

History

Year 12 - Italy

Scheme of Learning 2025 - 2026

M Labrou – Acting Head of History

Topics by Term	Topic Overview for Year Group					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics Taught	<p>The rise and fall of Fascism in Italy, c1911-46</p> <p>2.1 The liberal state, c1911-18</p> <p>Taught concurrently: Germany and West Germany, 1918-89</p> <p>1.1 Political and governmental change</p>	<p>The rise and fall of Fascism in Italy, c1911-46</p> <p>2.2 The rise of Mussolini and the creation of a fascist dictatorship, 1919-26</p> <p>Taught concurrently: Germany and West Germany, 1918-89</p> <p>1.2 Opposition, control and consent</p>	<p>The rise and fall of Fascism in Italy, c1911-46</p> <p>2.3 The fascist state, 1925-40</p> <p>Taught Concurrently: Germany and West Germany, 1918-89</p> <p>1.3 Economic development and policies</p>	<p>The rise and fall of Fascism in Italy, c1911-46</p> <p>2.4 Challenges to, and the fall of, the fascist state, c1935-46</p> <p>Taught Concurrently: Germany and West Germany, 1918-89</p> <p>1.4 Aspects of life in Germany and West Germany</p>	<p>Britain – Losing and Gaining an Empire</p> <p>3.1 – The changing nature of trade</p> <p>Taught Concurrently: Germany and West Germany, 1918-89</p> <p>1.5 How far was Hitler’s foreign policy responsible for the Second</p>	<p>Britain – Losing and Gaining an Empire</p> <p>3.2 – The changing nature of the Royal Navy</p> <p>Taught Concurrently Unit 4 – Coursework</p> <p>Begin research</p>
Week Times	6.5 Weeks	7.5 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Vital Prerequisites	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites
To access this material, students should have a solid foundation in early 20th-century European history, including the rise of nationalism, the nation-building project of the Risorgimento in Italy and the political instability at the end of the 19 th Century and early 20 th Century. Students will need the ability to analyse the social, economic, and geopolitical issues facing Italy, such as the north-south divide, the influence of Giolitti's government, and Italy's role as a 'great power.' Familiarity with concepts like socialism, nationalism, and the impact of World War I will aid in analysing the instability of Italy's liberal state.	Students will use their understanding of the instability of the liberal state post-World War I and the broader European context of political upheaval. Students will use an understanding of political movements, ideologies, and government responses to crises to develop their overarching understanding of how the Liberal State collapsed. Prior knowledge of the Socialist Party, Catholic Party, and post-war economic issues suffered in Italy and across Europe will help students grasp the conditions that allowed Mussolini to rise. Knowledge of political ideology and strategies will support student understanding of the methods Mussolini used to gain power, including his manipulation of	Students should have a deep understanding of Mussolini's rise to power and the political climate of Italy in the 1920s. Students will have knowledge of government control mechanisms, the role of propaganda, and economic policies in prior study to support the understanding of this period 1925-1940. Familiarity with the corporate state, the role of the Catholic Church, and the relationship between Mussolini's regime and various political and economic interest groups is essential for understanding the consolidation of fascist control in Italy. Additionally, students will utilise their contextual knowledge of Italy and have some prior knowledge of Mussolini's relationship with the	To engage with this material, students need a firm grasp of Italy's foreign policy objectives and how Mussolini's earlier successes turned to failures by the 1930s. Students will use their knowledge and understanding of the establishment of the Fascist State, and similarly their analysis of the Liberal State and its collapse to supplement their investigation into the downfall of the Fascist regime in Italy. Students will be comfortable analysing military campaigns, political decisions, and diplomatic relations, particularly with Britain, France, and Germany. Knowledge of Italy's participation in the Second World War and its subsequent defeats, as well as an	Students should be familiar with the major economic, political, and social shifts of the 18th and 19th centuries, including industrialization and colonial expansion. Key skills include analysing economic trends, government policies (such as the abolition of the slave trade and the adoption of free trade), and understanding the impact of these on British and global trade. Prior knowledge of the slave trade, Britain's industrial development, and its evolving trading relations with the Americas, India, and the Far East will help students engage with the content.	Students should have a solid understanding of the strategic and military importance of the Royal Navy in maintaining and expanding the British Empire. Key skills include analysing the evolution of naval technology, the role of commerce protection, and Britain's suppression of the slave trade and piracy. Familiarity with key naval engagements and the acquisition of strategic bases like Gibraltar, Malta, and the Falklands is important for understanding how the Royal Navy became a dominant global force.

