



HISTORY

INTRODUCTION

The study of History from an international perspective is increasingly important today. In the contemporary context, one of globalisation and technical development, different cultures and societies are increasingly in contact and interdependent. Now, more than ever, there is a need for an understanding of the present as well as the past.

Integrated Programme History for Years 3 and 4 is a two-year world history course that involves an exciting engagement with the past. As an exploratory subject, it fosters a sense of inquiry. It is also an interpretative discipline, allowing opportunity for engagement with multiple perspectives and plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today. It is disciplinary based and thus focused upon key historical concepts such as change and continuity, causation, consequence, significance and perspectives.

The curriculum is designed to provide a multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural aspects. The curriculum allows students to think historically and to develop historical skills in addition to gaining historical knowledge. It emphasizes the importance of the development of the skills of critical thinking, in thinking about the ways in which historical knowledge is produced, as well as the uses and abuses of historical narratives. As such, the curriculum involves a critical interpretation and understanding of the past, and the discourses that shape it.

A key aim of Integrated Programme History for Years 3 and 4 is the development of international mindedness among the students. International mindedness, which is exemplified through the promotion of a global, intercultural understanding, is developed through an exploration of multiple perspectives. Additionally, students would be exposed to case studies and examples drawn from different regions of the world, allowing for the emergence of a transnational perspective.

CURRICULUM GOALS

Content

By the end of the course, students should be able to:

- Grasp the broad fundamental concepts common to all historical explanations.
- Understand international affairs and the forces that shaped world history.
- Develop international awareness and understanding by promoting empathy for and sensitivity towards different political experiences of people living in diverse places and at different times.
- Appreciate and understand history as a discipline including key historical concepts, the nature and diversity of its sources, methods and interpretations

Skills

By the end of the course, students should be able to:

- Recall, select and deploy relevant historical knowledge and communicate this knowledge in a clear and coherent form.
- Demonstrate understanding of historical terminology and concepts.
- Interpret, analyse and evaluate a wide range of historical sources and their use as evidence.
- Present clear, concise, relevant and well-substantiated analysis and arguments.
- Explain different approaches to, and interpretations of historical events and topics.

CURRICULUM CONTENT

The syllabus is organised around concepts and case-studies.

Year 3 IP

- 1) Introduction to Historiography.
- 2) The Scientific revolution, Enlightenment and the causes of the American revolution.
- 3) Political revolution in France (1789 – 1799)
 - Concept of Revolution
 - Causes of the French revolution
 - Nature and impact of the French revolution
 - Legacy of Napoleon
 - French revolution: a futile revolution? (SBGE)



- 4) Industrial revolution in Britain
 - Concept of industrialization and capitalism
 - Britain: Industrial revolution to 1850
- 5) Revolution in Japan
 - Meiji Restoration (1868 – 1912)
 - Reasons for Meiji restoration
 - Implementation and outcomes of the Meiji restoration
 - Meiji restoration: reform or revolution?
- 6) Political revolution in China (1911)
 - Decline of Qing Dynasty
 - Failure of late Qing reforms in China
 - Role of Sun Yat Sen
 - Causes and impact of the 1911 Chinese revolution

Year 4 IP

1) The World at War

- Concept of Total War
- Impact of the First World War
- The Second World War in Europe (1937–1945)
 - Hitler's foreign policy
 - The policy of appeasement
 - Underlying and Immediate causes war in Europe
- The Second World War in the Asia Pacific 1937 – 1945)
 - The rise of Japan (1853-1905)
 - Reasons for Japan's expansionist policy
 - Reasons for Japanese attack on China and Pearl Harbor
 - Japan's invasion of Southeast Asia
 - Reasons for Allied victory in WWII

2) The World Divided

Concept of Cold War

- The Cold War (1945 – 1989)
 - Causes of the Cold War
 - Measures taken by the USSR to spread communism in Europe and the establishment of communist governments in Eastern Europe.

Development of the Cold War

Case Studies

- The Korean War
- The Cuban Missile Crisis
- The Vietnam War
- End of the Cold War: Fall of Communism
 - Overview of the development of communism in the Eastern Bloc
 - Political and economic reasons for failure of Communism
 - Gorbachev's policies of Glasnost & Perestroika
 - Role of Ronald Reagan
 - The Collapse of Communism in the Soviet Union

ASSESSMENT MODES

Assessment for the IP History course is dynamic and non-conventional. It comprises of Continual Assessment (in the form of assignments, portfolios, reflections, historical investigation and oral presentations) with written papers for the Common Test and Final examination.

Term 2	Common Test	30%
Term 3	Coursework	20%
Term 4	Final Examination	50%

