



COURSE OUTLINE
COURSE MHIM – MODERN HISTORY ATAR YEAR 12: 2021
UNIT 3 AND UNIT 4



Term	Week	Topic and key teaching points	Syllabus content	WALT & WILF	Assessment
1	1	Lesson 1 <ul style="list-style-type: none"> • Overview of Russia Pre-1914 Lesson 2 <ul style="list-style-type: none"> • Overview of Russia in 1914 Lesson 3 <ul style="list-style-type: none"> • Significant ideas of the period Lesson 4 <ul style="list-style-type: none"> • The role and impact of significant individuals in the period, including political, military and social/cultural leaders 	<p>The development of historical skills is intrinsic to the teaching of this unit. (This content follows this table.)</p> <p>The impact of the following forces should be considered, where appropriate, throughout the unit:</p> <ul style="list-style-type: none"> • Economic, external forces/international relations, ideas, leadership, political, social/cultural. <p>Historical Knowledge and Understanding:</p> <ul style="list-style-type: none"> • an overview of Russia in 1914 as background for more intensive study of the period • Geography, social structure, role of the Orthodox Church, political structure of Russia • Ideas and groups in 1914 • Autocracy, liberalism, socialism, Marxism and communism • Nobility, intelligentsia, Social Democrats, Bolsheviks/Mensheviks, Socialist Revolutionaries, Constitutional Democrats • Political changes from 1905 including Dumas and Fundamental Laws 	<p>WALT Students to be able have an idea of Autocratic Russia and the reasons for Tsar’s failure to win over the people.</p> <p>WILF Students to be able to describe life in the Tsar’s Russia. And to be able to describe Lenin/Trotsky.</p>	



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			<ul style="list-style-type: none"> Individuals including Tsar Nicholas II, Trotsky and Lenin 		
1	2	<p>1914–1917: World War I and its impact</p> <p>Lesson 1</p> <ul style="list-style-type: none"> Causes of discontent/February Revolution <p>Lesson 2</p> <ul style="list-style-type: none"> Political discontent; Tsar as commander-in-chief, Tsarina and Rasputin, Progressive Bloc. <p>Lesson 3</p> <ul style="list-style-type: none"> Economic discontent <p>Lesson 4</p> <ul style="list-style-type: none"> Military defeat, mutiny, Brusilov 	<p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> The internal divisions and crises within Russian society The significant ideas of the period 	<p>WALT Students to be able to explain the February Revolution- internal and external causes.</p> <p>WILF Students to be able to explain it through short answer/ summary</p>	

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1	3- 4	<p>Lesson 1 Revolution 1917 Outcomes</p> <ul style="list-style-type: none"> ▪ Provisional Government and Kerensky ▪ Petrograd Soviet ▪ The Soviets and Order Number 1 ▪ July Days ▪ Kornilov affair <p>The weaknesses of the political system</p> <p>Lesson 2 Bolshevik response – April Theses,</p> <p>Lesson 3 Bolshevik Military Revolutionary</p> <p>Lesson 4 Committee (<i>Milrevcom</i>), the growth of support for the Bolsheviks</p> <p>Was the Revolution just a coup?</p>	<p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> • the significant ideas of the period, including autocracy, Marxism, communism, Leninism, Stalinism, and collectivisation • the internal divisions and crises within Russian society, including the impact of World War I; the causes, events and outcomes of the February and October Revolutions in 1917 	<p>WALT Students to be able to explain the causes/ consequences of the Revolution.</p> <p>WILF Students to be able to discuss Lenin’s role in the Oct Revolution and argue whether or not it was really a revolution.</p>	<p>Short answer practice test:</p>
1	5	<p>Lesson 1 Seizure of Power</p> <ul style="list-style-type: none"> • Causes and events of the October Revolution, roles of Trotsky and Lenin <p>Lesson 2</p> <ul style="list-style-type: none"> • Outcomes of the October Revolution <p>Historical debate</p> <ul style="list-style-type: none"> • The Bolshevik seizure of power – a coup d’état or a revolution? <p>The importance of leadership in the revolution</p>	<p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> • The role and impact of significant individuals in the period, including political, military and social/cultural leaders <p>Revolutionary ideals: the revolution from below versus the revolution from above</p>	<p>WALT Students to be able to explain the causes/ consequences of the Revolution.</p> <p>WILF Students to be able to discuss Lenin’s role in the Oct Revolution and to argue whether or not it was really a revolution.</p>	<p>Feb 15-19 Task 1: Essay Task 1: An in-class essay based on the content related to causes of Lenin’s leadership and the revolution</p>