		political unrest and the March on Rome.	monarchy and conservative elites.	understanding of domestic tensions and the collapse of Mussolini's regime, is crucial for comprehending the fall of fascism and the restoration of democracy.		
Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?
This unit introduces the conditions that led to the collapse of the liberal state and the rise of fascism in Italy. By this stage, students are ready to explore the political, social, and economic instability that paved the way for Mussolini's rise. Positioning this unit early in the course provides a strong foundation for understanding the transition from liberalism to dictatorship, allowing students to trace the causes of instability and the significance of World War I in shaping Italy's political future.	This sub-unit builds chronologically on the previous study of the liberal state's collapse, enabling students to investigate how Mussolini capitalized on Italy's post-war crises. By this stage, students are ready to assess the factors that contributed to Mussolini's rise, from the use of violence (squadristo) to political manoeuvring and the role of Victor Emmanuel III. The study of Mussolini's creation of a dictatorship provides insights into how nationalism and political instability in post-war Italy led to the establishment of a fascist regime.	This unit builds on Mussolini's creation of a fascist dictatorship, allowing students to explore how the fascist state functioned in practice. By examining policies of control and consent, propaganda, economic interventions, and the relationship with the Catholic Church, students will gain an understanding of how Mussolini maintained power. This analysis is critical for understanding the full scope of Mussolini's authoritarian regime and the factors that contributed to its initial success and longevity before facing external and internal	Positioned at the end of the unit, this sub-unit allows students to trace the decline of the fascist state following its earlier consolidation of power. After studying the establishment of Mussolini's dictatorship, students can now assess how foreign policy failures, the impact of WWII, and growing internal dissent led to Mussolini's downfall. The study of Italy's return to democracy in 1946 brings the course full circle, providing students with a comprehensive understanding of the rise, consolidation,	This unit sets the foundation for understanding Britain's transformation from a European power to a global empire and develops students understanding of one of the key breadth study elements of this unit. By studying the changing nature of trade and key developments such as the acquisition of strategic ports and the repeal of the Navigation Acts, students gain insight into the mechanisms that fuelled British imperialism. Positioned early in the course, this unit enables students to grasp the economic and commercial	This unit follows the study of Britain's expanding trade, allowing students to explore how the Royal Navy's growth and changing role facilitated and protected that expansion. The study of naval technological advancements, exploration, and the acquisition of key global bases provides insights into Britain's strategic defence and imperial ambitions. By placing this unit here, students will appreciate how the Navy not only supported economic growth but also secured British dominance, setting	

			challenges in the later years.	and fall of fascism in Italy.	factors that underpin Britain's rise, providing essential context for subsequent studies of British naval power and empire building.	the stage for understanding Britain's global imperial reach.
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Term 1 - The liberal state, c1911-18							
Sub-topic	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for research	Homework Ideas	SMSC and WPD links	Assessment
2.1 The liberal state, c1911-18	1) The Liberal State: What were the key problems facing Italy in the early 20th Century?	To understand the problems facing Italy in the early 20th Century	1) To be able to define Risorgimento and list the problems derived from it 2) To be able to explain Italian political weaknesses 3) To be able to analyse sources about Italy's economic and social problems 4) To be able to evaluate the extent to which Italy may have been considered a 'Great' power	Rethinking the Italian Liberal State Nick Carter in Bulletin of Italian Politics Vol. 3, No. 2, 2011, 225-245		British value of democracy to be referred to with our system in which there is universal suffrage compared with the limited electorate in Liberal Italy	One formal assessment each term (Week 2-5)
	2) The Liberal State: How did Giolitti's government shape Italy's political situation from 1911-1914?	To understand the importance of Giolitti's government	1) To be able to describe the key characteristics of Giolitti 2) To be able to explain how Giolitti dealt with the rise of socialism 3) To be able to evaluate the Catholic and Nationalist threats 4) To be able to analyse a primary source on Giolitti's policies	REFORMISM AND PARTY ORGANIZATION: THE ITALIAN SOCIALIST PARTY, 1900-14 Author(s): James E. Miller Source: Il Politico , MARZO 1975, Vol. 40,	Knowledge check questions on P.177 of the textbook		

