

Diploma Programme subject outline—Group 3: individuals and societies			
School name	Gymnazium a SOS Rokycany		School code 061768
Name of the DP subject <i>(indicate language)</i>	IB History (English)		
Level <i>(indicate with X)</i>	Higher ☐ Standard completed in two years ☒ Standard completed in one year * ☐		
Name of the teacher who completed this outline	Lenka Houšková	Date of IB training	6. – 8. 11. 2020 27. - 29. 3. 2026
Date when outline was completed	29. 3. 2026	Name of workshop <i>(indicate name of subject and workshop category)</i>	DP Category 1 History DP Category 2 History

* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

If you will teach history, complete the following chart.

Focused study	Thematic study	Historical investigation
FS 3: Political and economic transitions	TS 3: Authoritarian rule (from 1750 CE)	Internal assessment

1. Course outline

- Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
 - This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject
 - This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
- If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

Topic/unit (as identified in the IB subject guide) <i>State the topics/units in the order you are planning to teach them.</i>	Contents	Allocated time	Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>
		One class is 45 minutes. In one week there are 5 classes.		
General notes	Y1: Focused study (Case study 1); Thematic study (2 case studies); Historical investigation; Mock exams Y2: Historical investigation; Thematic study (1 case study); Focused study (Case study 2); Revision	Ca. 210 classes in 2 years = 155 hours in 2 years (Y1: 90 hours, Y2: 65 hours)	Tests and quizzes (computer and paper based exams) Classwork (Warm up sets, primary sources investigations, writing, group work) Homework (Essays, primary sources analysis, mind maps) Oral presentation (minipresentations, presentations) Mock exams (June, Y1) Combination of formative and summative assessments.	Websites: Inthinking.net; history.com, biography.com, Britannica.com, khanacademy.com; https://www.theholocaustexplained.org/ moderni-dejiny.cz etc. Books: Eunice Price: <u>Authoritarian States</u> . Oxford – History for the IB diploma (Cambridge University press). Oxford IB Diploma Programme: Authoritarian States Course Companion (2026) or Oxford Resources for IB DP History: <u>Authoritarian Rule</u> Course Book (2026)

					Pearson History for the IB Diploma Programme: Paper 1 <u>Political and Economic Transitions</u> (2026) OR Access to History for the IB Diploma: <u>Political and Economic Transitions</u> (2026) Bridget Kendall: <u>The Cold War: A New Oral History</u>. BBC Physical Audio, 2018. Tony Judt: <u>Postwar: A History of Europe Since 1945</u> Youtube videos and documentaries
Year 1	Focused study 3: Political and economic transitions Case study: The Meiji Restoration (1853–1894)	- Decline of the Tokugawa Shogunate - Stagnation and demands for rapid modernization - Influence of the United States (USA) and European Countries - roles of the Meiji oligarchy and Emperor Mutsuhito - Land reform, industrialization and trade - Constitution of 1889 - Peasant unrest - Satsuma Rebellion - Foreign relations and imperialism	25 hours	See above	Pearson History for the IB Diploma Programme: Paper 1 <u>Political and Economic Transitions</u> (2026) OR Access to History for the IB Diploma: <u>Political and Economic Transitions</u> (2026) Inthinking.net

	Thematic study 3: Authoritarian rule (from 1750 CE onwards) Case studies: Stalin and Hitler	- emergence of the regimes: Role of ideas; Social factors; Role of conflict; Economic factors - maintenance of power: Legal methods; Use of force; Propaganda; Popular support - impact on people's lives: Economic effects; Social effects; Impact on women; Impact on minorities - challenges to the authoritarian rule: Internal opposition; Popular resistance; Impact of policies; External threats	50 hours (25 hours / each ruler)	See above	Eunice Price: <u>Authoritarian States</u> . Oxford – History for the IB diploma (Cambridge University press). Oxford IB Diploma Programme: Authoritarian States Course Companion (2026) or Oxford Resources for IB DP History: Authoritarian Rule Course Book (2026) Inthinking.net https://gulagxr.eu/en

	Mock exams	Overall revision + Mock exams (June)	5 hours	Quizzes, mind maps, essay scaffolding etc.	
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	Historical investigation: Internal assessment	See Part 2 (below)	10 hours		
Year 2	Historical investigation: Internal assessment	See Part 2 (below)	10 hours	Final draft in November	
	Thematic study 3: Authoritarian rule (from 1750 CE onwards) Case study: Fidel Castro	- emergence of the regimes: Role of ideas; Social factors; Role of conflict; Economic factors - maintenance of power: Legal methods; Use of force; Propaganda; Popular support - impact on people's lives: Economic effects; Social effects; Impact on women; Impact on minorities - challenges to the authoritarian rule: Internal opposition; Popular resistance; Impact of policies; External threats	25 hours		Eunice Price: <u>Authoritarian States</u> . Oxford – History for the IB diploma (Cambridge University press). Oxford IB Diploma Programme: Authoritarian States Course Companion (2026) or Oxford Resources for IB DP History: Authoritarian Rule Course Book (2026) Inthinking.net

	Focused study 3: Political and economic transitions Case study 2: The Russian federation 1985–1999	- Role of the Communist Party - Impact of stagnation and failed economic reform - Challenges to communism in Eastern Europe - Roles of Mikhail Gorbachev and Boris Yeltsin - Constitution of 1993 - Privatization, market liberalization and tax reforms - Soviet coup attempt (1991) and the constitutional crisis (September–October 1993) - Labour strikes, protests and organized crime - First Chechen War (1994–1996)	25 hours		Pearson History for the IB Diploma Programme: Paper 1 <u>Political and Economic Transitions</u> (2026) OR Access to History for the IB Diploma: <u>Political and Economic Transitions</u> (2026) Inthinking.net
	Revision	Overall revision before the IB exams	5 hours	Quizzes, mind maps, essay scaffolding etc.	