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1	6	<p>Lesson 1 – Labour Day Public Holiday Revision for Source Analysis Lesson 2</p> <p>Putting ideas into practice: support and opposition</p> <ul style="list-style-type: none"> ● Initial reforms and decrees: <ul style="list-style-type: none"> ▪ Role of Lenin and the <i>Sovnarkom</i> ▪ Land, Peace and Factory Decrees, abolition of classes and ranks, separation of church and State, abolition of the Constituent Assembly, State Socialism <p>Lesson 3</p> <ul style="list-style-type: none"> ● Brest-Litovsk Treaty 1918 <p>Lesson 4</p> <ul style="list-style-type: none"> ● Opposition to the Bolsheviks <ul style="list-style-type: none"> ▪ The elimination of class enemies including the Tsar, nobility and the clergy ▪ Development of the Red Terror 	<p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> ● The initial reforms and decrees of the Bolsheviks 	<p>WALT We are learning the role of Lenin / Trotsky in the treaty of B/L.</p> <p>We are learning the Revolution and how the Bolsheviks ordered Russia afterward.</p> <p>WILF Students to be write a summary of Lenin’s leadership.</p> <p>Student to be able to list the opposition to the Bolsheviks.</p> <p>Students able to define the red terror.</p> <p>Describe the changes the Bolsheviks made to Russia.</p>	<p>Mar 8- 23</p> <p>Task 2: An in-class source analysis based on Lenin’s impact on the failures of WW1 and the Treaty of B/L.</p>
1	7	<p>Lesson 1 -3</p> <ul style="list-style-type: none"> ● The Civil War and reasons for the Bolshevik victory <ul style="list-style-type: none"> ▪ Trotsky and the Red Army ▪ Strategic advantages ▪ Communism/War Communism and impact on the peasants 	<p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> ● the significant ideas of the period, including autocracy, Marxism, communism, Leninism, Stalinism, and collectivisation 	<p>WALT We are learning why the Bolsheviks won the Civil War.</p> <p>WILF</p>	<p>Practice response on War Communism.</p>



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		<ul style="list-style-type: none"> ▪ The role of Lenin and the Cheka ▪ Kronstadt Rebellion <p>Lesson 4 Practice essay on Civil War</p>	<ul style="list-style-type: none"> • the internal divisions and crises within Russian society, including the impact of World War I; the causes, events and outcomes of the February and October Revolutions in 1917 	<p>Students to be plan/ write an essay on the causes of Bolshevik Victory in the Civil War.</p>	
1	8	<p>Lesson 1 Changes (i)</p> <ul style="list-style-type: none"> • The New Economic Policy (NEP) and the impact on the peasants • Creation of the USSR • Death of Lenin <p>Lesson 2 Evaluation of Lenin/Leninism</p> <ul style="list-style-type: none"> • Pipes and Figes <p>Lesson 3 The power struggle between Trotsky and Stalin</p> <ul style="list-style-type: none"> • NEP versus industrialisation and collectivisation • Socialism in One Country versus Permanent Revolution • Politburo factions – Zinoviev, Kamenev and Bukharin • Reasons for the success of Stalin <p>Lesson four</p>	<p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> • The changes that transformed Russia • The significant ideas of the period 	<p>WALT</p> <p>We are learning about the NEP and its impact on Russia.</p> <p>We are learning about Socialism in one country vs Permanent Revolution.</p> <p>WILF</p> <p>To understand the power struggles between Trotsky and Stalin.</p> <p>Describe positive/ negatives of the NEP</p> <p>To define the three 5YP's.</p>	