				No. 1 (MARZO 1975), pp. 102-126			
3) How Successful was the Liberal Government in Dealing With Italy's Growing Instability between 1912 and 1914?	To understand the extent to which the Liberal Government was successful in dealing with challenges between 1912 and 1914	1) To be able to explain Italian foreign policy in the years 1910-1912 2) To be able to analyse and evaluate the threats to the liberal government between 1912 and 1914 3) To be able to evaluate interpretations of Giolitti's leadership	Giolitti and the Gentiloni Pact between Myth and Reality Author(s): Frank J. Coppa Source: The Catholic Historical Review , Jul., 1967, Vol. 53, No. 2 (Jul., 1967), pp. 217-228 Libya, Italian Nationalism, and the Revolt against Giolitti Author(s): Ronald S. Cunsolo Source: The Journal of Modern History , Jun., 1965, Vol. 37, No. 2 (Jun., 1965), pp. 186-207	2017 exam question on the factors involved in undermining Giolitti's control of the government	Contrast nationalist ideas with British values of tolerance and democracy		
4) What was the Impact of the First World War on Italy? Part 1: The	To understand the impact of WW1 on Italy	1) To be able to explain why Italy eventually joined the war 2) To be able to categorise reasons for Italy's entry into WW1 3) To be able to analyse historical interpretations to	Italy and the Outbreak of the First World War Author(s): Roy Pryce Source: The Cambridge	A level exam style question on P.214 of the textbook			

	Intervention Crisis		evaluate whether Italy's entry into the war was for domestic or foreign policy reasons.	Historical Journal , 1954, Vol. 11, No. 2 (1954), pp. 219-227			
	5) What was the impact of WW1 on Italy? Part 2 - Outcomes	To understand the impact of WW1 on Liberal Italy	<p>1) To be able to describe the events leading up to Italy's involvement in WW1</p> <p>2) To be able to explain what happened to Italy during WW1</p> <p>3) To be able to evaluate the impact of WW1 on Liberal Italy</p>	From Heroic Defeat to Mutilated Victory: the myth of Caporetto in Fascist Italy published in Defeat and Memory: Cultural Histories of Military Defeat in the Modern Era ed. Jenny Macleod (London: Palgrave, 2008), pp.46 – 61	A level exam style question on P.190	Knowledge check questions on P.190	

Term 2 - 2.2 The rise of Mussolini and the creation of a fascist dictatorship, 1919-26

Sub-topic	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for research	Homework Ideas	SMSC and WPD links	Assessment
2.2 The rise of Mussolini and the creation of a fascist dictatorship, 1919-26	6) Did the Italian Government deal with Italy's problems following the First World War?	To understand the impact of the mutilated victory and the occupation of Fiume	1) To be able to explain the concept and consequences of the mutilated victory 2) To be able to analyse primary sources to understand the power of the mutilated victory 'myth' 3) To be able to evaluate the extent to which the occupation of Fiume was a threat	D'Annunzio, Inventor of Fascism Author(s): Count Carlo Sforza Source: Books Abroad , Summer, 1938, Vol. 12, No. 3 (Summer, 1938), pp. 269-271	Knowledge check Q. on P.195		One formal assessment each term (Week 2-5)
	7) How did the government deal with Italy's problems after WWI? Part 2	To understand how effective the government was in dealing with Italy's problems after WW1	1) To be able to explain the key issues affecting Italy between 1918 and 1920 2) To be able to analyse the potential damage of the 1919 election 3) To be able to evaluate the relative importance of threats to the Liberal Italian government		Knowledge check questions on P.197	British – Values – Pupils can gain an understanding of how citizens can influence decision-making through the democratic process, highlighting how the 1919 election in Italy was such a poor representation of the	

