

Implementation: Scheme of Learning

Subject: History

Year: 11

Unit Title: Conflict in the Middle East

Summary of unit: Period study - Conflict in the Middle East c1945-1995

The period studies (Edexcel GCSE) focus on a substantial and coherent medium time span of 50 years and require pupils to understand the unfolding narrative of substantial developments and issues associated with the period. *Conflict in the Middle East* focuses on the 50 year narrative of the Middle East: creation of Israel, impact on Palestine & impact of involvement of foreign countries.

The content is divided into three key topics which run in chronological sequence and hold narrative connections with each other. Please see below for key topics.

Assessment Objectives:

AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2: Explain and analyse historical events and periods studied using second-order historical concepts.

GCSE Examination details

- Paper 2
- Option P5
- 32 Marks
- 20% of the GCSE qualification

Key Concepts: consequence; significance (of specified events in relation to situations and unfolding developments); chronological understanding; and analytical narrative (analyse events to find connections that explain the way in which events unfolded).

Key topic 1: The birth of the state of Israel, 1945–63

1. The British withdrawal and the creation of Israel: conflicting interests and demands of Jews and Arabs within the British Mandate; key events leading to the end of the British Mandate, partition and the creation of Israel, including the significance of the bombing of the King David Hotel and UN Resolution 181; key events of the Arab-Israeli war, 1948–49.

Key topic 2: The escalating conflict, 1964-73

1. The Six Day War, 1967: The significance of the Cairo conference, 1964; escalating tension between Israel, Syria and Jordan; Syria's support for Fatah; Israel's raid on Samu and events of 7 April 1967; the actions of the USSR, Nasser and the USA in the period leading to war; key events of the war.

2. Aftermath of the 1967 war: UN Resolution

Key topic 3: Attempts at a solution, 1974–95

1. Diplomatic negotiations: the significance of the oil crisis and the involvement of the USA and the USSR; Kissinger, 'shuttle diplomacy' and the reopening of the Suez Canal; Sadat's visit to Israel (1977); Begin's visit to Egypt (1977); US President Carter and Camp David (1978) and the Treaty of Washington 1979.

<p>2. Aftermath of the 1948–49 war: territorial changes and their impact; the refugee status of Palestinian Arabs; the creation of the Israeli Defence Forces and the Law of Return; US aid to Israel; Israel’s relations with Egypt.</p> <p>3. Increased tension, 1955–63: Nasser and Egypt’s leadership of the Arab world; the events and significance of Israeli attacks on Gaza in 1955 and Sinai in 1956; the events and significance of the Suez crisis including the formation of the UAR.</p>	<p>242 and continued dispute over the Suez Canal; Palestinian refugees and the significance of the occupied territories; Golan Heights, Gaza Strip, West Bank, Sinai and East Jerusalem; the use of terrorism, Israel’s response and international attitudes towards the Palestine issue; the PFLP airplane hijacks of 1970; Black September and the Munich Olympics; the expulsion of the PLO from Jordan, 1970.</p> <p>3. Israel and Egypt, 1967–73: Egyptian relations with Israel, the USA, the USSR and Arab states; Israeli consolidation of control of the occupied territories; key events of the Yom Kippur War, 1973, and its aftermath.</p>	<p>2. The Palestinian issue: Arafat’s speech to the UN (1974); the significance of PLO activities in Lebanon; Israeli reprisals, the invasion of Lebanon, 1982, and the results; the Israeli occupied territories and the Palestinian Intifada, 1987–93.</p> <p>3. Attempts at a solution: the significance of Arafat’s renunciation of terrorism in a speech at the UN, 1988; changing superpower policies in the Middle East; US involvement in the Gulf War, 1991, and the end of the Cold War; Arafat, Rabin and the Oslo Accords (1993); the setting up of the Palestinian National Authority; Israel-Jordan peace treaty (1994); Oslo II (1995).</p>
<p>Key Processes: historical enquiry; using evidence; communicating about the past.</p>	<p>Mid Unit assessment: GCSE assessment practice: narrative account</p>	<p>End of Unit assessment: GCSE assessment practice: Paper 2</p>
<p>Links to future learning/key stage 4:</p> <p>Key concepts e.g. chronology, cause and consequence and significance</p> <p>Interpretations (Paper 3)</p> <p>PEEL paragraphs</p> <p>USA and the Cold War 1954 7</p> <p>Theme of conflict</p>	<p>Links to prior learning:</p> <p>Key concepts</p> <p>Making inferences from sources and sources as evidence</p> <p>Narrative account (Yr 7 onwards)</p> <p>Theme of conflicts (e.g. Invasion (Yr 7), Civil (Yr 8) and WW1 (Yr 9), Elizabethan England (Yr 10)</p> <p>Holocaust and treatment of Jews (Yr 9)</p>	<p>Curriculum Opportunities: explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today; use ICT to research information about the past, process historical data and select, categorise, organise and present their finding; make links between history & other subjects.</p>

RWCM:

Reading: Identify key words from a passage; make connections between key words and define key words; use glossaries; class reading; paired reading and individual reading; reading a variety of literature e.g. articles, poems, textbooks, speeches, treaties; use of challenging vocabulary when explaining concepts;