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		<ul style="list-style-type: none"> ● The Five Year Plans <ul style="list-style-type: none"> ▪ State control of the economy ▪ Forced rural collectivisation ▪ State-created famine ▪ Modernisation, urbanisation, industrialisation <p>Stakhanovites, Shock troops and the factory workers.</p>		<p>Explain Collectivisation.</p> <p>Define Stakhanovism.</p>	
1	9	<p>Lesson 1 In class essay</p> <p>Lesson 2-4 The nature and style of Stalin's leadership/Stalinism</p> <ul style="list-style-type: none"> ● Experience of the nobility, clergy, peasants and factory workers ● Methods the regime employed to control <ul style="list-style-type: none"> ▪ Repression ▪ Class warfare including <i>dekulakisation</i> ▪ Mobilisation and propaganda including the 'Cult of Stalin' <p>Historical debate</p> <ul style="list-style-type: none"> ● Was <i>dekulakisation</i> a civil war? ● Was terror from above or terror from below? <p>(PTO Tuesday)</p>	<p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> ● The different experiences of individuals and groups in the period to 1945 ● The significant ideas of the period ● The significance of the struggle of Josef Stalin and Leon Trotsky for power and the reasons for the success of Stalin 	<p>WALT</p> <p>We are learning about Stalinism?</p> <p>We are learning about Stalin's Cult of personality?</p> <p>WILF</p> <p>To understand the leadership methods of Joseph Stalin.</p>	<p>Mar 22- 26 Task 3: An in-class essay based on content related to the impact of NEP.</p>



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1	10	<p>Lesson 1</p> <ul style="list-style-type: none"> • 1936 Constitution <ul style="list-style-type: none"> ▪ Murder of Kirov, the Show Trials, the Purges and the Great Terror (the <i>Yezhovshchina</i>) <p>Lesson 2 Research for HI</p> <p>Lesson 3 In class research for HI</p> <p>Lesson 4- Good Friday Public Holiday (PTO WEDNESDAY)</p>	<p>Historical Knowledge and understanding.</p> <ul style="list-style-type: none"> • the initial reforms and decrees of the Bolsheviks; the opposition to the Bolsheviks; the Brest-Litovsk Treaty; the civil war and the reasons for the Bolshevik victory 	<p>WALT</p> <p>We are learning about the purges?</p> <p>We are learning about the role of the NKVD?</p> <p>WILF</p> <p>Define The Great Terror.</p> <p>Describe how Kirov was killed.</p> <p>Describe the impact of the purges on army/ CPSU.</p> <p>Define Yezhovshchina.</p>	<p>Task 4 HI Part A: Topic:</p> <ul style="list-style-type: none"> • The Great Terror in Russia/Soviet Union to 1945 • Task 4 Part B: An in-class validation essay. <p>Due May 3-7th – week 12</p>
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2	11	<p>Lesson 1 – Pupil Free day</p> <p>Lesson 2 Social/Cultural change to 1945</p> <ul style="list-style-type: none"> • Women, the roles of Krupskaya and Kollontai • Nationalities <p>Lesson 3</p> <ul style="list-style-type: none"> • Youth and education such as the Young Pioneers, Komsomol, the role of Lunacharsky <p>Lesson 4</p> <ul style="list-style-type: none"> • The arts including Socialist Realism, the role of Zhdanov 	<p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> • The social/cultural impact of Bolshevism and Stalin’s Cultural Revolution to 1945 • The different experiences of individuals and groups in the period to 1945 	<p>WALT</p> <p>We are learning how Stalin changes Russia’s culture?</p> <p>We are learning about the role of women.</p> <p>We are learning about social realism.</p> <p>WILF</p> <p>To be able to describe the great retreat.</p> <p>Identify the impact on role on youth, education, church and women.</p>	
2	12	<p>Lesson 1 – ANZAC DAY Public Holiday</p> <p>Lesson 2 Religion, persecution, Soviet League of the Militant Godless</p> <p>Lesson 3</p> <ul style="list-style-type: none"> • The social/cultural impact of Bolshevism and Stalin’s Cultural Revolution and Great Retreat 	<p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> • The different experiences of individuals and groups in the period to 1945 	<p>WALT</p> <p>We are learning the change in religion.</p> <p>WILF</p> <p>To be able to discuss how groups were impacted on during Cultural revolution.</p>	<p>Historical Inquiry Due</p> <p>In class essay</p> <ul style="list-style-type: none"> • Task 4 Part B: An in-class validation essay.