2. IB internal assessment requirement to be completed during the course

Briefly explain how and when you will work on it. Include the date when you will first introduce the internal assessment requirement, when the internal assessment requirement will be due and how students will be prepared to do it.

The IA will be a historical investigation into a topic of the students' choice. IA will be mainly introduced by the end of April of the first year. By May of the first year, students have to choose the topic and precise the research question. By September of the second year, students have to write the first draft of their Internal Assessment. By October of the second year, students have to submit the second draft of the IA. By November of the second year, students need to hand in the final draft. All of this will happen under the supervision of the teacher (regular consultations at school). The teacher then submits the assessed IAs to the DPC by the end of February of the second year.

3. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson.

Thematic study	Link with TOK (including description of lesson plan)
Authoritarian rule	This topic will be related to TOK in various ways. Students will study the topic from different perspectives, such as official propaganda (posters, songs, poems, slogans, photos...), or critics of the regime. They will compare the objectivity of different sources and evaluate their social, political... impact. They will also consider the role of individuals / dictators in history (manipulation and leadership). Students will discuss the impact of the totalitarian regime on ourselves in present. One task will focus on manipulating historical facts in the USSR during the Moscow Trials (e.g. erasing photos - Trotsky, Yezhov etc.)

4. Approaches to learning

Every IB course should contribute to the development of students' approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
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Authoritarian rule	1. Thinking skills: Students will critically think about the influence of the authoritarian ruler on all components of life (not only on politics or economy, but even on the everyday life of ordinary people). They will evaluate positive and negative aspects of this influence and critically discuss long-term negative impacts in different regions that are recognizable even nowadays (e.g. Czechoslovakia). 2. Research skills: Students will acquire the skill of researching, since this topic allows them to look at various information and resources. Students will know what to look for and how to look for a certain idea with regard to a deeper understanding. One example is the propaganda - students will look for details of different branches in Nazi propaganda: radio broadcast, role of movies, sports (Olympics), newspapers, posters. Students will gather information, collect them to fit their objective, create minipresentations and share their knowledge with their mates.
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5. International mindedness

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
Political and economic transitions Case study 2: Russian federation 1985 - 1999	This study opens a vast area for encouraging international-mindedness. First, the role of the Chernobyl catastrophe, seen internationally through different lenses (for example official Soviet stance, Czechoslovak newspapers, Swedish reports). Second, students can observe parallels between Yeltsin's economic reforms and the way in which post-Velvet Revolution privatization of state property took place in Czechoslovakia (compare and contrast them, define the course and consequences). Third, the rise of the oligarchs could be linked to today's Russia. Lastly, The Chechen War will serve as the basis for a discussion of the region's instability even today.

6. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
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Authoritarian rule	This topic contributes to the development of the IB learner profile in various ways: a) Inquirers: This topic will create a certain curiosity among learners to research and come up with answers. What factors predetermined the leaders to come to power? How did they resemble and differ from each other? What methods were the most effective in consolidating the regime or controlling the society? Etc. b) Open-minded: Students will be encouraged to be open-minded, looking for ways to respectfully find common ground so as to develop collaboratively as a team. It's in true collaboration that we learn to respect each other and build a better community. Students will be motivated to express their own point of view and to accept the other's attitudes, to be tolerant to completely different opinions and to respect that we are all different. The topic of authoritarian states could be controversial and would arouse strong emotions face to face with the dictators' practices (e.g. concentration camps). c) Reflective: Reflection is a major part of any learning experience. Learners will reflect upon their research and compare it (if needed) to what they already know ahead of time. Hence, they will know their strengths and weaknesses and use them for their personal development, especially in future research and case studies. Students will thoughtfully consider the impact of the totalitarian regimes on our current world (e.g. the impact of Soviet communism in Eastern Europe).
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7. Resources

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Will students have access to resources beyond the ones available at school? Briefly describe what plans are in place if changes are needed.

- **General notes:**

Our school's classrooms are all equipped with computers, multimedia projectors, touch boards, speakers, and high-speed Wi-Fi. There is a computer lab and a well-equipped library with several multimedia and VR stations accessible to students. The school has purchased teacher resource materials for every subject including textbooks, subject guides and teaching methodology material. The students have access to the JSTORE. There is a virtual link to the library of Western Bohemia University in Pilsen which enables students and teachers to use a wide variety of resources, magazine articles, fiction and non-fiction literature, etc. There are also printing and scanning stations available to students and teachers enabling them to work with and create various teaching and learning materials. Overall, the amount and quality of available resources is sufficient to give effective support to the History course.

- **Specific sources:**

- **Websites:** Inthinking.net; history.com, biography.com, Britannica.com, khanacademy.com, www.moderni-dejiny.cz etc.
- **Books:** Eunice Price: Authoritarian States. Oxford – History for the IB diploma (Cambridge University press).
Jo Thomas: The Cold War. Oxford – History for the IB diploma (Cambridge University press).
Bridget Kendall: The Cold War: A New Oral History. BBC Physical Audio, 2018.
- Crowhurst, Patrick: A History of Czechoslovakia Between the Wars: From Versailles to Hitler's Invasion. I.B.Tauris 2015.
- Youtube videos and documentaries etc.