						democratic process and contrasting this with election outcomes in Britain	
8) What were the origins of Fascism and how did it grow?	To understand the origins of Italian fascism	<p>1) To be able to describe who the fascists were and how the movement was founded</p> <p>2) To be able to explain what squadristo was and why the Fascists moved to the right</p> <p>3) To be able to analyse the increasing appeal of the fascists</p>	The Origins of Italian Fascism Author(s): Norman Kogan Source: Polity , Autumn, 1969, Vol. 2, No. 1 (Autumn, 1969), pp. 100-105	Knowledge check questions on P.200	SMSC – spiritual- Emphasise the odious nature of Fascism as a political ideology. Remind that how others should be accepted and tolerated, and differences in belief should not be the cause of prejudicial or discriminatory behaviour.		
9 - To what extent was the Fascists' success between 1920 and 1922 down to Mussolini?	To understand the extent to which Fascist success was attributable to Mussolini	<p>1) To be able to explain the factors that led to rise of the fascists</p> <p>2) To be able to evaluate the extent to which the rise of the Fascists was attributable to Mussolini or other factors</p>	Class, State, and Counter-Revolution: The Fascist Seizure of Power in Italy, 1919-1922 Author(s): Dahlia Sabina Elazar Source: European Sociological Review , Sep., 2000, Vol. 16, No. 3 (Sep.,	Exam style question on P.205 of the textbook Past paper question from 2020 - How accurate is it to say that the methods used by Italian fascists to attract support for the movement completely changed during			

				2000), pp. 301-321	the years 1919–22?	
	10) Which Factors contributed to the creation of a Fascist dictatorship between 1922 and 1926 Part 1: Political Manoeuvrings	Lesson Objective: To understand the political manoeuvrings that allowed Mussolini to become dictator by 1926	1) To be able to explain how Mussolini managed to be granted emergency powers 2) To be able to evaluate the role of Mussolini in controlling the PNF 3) To be able to analyse what opposition mistakes can be attributed to the success of the Fascists in the 1924 election	Fascism in Italy: The Second Wave Author(s): Adrian Lyttelton Source: Journal of Contemporary History , 1966, Vol. 1, No. 1 (1966), pp. 75-100	Knowledge check questions on P.210	SMSC – Moral – Identify the areas where the fascists undertook morally wrong courses of action and highlight how these contravene laws and the rule of law in modern Britain
	11) Which Factors contributed to the creation of a Fascist dictatorship between 1922 and 1926 Part 2: Surviving Crisis and Establishing the Dictatorship	To understand the political manoeuvrings that allowed Mussolini to become dictator by 1926	1) To be able to assess Mussolini’s complicity in the murder of Matteotti 2) To be able to analyse historical interpretations of Mussolini’s creation of a dictatorship 3) To be able to evaluate the extent to which Mussolini was a dictator by 1926	Fascism in Italy: The Second Wave Author(s): Adrian Lyttelton Source: Journal of Contemporary History , 1966, Vol. 1, No. 1 (1966), pp. 75-100	Exam style question on P.214 of the textbook Knowledge check questions on P.210 of the textbook	When looking at the outcomes of the Matteotti crisis and the legalities around it, it is worth highlighting how there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts

						maintain independence.	
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Term 3 - 2.3 The fascist state, 1925-40

Sub-topic	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for research	Homework Ideas	SMSC and WPD links	Assessment
2.3 The fascist state, 1925-40	12) How Successful were Mussolini's attempts to control the Italian population? Part 1 – Youth and Leisure	To understand how effectively Mussolini controlled the Italian population regarding youth	1) To be able to explain and evaluate the extent to which Fascist education was an effective method of control 2) To be able to explain and evaluate whether the OND was an effective method of control	Opera Nazionale Balilla: An Aspect of Italian Education Author(s): P. W. L. Cox Source: Junior-Senior High School Clearing House, Vol. 9, No. 5, Integration (Jan., 1935), pp. 267-270	Knowledge check questions on P.219	SMSC – Moral – Emphasise the dangers and immorality of indoctrination	One formal assessment each term (Week 2-5)
	13) How Successful were Mussolini's attempts to control the Italian population? Part 2 – Propaganda, Censorship and Culture	To understand how effectively Mussolini controlled the Italian population regarding propaganda, censorship and culture	1) To be able to explain Fascist approaches and success in censorship and propaganda 2) To be able to analyse the success of the Cult of Il Duce 3) To be able to evaluate the cult and propaganda's impact on control?	The Cult of the Duce in Mussolini's Italy Author(s): Piero Melograni Source: Journal of Contemporary History, Vol. 11, No. 4, Special Issue: Theories of Fascism (Oct. , 1976), pp. 221-237		SMSC – Moral – Emphasise the dangers and immorality of indoctrination SMSC – Cultural - Aspects such as music, literature, art and architecture are covered, with comparisons made between periods.	