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		Lesson 4- In class essay			
2	13	<p>Stalin and the Great Patriotic War</p> <p>Lesson 1</p> <ul style="list-style-type: none"> the different experiences of individuals and groups in the period to 1945, including nobility, the clergy, peasants and factory workers; <p>lesson 2</p> <ul style="list-style-type: none"> and the methods the regime employed to control them, including mobilisation and propaganda, repression, the Purges and the Great Terror <p>Lesson 3</p> <ul style="list-style-type: none"> the impact of World War II and the methods that enabled the USSR to secure victory <p>Lesson 4</p>	<p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> the impact of World War II and the methods that enabled the USSR to secure victory the role and impact of significant individuals in the period, including political, military and social/cultural leaders 	<p>WALT</p> <p>Describe how/ why the USSR won WW2.</p> <p>WILF</p> <p>To understand the 1939 pact with Hitler.</p> <p>To describe the impact of the militarisation of the 5YP- 3.</p> <p>To describe how the military- Zhukov- enabled the USSR to win.</p> <p>To list the impacts on the people during WW2.</p> <p>List factors that helped USSR to defeat the Nazis. Stalingrad- relocation to the East- Scorched earth etc.</p>	



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		<ul style="list-style-type: none"> the role and impact of significant individuals in the period, including political, military and social/cultural leaders 			
2	14	Lesson 1 In class Source Analysis Lesson 2 Revision Lesson 3 Revision Lesson 4 Revision	Historical Knowledge and Understanding <ul style="list-style-type: none"> The social/cultural impact of Bolshevism and Stalin’s Cultural Revolution to 1945 	WALT Source Analysis skills and revising all content and skills WILF Source Analysis skills and reviewing where weaknesses throughout the unit are.	Task 5: An in-class source analysis based on the content related to the impact of Stalin’s leadership during the Cultural Revolution. Week 14 May 17-21th
2	15	EXAM REVISION Review all the content and skills from Unit 3.			

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2	16-17	<p>EXAMS</p> <p>Task 6: Semester 1 examination three-hour duration using the examination design brief from the syllabus</p>			
2	1	<p>Lesson 1 – Review Exams</p> <p>Lesson 2- Review Exams</p> <p>Lesson 3 – Start Unit 2</p> <p>Overview – The division of Europe along ideological lines: The Iron Curtain descends</p> <ul style="list-style-type: none"> ● ideological differences between capitalism, communism and democracy ● post-war conferences (Yalta and Potsdam) and conflict between leaders (Stalin, Truman and Churchill) ● ideology versus expansionism, containment versus security <p>Lesson 4 1946 Iron Curtain speech, 1946 the Long Telegram,</p>	<p>The development of historical skills is intrinsic to the teaching of this unit. (This content follows this table.)</p> <p>The impact of the following forces should be considered, where appropriate, throughout the unit:</p> <ul style="list-style-type: none"> ● Economic, external forces/international relations, ideas, leadership, political, social/cultural. <p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> ● an overview, as background, of the nature of the origins and early development of the Cold War to 1948, including the ideological, cultural and political differences between the United States and the Soviet Union; and the significance of the Truman Doctrine, the Marshall Plan and Berlin Blockade 	<p>WALT</p> <p>Describe the ideology of post war Europe.</p> <p>WILF</p> <p>To name the Big 3.</p> <p>To define expansionism/containment.</p> <p>To understand the Iron Curtain metaphor.</p>	



