • The Great Patriotic War: breakdown of wartime alliance; Cold War; policies towards Germany: Berlin; Eastern European satellite states; Warsaw Pact. • Khrushchev (1955-64): struggle for power after Stalin’s death; destalinization; peaceful coexistence; domestic policies: economic and agricultural; foreign relations: Hungary, Berlin, Cuba, China. • Brezhnev: domestic and foreign policies. • Case study of one Sovietized/satellite state: establishment of Soviet control; the nature of the single party state; domestic policies; opposition and dissent (suitable examples could be East Germany, Czechoslovakia, Poland but all relevant states are valid). • Transformation of Soviet Union: political developments and change (1982-2000) 	<p>Essay based:</p> <p>This paper is assessed through students’ essay writing skills. They will complete essays after each unit is complete.</p> <p>Essays should take no more than 50 minutes including a plan.</p> <p>Essays will be taken from past IBDP May / November exams</p>
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