						Furthermore the social, economic and political pre-conditions that influenced culture are analysed	
	14) How Successful were Mussolini's attempts to control the Italian population? Part 3 - Repression, Terror and anti-Semitism	To understand Mussolini's attempts to control the population	1) To be able to analyse repression and terror in Italy 2) To be able to assess the impact of anti-Semitic legislation in Italy 3) To be able to evaluate Mussolini's tools of control	The Origins and Development of Racial Anti-Semitism in Fascist Italy Author(s): Gene Bernardini Source: The Journal of Modern History, Vol. 49, No. 3 (Sep., 1977), pp. 431-453	2018 Section B question 'The indoctrination of the population was so successful in fascist Italy that there was barely any need for the use of terror in the years 1925-40.' How far do you agree with this statement? (Total for Question 3 = 20 marks) 2021 exam question - How accurate is it to say that the main consequence of the introduction of the anti-semitic decrees of 1938 was a reduction in support for Mussolini's regime?	SMSC – Moral - M1, M2, M3 - An evaluation of the reasoning behind the persecution and analysis of the treatment of the Jews	

	15) What was the nature and importance of Mussolini's relationship with Italy's political and economic elite?	To understand the nature and importance of Mussolini's relationship with Italy's political and economic elite	<p>1) To be able to describe the nature of Mussolini's relationship with the king and conservative elites</p> <p>2) To be able to explain the changes made to central and local government</p> <p>3) To be able to evaluate the success of Mussolini in controlling the PNF</p> <p>4) To be able to analyse whether syndicalism was seriously undertaken by the Fascists</p>	<p>The Goals of Italian Fascism</p> <p>Author(s): Edward R. Tannenbaum</p> <p>Source: The American Historical Review , Apr., 1969, Vol. 74, No. 4 (Apr., 1969), pp. 1183-1204</p>	Knowledge check Q3 on bottom of P.226		
	16) How successful was the fascist economy?	To be able to understand the fascist economy	<p>1) To be able to describe Mussolini's key economic plans</p> <p>2) To be able to analyse sources to explain Mussolini's perspective on women in the economy</p> <p>3) To be able to evaluate the success of Mussolini's economic policies</p>	<p>Mussolini and the Italian Industrial Leadership in the Battle of the Lira 1925-1927</p> <p>Author(s): Roland Sarti</p> <p>Source: Past & Present , May, 1970, No. 47 (May, 1970), pp. 97-112</p>	A level style Q on P.233 and A level style source question on P.234		
	17) What impact did Mussolini's Relationship with the Church have on his Fascist Dictatorship?	To understand Mussolini's relationship with the church in this period	<p>1) To be able to explain the early relationship between Mussolini and the church</p> <p>2) To be able to analyse the importance of Pius the 11th in the improving relationship</p> <p>3) To be able to evaluate the impact of the Lateran Pacts</p> <p>To be able to evaluate the tension between church and state in the 1930s</p>	<p>Italian Youth in Conflict: Catholic Action and Fascist Italy, 1929-1931</p> <p>Author(s): Albert C. O'Brien</p> <p>Source: The Catholic Historical Review, Vol. 68,</p>	Knowledge check questions on P.236 and 237	SMSC – Spiritual - Enable students to respect others religious or spiritual identities. Use the Lateran Pacts as an opportunity to remind pupils about respect for	

				No. 4 (Oct., 1982), pp. 625-635		the faith of others	
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Term 4 - 2.4 Challenges to, and the fall of, the fascist state, c1935-46

Sub-topic	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for research	Homework Ideas	SMSC and WPD links	Assessment
- 2.4 Challenges to, and the fall of, the fascist state, c1935-46	18) How successful was Fascist foreign policy prior to 1935?	To understand fascist foreign policy prior to 1935	1) To be able to describe the aims of fascist foreign policy pre 1935 2) To be able to evaluate the success of fascist foreign policies 3) To be able to analyse the cordiality of Italian relations with the major European powers 4) To be able to explain the significance of the Stresa Front	The Historiography of Fascist Foreign Policy Author(s): Stephen Corrado Azzi Source: The Historical Journal, Vol. 36, No. 1 (Mar., 1993), pp. 187-20 Was There a Fascist Foreign Policy? Tradition and Novelty Author(s): Alan Cassels Source: The International History Review, Vol. 5, No. 2 (May, 1983), pp. 255-268	Knowledge check questions on P.244		One formal assessment each term (Week 2-5)