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2	2-3	<p>Lesson 1 -2</p> <ul style="list-style-type: none"> 1947 Truman Doctrine and 1948 Marshall Aid <p>Lesson 3 - 4</p> <p>Part A: Bi-polar Europe – Cold War divisions</p> <p>Conflict in and with the East, cooperation in the West</p> <ul style="list-style-type: none"> Berlin Blockade <p>Lesson 5</p> <ul style="list-style-type: none"> the impact of the arms race and space race the threat of nuclear war (Mutually Assured Destruction) formation of North Atlantic Treaty Organisation (NATO) and Warsaw Pact the use of the Warsaw Pact (Hungary, Berlin Wall and Berlin Blockade, Prague Spring) beginning of trading relations between the Western European countries including the Monnet vision, the ECSC, Euratom and the EEC (European Economic Community or Common Market) and the implications in the West (including mistrust of the UK by de Gaulle and impacts on NATO) <p>Lesson 6</p>	<p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> the significant ideas of the period, including communism, capitalism, democracy, containment, peaceful co-existence, détente, glasnost and perestroika, nationalism, and re-integration 	<p>WALT</p> <p>Describe the Berlin Blockade.</p> <p>Research the significance and impact of Khrushchev.</p> <p>WILF</p> <p>To understand the causes-actions- consequences of the BB.</p> <p>To define NATO/ WARSAW PACT.</p> <p>To evaluate the leadership of Khrushchev.</p> <p>To understand/ explain MAD.</p>	<p>Task 7: Source Analysis</p> <p>An in-class source analysis based on the Berlin Blockade/ Containment Policy.</p>



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	<ul style="list-style-type: none">• the threat of nuclear war (Mutually Assured Destruction)• formation of North Atlantic Treaty Organisation (NATO) and Warsaw Pact• the use of the Warsaw Pact (Hungary, Berlin Wall and Berlin Blockade, Prague Spring)• beginning of trading relations between the Western European countries including the Monnet vision, the ECSC, Euratom and the EEC (European Economic Community or Common Market) and the implications in the West (including mistrust of the UK by de Gaulle and impacts on NATO) <p>Lesson 7-8</p> <ul style="list-style-type: none">• significance of Khrushchev (peaceful co-existence and de-Stalinisation) and Eisenhower (rollback strategy to force change) on relations between USA and USSR in Europe• the lack of assistance from the USA in the Hungarian Uprising and negotiations between Eisenhower and Khrushchev before the U2 spy plane incident			
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2-3	4-5	<p>Lesson 1 – Staff Development Day</p> <p>Lesson 2 -3 Brinkmanship and détente</p> <ul style="list-style-type: none"> • ‘Brinkmanship’ in practice: Berlin Wall 1961 and Cuban Missile Crisis 1962 <p>Lesson 4-5</p> <ul style="list-style-type: none"> • lead up to détente • removal of Khrushchev • Nuclear Test Ban Treaty • Treaty on the Non-proliferation of Nuclear Weapons <p>the hotline between the White House and the Kremlin.</p> <p style="text-align: center;">Lesson 6-7-8</p> <ul style="list-style-type: none"> • Détente: Strategic Arms Limitation Talks (SALT) 1 1972 and SALT 2 1979, the Helsinki Accords • negotiating with the West, maintaining control in the East; Brezhnev Doctrine 	<p>Historical Knowledge and Understanding:</p> <ul style="list-style-type: none"> • the evolving nature and character of the Cold War in Europe from 1948 through to détente, including the impact of the arms race, the space race, and threat of nuclear war; the 1956 invasion of Hungary; the Berlin Wall; the Cuban Missile Crisis; the Prague Spring and the Brezhnev Doctrine; the new Cold War of the 1980s; and the collapse of communism 1989–1991 	<p>WALT</p> <p>Describe how/ why the USSR won WW2.</p> <p>WILF</p> <p>To understand the 1939 pact with Hitler.</p>	<p>Task 9 Historical Inquiry Peaceful coexistence</p> <p>Part A: Historical inquiry process</p> <p>Part B: Validation essay-</p> <p>Both Due in week 11.</p>
3	6-7	<p>The Second Cold War and the importance of Gorbachev</p> <p>Lesson 1-2</p> <ul style="list-style-type: none"> • the decline of détente in the late 1970s • the ‘Evil Empire’ and ‘Star Wars’ re-intensification of the Cold War <p>Lesson 3-4</p> <ul style="list-style-type: none"> • rise of Gorbachev, <i>perestroika</i> and <i>glasnost</i> 	<ul style="list-style-type: none"> • Historical Knowledge and Understanding: the evolving nature and character of the Cold War in Europe from 1948 through to détente, including the impact of the arms race, the space race, and threat of nuclear war; the 1956 invasion of Hungary; the Berlin Wall; the Cuban Missile Crisis; the Prague Spring and the Brezhnev Doctrine; the new Cold 	<p>WALT</p> <p>Essay writing skills, outlining the 2nd cold war and the beginning of Gorbachev.</p> <p>WILF</p> <p>Understanding the 2nd cold war and writing proper essay.</p>	<p>Task 8: Explanation- essay</p> <p>An in-class essay based on content related to success and failures of Détente.</p>