Writing: using key words; summarising longer extracts e.g. six word story; extended writing tasks such as written arguments, leaflets, news articles, diary extracts, argumentative speeches and post cards; comprehension questions; strength and challenge questions; discussion of writing strategies to be employed for consequence, narrative and importance of questions; provision of writing frames, sentence starters and word banks; self and peer-assessment to enable reflection; improving exemplar GCSE answers; creating mnemonics for knowledge retention;

Communication: varied tasks to show development and learning e.g. class discussions, extended writing tasks (see above), ordered debates, peer quizzes; use of podcasts, documentaries and videos for content delivery; pupil led learning with pupils as teachers making presentations; tweets, text messages, face book profiles; making lists; annotating; role plays; quick fire verbal quizzes; brain builders at beginning of lessons;

Mathematics: emphasis on chronology in narrative account; construction of timelines; plotting data on graphs and charts (bar graphs, line graphs, pie graphs) ; prioritising and ranking significance of factors; data handling; using logic and reasoning to create arguments.

Cross Curricular Links: (see RWCM) Further:
Geography e.g. use of maps, geographical locations, pros/cons of land; **Religious Studies** e.g. claims to the and significance of the Holy Land; **Citizenship;** roles played by public institutions, other systems and forms of government (outside of the UK), human rights and international laws; **English** e.g. creative and non-fiction writing, **ICT:** using computers and the internet to research, organise and communicate information; **Science & technology:** development and use of weapons; **Mathematics** e.g. class to calculate how much of the UN-proposed Arab state Israel had taken by the end of the 1948-49 war; drawing balance sheet of plus and minus

Strategies to Support & Stretch: optional tasks to be undertaken freely e.g. find an online news item/image of a current refugee crisis caused by war and decide what the term 'refugee' means; recommended websites and reading links for independent exploration; historical misconceptions to reflect on at beginning of lesson; paired and group work according to ability; challenge tasks e.g. working out the scale of the issue when deciding on emergency relief to be provided by the UNRWA; extension tasks e.g. research what happened between c410 -640 (introduction to unit lesson); targeted and scaffolded questioning; opportunity to lead teams/be nominated as a representative or speaker; option to choose type of task e.g. word or picture orientated and using full sentences; stretch and challenge questions in course content provided by Edexcel; differentiated worksheets e.g. semi-completed tables; sentence starters; word banks; assessment question templates provided; model answers; teacher modelling tasks; pictures as prompts; varied delivery styles suitable for audio-visual learners e.g. YouTube videos, newsreels, podcasts, cartoons etc.

SMSC & British Values

Social: Encouraging understanding of human feelings and emotions by placing them in their shoes through various creative empathy tasks e.g. journalistic writing, refugee crisis task. Ability to be reflective about their beliefs; religion or otherwise; by comparing their own values with that of the different religious and cultural denominations in the Middle East. Nurturing a sense of enjoyment in learning through multi-sensory, active tasks e.g. Camp David activity to trace leaders' steps and debating in the role of UN and embassy reps. Most activities in the class allow for class discussions, organised debates, team problem solving and think-pair-share tasks. This means pupils are encouraged to consider their personal backgrounds when answering questions within the classroom and are taught to value all opinions and ideas.

Moral: Moral decisions by individuals, governments and societies are central to the study of the conflict in the Middle East. Pupils will consider the moral and ethical decisions made by such figures and their impact as well as subsequent interpretations of them (geographical and human impact) e.g. the state of Israel, the Fedayeen, Egypt, Jordan, USA etc. Through investigating and using a range of historical sources, pupils develop their ability to critically assess sources of evidence for accuracy and reliability e.g. pupils will look at a different interpretations of the same events in the Middle East. Pupils will have the chance to evaluate these actions both in a historical context and with our C21 values in mind; they will use careful consideration of criteria and analytical skills to develop reasoned answers to difficult questions.

Spiritual: The nature of historical truth encourages students to develop their meta-understanding of concepts such as interpretation. Pupils are encouraged to be critical yet understanding of the views of others; including historians, interpretations of the past and primary sources, and other pupils. Through carefully planned debates and discussions, Pupils learn to take interest in and respect the views of others. Pupils also learn how to come to an informed conclusion having taken on board a range of different viewpoints. Lessons are interactive and imaginative (see PowerPoint for examples of tasks) so that pupils develop a sense of enjoyment and fascination in learning about how the world they live in has changed over time.

Cultural: Through peer assessment, group discussions, class feedback sessions and debates, pupils are introduced to peer concepts, values and events not encounterable otherwise e.g. think-pair-share templates. Pupils will also be asked to communicate their opinions and knowledge in varied ways including artistic forms e.g. creating a leaflet and writing a propaganda song as part of a political campaign. Pupils will consider religious, social, political and economic factors when assessing the consequence of and significance of the roles of different factors in different events.

Cultural Capital:

Listed below are examples of learning tasks within the lesson and homework set which allow learners to adopt the role of and/or research and make links to issues affecting Britain and the world today:

Political advisors

UN representatives

Refugee crisis

Access to clean water

Presidents, prime ministers and world leaders

Terrorists and freedom fighters (research and reasoning)

Nobel Peace Prize

Journalistic and other non-fiction writing