	<p>19) Mussolini gets aggressive – Part 1: What happened in The Invasion of Abyssinia?</p>	<p>To understand the Abyssinian invasion and its consequences</p>	<p>1) To be able to explain why Mussolini went to war with Ethiopia 2) To be able to explain the invasion of Ethiopia and its consequences 3) To analyse the utility of sources to investigate the popularity of the Abyssinian War</p>	<p>Imperial Dreams: The Mussolini-Laval Accords of January 1935 Author(s): G. Bruce Strang Source: The Historical Journal , Sep., 2001, Vol. 44, No. 3 (Sep., 2001), pp. 799-809</p>	<p>A level style source question on P.246</p>	<p>SMSC – Moral – Highlight immorality of imperialism and the way the annexation of Abyssinia was indicative of a lack of tolerance and respect fro others</p>	
	<p>20) Mussolini gets aggressive Part 2 – What were the consequences of the Spanish Civil War, how did the relationship with Germany develop and what was the impact domestically?</p>	<p>To understand fascist foreign policy post-1935 and its impact on the domestic situation</p>	<p>1) To be able to explain Fascist intervention in the Spanish civil war and its consequences 2) To be able to analyse what caused Mussolini and Hitler to get close 3) To be able to evaluate the impact of the relationship domestically</p>	<p>The Historiography of Fascist Foreign Policy Author(s): Stephen Corrado Azzi Source: The Historical Journal , Mar., 1993, Vol. 36, No. 1 (Mar., 1993), pp. 187-203</p> <p>The Spanish Civil War and the Coming of the Second World War Author(s): Willard C. Frank, Jr.</p>	<p>Read article on Spanish Civil War to broaden contextual understanding</p>	<p>SMSC – Cultural – Explain the different political ideologies involved in the Spanish Civil War.</p>	

				Source: The International History Review , Aug., 1987, Vol. 9, No. 3 (Aug., 1987), pp. 368-409			
21) How and why did Italy become involved in WW2?	To understand how and why Italy became involved in WW2	1) To be able to explain the Pact of Steel 2) To be able to categorise the arguments involved in Italy's declaration of neutrality 3) To be able to analyse interpretations to discover why Italy eventually did join Germany in WW2	Neutrality and War in Italian Policy 1939-40 Author(s): Harry Cliadakis Source: Journal of Contemporary History , Jul., 1974, Vol. 9, No. 3 (Jul., 1974), pp. 171-190	Thinking Historically questions on P.252			
22) What was the impact of Italy entering WW2? Part 1 – Military failure	To understand the impact of Italy entering WW2	1) To be able to explain the performance of Italy in WW2 2) To be able to analyse why Mussolini elected to invade Greece 3) To be able to evaluate the inadequacies of the Italian war economy and military	Understanding Defeat: Reappraising Italy's Role in World War II Author(s): James J. Sadkovich Source: Journal of Contemporary History, Vol. 24, No. 1 (Jan., 1989), pp. 27-61	Knowledge check questions on P.255			
23) What led to the fall of Mussolini?	To understand the fall of Mussolini	1) To be able to explain the inadequacies of the Italian war economy and military	Italian Peace Feelers before the Fall of Mussolini	A level style question on P.258			

			<p>2) To be able to evaluate the threats to Mussolini's leadership in 1943</p> <p>3) To be able to analyse the demise of Mussolini</p>	<p>Author(s): William S. Linsenmeyer</p> <p>Source: Journal of Contemporary History , Oct., 1981, Vol. 16, No. 4 (Oct., 1981), pp. 649-662</p>		
24) How far did Italy change between 1943 and 1946?	To understand what happened after Mussolini was deposed	<p>1) To be able to describe the key events in the allied invasion</p> <p>2) To be able to explain what the Republic of Salò was</p> <p>3) To be able to characterise the kingdom of the south and compare it with the Republic of Salò</p> <p>4) To be able to evaluate the extent to which Italy changed by 1946</p>		<p>2018 question 'There were more similarities than differences between the Republic of Salò and the government in the south in the years 1943-45.' How far do you agree with this statement?</p> <p>2022 question: 'The key features of Mussolini's government in the Republic of Salò (1943-45) were completely different from the key features of Mussolini's government in Italy in the years 1922-43.' How far</p>		

					do you agree with this statement?		
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Term 5 – Finish 2.4 Challenges to, and the fall of, the fascist state, c1935-46 and Coursework

Any lessons still remaining from Term 4 are to be completed and then coursework to be commenced.