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		<ul style="list-style-type: none"> summits between Reagan and Gorbachev 1985–1988 Lesson 5-6 collapse of Brezhnev Doctrine, Polish <i>Solidarity</i>, Lesson 7-8 fall of the Berlin Wall 	<p>War of the 1980s; and the collapse of communism 1989–1991</p>		
3	8-9	<p>Lesson 1 The European community; the development of the European Union (EU)</p> <ul style="list-style-type: none"> the EU as an extension of the EEC 1958, timeline of the development of the EU from 1945 growth in the 1970s with the inclusion of Denmark, Ireland and the United Kingdom <p>Lesson 2</p> <ul style="list-style-type: none"> 1979 ERM 1986 the ‘Single Market’ <p>Lesson 3-4</p> <ul style="list-style-type: none"> 1992 Maastricht Treaty, ground work for the EU 1993 EU established and the ‘Four Freedoms’ the nature and function of the EU <p>desire for a European community with a basis of peace, security and trade</p>	<ul style="list-style-type: none"> Historical Knowledge and Understanding significant developments that followed the end of the Cold War in 1989, including the break-up of the Soviet Union and the resultant changes in the politics and economics of the Soviet Union; the reunification of Germany (the Two Plus Four Treaty 1990); the break-up of the former Yugoslavia; and the changing role of North Atlantic Treaty Organisation (NATO) from Cold War Alliance to the NATO-Russia Council the role of significant political leaders throughout the period the role of significant political leaders throughout the period 	<p>WALT Outline the development and function of the EU</p> <p>WILF Understanding key terms and treaties in the EU</p>	

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3	10-11	<p>Lesson 1 -2 Overview of Gorbachev leading to the EU-revision and analysis. LESSON 3 Essay</p>	<p>Historical Knowledge and Understanding the development of European governance and extension of the ‘European Union’, including the European Economic Community (EEC) (1958), the Maastricht Treaty (1992), the European Union (1993), the Eurozone (1999).</p>	<p>WALT Essay writing and an understanding of a leaders role in the formation of the EU.</p> <p>WILF Essay</p>	<p>Task 10: Explanation – essay An in-class essay based on content related to the leadership of Mikhail Gorbachev.</p>
3	12	<p>Lesson 1 Conflict in the Balkans and the changing nature of NATO in a post-Cold War Europe</p> <ul style="list-style-type: none"> gradual acceptance of former Warsaw Pact countries as members <p>Lesson 2</p> <ul style="list-style-type: none"> relations with Russia, 1997 NATO Summit, Euro-Atlantic Partnership Council break-up of Yugoslavia and ethnic tensions that ensued <p>Lesson 3-4</p> <ul style="list-style-type: none"> nature of the conflict and NATO’s role in the Balkans conflicts <p>NATO from Cold War Alliance to the NATO-Russia Council 2002</p>	<p>HISTORICAL KNOWLEDGE AND UNDERSTANDING:</p> <ul style="list-style-type: none"> the development of European governance and extension of the ‘European Union’, including the European Economic Community (EEC) (1958), the Maastricht Treaty (1992), the European Union (1993), the Eurozone (1999) the changing nature of world order in the period 1989–2001, with specific reference to the place of Europe and the European nation states within that world order the role of significant political leaders throughout the period 	<p>WALT New world order and it’s impact in Europe</p> <p>WILF Ethical Inquiry skills and essay writing skills</p>	<p>Task 9 Historical Inquiry</p> <p>Part A: Historical inquiry process Task 9</p> <p>Part B: Validation Essay</p>

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3	13	<p>Lesson 1 -4</p> <p>The decline of the European nation-state?</p> <ul style="list-style-type: none"> • Eurozone 1999 • gradual introduction of the Euro as Europe's main currency by 2002 • issues with centralised governance • movement of people through the EU and the rise of nationalistic groups in countries such as Great Britain • the struggle of NATO to find a role in the changed environment • 'Ostalgie', the yearning for the 'good old days' of communism in the East 	<p>HISTORICAL KNOWLEDGE AND UNDERSTANDING:</p> <ul style="list-style-type: none"> • the development of European governance and extension of the 'European Union', including the European Economic Community (EEC) (1958), the Maastricht Treaty (1992), the European Union (1993), the Eurozone (1999) • the changing nature of world order in the period 1989–2001, with specific reference to the place of Europe and the European nation states within that world order • the role of significant political leaders throughout the period • 	<p>WALT Understanding the reasons for the declining European nation</p> <p>WILF Source analysis skills</p>	<p>Task 11: Source Analysis</p> <p>An in-class source analysis based on the content related to the reunification of Germany.</p>
3	14	Exam Revision	<ul style="list-style-type: none"> • HISTORICAL KNOWLEDGE AND UNDERSTANDING : • Content from both Unit 3 and 4. All skills 	<p>WALT Understanding all content and historical skills.</p> <p>WILF Revising of all content and skills, ensuring weaknesses and strengths from previous exam recognised.</p>	



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4	15-16	EXAMS	<ul style="list-style-type: none">• HISTORICAL KNOWLEDGE AND UNDERSTANDING• Content from both Unit 3 and 4.	Task 12: Examination Semester 2 examination – three hours duration using the examination design brief from the syllabus
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Historical Skills

The following skills will be developed during this unit.

Chronology, terms and concepts

- identify links between events to understand the nature and significance of causation, continuity and change over time
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding

Historical questions and research

- formulate, test and modify propositions to investigate historical issues
- frame questions to guide inquiry and develop a coherent research plan for inquiry
- identify, locate and organise relevant information from a range of primary and secondary sources
- practise ethical scholarship when conducting research

Analysis and use of sources

- identify the origin, purpose and context of historical sources
- analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument
- evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support an historical argument



COURSE OUTLINE

COURSE MHIM – MODERN HISTORY ATAR YEAR 12: 2021

UNIT 3 AND UNIT 4



Perspectives and interpretations

- analyse and account for the different perspectives of individuals and groups in the past
- evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective
- evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions

Explanation and communication

- develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments
- communicate historical understanding by selecting and using text forms appropriate to the purpose and audience
- apply appropriate referencing techniques accurately and consistently